

Building an Islamic Learning Rhythm by Strengthening Spiritual Teaching Based on Canva's Interactive Media

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Abstract : This study aimed to examine the effect of the Spiritual Teaching approach assisted by Canva interactive digital media on students' learning motivation in Islamic Religious Education (IRE). The study employed a quantitative approach using a quasi-experimental method with a nonequivalent control group design. The participants consisted of 54 eighth-grade students of SMP Labschool Percontohan UPI Cibiru, Bandung, Indonesia, who were divided into an experimental class and a control class. Data were collected through learning motivation questionnaires, observations, interviews, and documentation and were analyzed using descriptive and inferential statistics, including normality, homogeneity, independent samples t-test, and N-Gain analyses with the assistance of SPSS version 31. The findings revealed that students in the experimental class experienced a higher increase in learning motivation than those in the control class. The independent samples t-test showed a significance value of less than 0.05, indicating a significant effect of the implementation of the Spiritual Teaching approach assisted by Canva interactive digital media on students' learning motivation. These findings suggest that integrating spiritual values with interactive digital technology can provide a meaningful and engaging learning experience and may serve as an innovative pedagogical alternative for addressing the crisis of students' learning motivation in the digital era.

Keywords: *Spiritual Teaching; Canva; learning motivation; Islamic Religious Education; digital learning*

Abstrak : Penelitian ini bertujuan untuk menganalisis pengaruh pendekatan Spiritual Teaching berbantuan media digital interaktif Canva terhadap motivasi belajar peserta didik pada mata pelajaran Pendidikan Agama Islam (PAI). Penelitian menggunakan

pendekatan kuantitatif dengan metode kuasi eksperimen dan desain nonequivalent control group design. Partisipan penelitian berjumlah 54 peserta didik kelas VIII SMP Labschool Percontohan UPI Cibiru, Bandung, Indonesia, yang terbagi ke dalam kelas eksperimen dan kelas kontrol. Data dikumpulkan melalui angket motivasi belajar, observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan statistik deskriptif dan inferensial meliputi uji normalitas, uji homogenitas, uji independent samples t-test, dan uji N-Gain dengan bantuan program SPSS versi 31. Hasil penelitian menunjukkan bahwa peserta didik pada kelas eksperimen mengalami peningkatan motivasi belajar yang lebih tinggi dibandingkan kelas kontrol. Hasil uji hipotesis menunjukkan nilai signifikansi kurang dari 0,05, yang mengindikasikan bahwa pendekatan Spiritual Teaching berbantuan media digital interaktif Canva berpengaruh secara signifikan terhadap motivasi belajar peserta didik. Temuan ini menunjukkan bahwa integrasi nilai-nilai spiritual dan teknologi digital interaktif mampu menciptakan pengalaman belajar yang bermakna dan menarik serta menjadi alternatif pedagogis inovatif dalam menjawab krisis motivasi belajar peserta didik di era digital. ditulis dalam bahasa Inggris dan bahasa Indonesia. Satu paragraf dengan standar tidak lebih dari 250 kata, memuat latar belakang, tujuan, metode penelitian yang digunakan, hasil dan pembahasan, dan maksimum lima kata kunci.

Kata Kunci: Spiritual Teaching; Canva; Motivasi; Pendidikan Agama Islam; Media Digital.

Introduction

Learning motivation is one of the fundamental factors that determine the success of the learning process because it influences students' attention, engagement, perseverance, and learning outcomes (Uno, 2021; Schunk, 2020; Reeve, 2018). In the context of Islamic Religious Education (IRE), learning motivation not only serves as a driver of academic achievement but also forms the foundation for the development of spiritual awareness, the internalization of religious values, and the character development of students (Tasmara, 2001; Ryan & Deci, 2000; Fry, 2003). Therefore, learning motivation is one of the key indicators that must be considered in efforts to improve the quality of PAI instruction in schools. Learning motivation holds a strategic position in PAI instruction because the success of internalizing religious values is determined not only by students' cognitive abilities but also by their affective readiness

and willingness to actively engage in the learning process (Arianti, 2019; Emda, 2018; Sari et al., 2022). Students with high motivation tend to demonstrate better attention, perseverance in completing tasks, and the ability to maintain positive learning behaviors over the long term (Fitriyani et al., 2020; Schunk & DiBenedetto, 2020; Reeve, 2018).

