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IMPROVING NEW MEDIA-BASED LEARNING MEDIA DESIGN SKILLS FOR ISLAMIC RELIGIOUS EDUCATION TEACHERS IN RASAU JAYA REGENCY

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ABSTRACT

Purpose: This study aims to improve the skills of Islamic Religious Education (PAI) teachers in Rasau Jaya District in designing new media-based learning media. This program is motivated by the rapid development of digital technology and the low utilization of new media by PAI teachers. **Method:** The research method used is the Community-Based Research (CBR) Method in its implementation using training, mentoring, and evaluation. The target of PAI teacher service is 35 teachers from the Education Office and madrasahs in Rasau Jaya District. The implementation of activities is carried out in stages, starting from identifying teacher needs, training in new media-based media design, to mentoring in making learning media. **Result:** The results of this research show that there is a significant increase in the understanding of digital technology, which initially had an average score of 50.05 after participating in the training, increasing to 90. In terms of skills in making learning media based on the Canva Application, it has been proven to produce good power point products in terms of design, content and visual appearance according to the informant. The average teacher power point result was 80.00, the average learning video making result was 75.00 and the average learning game making result was 76.00. This training was very effective in improving teachers' understanding and skills in using new media for learning. This effectiveness can be seen from the significant increase in pre-test to post-

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test scores, participant enthusiasm, and satisfactory technology-based learning product results. The uniqueness of the research is the existence of a more specific picture of the challenges and solutions based on local context in the application of modern learning media. **Conclusion:** As well as showing the importance of collaboration between teachers, academics, and the education community in developing teacher professional capacity holistically.

A. **INTRODUCTION**

The development of information and communication technology (ICT) in the digital era has had a positive impact in various fields, including in the development of human resource competencies, especially for educators and education personnel in the formal education environment (Hendy 2021). The use of technology in learning is an urgent need, especially for Islamic Religious Education (PAI) teachers who are expected to shape the spiritual and moral dimensions of students. According to research (Subhan 2019) explained that with technology, PAI learning materials can be delivered in a more interesting, interactive, and relevant way to the demands of the times, so that learning goals can be achieved effectively.

PAI teachers in various regions, including in Rasau Jaya Regency, still face obstacles in using technology as a learning medium. Based on the results of initial observations conducted on July 20, 2024, it was found that most PAI teachers still rely on classical learning methods and media without making optimal use of digital technology. This was reinforced by the results of an interview with Juharoh, a GPAI in the area, who revealed that the skill of designing technology-based learning media, especially *new media*, is still a challenge faced by most PAI teachers, especially in the Rasau Jaya District area.

Learning media based *New Media* Such as learning videos, interactive applications, *e-learning*and *platform* other digital platforms have a strategic role in facilitating the delivery of materials and increasing student motivation and active participation (Misnah 2019) and ("Achiev Baru. Technol. Educ. Dev.," 2012). Through the use of this technology, teachers can present PAI learning materials in an innovative, interesting, and easy-to-understand way. This is also in line with the demands of a curriculum that encourages the integration of technology in learning to prepare students for the challenges of an increasingly competitive future (Sukono 2018).

In the context of this research, the author designed a training design to improve the skills of Islamic religious education teachers in Rasau Jaya district through several digital platform applications that were carried out in stages. This stage becomes a process of digital transformation from knowledge to practical skills to produce products in the form of learning media that are appropriate for PAI learning. Success was achieved with the presence of professional speakers and the commitment of the PAI community in following the guided training.

Information technology has become so massive in its users, but limited access to technology, lack of relevant training, lack of supporting facilities and infrastructure, and

low awareness of the importance of innovation are the main factors that hinder the improvement of teachers' skills in designing technology-based media (Nurdin 2016). This condition shows the urgent need to provide systematic and sustainable support and training for PAI teachers in Rasau Jaya Regency.

Various previous studies have shown that training focused on the development of technological competencies can significantly improve teachers' skills in designing digital-based learning media (Hasbi. and Christi 2022). In addition, the concept of digital media offered by (Lin dkk., nd) and (Kirkwood and Price 2014) explained that digital technology in learning changes the learning atmosphere to be meaningful. Likewise research (Wang and Liu 2022) Explaining the learning interaction system using data in new media shows that teaching modes can produce good teaching efficiency. Students also have a relatively positive attitude towards teaching activities based on new media data interaction systems, and this mode of teaching improves students' academic achievement. From the review of the results of previous research, it can be logically assumed that special training for PAI teachers in Rasau Jaya Regency in designing learning media based on *New Media* It is very relevant because it is a need for teachers in teaching in the digital era.

