



Effectiveness of Canva and AI-Generated Quran Story Videos on Tahfidz Students' Reading Comprehension

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Abstract: This study examined the effectiveness of Canva-based AI-generated Quran story videos in improving Fahmul Maqru' among female Tahfidz students at MA Al-Amiriyyah Banyuwangi. A quasi-experimental pre-test-post-test control group design was applied to 50 students, divided into experimental and control classes. Data were collected through comprehension tests and student questionnaires, then analyzed using the Shapiro-Wilk test, Mann-Whitney U test, Wilcoxon Signed Rank test, and N-gain calculation. The results showed that the experimental group achieved a significantly higher gain score than the control group ($p < 0.001$; $d = 2.39$), with an average N-gain of 0.79 in the high category. Students also responded positively to the media in terms of ease of use and attractiveness. The findings indicate that Canva-based visualization effectively supports reading comprehension by helping students connect Qur'anic narratives with deeper meaning in a digitally familiar learning environment. This study contributes to multimedia learning theory in Islamic education and offers a practical model for Tahfidz instruction.

Abstrak: Penelitian ini bertujuan menguji efektivitas video kisah Al-Qur'an berbasis Canva dan AI dalam meningkatkan Fahmul Maqru' pada siswi Tahfidz di MA Al-Amiriyyah Banyuwangi. Penelitian menggunakan desain kuasi eksperimen pre-test-post-test control group dengan 50 siswi yang dibagi ke dalam kelas eksperimen dan kelas kontrol. Data dikumpulkan melalui tes pemahaman dan angket respon siswa, lalu dianalisis menggunakan uji Shapiro-Wilk, Mann-Whitney U, Wilcoxon Signed Rank, dan perhitungan N-gain. Hasil penelitian menunjukkan bahwa kelas eksperimen memperoleh peningkatan yang secara signifikan lebih tinggi dibandingkan kelas kontrol ($p < 0.001$; $d = 2.39$), dengan rata-rata N-gain 0.79 pada kategori tinggi. Siswa juga memberikan respon positif terhadap kemudahan penggunaan dan daya tarik media. Temuan ini menunjukkan bahwa visualisasi berbasis Canva efektif mendukung pemahaman bacaan karena membantu siswa menghubungkan narasi Al-Qur'an dengan makna yang lebih mendalam. Studi ini berkontribusi pada penguatan teori pembelajaran multimedia dalam pendidikan Islam serta menawarkan model praktis yang ekonomis, menarik, dan relevan untuk pembelajaran Tahfidz di era digital.

A. Introduction

Education has become increasingly strategic in the twenty-first century because it shapes human resources who must be able to adapt to rapid social, technological, and cultural changes. In this context, learning can no longer rely only on memorization and textual transmission, but must also support understanding, critical thinking, and meaningful knowledge construction. This challenge is especially visible in language and religious education, where students are expected not only to read and remember texts, but also to interpret, relate, and internalize their meanings. In Arabic and Qur'anic learning, this demand becomes even more important because understanding the text is closely connected to religious comprehension and character formation (Karman et al., 2024; Nasrullah & Jamroh, 2025). Therefore, instructional innovation that bridges textual depth and digital learning habits is urgently needed, particularly for younger generations who are increasingly shaped by visual and interactive media environments (Pratiwi et al., 2022).

One of the most pressing issues in Madrasah Aliyah Tahfidz programs is the imbalance between memorization skills and deep reading comprehension, or *Fahmul Maqru'*. Many students are trained to memorize Qur'anic verses accurately, yet they are not equally encouraged to explore the meaning, context, and moral message of the stories they read. In practice, this leads to a learning pattern in which students succeed in recitation but remain limited in comprehension, especially when encountering Qur'anic narratives that require interpretation and reflection. This condition is reinforced by the fact that conventional textual teaching methods often fail to attract Generation Z and Alpha learners, who tend to respond better to visual, interactive, and technology-supported instruction (Masrukin et al., 2025; Ihwan et al., 2022). In Tahfidz settings, the need is not to replace memorization, but to strengthen it with understanding so that the learning process becomes more meaningful and contextual.

