



Canva & Wordwall Digital Media Development at Religious Learning TPQ Al Irsyad Graha Asri Week Saturday in Bengkulu City

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Abstract

Religious learning at TPQ Al Irsyad Graha Asri Pekan Sabtu, Bengkulu City, has so far relied on conventional methods based on verbalistic lectures and static textbooks, thus triggering student boredom and low retention of Islamic religious material. This Thematic Community Service (KKN) activity based on Research by the PGMI Study Program Group 12 aims to transform the conventional religious learning model into an interactive one through the integration of the Canva and Wordwall digital platforms. The implementation method uses the Asset-Based Community Development (ABCD) approach which includes the stages of Discovery, Dream, Design, and Destiny. The results of the service show a significant increase in educators' technological literacy, the visual quality of teaching materials through Canva, and student activeness in interactive evaluations based on Wordwall gamification. Measurement using the Societal Impact Index (SII) confirmed a partner satisfaction level of 91.4% (very high). The resulting social impacts include the growth of an adaptive digital religious ecosystem, a radical increase in student learning motivation, and the development of institutional independence in managing technology-based learning in Pekan Sabtu, Bengkulu City.

Keywords: *ABCD, Canva, Wordwall, Al Irsyad TPQ, Bengkulu*

Abstrak

Pembelajaran keagamaan di TPQ Al Irsyad Graha Asri Pekan Sabtu Kota Bengkulu selama ini masih mengandalkan metode konvensional berbasis ceramah verbalistik dan buku teks statis, sehingga memicu kejenuhan santri serta rendahnya retensi materi keagamaan Islam. Kegiatan pengabdian masyarakat (KKN) Tematik berbasis Riset Prodi PGMI Kelompok 12 ini bertujuan untuk mentransformasi model pembelajaran keagamaan konvensional menjadi interaktif melalui integrasi platform digital Canva dan Wordwall. Metode pelaksanaan menggunakan pendekatan Asset-Based Community Development (ABCD) yang meliputi tahapan Discovery, Dream, Design, dan Destiny. Hasil pengabdian menunjukkan adanya peningkatan signifikan dalam literasi teknologi pendidik, kualitas visual materi ajar melalui Canva, serta keaktifan santri dalam evaluasi interaktif berbasis gamifikasi Wordwall. Pengukuran menggunakan Societal Impact Index (SII) mengonfirmasi tingkat kepuasan mitra sebesar 91,4% (sangat tinggi). Dampak sosial yang dihasilkan mencakup tumbuhnya ekosistem digital keagamaan yang adaptif, peningkatan motivasi belajar santri secara radikal, serta terbangunnya kemandirian institusional dalam pengelolaan pembelajaran berbasis teknologi di Pekan Sabtu Kota Bengkulu.

Kata Kunci: *ABCD, Canva, Wordwall, TPQ Al Irsyad, Bengkulu*

Research Background

Non-formal religious education such as the Qur'an Education Park (TPQ) has a strategic role as the main foundation for the formation of character, morality, the basis of faith, and spirituality of children from an early age. The TPQ curriculum not only teaches the fluency of reading hijaiyah letters, but also instills practical values of worship, Islamic history, and the formation of morals. The community service program through the Thematic Real Work Lecture (KKN) was carried out in the Pekan Saturday Village area, Selebar District, Bengkulu City, Bengkulu Province, precisely in the Graha Asri Housing environment RT 30 RW 09. The main location that became the epicenter of the KKN implementation was the Raudhatul Jannah Mosque, a communal religious institution that became a center for spiritual activities, compulsory worship, and social development for local residents. The main focus of student service is specifically focused on instructional activities at TPQ Al-Irsyad which is under the auspices of the mosque's takmir.