The use of new media in the form of digital platforms has attracted the attention of many practitioners and researchers (Rahmatullah, Inanna, and Ampa 2020) explained that students are more likely to master the subject matter by using the Canva application-based audio-visual learning media with excellent criteria. (Kharissidqi and Firmansyah 2022). The canva application is relatively attractive for teachers to develop learning strategies, and elementary school teachers are also interested in using it (Saputra et al. 2022). The attention to the use of digital media is not focused on teachers alone, parents also need to be given a strong belief in the benefits of digital technology for student progress. This was conveyed by (Hammer, Scheiter, and Stürmer 2021).

This research was conducted to provide an overview of the condition of PAI teachers' skills in Rasau Jaya Regency in designing new media-based learning media. In addition, this study aims to formulate the right strategies to improve teachers' competencies and identify their strengths and weaknesses in utilizing technology as well as to determine the improvement of PAI teachers' skills in designing new media-based learning media after being given special training. The results of this research are the direction and projection of the career development of PAI teachers in the future, especially in professional and pedagogical competence.

B. METHOD

The research uses methods and approaches that refer to the problems and conditions of the teachers who will be participants. The approach chosen is in the form of intensive training so that teachers' understanding and skills about new media-based learning media design increase. Participants consisted of 25 Islamic religious education teachers in elementary schools (SD) and madrasah teachers from Madrasah Ibtidaiyah (MI) to Madrasah Aliyah (MA) level. The sampling technique does not use *ramdom sampling* but *purposive sampling*, as needed. So participants are those who have been identified as having never participated in learning media design training using digital-based new media for the past 3 years and are willing to take part in activities. This information is collected using a form contained in the google form.

The training activities were carried out in two stages. Each stage develops different materials and skills. This research was conducted using a community-based research method with the following outlines:

1. Identify common problems. The researcher started by approaching the community, PAI teachers in Rasau Jaya Regency, and school principals, This approach was carried out to build relationships and trust. Surprised by the dialogue with the teacher, it was found that the problems that arose needed to be solved. The last stage is to determine priorities. This stage ensures that the research focuses on issues that are truly important to society. It was determined that the main problem was the appearance of new media-based learning media design.
2. The formulation of the research objectives after the masala is identified, the researcher and the community jointly formulate the research objectives. For example, the goal is to improve new media-based learning media design skills among PAI teachers. Together, they formulated research questions that would be answered through this study, such as: What is the most effective training model to improve these skills?
3. Researchers design research Together with the community, choose appropriate methods, such as surveys, observations, or experiments. The community, especially teachers, is involved in designing training programs that are tailored to local needs and conditions. They can also help determine the materials and learning techniques to use, as well as determine the time and place of training and data collection, ensuring that the schedule and location are appropriate for their convenience.
4. Collection of data on community involvement in data collection. PAI teachers are actively involved in data collection, both as participants and as data collectors. Data

was collected from *pree* and *post test* fillers as well as portfolio tests of performance results during training.

5. Data analysis (collaborative data analysis) to analyze data. The community can provide a local perspective that is important for data interpretation, which external researchers may not have (Westfall dkk., 2006)

Furthermore, the results of the training in the form of knowledge and skills were analyzed using SPSS. The method of implementing data analysis is as follows:

The first step in the analysis using SPSS is to collect data from the results of *pre-test* and *post-test training*. This data can be in the form of scores or participant scores before and after training. Once the data is collected, the next step is to prepare the data in the form of a table or worksheet (such as Excel) to import into SPSS. At this stage, each respondent is assigned an identification code, and *the pre-test* and *post-test* scores are separated into different variables, for example *pre-test* and *post-test variables.* Ensuring that the data is clean from input errors is essential for the analysis to run accurately.

Data Normality Test

Before performing a statistical test, it is important to test whether *the pre-test* and *post-test* data are distributed normally. In SPSS, the normality test can be performed using *the Kolmogorov-Smirnov* or *Shapiro-Wilk Test*. If the significance value (p-value) > 0.05, then the data is considered to be normally distributed. These results will determine the type of statistical test used. If the data is distributed normally, then parametric tests such as paired sample t-tests can be used. However, if the data is not distributed normally, then a non-parametric test such as *the Wilcoxon Signed-Rank Test* will be more appropriate.