Previous studies have shown that visual media and digital learning tools can improve student interest, retention, and comprehension in various contexts. Research on Canva and other digital platforms suggests that accessible visual tools can support learning effectiveness across subjects, including language and Islamic education (Ahlunnaja & Dimiyati, 2023; Astaño, 2025; Fajri et al., 2022; Hanifah et al., 2025; Jamaludin & Sedek, 2023). Other studies indicate that visualization-based learning helps students grasp abstract concepts more easily and strengthens cognitive processing through dual coding and meaningful representation (Hasan et al., 2025; Krüger & Bodemer, 2022; Skulmowski et al., 2022). In Arabic and Qur'anic education specifically, digital media have also been discussed as a way to make sacred texts more accessible to learners, although most studies still remain general, descriptive, or focused on technology use without directly linking it to *Fahmul Maqru'* outcomes (Azami, 2025; Erya & Pustika, 2021; Tanjung et al., 2025).

Despite this growing body of research, a clear gap remains in the literature. Existing studies rarely examine Canva specifically as a medium for visualizing Qur'anic stories in Tahfidz learning, and even fewer use a quasi-experimental design to test its effectiveness on reading comprehension outcomes. Some studies discuss Canva in general learning contexts,

while others focus on Qur'anic learning through traditional methods or different technologies such as Augmented Reality, but these lines of research remain disconnected (Hamzah et al., 2024; Hatta et al., 2025). Moreover, the problem of integrating comprehension-oriented learning into memorization-based programs has not been sufficiently addressed, even though the educational need is clear: Tahfidz students must be able to connect memorization with understanding if they are to engage deeply with Qur'anic meaning. This gap shows that a learning model combining visualization, narrative processing, and comprehension assessment is still underdeveloped in Islamic education.

The novelty of this study lies in the use of Canva not merely as a presentation tool, but as a cognitive and generative medium for visualizing AI-generated Qur'anic story videos designed to improve Fahmul Maqru' among female Tahfidz students. Unlike conventional Canva use, which often remains limited to static visual design, this study positions Canva as an active learning platform that supports meaning-making, narrative sequencing, and reflective comprehension. The intervention integrates the visual narration of Qur'anic stories with structured comprehension tasks so that students do not simply view the media, but also process, interpret, and respond to it. In doing so, the study synthesizes Cognitive Theory of Multimedia Learning, Dual Coding Theory, and Generative Learning Theory within a specifically Islamic educational context, thereby extending their empirical relevance beyond general classroom settings (Mayer, 2024; AlShaikh et al., 2024; Tseng, 2025; Stammes et al., 2023). This makes the study theoretically and practically distinctive from previous work.

Based on this background, the present study addresses two research questions: whether Canva-based AI-generated video stories of the Qur'an significantly improve Fahmul Maqru' among female Tahfidz students, and how these students perceive the learning experience in terms of ease of use and attractiveness. These questions are important because effectiveness alone is not enough; a learning medium must also be usable, engaging, and acceptable to learners in real instructional settings. By examining both learning outcomes and student perceptions, the study provides a more complete picture of how visual digital media function in Tahfidz education. The use of a quasi-experimental design with a control group also strengthens the study's ability to examine causal influence, rather than relying only on descriptive impressions or student satisfaction.

The purpose of this study is to analyze the empirical effectiveness of Canva-based AI-generated Qur'anic story videos in improving reading comprehension among female Tahfidz students and to explore their perceptions of the media. Theoretically, this research contributes to the expansion of multimedia learning theory in Islamic education by showing that memorization and comprehension can be integrated through visual design-based learning. Practically, it offers educators an economical, accessible, and creative model for transforming Qur'anic narratives into engaging instructional media without requiring advanced technical expertise. In broader terms, this study contributes to the development of context-sensitive digital pedagogy in Tahfidz programs and provides a meaningful reference for teachers, institutions, and policymakers seeking to strengthen comprehension-

oriented learning in religious education (Asyari et al., 2025; Dewi, 2023; Nasrullah & Nafiah, 2025).