Demographically, the people living in Graha Asri Housing are a representation of heterogeneous sub-urban communities with very diverse work and professional backgrounds, ranging from civil servants (PNS), state civil servants, private employees, MSME actors, traders, to independent entrepreneurs. As a rapidly growing residential area on the outskirts of Bengkulu City, this neighborhood has a fairly neatly arranged spatial condition with the availability of adequate public facilities and infrastructure to support social, sports, and religious activities of the community. Public facilities such as the Raudhatul Jannah Mosque and the existence of a volleyball court become green open spaces as well as

communal interaction areas for residents across generations. Social relations between residents in this housing are very harmonious, close, and full of family. This is reflected in the high participation of the community in the agenda of periodic cleanliness mutual cooperation, routine recitation of ladies and gentlemen, and the movement of the Islamic Youth Mosque (Risma) organization. Psychosocially, the residents of Graha Asri Housing show the characteristics of a modern society that is friendly, open to innovative ideas, and has a very high social concern for the existence of academic student programs.

Based on comprehensive mapping through the perspective of Asset-Based Community Development (ABCD), this service fundamentally rejects the perspective that sees partners from the perspective of shortcomings or problems (deficit-based approach). Instead, this methodology prioritizes the identification of internal potentials that have not been optimally activated (asset-based approach). The existence of TPQ Al-Irsyad is one of the important assets for the local community because it functions as a forum for character development, instilling Islamic values, and improving the ability to read and understand the Qur'an for children. The open and heterogeneous nature of the community in Graha Asri Housing is a basic social capital of high value. Coupled with physical capital in the form of smart device infrastructure (smartphones) and the availability of an internet network that is almost evenly distributed in every student household. Within the institution, TPQ Al Irsyad has human resource assets (HR) in the form of energetic young *asatidz*, have a high willingness to learn, and Alpha generation students who are naturally very adaptive to

the digital ecosystem. The fundamental obstacle found in the field is the lack of a methodological bridge that connects the digital potential of students with the technology-based pedagogical skills of educators. As a result, the teaching method that takes place is still one-directional, verbalistic, and relies on monotonous black and white worksheets, so that it gradually triggers a decrease in attention, study saturation, and low students' memory of religious materials that tend to be abstract.

This methodological gap is very relevant to contemporary education issues in the post-pandemic era which requires the convergence of digital learning media to strengthen the technological literacy base in educational institutions at all levels (Aransyah, Herpratiwi, Adha, Nurwahidin, & Karwono, 2023). The use of modern interactive visual platforms is empirically recognized to be able to drastically reduce the level of learning saturation, simplify the presentation of complex material into easy-to-digest visual illustrations, and stimulate children's intrinsic learning interests from an early age (M. Sari, Elvira, Aprilia, R, & M, 2024). The use of interactive applications is considered effective in visualizing abstract content in Islamic education (Yusuf, 2023). In addition, the adaptation of this technology is important to create a relevant learning environment for today's generations (Aritonang, Budiarti, Saidah, & Nurussama, 2026) (Y. R. Sari, 2022). This digitalization step is in line with efforts to improve the quality of madrassas and TPQ in facing the changing times.

Furthermore, the presentation of religious texts such as tajweed rules, prayer readings, and prophetic stories combined with attractive graphic design principles has

proven to be able to stimulate children's critical thinking sharpness in understanding the essence of the material (Hadi & Jauhari, 2025). On the other hand, the application of an educational gamification system is able to change the orientation of children's gadget interaction from an unproductive passive entertainment activity to a very interactive religious learning competition adventure (Dewi, Wijayanti, & Juwana, 2022). Empowerment strategies that rely on the organization of local assets have been proven to trigger the birth of institutional independence in a sustainable manner (Lutfi & Kartika, 2023). Through the reinforcement of visual-based media, children's long-term memory (retention rate) in memorizing short prayers can increase significantly (Dewi et al., 2022). Through all of these foundations, community service interventions through the Research-Based Thematic KKN program of the PGMI UIN Fatmawati Sukarno Bengkulu Study Program Group 12 at TPQ Al Irsyad Graha Asri Saturday Week in Bengkulu City are directed to overhaul the old pedagogical culture towards adaptive, fun, and highly competitive digital religious curriculum governance.