Advances in digital technology have significantly transformed the nature of student learning. Today's generation is growing up in an environment rich with visual, interactive, and technology-based information, leading them to exhibit different learning tendencies compared to previous generations (Mayer, 2021; Prensky, 2001; Keller, 2016). These conditions require teachers to provide instruction that is not only focused on delivering content but also capable of creating learning experiences that are engaging, meaningful, and relevant to students' lives (Reeve, 2018; Schunk, 2020; Mayer, 2021). However, Islamic Education (PAI) teaching practices in various educational institutions are still dominated by conventional, teacher-centered approaches, resulting in students tending to act as passive recipients of information (Shoimin, 2014; Nurrita, 2018; Reeve, 2018).

Given these circumstances, this study aims to analyze the effect of implementing the Spiritual Teaching approach—assisted by the interactive digital media platform Canva—on students' motivation to learn in the subject of Islamic Religious Education. This study is important because Islamic Religious Education requires an approach capable of meeting the needs of students in the digital age without losing the spiritual essence that is the soul of Islamic education (Ainiyah, 2013; Suyadi, 2020; Azizah et al., 2023).

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effectiveness of the learning process (Schunk, 2020; Keller, 2016; Uno, 2021). Low learning motivation is generally characterized by a lack of attention to the material, low participation in learning activities, minimal enthusiasm for completing assignments, and a weak drive to achieve optimal learning outcomes (Uno, 2021; Sardiman, 2018; Reeve, 2018). If this condition is left unaddressed, learning will not only lose its appeal but also risk failing to achieve the expected educational goals.

This phenomenon was also observed in Islamic Religious Education classes at the UPI Cibiru Pilot Lab School Junior High School. Based on preliminary observations, some students demonstrated low levels of engagement during the learning process. On the other hand, the school possesses relatively adequate digital facilities and infrastructure to support innovative learning. This situation indicates a gap between the potential for utilizing educational technology and its actual implementation in the Islamic Religious Education learning process. This gap presents both a challenge and an opportunity to develop a learning model capable of optimally integrating spiritual values with the use of digital technology.

Preliminary observations also indicate that some students still struggle to maintain their focus during conventionally delivered Islamic Religious Education lessons. Although schools have provided adequate technological resources, the use of digital media in learning has not yet been fully directed toward creating meaningful learning experiences that motivate students. This situation indicates that educational innovation cannot rely solely on technology but also requires an approach capable of addressing both the psychological and spiritual aspects of students simultaneously.

One approach considered relevant to addressing these challenges is Spiritual Teaching. This approach views learning as a process oriented not only toward the transfer of knowledge but also toward the development of meaning, awareness, and spiritual values in students (Zohar & Marshall, 2007; Tasmara, 2001; Fry, 2003). Spiritual Teaching encourages students to understand the relationship between science, life, and divine values so that the learning process becomes more meaningful both personally and socially (Fry, 2003; Ryan & Deci, 2000; Zohar & Marshall, 2007). Meaningful learning is believed to strengthen intrinsic motivation because students not

only understand what they are learning but also why the material is important to learn (Ryan & Deci, 2000; Reeve, 2018; Schunk, 2020).

A number of studies indicate that learning oriented toward meaning and spiritual values has a positive relationship with students' intrinsic motivation. When students understand the relevance of the material to their life goals, moral values, and beliefs, the resulting drive to learn tends to be more enduring than motivation that is purely external in nature (Ryan & Deci, 2020; Fry et al., 2017; Hidayat et al., 2022). Thus, Spiritual Teaching serves not only as a learning approach but also as a means of fostering meaningful learning.

In addition to strengthening spiritual aspects, enhancing learning motivation also requires learning media capable of capturing students' attention. In ARCS theory, attention is the initial component that determines the emergence of learning motivation before students enter a deeper stage of engagement (Keller, 2016; Schunk, 2020; Reeve, 2018). Therefore, the use of interactive digital media is one alternative that can be employed to improve the quality of students' learning experiences. Technology-based learning media allow for the presentation of material in a more visual, communicative, and interactive manner, thereby increasing students' attention, interest, and participation throughout the learning process (Mayer, 2021; Nurrita, 2018; Harianti et al., 2023).