B. Method

This study used a quasi-experimental design with a quantitative approach. The design applied was a pre-test-post-test control group design, in which two naturally formed groups (classes) were selected. One group served as the experimental class that received treatment in the form of learning with the integration of visual media of Al-Qur'an stories using the Canva application. The other group served as a control class that received conventional instruction without Canva. The effectiveness of the treatment was assessed based on the difference in score improvement between the pre-test and post-test of the two groups (Gu et al., 2021).

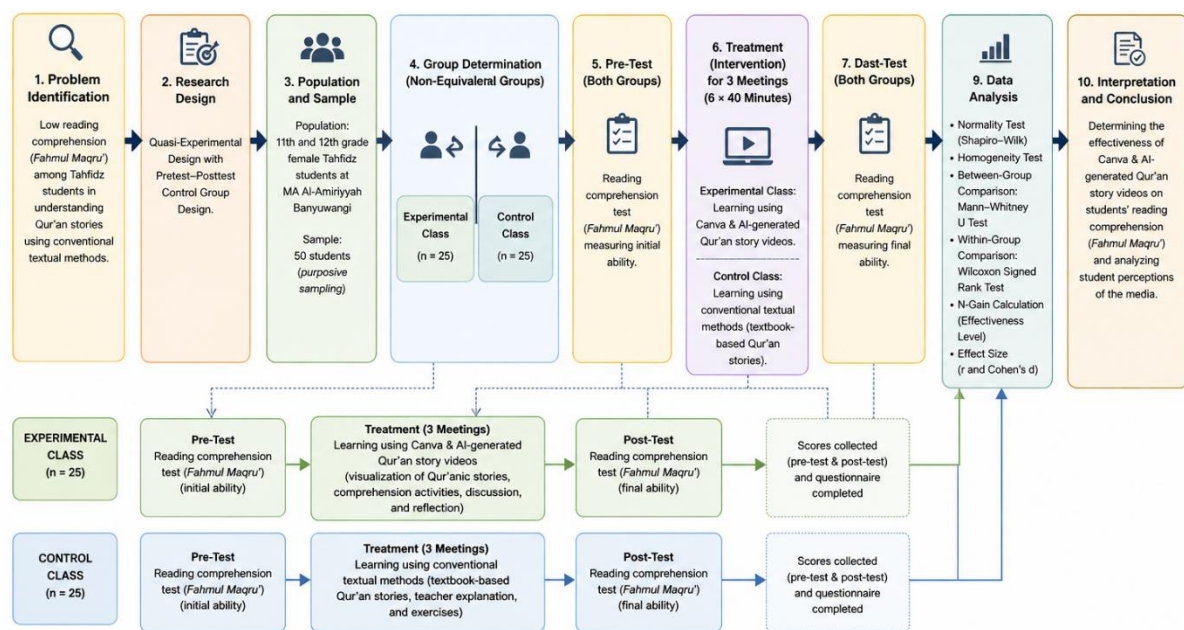


Figure 1. Research Flow

This study was conducted at MA Al-Amiriyyah Banyuwangi, East Java, Indonesia, a madrasah implementing an integrated Tahfidzul Qur'an program within the formal curriculum. The population consisted of 80 female Tahfidz students enrolled in the 2025–2026 academic year, distributed across three classes: Grade 10 Religion 3 (30 students), Grade 11 Religion 3 (25 students), and Grade 12 Religion 3 (25 students). The sample was selected using purposive sampling. Grade 12 Religion 3 (n = 25) was assigned as the experimental group, while Grade 11 Religion 3 (n = 25) served as the control group. Both groups demonstrated relatively similar memorization achievement levels (mean difference < 5%), shared the same curriculum and evaluation system, and differed only in the learning intervention. Grade 10 students were excluded to minimize adaptation bias. Thus, the total sample consisted of 50 female students.

The research was conducted over three weeks involving preparation, pre-test, treatment, and post-test stages. The treatment focused on the story of Prophet Sulaiman AS presented through Canva-based AI-generated visualization videos.