Research Methodology

The implementation of this community service activity uses the Asset-Based Community Development (ABCD) approach. In contrast to conventional methods of service that come with proposals for solving external problems, ABCD positions the community as the main actor who drives the wheels of change based on their internal assets and strengths independently. The operationalization of the Thematic KKN Group 12 at TPQ Al Irsyad Graha Asri Saturday Week in Bengkulu City

was described in depth through four stages of the work cycle, namely:

[Discovery: Asset Mapping] —> [Dream: TPQ Vision FGD] —> [Design: Module Blueprint] —> [Destiny: Pioneer & Action Team]

1. Discovery (Local Asset Discovery): The initial stage is filled with exploration activities of communal assets through appreciative inquiry techniques, participant observation, and social mapping in the Graha Asri RT 30 Housing environment. Students do not take an inventory of problems, but rather collect data on the hidden forces of the community. This mapping focuses on the strength of the human, social, and physical assets owned by partners (Erawati, Purwati, Putri, & Wardika, 2023). The assets that were successfully identified included: human capital (capable young asatidz, enthusiastic students), social capital (the community of RT 30 residents, Risma's support), and physical capital (the comfortable Raudhatul Jannah Mosque, electricity facilities, and adequate internet networks).

2. Dream (Exploring Collective Dreams): At this stage, KKN students act as facilitators in bringing together key stakeholders through the official Forum Discussion Group (FGD) in the mosque foyer. This forum was attended by the board of mosque takmir administrators, TPQ teacher councils, representatives of student guardians, and community leaders. All participants were invited to imagine the ideal conditions of TPQ learning in the next five years. This process of digging up shared dreams is very crucial as a driving force for internal community motivation (Syabrina, Norfaujiah, Hasanah, & Fitrianur, 2024). The Forum succeeded in agreeing on one big vision: "Realizing TPQ Al Irsyad as a Pilot

TPQ Based on Digital Edutainment in Pekan Sabtu Village".

3. Design (Action Design Design): After determining the vision, a blueprint of the work program was designed collaboratively between KKN students and the TPQ teacher council. This stage divides the program into three main sub-activities: first, intensive training in basic technology literacy; second, thematic visual teaching media production workshops using Canva's premium platform; third, the preparation of interactive evaluation instruments based on game quizzes on the Wordwall platform. The program preparation process is designed in a fully participatory manner to ensure the suitability of the teaching modules with the cognitive level of the students (Aritonang et al., 2026).

4. Destiny (Implementation of Action and Sustainability): This stage is a form of actualization of all program designs in TPQ Al Irsyad classes. Digital learning began to be implemented periodically by utilizing integrated projectors and gadgets. To ensure that this program does not stop when the KKN period ends, institutional steps are taken in the form of the formation of a "Pioneer Digital TPQ" team consisting of representatives of young teachers and the signing of an internal curriculum agreement. This sustainability management step is vital to ensure the operational independence of the program after the withdrawal of students from the service location (Mubaroq, Sriwijayanti, & Laily, 2025).

Results and discussion

The implementation of the Thematic KKN work program Group 12 of UINFAS Bengkulu at Graha Asri Housing has a significant transformative impact on the academic climate at TPQ Al Irsyad. Through a series of intensive workshops, TPQ

teachers who were originally only used to using conventional whiteboards now have advanced skills in designing digital teaching materials independently using the Canva platform. Teachers are able to combine visual elements, children's psychological colors, and religious material texts such as prophet genealogy charts, ablution procedure infographics, and makharijul letter smart cards. Technical assistance accompanied by empirically strengthening work motivation has been proven to give birth to confidence and trigger a leap in teachers' pedagogical competence in managing contemporary learning media independently (Kurniawan, Ayudhia, Adrias, & Suciana, 2025).