Paired sample test (if data is normal)

Paired sample t-test analysis was performed to compare the average *pre-test* and *post-test* scores to see an improvement after training. Using SPSS, these analysis steps are quite easy, namely by selecting the *Analyze* > *Compare Means* > *Paired-Samples T Test* menu, then entering *the pre-test* and *post test* variables for analysis. *The SPSS output* will display the calculated t-value and significance (*Sig. 2-tailed*). If the p-value < 0.05, then there is a significant difference between *the pre-test* and *post-test*, which indicates the positive influence of the training.

C. RESULTS AND DISCUSSION

Training process for designing new media-based learning media

Training activities start from the stage of problem identification, goal formulation, activity design, as well as data collection and follow-up. The entire series was carried out to realize the hope of improving the skills of PAI teachers in designing digital technology-based learning media. This theme is the result of identifying problems in the field, namely the condition of GPAI's understanding and skills in using learning technology. Based on a critical analysis by the team, the need needed by GPAI is the use of learning applications, not new media used by the general public such as social media, but special media for learning.

The training process on the use of information technology, especially new media applications, has been successfully carried out by the team in two stages of activities. This stage is a data collection activity that will be processed as a result of training activities. The first phase of activities was carried out on October 24-25, 2024 at the MAN 1 Kuburaya computer laboratory building. The training resource person was JI, in the first training focused on the use of *wordwall* applications by creating PAI Learning Media using *the Match Up template and the Spin The Wheel template*. On the second day, the resource persons provided material and practiced the use of word walls with *Purpose Games* templates. From the application, participants were trained to create an Educational Game *for the Type of Image Quiz* and make an *Educational* Game for the Type *of Text Quiz.*

PAI learning design training on the 2nd day, the resource person (Mr. JI) continued to provide material by guiding more learning game making practices . With the *Spin the Wheel* template, teachers learn to create interactive media in the form of spinning wheels that can be used to teach PAI concepts in a fun way. Furthermore, *the Match Up template* is used to create an effective matching activity in testing students' understanding of the teachings of Islam.

The training is carried out in stages so that participants can relax and reflect on the achievements achieved during the activity. Then the second phase will be carried out on November 1-02, 2024 in the same place. On the second day, the training focused on using Canva as a learning design medium. The first session started from 08.00 to 11.00 WIB, where workshop participants were taught basic techniques in using Canva. They learn to create simple banner designs that can be used to beautify materials or

announcements in PAI learning. After understanding the basics of design in Canva, participants continued with the practice of creating more interactive presentation media. on the same day, participants were trained to create presentation slides using Canva, with the collaboration of *Artificial Intelligence* (AI) technology to generate material (*text generator)* and audio (*text to voice*).

Attendees were taught how to leverage AI technology to create more innovative content, as well as add audio to their presentation slides. With the help of this technology, they learn to structure information efficiently and add engaging sound elements to presentations. As a result, the participants took the training with great enthusiasm, and they became more familiar with Canva and were able to implement the *platform* to design innovative PAI learning media. It is hoped that PAI teachers can create a more lively learning atmosphere and convey Islamic religious values in a modern and attractive way for students.

This two-day training successfully equipped the participants with new skills in designing innovative learning media. The participants were able to design Wordwall-based media, which functions as an educational game, so that the learning material becomes more interactive and fun for students. In addition, *workshop* participants also managed to design a Canva-based PAI learning media, which emphasizes the presentation of interesting and interactive materials. By utilizing technology and creativity, teachers now have the ability to create more engaging learning experiences, in line with the needs of today's digital generation. The skills obtained in this training are expected to improve the quality of PAI learning in schools and have a positive impact on the educational process in Rasau Jaya Regency.

Changes in cognitive aspects

Pree-Test results: W = 0.928 and p = 0.178. Since the p-value is greater than 0.05, this indicates that the data on the Pree-Test do not show significant deviations from the normal distribution, or in other words, the data are normal. Post-Test results: W = 0.905 and p = 0.070. A p-value greater than 0.05 also indicates that the data on *the Post-Test* do not show significant deviations from the normal distribution, meaning that the data is also normal.