Table 1. Research Procedure and Treatment Schedule

| Stage | Meeting | Activity | Duration |
|-------------|---------|--|------------|
| Preparation | - | Development of Canva-based AI-generated videos and research instruments | 1 week |
| Pre-test | 1 | Reading comprehension pre-test | 60 minutes |
| Treatment | 2 | Experimental: Canva-based visualization; Control: conventional instruction | 90 minutes |
| Post-test | 3 | Reading comprehension post-test | 60 minutes |

The experimental group received instruction through orientation, video presentation, visual-based discussion, and reflection activities, whereas the control group received textbook-based conventional learning.

The primary instrument was a 10-item multiple-choice reading comprehension test measuring four dimensions of Fahmul Maqru': literal, inferential, evaluative, and applied comprehension. A five-point Likert questionnaire was also administered to assess students' perceptions of the media. Content validity was confirmed through expert judgment (CVI = 0.89), while reliability analysis showed satisfactory results (KR-20 = 0.86; Cronbach's Alpha = 0.88).

Data were analyzed using IBM SPSS Statistics version 26. Descriptive statistics were calculated, followed by prerequisite tests using Shapiro-Wilk for normality and Levene's test for homogeneity. Since the data were not normally distributed ($p < 0.05$), non-parametric tests were applied. The Wilcoxon Signed Rank Test was used for within-group analysis, while the Mann-Whitney U Test was employed to compare gain scores between groups at $\alpha = 0.05$. N-gain and effect size analyses were also conducted to determine treatment effectiveness.

C. Result

Prior to hypothesis testing, a normality test was conducted using the Shapiro-Wilk test because the sample size in each group was below 50 ($n = 25$). The results showed that all significance values were below 0.05, indicating that the data were not normally distributed. Therefore, non-parametric statistical tests were employed for further analysis.

Table 2. Shapiro-Wilk Normality Test Results

| Group | Test | Statistic | df | Sig. |
|---------|-----------|-----------|----|-------|
| Control | Pre-test | 0.908 | 25 | 0.028 |
| Control | Post-test | 0.872 | 25 | 0.005 |

| Group | Test | Statistic | df | Sig. |
|--------------|-----------|-----------|----|-------|
| Experimental | Pre-test | 0.916 | 25 | 0.042 |
| Experimental | Post-test | 0.862 | 25 | 0.003 |

To examine the equivalence of both groups before treatment, the Mann-Whitney U test was conducted on the pre-test scores. The result indicated no significant difference between the experimental and control groups ($p = 0.870$), suggesting that both groups had comparable initial reading comprehension ability prior to the intervention.

Table 3. Mann-Whitney U Test for Pre-test Scores

| Variable | Sig. (2-tailed) | Interpretation |
|-----------------|-----------------|---------------------------|
| Pre-test Scores | 0.870 | No significant difference |

Descriptive statistics revealed substantial improvement in both groups after the intervention. However, the experimental group demonstrated a markedly higher post-test mean score compared to the control group. The experimental group increased from a mean pre-test score of 40.00 to 87.20, whereas the control group improved from 39.60 to 68.40.

Table 4. Descriptive Statistics of Pre-test and Post-test Scores

| Group | Test | Mean | SD | Median |
|--------------|-----------|-------|-------|--------|
| Control | Pre-test | 39.60 | 9.35 | 40.00 |
| Control | Post-test | 68.40 | 9.43 | 70.00 |
| Experimental | Pre-test | 40.00 | 10.41 | 40.00 |
| Experimental | Post-test | 87.20 | 10.21 | 90.00 |

Figure 2 illustrates the increase in reading comprehension scores from pre-test to post-test in both groups