One of the most widely used digital tools in education is Canva. This platform allows teachers to create materials in the form of interactive presentations, infographics, educational videos, visual quizzes, and various other forms of visually engaging educational content (Harianti et al., 2023; Kurniawan et al., 2022; Mayer, 2021). Several studies indicate that the use of Canva in education can enhance student motivation, engagement, and the effectiveness of content delivery by providing a more engaging learning experience tailored to the characteristics of the digital generation (Harianti et al., 2023; Kurniawan et al., 2022; Nurrita, 2018).

Over the past five years, Canva has become one of the most frequently studied digital tools in the context of learning. Findings from various studies indicate that the use of Canva can enhance learning engagement, creativity, motivation, and the quality of material presentations due to its visual, flexible, and easily accessible nature for both

teachers and students (Pelangi, 2020; Rahmawati et al., 2023; Pratiwi et al., 2024). However, most of these studies still focus on the aspect of learning media and have not yet linked it to a spiritually-based learning approach.

In fact, numerous studies have been conducted on spiritual teaching and interactive digital media. Research by Safitri (2021), Rahmah (2020), and Fauzi (2020) shows that a spiritual approach positively contributes to increased learning motivation, concentration, and student engagement in the learning process. Meanwhile, studies by Harianti et al. (2023), Kurniawan et al. (2022), and Nurrita (2018) found that the use of interactive digital media can significantly increase students' attention and participation. These findings suggest that both spiritual approaches and digital media have equal potential in supporting increased learning motivation.

These findings suggest that Spiritual Teaching and Canva both have the potential to enhance students' learning motivation through different mechanisms. Spiritual Teaching plays a role in strengthening the meaningfulness of learning and intrinsic motivation, while Canva contributes to increased attention, interest, and extrinsic motivation among students. Thus, when integrated into a single learning process, both have the potential to create a more holistic learning experience.

Although research on Spiritual Teaching and Canva has developed quite rapidly, the two are generally still studied separately. Research on Spiritual Teaching tends to highlight aspects of religiosity, character building, and the strengthening of students' spiritual values, while research on Canva tends to focus on enhancing motivation, creativity, and engagement in learning through digital media. To date, there has been limited research integrating these two approaches into Islamic Religious Education (IRE) instruction, particularly at the junior high school level, with a focus on students' learning motivation.

Given this gap, this study offers a novel approach by integrating Spiritual Teaching and the interactive digital platform Canva into a single instructional design aimed at holistically fostering students' learning motivation. The novelty of this study lies not only in the combination of spiritual and digital dimensions but also in the empirical testing of their impact on students' motivation in Islamic Religious Education

through a quasi-experimental design. Thus, this study is expected to contribute conceptually to the development of Islamic Religious Education learning theory while offering practical alternatives for teachers in fostering meaningful learning experiences in the digital age.

Based on the theoretical framework, findings from previous research, and the arguments presented, the hypothesis of this study is that the implementation of the Spiritual Teaching approach—assisted by the interactive digital media platform Canva—has a significant effect on students' learning motivation in Islamic Religious Education.

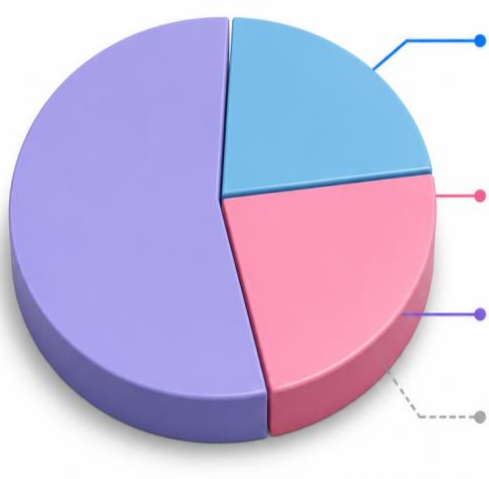
In fact, numerous studies have been conducted on both Spiritual Teaching and interactive digital media. Safitri's (2021) research indicates that the implementation of a spiritual approach has a positive impact on enhancing students' motivation and engagement in the learning process. Similar findings were reported by Rahmah (2020), who discovered that learning based on spiritual values can strengthen students' concentration while fostering their discipline during the learning process. Meanwhile, Fauzi (2020) revealed that the integration of spiritual values into the learning process not only influences the affective aspect but also significantly improves students' learning outcomes. On the other hand, research on the use of Canva in learning has also shown promising results. Harianti et al. (2023) found that Canva can increase students' active participation because the material is presented in a more visual and engaging way. These findings are supported by Kurniawan et al. (2022), who stated that Canva provides a more interactive learning experience, making it easier for students to understand the learning material. Another study conducted by Nurrita (2018) also showed that the use of engaging digital media contributes to increased attention and learning motivation among students during the learning process.