The results of both tests showed that there was not enough evidence to conclude that the data on *the Pree-Test* and *Post-Test* were not distributed normally, as the p-

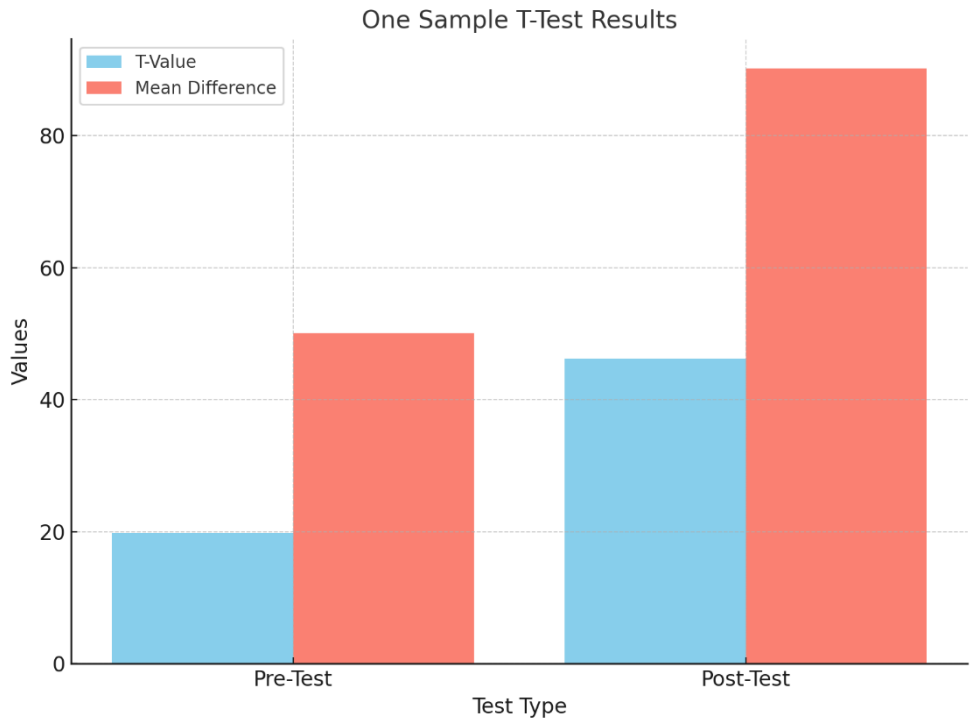
value was greater than 0.05 in both groups. Therefore, it can be concluded that the data in both groups are distributed normally.

Table 1

One Sampel T-Test

	t	Df	p	VS-MPR*	Average Difference
Pree-test	19.773	35	<.001	3.562×10+10	50.056
Post-Test	46.197	35	<.001	3.322×10+16	90.222

Diagram batang 1



Based on table 1 and the visualization in bar chart 1 shows that the results of the One Sample t-Test, which is used to determine whether the mean of a single sample differs significantly from the known or hypothesized value (in this case, the mean difference is being tested). This table contains the following important information for two different tests, *Pree-Test* and *Post-Test*:

Pree-Test *t-Value*: 19.773, Freedom Level (df): 35, p-value: <0.001 (showing strong evidence against the null hypothesis), Vovk-Sellke Maximum p-Ratio (VS-MPR): $3.562\times10^{+10}$, Mean Difference: 50.056. While *Post-Test*: t-value: 46,197, Freedom Rate

(df): 35, p-value: <0.001 (showing strong evidence against the null hypothesis), *Vovk-Sellke Maximum P-Ratio* (VS-MPR): 3.322×10^{16} and Mean Difference: 90.222.

The test was a participant t-test, with an alternative hypothesis stating that the mean differs from 0. *Vovk-Sellke Maximum P-Ratio*: This statistic estimates the maximum possible probability of supporting an alternative hypothesis (H_1) over a null hypothesis (H_0), based on p-values. Both *the Pree-Test* and *Post-Test* had very small p-values (<0.001), suggesting that there is strong statistical evidence that the sample mean differs significantly from the hypothetical value, i.e. 0. The difference in the average shows an increase from *pre-test* to *post-test*.

Comparison of *pre-test* and *post-test* results shows significant differences based on t-test results. In the pre-test stage, a t-value of 19,773 was obtained with a degree of freedom (df) of 35 and a p-< value of 0.001. This very small p-value indicates the existence of strong statistical evidence to refute the null (H_0) hypothesis, which states that there is no difference in mean. The mean difference of 50,056 in the *pre-test* describes the initial conditions before the intervention was performed, which is enough to reflect the difference from the reference value of zero although not maximum.