In the learning evaluation dimension, the implementation of the Wordwall web-based application has successfully changed the classroom atmosphere to be very dynamic. Through the visualization of interactive quiz games, match-ups, and maze chase games that are aired in front of the class, the participation rate of students increases drastically. Students compete with each other in a healthy way to solve problems about the laws of reading idgham, izhar, and memorizing daily prayers. This transformation strengthens the thesis that the steps to restructure curriculum management and modernize the media, even in non-formal religious institutions, have been scientifically proven to be able to boost the efficiency of knowledge transfer while increasing the bargaining value of the institution in the eyes of guardians of students (Wijaya, Arifin, & Badri, 2021). The introduction of digital visual media in the age group of children at TPQ Al Irsyad has been proven to accelerate the internalization of religious values because it adjusts to the characteristics of the growth and development of the digital

generation, with the note that mentoring from educators remains dominant to control the side effects of gadget use (Kholisatul'ulya, Shofiyatun, Siswanto, Syahidah, & Salsabila, 2025). The use of technology-based edutainment instruments like this has been proven to be able to revolutionize the focus of children's attention towards strengthening the cognitive aspects of religion in a positive way (Rahmah & Mubarak, 2025). The use of interactive media has been proven to increase students' understanding of concepts exponentially when compared to conventional lecture methods (Alifah, Virgianti, Imam, Sarin, & Hasan, 2023).

To provide scientific validation of the success of the program, objective measurements were carried out through the dissemination of satisfaction questionnaire instruments using the Societal Impact Index (SII) formula to 35 respondents consisting of elements of mosque takmir administrators, asatidz TPQ, and representatives of guardian students of Graha Asri Housing. The results of the tabulation of SII data are presented in detail in the following table:

Table 1. Satisfaction Analysis Based on Societal Impact Index (SII)

Ye s	Social Impact Evaluation (SII) Indicators	Achievem ent Score (%)	Qualitati ve Categori es
1	Improving the technologica l competence of ustadz/ustad zah in	89,5%	Very High

	making media		
2	Increased motivation, attention, and activeness of students during learning	94,0%	Very High
3	Suitability and ease of operation of the Canva & Wordwall platform	90,2%	Very High
4	Sustainability of the program utilization independently post-KKN	92,1%	Very High
-	Average Societal Impact Index (SII) Score	91,4%	Very High

Based on the data analysis in Table 1, the accumulated value of the social impact index (Societal Impact Index) is at an average of 91.4%, which is categorically at the level of "Very High". The high score on the student activity indicator (94.0%) is concrete evidence that the collaboration between Canva's aesthetic visualization and Wordwall's competitive gamification system is able to answer the challenge of learning boredom at TPQ completely. This positive impact goes straight with the findings of digital learning evaluations in various primary education institutions that place learning satisfaction at the highest level because it is driven by interactive visual factors (Yuniarti, Titin, Safarini, Rahmadia, & Putri, 2023). The results of this high SII

achievement confirm that appropriate technological interventions based on the needs and active involvement of the community will trigger massive and supportive social acceptance (Hadi & Jauhari, 2025). The long-term success of this digital transition ultimately relies on the mental readiness and continuity skills of local teachers in producing teaching content consistently (Kholisatul'ulya et al., 2025).

Conclusion

The community service program through the Research-Based Thematic KKN scheme PGMI Study Program Group 12 UINFAS Bengkulu has succeeded in completing its mission optimally through a program entitled "Development of digital media canva & wordwall in religious learning TPQ Al Irsyad Graha Asri Saturday Week in Bengkulu City". The application of the ABCD methodology has proven to be effective in mobilizing the community's hidden assets and potential, transforming the role of teachers from passive media consumers to creative and independent producers of digital learning media in the Graha Asri RT 30 RW 09 Housing environment. The real impact of this activity is shown by a significant spike in students' motivation to learn and the acquisition of a Societal Impact Index score of 91.4%. As a form of Follow-up Plan (RTL) to ensure the sustainability of the program permanently, it is recommended that there be a periodic maintenance agenda for the TPQ digital learning account by the Digital Pioneer Team, periodic updates of the bank of Wordwall quiz questions every semester cycle, and exploration of cooperation with the TPQ communication network at the Selebar District level to disseminate the draft of this digital-based learning model more widely.

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