Based on these various studies, it can be understood that Spiritual Teaching and Canva both make positive contributions to improving the quality of learning. Spiritual Teaching plays a role in fostering students' sense of meaning, awareness, and intrinsic motivation, while Canva helps boost attention, interest, and extrinsic motivation through the presentation of more engaging content. Thus, these two approaches have the

potential to complement one another in creating a more holistic learning experience. Nevertheless, previous studies generally still treat Spiritual Teaching and Canva as two separate variables. Research on Spiritual Teaching has largely focused on character development, religiosity, and strengthening students' affective aspects. In contrast, research on Canva tends to emphasize learning media, creativity, and engagement in learning. The author has not yet found any research that specifically integrates Spiritual Teaching and Canva into Islamic Religious Education instruction to measure their impact on the learning motivation of junior high school students through a quasi-experimental design. Therefore, there remains a research gap that requires further investigation to address this issue.

Research Method

This study employed a quantitative approach using a quasi-experimental method with a nonequivalent control group design. The research was conducted at SMP Labschool Percontohan UPI Cibiru, Bandung, Indonesia, during the 2025/2026 academic year. The design was selected to examine the effect of a Canva-assisted Spiritual Teaching approach on students' learning motivation in Islamic Religious Education (IRE). The study involved an experimental group that received the treatment and a control group that participated in conventional learning activities.



Category	Description	N	(%)
Population	All Grade VIII students at SMP Labschool Percontohan UPI Cibiru for the 2025/2026 Academic Year	112	100%
Experimental Class Sample (VIII-B)	Students who received instruction using the Spiritual Teaching approach supported by the interactive digital media Canva	26	23.21%
Control Class Sample (VIII-C)	Students who received conventional instruction without any special treatment	26	23.21%
Total Sample (from the population)	—	52	46.42%

Figure 1. Research Population and Sample Diagram

The population of this study consisted of all eighth-grade students at SMP Labschool Percontohan UPI Cibiru. The sample was selected using a purposive sampling technique and comprised two classes: Class VIII-B as the experimental group and Class VIII-C as the control group. Each class consisted of 26 students, resulting in a total sample of 52 participants.

The study utilized both primary and secondary data sources. Primary data were obtained directly from students through learning motivation questionnaires administered before and after the treatment, classroom observations, and interviews conducted with relevant participants. Secondary data were collected from school documents, learning modules, attendance records, photographs of learning activities, and other supporting documents related to the implementation of the research.

Data collection techniques included questionnaires, observations, interviews, and documentation. The questionnaire served as the main instrument for measuring students' learning motivation and was developed based on indicators of learning motivation. Observation sheets were used to assess the implementation of the Spiritual Teaching approach and students' engagement during classroom activities. Interviews were conducted to obtain supporting information regarding students' responses and learning experiences, while documentation was used to strengthen and validate the research findings.

The collected data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics were employed to describe students' learning motivation before and after the intervention. Inferential statistical analyses included normality testing, homogeneity testing, independent samples t-test, and N-Gain analysis to determine the effectiveness of the treatment. All statistical analyses were performed using SPSS version 31 with a significance level of 0.05.

Research Result and Discussion

This study aims to analyze the effect of implementing the Spiritual Teaching approach, supported by the interactive digital media Canva, on student learning motivation in Islamic Religious Education at the UPI Cibiru Labschool Pilot Middle School. Data were obtained by distributing learning motivation questionnaires to

students before and after the treatment in the experimental and control classes. Before the treatment, both classes were given a pretest to determine the initial state of student learning motivation. The results of the descriptive statistical analysis of the pretest are presented in Table 1.