Previous studies conducted by (Wu et al., 2022) Shows that structured training in technology mastery can significantly improve the skills of educators. (Brandenburg, nd) explained that learning innovations need to be trained continuously. This is relevant to post-test data showing a drastic increase. The t-value in the post-test increased sharply to 46,197 with a fixed degree of freedom (df) of 35 and a fixed p-value < 0.001. This condition is in line with the findings (Alphonce and Mwantimwa 2019) Which reveals that technology-based learning media is able to motivate and increase student participation, as well as being a challenge for competency development, this reflects the effectiveness of the interventions provided. Increased *Vovk-Sellke Maximum p-Ratio* (VS-MPR) to 3.322×10^{16} also corroborates these results, indicating strong support for the alternative hypothesis (H_1).

Training in designing technology-based learning media has a significant impact on the learning atmosphere. This is evidenced by the results of the research (Umar and Aziz 2015) These results are in line with research (Tsitouridou dkk., nd) which states that improving teachers' skills in designing technology-based learning media contributes significantly to learning effectiveness. Average difference of 90.222 on *post-test* showed that the intervention had a significant positive impact. Thus, the success of this intervention not only increases the participants' achievements, but also emphasizes

that the integration of technology in PAI learning can answer the demands of the curriculum and the needs of the current era.

The results of the skill aspect in creating Islamic religious education media

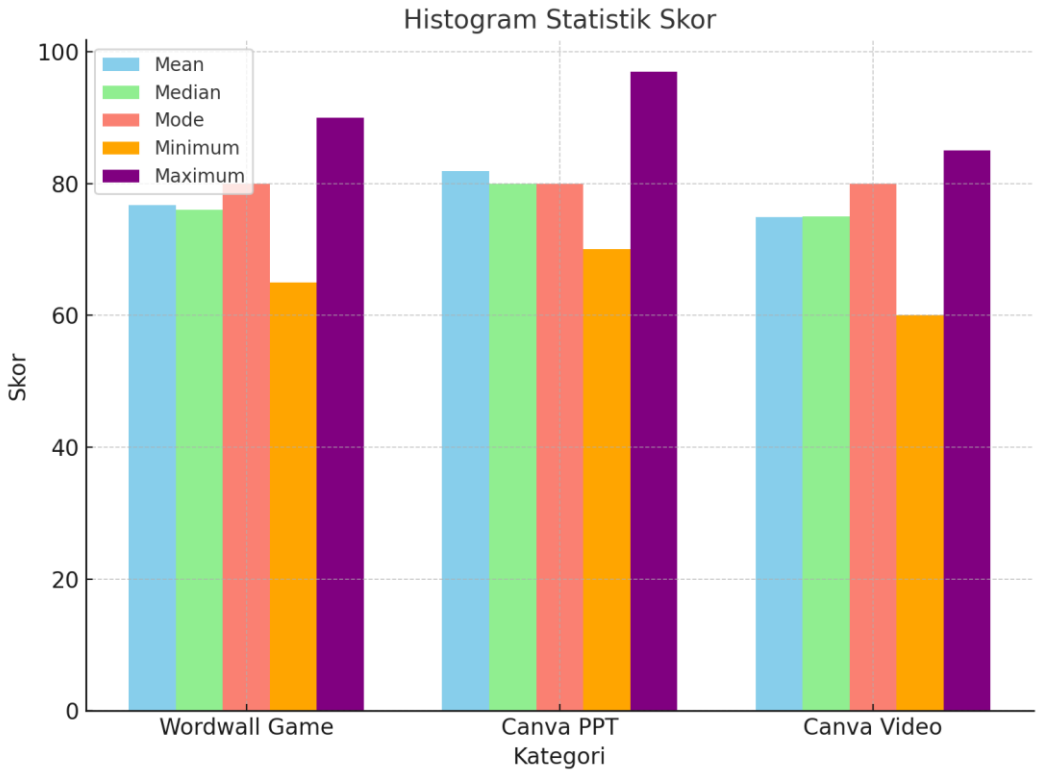
The implementation of Community Service activities aims to improve the practical competence of participants, especially in the psychomotor aspects related to the ability to design Islamic Religious Education learning media. This competency is very important in an effort to enrich Islamic Religious Education learning methods that are more interesting, innovative, and relevant to the learning needs of the 21st century. The ability to design effective learning media not only supports the achievement of learning objectives but also provides a meaningful learning experience for students. The following are the results achieved on the psychomotor aspects of the participants in this PKM activity.

