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Implementation of Canvas LMS in Online Islamic Education Learning and Its Impact on Students' Learning Independence

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Abstrack

The development of digital technology in education has encouraged the use of Learning Management Systems (LMS) as an online learning medium, including in Islamic Religious Education (PAI) learning. This study aims to analyze the implementation of Canvas LMS in online PAI learning and its impact on students' learning independence. The study used a qualitative approach with a library research method. Data were obtained from various literature sources in the form of journals, books, and research results related to the use of Canvas LMS and online learning published in the last six years. Data collection techniques were carried out through literature searches on Google Scholar, Garuda Kemdikbud, and ResearchGate. Data were analyzed using data reduction, classification, interpretation, and evaluation techniques of relevant library sources. The results of the study indicate that the use of Canvas LMS in PAI learning has a positive impact on the learning process, such as increasing learning flexibility, student interaction, learning motivation, and students' ability to manage time and complete assignments independently. Features such as discussion forums, online quizzes, material uploads, and learning activity monitoring support the creation of more effective and organized learning. However, the implementation of Canvas LMS also faces several obstacles, such as limited internet access, low student digital literacy, and suboptimal online learning support. Therefore, technological support, teacher preparedness, and appropriate learning strategies are needed to ensure optimal and sustainable use of Canvas LMS in Islamic Religious Education (PAI) learning.

Keywords: Canvas LMS, online learning, Islamic Religious Education, independent learning, educational technology.

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INTRIDUCTION

The development of information and communication technology has significantly transformed the educational landscape, particularly in the use of digital learning. Leveraging ever-evolving knowledge and technology can improve the quality of learning, ultimately positively impacting the quality of Indonesian education (Ristianti et al., 2024). Since the COVID-19 pandemic, the education system has undergone a radical transformation that is still ongoing. This situation has encouraged educational institutions to utilize technology as an effective teaching tool, including through the use of Learning

Management Systems (LMS). An LMS is a digital platform designed to boldly support the learning process through material analysis, assessment, and integrated communication between instructors and students. The purpose of using an LMS is to create a more flexible, effective, and engaging learning experience for students. Media and technology do not function as passive means of disseminating information; instead, they actively contribute to the development of societal and human structures (Asnasari et al., 2025). According to research by Utubira & Pangeti (2025), implementing an LMS in education can increase the effectiveness of the digital learning process while facilitating the implementation of the independent curriculum.

Canvas LMS is one LMS platform frequently used in adventurous learning. Canvas LMS offers a variety of educational features, including learning materials, discussion forums, quizzes, video conferencing, online exercises, and real-time student activity tracking. This platform supports a learner-centered learning approach because students can access educational materials and activities at their own time and location. According to Mahabu et al. (2025), the use of Canvas LMS has a positive impact on student learning and motivation due to its ease of use and the convenience of web-based learning. Furthermore, research by Aksa (2025) shows that cloud-based learning management systems (LMS) can increase learning flexibility and facilitate academic interaction between teachers and students in an engaging learning environment.

In Islamic Religious Education (PAI), the use of educational technology is becoming increasingly important. The goal of PAI education is not only to impart religious knowledge but also to develop students' morals, spirituality, and character. Utilizing digital technology can help improve administration, increase access to information, and enhance the quality of learning. Although challenges remain, such as infrastructure, digital skills, and funding, technological advancements and adaptations continue to support the growth of non-formal Islamic education (Rahmah & Mubarak, 2025). Utilizing information and communication technology in the learning process allows for effective communication, both with students and their peers, and for the teacher's own development (Akhmad et al., 2021). The challenges of Islamic Religious Education (PAI) learning in the digital era extend beyond the presentation of compelling educational materials, but also encompass efforts to improve the quality of interactions, character development, and active student participation in the learning process. Therefore, the use of digital learning platforms that can facilitate systematic, interactive, and sustainable learning is essential. Research by Della et al. (2025) explains that an integrated learning approach in Islamic Religious Education (PAI) education can improve student understanding by encouraging a balance between authenticity and face-to-face interaction. The use of AI technology in PAI can enhance learning effectiveness through personalized materials, more accessible learning, and more accurate assessments. However, its use must consider Islamic principles, ethics, and student character development (Syuhada & Kalijaga, 2023).