Table 1. Descriptive Statistics of Learning Motivation Pretest Scores

Class	N	Minimum	Maximum	Mean	Std. Deviation
Experimental	26	54	70	62,50	2,957
Control	26	57	67	62,12	4,292

Based on Table 1, the average initial learning motivation of students in the experimental class was 62,50, while in the control class it was 62,12. The difference in the averages between the two classes was relatively small, indicating that the initial learning motivation of students tended to be homogeneous before the treatment. After the learning process was completed, both classes were given a posttest. The descriptive statistics for the posttest are presented in Table 2.

Table 2. Descriptive Statistics of Learning Motivation Posttest Scores

Class	N	Minimum	Maximum	Mean	Std. Deviation
Experimental	26	65	79	72,50	4,042
Control	26	61	72	66,50	2,915

Table 2 shows that the average learning motivation of students in the experimental class increased significantly compared to the control class. This indicates that the implementation of the Canva-assisted Spiritual Teaching approach positively impacted student learning motivation. A comparison of the average pretest and posttest scores for both classes can be seen in Figure 2.

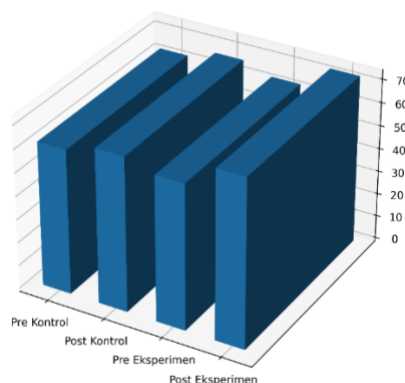
**Figure 2. Comparison of Pretest and Posttest Averages for the Experimental and Control Classes**

Figure 2 shows that the increase in learning motivation scores in the experimental class was higher than in the control class. This difference in improvement indicates the influence of the treatment provided during the learning process.

Before testing the hypotheses, the research data were first tested for normality and homogeneity.

Table 3. Results of the Normality Test

Class	Sig.
Experimental (Pre)	0,259
Experimental (Post)	0,322
Control (Pre)	0,595
Control (Post)	0,199

Based on Table 3, the significance values for all data points are greater than 0.05 (Sig. > 0.05), so it can be concluded that the research data are normally distributed.

Table 4. Results of the Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	3,107	1	50	0,084
	Based on Median	2,355	1	50	0,131
	Based on Median and with adjusted df	2,355	1	46,459	0,132
	Based on trimmed mean	3,262	1	50	0,077

The results of the homogeneity test show a significance value greater than 0.05, indicating that the data come from homogeneous variances. Therefore, hypothesis testing using the independent samples t-test can be conducted.

Table 5. Results of the Independent Samples t-Test

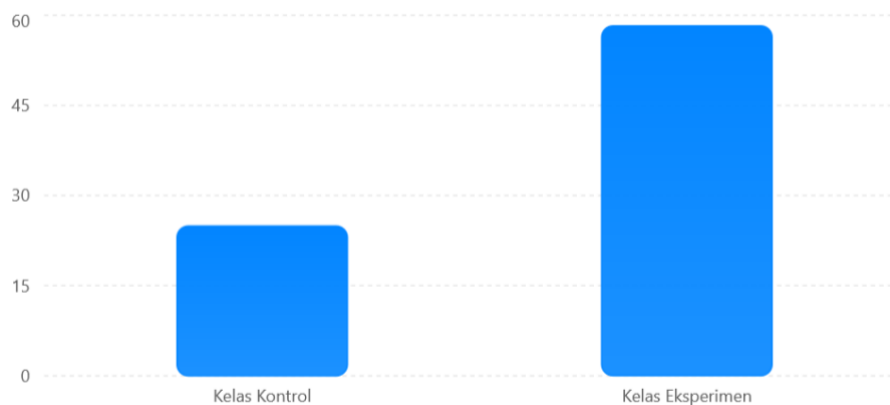
Independent Samples Test									
		t-test for Equality of Means							
		t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				One-Sided p	Two-Sided p			Lower	Upper
Nilai	Equal variances assumed	-6,138	50	0,000	0,000	-6,000	0,977	-7,963	-4,037
	Equal variances not	-6,138	45,470	0,000	0,000	-6,000	0,977	-7,968	-4,032