Table 2

Results of Practice of Making New Media-Based Learning Media

Statistics				
		Wordwall_Game	Canva_PPT	Canva_Video
N	Valid	35	35	35
	Disappear	0	0	0
Mean		76.7143	81.8571	74.8857
Std. Average Error		.97237	1.13844	1.00484
Median		76.0000	80.0000	75.0000
Mode		80.00	80.00	80.00
Minimum		65.00	70.00	60.00
Maximum		90.00	97.00	85.00
Sum		2685.00	2865.00	2621.00

Histogram 1



Based on the results of the descriptive statistical data processing using the SPSS presented in table 1 and the visualization in the histogram method, it shows that the Canva method for PPT has the highest average of 81.8571, which shows the best performance compared to other methods. The median value and mode of this method are both 80, with a range of values between 70 and 97. Furthermore, the *Wordwall Game* method has an average of 76.7143, with a median of 76 and a mode of 80, indicating that most of the values revolve around those numbers. The range of *Wordwall Game values* is smaller than Canva_PPT, which is between 65 and 90. On the other hand, Canva Video's method recorded a low average of 74.8857, with a median of 75 and a mode of 70. The range of values of this method is the smallest, ranging from 60 to 85. Based on these results, it can be concluded that the Canva PPT method provides the highest and most consistent results, while the Canva Video method has the lowest performance among the three methods analyzed.

Table 3

Results of Analysis of the Utilization of Learning Wordwall_Game

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65.00	2	5.7	5.7	5.7
	67.00	1	2.9	2.9	8.6
	70.00	4	11.4	11.4	20.0
	74.00	2	5.7	5.7	25.7
	75.00	7	20.0	20.0	45.7
	76.00	2	5.7	5.7	51.4
	78.00	2	5.7	5.7	57.1
	79.00	2	5.7	5.7	62.9
	80.00	8	22.9	22.9	85.7
	83.00	1	2.9	2.9	88.6
	85.00	2	5.7	5.7	94.3
	86.00	1	2.9	2.9	97.1
	90.00	1	2.9	2.9	100.0
	Entire	35	100.0	100.0	

Based on the results of the descriptive analysis presented in table 3 and visualization in the histogram for *the Wordwall Game*, there are 35 valid data analyzed. The highest value is 90.00 with frequency 1 (2.9%), while the lowest value is 65.00 with frequency 2 (5.7%). The value of 80.00 most often appears with a frequency of 8 (22.9%), making it the mode value of this data. The value of 75.00 occupies the second position with a frequency of 7 (20.0%), followed by a value of 70.00 which has a frequency of 4 (11.4%). Most values range from 70.00 to 85.00, which covers most of the data distribution.

The cumulative distribution shows that 50% more data is distributed at a value of 75.00 or lower, while 85.7% of the data is at a value of 80.00 or lower. The rest, a small number of values (about 14.3%) were in the range between 83.00 and 90.00. This shows that the majority of participants' scores tend to be concentrated around medium to high scores, with a peak of 80.00. This distribution reflects a fairly good performance in *the Wordwall Game activity*.

The results of a descriptive analysis of the use of *Wordwall Learning games* conducted by PAI teachers in Rasau Jaya showed that the training succeeded in improving participants' understanding and skills with a concentrated distribution of values in the middle to upper range. A mode value of 80.00 reflects the dominant performance of participants at a good level, while a high score of 90.00 indicates that

some participants are capable of achievement. Most scores range from 70.00 to 85.00, signaling the success of the training in providing an adequate basic understanding for most trainees. A low score of 65.00 indicates the need for additional support for certain individuals who need more intensive assistance. The data also underscores the importance of differential approaches in future training to upskill participants more evenly and accommodate the needs of all skill levels.