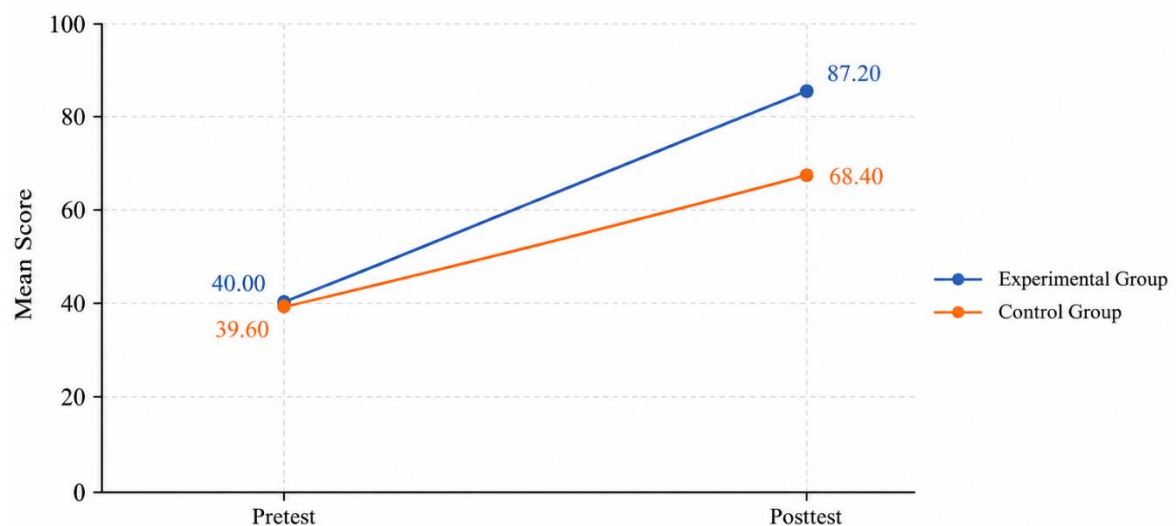


Figure 2. Reading Comprehension Scores from Pre-test to Post-test

To determine within-group improvement, the Wilcoxon Signed Rank Test was applied. The results showed significant improvement in both groups ($p < 0.001$). However, the experimental group achieved a greater increase in comprehension performance following the Canva-based visualization treatment.

Table 5. Wilcoxon Signed Rank Test Results

| Group | Z | Sig. (2-tailed) |
|--------------|--------|-----------------|
| Control | -4.374 | < 0.001 |
| Experimental | -4.373 | < 0.001 |

To compare learning improvement between groups, gain scores were analyzed using the Mann-Whitney U test. The analysis demonstrated a statistically significant difference between the experimental and control groups ($p < 0.001$), indicating that Canva-based AI-generated Qur'anic story videos produced significantly greater improvement in Fahmul Maqru'.

Table 6. Mann-Whitney U Test for Gain Scores

| Mann-Whitney U | Wilcoxon W | Z | Sig. (2-tailed) | Effect Size (r) |
|----------------|------------|-------|-----------------|-----------------|
| 589.500 | 914.500 | 5.566 | < 0.001 | 0.787 |

The effect size value ($r = 0.787$) indicated a strong treatment effect. Gain score analysis further showed that the experimental group obtained a substantially higher mean gain score ($M = 47.20$, $SD = 9.36$) compared to the control group ($M = 28.80$, $SD = 6.00$).

Table 7. Gain Score Descriptive Statistics

| Group | Mean Gain | SD | Median | Minimum | Maximum |
|--------------|-----------|------|--------|---------|---------|
| Control | 28.80 | 6.00 | 30.00 | 20 | 40 |
| Experimental | 47.20 | 9.36 | 50.00 | 30 | 65 |

The experimental group also achieved a high average N-gain score of 0.79, indicating high learning effectiveness. In contrast, the control group demonstrated a moderate improvement level. These findings suggest that Canva-based visualization effectively enhanced students' reading comprehension by facilitating deeper understanding of Qur'anic narratives through integrated visual and textual representation.

Student responses toward the media were also highly positive. Reliability analysis of the questionnaire yielded a Cronbach's Alpha value of 0.810, indicating good internal consistency. Most students agreed that Canva-based visualization improved motivation, engagement, comprehension of story sequences, and understanding of implied meanings within Qur'anic narratives.

Overall, the findings demonstrate that Canva-based AI-generated Qur'anic story videos significantly improved Fahmul Maqru' among female Tahfidz students both

statistically and pedagogically. The integration of visual storytelling, narration, and reflective learning activities contributed to higher comprehension performance compared to conventional instruction.