	assumed								
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Based on Table 5, the test results show that the significance value (Sig., 2-tailed) is 0.000. This value is less than the significance level of 0.05; therefore, the hypothesis is accepted. These results indicate that there is a significant difference between the learning motivation of students in the experimental class and the control class after the learning process was conducted. The calculated t-value of -6.138 indicates a difference in the mean learning motivation scores between the two classes. The mean difference of -6.000 shows that the average learning motivation of students in the experimental class was higher than that of the control class. These findings demonstrate that the implementation of the Spiritual Teaching approach, supported by the interactive digital media of the Canva app, has a positive effect on increasing learning motivation. Next, to determine the effectiveness of the treatment, a Normalized Gain (N-Gain) analysis was conducted.

Table 6. N-Gain Test Results

Class	Mean N-Gain	Category
Experimen	58,2123	Moderate
Control	24,9314	Low

**Figure 3. Bar Chart of N-Gain Values.**

Interpretation of N-Gain values in this study refers to the categories proposed by Hake, namely:

- 1) An N-Gain value ≥ 70 is considered high.
- 2) An N-Gain value of 30–69 is considered moderate.

3) An N-Gain value <30 is considered low.

The analysis results show that the average (mean) N-Gain value in the experimental class was 58.2123. This value falls within the range of 30–69, making it categorized as moderate. Meanwhile, the average N-Gain value in the control class was 24.9314, falling within the range of <30 , making it categorized as low. These results indicate that the increase in student learning motivation in the experimental class was higher than in the control class.

The research results show that the implementation of the Spiritual Teaching approach, supported by the interactive digital media Canva, significantly impacted student learning motivation in Islamic Religious Education. The higher learning motivation in the experimental class indicates that the integration of the spiritual dimension and interactive digital media can create a more meaningful and engaging learning experience for students.

From a motivational theory perspective, this research finding aligns with the Self-Determination Theory proposed by Ryan and Deci (2020), which states that learning motivation increases when students feel meaningful, connected, and engaged in the learning process. The Spiritual Teaching approach provides space for students to connect learning material with their spiritual values and life experiences, so that learning is not only understood cognitively but also meaningfully personal.

Furthermore, the use of Canva as an interactive learning medium has been shown to increase student attention and interest in learning. This finding supports Keller's ARCS theory (2016), which emphasizes that attention is a primary component in building learning motivation. Presenting material through visual designs, images, videos, and infographics on Canva makes the learning process more engaging, thus increasing student enthusiasm for learning activities.

The results of this study also align with those of Harianti et al. (2023), who found that Canva can increase student engagement and motivation through more visual and interactive presentation of material. This research also supports the findings of Safitri (2021) and Rahmah (2020), who stated that a spiritual-based learning approach contributes to increased student motivation and engagement in learning.

However, this study is novel compared to previous research. Previous research generally examined Spiritual Teaching and Canva separately, while this study integrates the two into a single learning design. This integration results in a learning experience that is not only visually engaging but also spiritually meaningful, thus optimizing students' intrinsic and extrinsic motivation.

These findings demonstrate that Islamic Religious Education learning in the digital era requires an approach that integrates technological developments with strengthening students' spiritual dimensions. Therefore, the Spiritual Teaching approach assisted by Canva's interactive digital media can be used as an alternative innovation in Islamic Religious Education learning in building a learning rhythm that is more meaningful, enjoyable, and in accordance with the characteristics of 21st-century students.

Conclusion

The initial learning motivation of students in the experimental and control classes was relatively comparable and generally categorized as moderate, indicating that both groups had similar learning conditions prior to the implementation of the intervention. The implementation of the Spiritual Teaching approach assisted by Canva interactive digital media was carried out effectively by integrating spiritual values and interactive digital learning experiences into Islamic Religious Education instruction. The findings further demonstrate that this approach has a significant positive effect on students' learning motivation, as evidenced by the greater increase in learning motivation achieved by the experimental class compared to the control class.

These findings imply that the integration of spirituality and digital technology offers an innovative pedagogical alternative for Islamic education in the digital era. More importantly, the Spiritual Teaching approach assisted by Canva interactive digital media can be regarded as an educational antidote to the growing crisis of students' learning motivation, as it combines the attractiveness of digital learning with the reinforcement of spiritual values that foster meaningful, engaging, and holistic learning experiences.

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