Table 4

Descriptive Analysis Results Using Canva to create a PPT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70.00	2	5.7	5.7	5.7
	75.00	8	22.9	22.9	28.6
	77.00	1	2.9	2.9	31.4
	80.00	9	25.7	25.7	57.1
	85.00	4	11.4	11.4	68.6
	87.00	4	11.4	11.4	80.0
	90.00	5	14.3	14.3	94.3
	93.00	1	2.9	2.9	97.1
	97.00	1	2.9	2.9	100.0
	Entire	35	100.0	100.0	

Based on the results of the descriptive analysis, the results of PAI teachers' work in using *the Canva* application to make *power points,* there were 35 valid data analyzed. The highest score was 97.00 with frequency 1 (2.9%), while the lowest score was 70.00 with frequency 2 (5.7%). The value of 80.00 most often appears with a frequency of 9 (25.7%), making it a fashion value in this data distribution. In addition, the value of 75.00 has a fairly high frequency, namely 8 (22.9%), followed by a value of 90.00 with a frequency of 5 (14.3%). The cumulative distribution showed that 57.1% of the data had a score of 80.00 or lower, which included most of the participants. Values between 85.00 and 90.00 have frequencies of 4 and 5, respectively, which indicate a significant contribution to the distribution of data. The rest, higher values such as 93.00 and 97.00 only appear once with a percentage of 2.9%.

The distribution of Canva PPT benefit scores tends to be concentrated at 80.00 and 75.00, which reflect the performance of participants in the good category with few extreme scores in the highest range. This shows that its performance is stable with a tendency to value quite high. This shows that Canva's application for creating PPT is a method that produces stable performance with a tendency to have a fairly high value.

When compared to similar research, by (Kharissidqi and Firmansyah 2022) shows that the use of Canva-based media in learning can improve the appeal of the material and students' understanding. In addition, the results of the research by (Lari 2014) reveals that media design is based on *Power Point* Interactive also has a positive impact on student performance.

The skill of using PPT for teachers is very important because it makes it easier to display text, therefore it is necessary to conduct training on how to use advanced applications such as *Canva*. The results of the study of learning media design seem to support consistent and good learning outcomes. The combination of engaging visuals and structured content makes Canva points an effective modern learning tool (Saribujang et al., 2023) and (Noor and Karani 2023). These results are consistent with various studies that emphasize the role of *New Media* in increasing student involvement and understanding in various subjects, including Islamic Religious Education (PAI). As such, the use of Canva PPT deserves to be implemented more widely as an innovative method in technology-based teaching.

Table 5

Analysis Results of Canva's Utilization to Create Learning Videos

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	2	5.7	5.7	5.7
	67.00	1	2.9	2.9	8.6
	70.00	9	25.7	25.7	34.3
	74.00	1	2.9	2.9	37.1
	75.00	7	20.0	20.0	57.1
	79.00	3	8.6	8.6	65.7
	80.00	10	28.6	28.6	94.3
	83.00	1	2.9	2.9	97.1
	85.00	1	2.9	2.9	100.0
	Entire	35	100.0	100.0	

Based on the results of the descriptive analysis for Canva Video, there are 35 valid data analyzed. The highest score was 85.00 with frequency 1 (2.9%), while the lowest score was 60.00 with frequency 2 (5.7%). The value of 80.00 most often appears with a frequency of 10 (28.6%), making it a fashion value in this data distribution. In addition, the value of 70.00 has a frequency of 9 (25.7%), followed by a value of 75.00 with a frequency of 7 (20.0%). The cumulative distribution shows that 57.1% of the data has a

value of 75.00 or lower, which indicates that most of the values are in the medium range. Values above 89.00 have a frequency of 3 (8.6%), while values above 80.00, such as 83.00 and 85.00, appear only once with a percentage of 2.9%.

The distribution of grades for skills that leverage the Canva app to create Videos tends to be centered around 80.00 and 70.00, with most grades ranging from medium to high categories. This shows that the skills of making videos from the Canva application by PAI teachers in Rasau Jaya Regency are quite good, although lower than other skills, with slight variation on the highest scores.

This data shows that the training using the Canva application to create interactive videos of PAI learning by PAI teachers in Rasau Jaya District has been quite good, with the majority of scores ranging from medium to high categories. However, a striking difference can be seen in the distribution of the highest scores, which is rare. Value (*mode*) which often occurs at 80.00 indicates a stable performance in a fairly good category. This performance reflects that the skills of using Canva to create learning videos can already develop teacher skills. With this ability, in the future, PAI teachers will be more effective. The results of the study on the effectiveness of learning using video were shown by (Seo et al., 2021), (Esparza dkk., 2020).