D. Discussion

The findings of this study demonstrate that Canva-based AI-generated Qur'anic story videos significantly improved Fahmul Maqru' among female Tahfidz students. The experimental group achieved substantially higher gain scores and post-test performance than the control group, indicating that visualization-based learning effectively supports reading comprehension in Qur'anic learning contexts. The large effect size ($r = 0.787$; $d = 2.39$) further suggests that the intervention was not only statistically significant but also pedagogically meaningful.

These findings can be interpreted through the Cognitive Theory of Multimedia Learning, which states that students learn more effectively when verbal and visual information are presented simultaneously (Mayer, 2024). In this study, Canva-based visualization enabled students to process Qur'anic narratives through dual representations consisting of Arabic textual narration and visual illustrations. Such integration supports deeper cognitive processing because students are not limited to decoding text but are also able to construct meaningful mental representations of the stories being learned. This result is consistent with Krüger & Bodemer (2022), who argue that multimedia visualization facilitates conceptual understanding through the activation of verbal and pictorial channels simultaneously.

The significant improvement in the experimental group also indicates that visualization strengthened students' ability to connect memorization with comprehension. In many Tahfidz learning environments, memorization activities tend to emphasize accuracy and repetition rather than interpretation and contextual understanding. Consequently, students may succeed in reciting verses but experience difficulty understanding the meaning and sequence of Qur'anic narratives. The present study shows that Canva-based visualization can bridge this gap by transforming abstract textual narratives into concrete visual experiences. The structured presentation of Prophet Sulaiman AS's story allowed students to identify events, infer relationships, and understand implied meanings more effectively.

This finding supports previous studies emphasizing the importance of digital visual media in improving learning outcomes. Ahlunnaja & Dimiyati (2023) reported that visual integration increases learning interest and retention in Islamic education, while Fajri et al (2022) found that Canva-based learning media positively affect student engagement and motivation. However, the present study extends these findings in several important ways. First, unlike previous research that focused primarily on motivation or retention, this study specifically measured Fahmul Maqru' as a multidimensional reading comprehension construct consisting of literal, inferential, evaluative, and applied comprehension. Second,

the use of a quasi-experimental control group design provides stronger empirical evidence regarding causal effectiveness compared to descriptive or survey-based studies.

The findings also strengthen Generative Learning Theory, which emphasizes that meaningful learning occurs when students actively construct relationships between new information and prior knowledge (AlShaikh et al., 2024). In this study, students in the experimental group were not passive viewers of visual content. Through discussion and reflection activities, they actively interpreted the meaning of Qur'anic stories and connected visual representations with memorized verses. This process encouraged elaboration and meaning-making, which are essential elements of deeper reading comprehension. The reflection stage particularly contributed to students' ability to identify moral messages and implied meanings within the narratives, as indicated by the highly positive questionnaire responses.

Another important finding concerns student perceptions toward the media. Most students reported that Canva-based visualization was attractive, easy to use, and motivating. This positive response is important because learning effectiveness is influenced not only by instructional outcomes but also by students' engagement and acceptance of the learning environment. The visual and interactive characteristics of Canva appear to align well with the learning preferences of Generation Z students, who are generally more responsive to multimedia-based instruction than purely textual learning approaches (Masrukin et al., 2025; Meisyi et al., 2023). The findings therefore suggest that integrating digital visualization into Tahfidz education may increase both cognitive engagement and emotional involvement in learning.

From a contextual perspective, the study contributes to the development of digital pedagogy in Islamic education, particularly within Indonesian pesantren and madrasah settings. Traditional Tahfidz instruction has long emphasized textual recitation through approaches such as *bandongan* and *sorogan*, which remain valuable for preserving Islamic scholarship. However, such approaches may not fully address the learning characteristics of contemporary students who are increasingly familiar with digital media environments. The current findings demonstrate that visual technology can complement rather than replace traditional methods. Canva-based learning maintained the religious and narrative integrity of Qur'anic stories while simultaneously making them more accessible and meaningful for students (Kholiq, 2025).

Educationally, the findings are also relevant to the implementation of Kurikulum Merdeka, which emphasizes student-centered learning, creativity, critical thinking, and digital integration. The Canva-based learning syntax applied in this study—orientation, visualization, discussion, and reflection—encouraged students to become active participants in constructing meaning rather than passive recipients of information. This aligns with the broader direction of Indonesian educational reform, which promotes contextual and technology-supported learning experiences.