Research (Azizah dkk., 2021) explains that using interactive learning videos shows slightly higher outcomes, This suggests that the use of video media can provide better learning outcomes, but its success depends on the quality of the video content, learning design, and student engagement (Skowronski, Busching, and Krahé 2021). Similarly, a study from (Efendi et al., 2023) on the influence of Canva-based video on learning outcomes found that engaging and relevant video design can increase the appeal of the material, but limitations in interactivity can hinder optimal achievement. This is similar to the result of creating a video using *canva* In this study, where the highest score is limited and the performance is still dominant in the medium category.

Based on the results of data analysis, the results of training in the form of knowledge and skills in using technology to make learning media designs can be found that technology can be used by various levels of education and work experience of a person. The training participants, 60% of whom are 50-year-old PAI teachers, are proven to be able to learn to use learning technology well. This is indicated by the value distribution centered on 80.00 and 70.00. Most participants managed to achieve a medium to high score range, which is why further evaluation of factors such as video content quality, integration of interactive elements, and intensive mentoring is needed to optimize the use of *the Canva* app to create learning videos. As an improvement

effort, improved visual design, more innovative content, and active involvement of participants in video-based learning need to be a major concern

This study shows new findings that training on the use of technology in learning media design, especially with the Canva app, is effective not only for the younger generation but also for older PAI teachers (50 years and older). This indicates that age barriers in technology adaptation can be minimized through appropriate training methods. This research also makes a new contribution in evaluating the effectiveness of video content and interaction in video-based learning, and emphasizes the importance of intensive mentoring in the training process. These results broaden perspectives on the inclusivity of technology learning among senior educators and offer an innovative approach to improving the effectiveness of the use of video-based learning media through visual design optimization and participant active participation.

CONCLUSION

PAI teachers in Rasau Jaya District were very enthusiastic about participating in the training activities. This is motivated by a high curiosity about the use of technology in learning where most teachers have never participated in training. Based on the results of identifying problems in the PAI teacher environment, it was found that teachers do not have adequate understanding and skills about new media in learning. This is evidenced by the results of the *pree test* which showed an average score of 50.05. The results of the intervention through training showed a significant positive impact on teachers' ability to understand the application of new media, with an average of 90,222 on the *post-test*.

The training design for PAI teachers in Rasau Jaya sub-district is the use of *wordwall,* Canva and Gamma applications which are considered effective because PAI teachers can enthusiastically participate in every session in the training. Teachers' skills in creating new media-based learning media have been proven to produce *good power point products* from the aspects of content design and visual performance according to the speakers. The results *of teachers' power points* averaged 80.00 while the results of making learning videos with an average score of 75.00 and for the results of making learning *games* with an average score of 76.00. PAI teacher training in Rasau Jaya Regency is very effective in improving teachers' understanding and skills in the use of new media for learning. This effectiveness can be seen from a significant increase in *pree-test* to *post-test* scores, participant enthusiasm, and satisfactory results from technology-based learning products.

This new media-based learning media design training for PAI teachers in Rasau Jaya introduces the use of the latest technology applications such as *Wordwall, Canva*, and *Gamma* in Islamic religious learning. This is a relatively new approach among PAI teachers, most of whom have never attended technology-based training before. The training is designed not only to introduce technology, but also directly guide teachers to produce concrete learning products such as *PowerPoint,* learning videos, and learning games. These tangible results are proof of the success of the training, as well as providing examples of direct implementation in the teaching and learning process.

The broader implications of the results of this study show that technology-based training for PAI teachers in Rasau Jaya District not only improves technical skills in the use of new media, but also has the potential to improve the overall quality of learning. The significant increase from pre-test to post-test scores reflects a positive change in teacher competence, which in turn can create a more interactive and effective learning environment for students. The success of this training is also a model for teacher capacity building programs in other regions, especially in facing the challenges of integrating technology in education.

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Conflict of Interest:

We hereby declare that the research entitled Improving new media-based learning media design skills for Islamic religious education teachers in Rasau Jaya Regency, was conducted without any conflict of interest involving the author, institution, or other parties related to this research.

This research was conducted independently, with academic and professional goals, and is fully dedicated to improving the skills of Islamic Religious Education teachers in designing new media-based learning materials. No affiliation, financial support, or other relationship may compromise the integrity and objectivity of the research results.

We are committed to upholding ethical research standards, transparency, and scientific integrity

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