Despite these positive findings, several limitations should be acknowledged. The study involved only female students from a single madrasah, limiting broader

generalization to different educational contexts and male student populations. The treatment duration was also relatively short, consisting of only three meetings, so long-term retention effects were not measured. In addition, the study focused specifically on Canva-based visualization and did not compare its effectiveness with other digital learning platforms or visualization tools. Future research should therefore involve larger and more diverse samples, longer intervention periods, and comparative studies examining different forms of digital visualization in Qur'anic learning.

Overall, this study provides empirical evidence that Canva-based AI-generated Qur'anic story visualization is highly effective in improving Fahmul Maqru' among Tahfidz students. The integration of visual storytelling, multimedia learning principles, and reflective discussion successfully transformed memorization-oriented learning into a more meaningful comprehension-oriented experience. These findings strengthen the growing argument that digital visualization can play a significant role in supporting innovative and context-sensitive Islamic education in the digital era.

E. Implication

The findings of this study imply that Canva-based AI-generated visualization can serve as an effective and accessible pedagogical innovation for strengthening Fahmul Maqru' in Tahfidz education. Theoretically, the study extends the application of Cognitive Theory of Multimedia Learning and Generative Learning Theory into the context of Islamic education by demonstrating that memorization and comprehension can be integrated through visual and reflective learning activities. Practically, the findings suggest that teachers and madrasah institutions can utilize Canva as a low-cost and user-friendly platform to transform Qur'anic narratives into engaging instructional media without requiring advanced technological expertise. The positive student responses also indicate that visual-based learning aligns with the characteristics of contemporary learners who are accustomed to digital environments, thereby supporting more meaningful, student-centered, and comprehension-oriented Qur'anic instruction. In a broader educational context, these results provide empirical support for integrating productive digital literacy into Tahfidz curricula and encourage the development of innovative multimedia resources that preserve Islamic values while responding to the demands of twenty-first-century learning.

F. Limitations and Suggestions for Further Research

Despite the significant findings, this study has several limitations that should be acknowledged. First, the study involved only 50 female Tahfidz students from a single madrasah, which may limit the generalizability of the findings to broader educational contexts, male students, or different institutional settings. Second, the intervention was conducted over a relatively short period consisting of three meetings, so the long-term retention of Fahmul Maqru' improvement could not be fully examined. Third, although the

study demonstrated the effectiveness of Canva-based visualization, it did not compare Canva with other digital visualization platforms or instructional technologies. In addition, several external variables such as students' digital literacy, learning motivation, prior comprehension ability, and teacher-related factors were not fully controlled and may have influenced the learning outcomes.

Future studies are therefore recommended to employ larger and more diverse samples involving multiple madrasahs, regions, and student demographics to strengthen external validity. Longitudinal studies are also needed to investigate the sustainability of comprehension improvement over time. Furthermore, future research should compare different forms of digital visualization media, such as animation-based platforms, augmented reality, or interactive storytelling applications, to identify the most effective instructional approach for Qur'anic comprehension learning. Mixed-method designs incorporating interviews, classroom observations, and qualitative reflection data are also recommended to provide deeper insights into students' cognitive and emotional learning experiences during visualization-based Tahfidz instruction.

G. Conclusion

This study concludes that Canva-based AI-generated Qur'anic story videos are empirically effective in improving Fahmul Maqru' among female Tahfidz students at MA Al-Amiriyyah Banyuwangi. The effectiveness of the intervention was demonstrated through significantly higher post-test achievement, gain scores, and N-gain values in the experimental group compared to the control group, indicating that visualization-based learning successfully enhanced students' reading comprehension of Qur'anic narratives. The large effect size further confirms that the intervention was not only statistically significant but also pedagogically meaningful in strengthening students' ability to understand literal, inferential, evaluative, and applied dimensions of comprehension. In addition, students showed highly positive perceptions toward the media, particularly regarding its attractiveness, accessibility, and ability to support meaningful learning experiences in Tahfidz instruction.

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