Several studies have examined the use of LMSs in online learning, most of which focus on the effectiveness of LMSs in general, the implementation of blended learning, or the use of other platforms such as Moodle, Google Classroom, and Schoology. Research specifically examining the Canvas LMS in Islamic education is still relatively limited. Furthermore, previous studies often only examine teaching effectiveness or student learning outcomes, while research integrating the implementation of the Canvas LMS with the development of student learning outcomes in Islamic Religious Education classrooms is still limited. This situation indicates a research gap that requires further investigation. Although several studies have examined the use of LMSs in online learning, most studies focus on the effectiveness of LMSs in general, the implementation of blended learning, or the use of other platforms such as Moodle, Google Classroom, and Schoology.

According to research by Aulia et al. (2025), one of the challenges of modern education is preparing students to become independent learners. Research by Ahmad et al. (2025) also shows that LMS-based teaching in Islamic Religious Education (PAI) classrooms has a positive impact on student learning outcomes through more flexible and individualized learning activities. This study reveals that previous research often only examines teaching effectiveness or student learning outcomes, while research integrating the implementation of the Canvas LMS with the development of student learning outcomes in Islamic Religious Education (PAI) classrooms is still limited. This situation indicates a research gap that requires further investigation. Although several studies have examined the use of LMSs in online learning, most have focused on the effectiveness of LMSs in general, the implementation of blended learning, or the use of other platforms such as Moodle, Google Classroom, and Schoology. Research specifically examining the Canvas LMS in Islamic education is still relatively limited. Furthermore, previous research often only examines teaching effectiveness or student learning outcomes, while research integrating the implementation of the Canvas LMS with the development of student learning outcomes in Islamic Religious Education (PAI) classrooms is still limited. This situation indicates a research gap that requires further investigation.

Besides teaching effectiveness, one important factor that must be considered in the education of K-21 students is their learning ability. Learning independence refers to students' ability to understand, analyze, and evaluate their own learning process. This ability becomes increasingly important in adventurous learning because students are encouraged to be more active in accessing materials, understanding challenges, managing study time, and monitoring academic progress. According to Zimmerman's theory of self-regulated learning, students with high levels of learning motivation are able to plan their learning goals, manage their learning process, and reflect on their learning outcomes. In this regard, the features offered by Canvas LMS have the potential to improve the quality of learning activities by providing readily accessible materials, a structured learning system, discussion forums, and monitoring student learning activities.

Learning independence is related to Zimmerman's theory of self-regulated learning, namely the ability of students to control, regulate, and evaluate their own learning process. In adventurous learning, students are encouraged to develop a stronger bond with the learning process because their interactions with the teacher become more intimate. Self-paced learning can be enhanced with a learning management system (LMS) like Canvas, which offers features like assignments, access to personalized learning materials, schedules, and discussion boards that enable students to actively develop their own knowledge. According to research by Depita (2024), the use of interactive learning platforms can improve the quality of Islamic Religious Education (PAI) education because students become more engaged and active in the digital learning process.

Furthermore, LMS implementation is thought to increase teacher motivation and student engagement in classroom instruction. Research by Khasanah et al. (2021) explains that the use of digital platform-based blended learning can increase the motivation of Islamic Religious Education (PAI) teachers to implement distance learning more effectively and innovatively. This suggests that the use of educational technology impacts not only academic aspects but also the overall quality and readiness of learning interactions.

Based on the aforementioned gap, this study has a new focus, linking the implementation of the Canvas LMS in online Islamic Religious Education (PAI) education with the development of student learning through comprehensive literacy. This study not only identifies the benefits of using the Canvas LMS in PAI education but also analyzes how the platform's features impact student learning outcomes and the challenges that arise during implementation. Considering this, it is hoped that this research will contribute conceptually to the development of technology-based Islamic Religious Education (PAI)

education and become a reference for teachers and educational organizations in optimizing the use of LMS Canvas to improve the quality of teaching and student learning.

Based on various previous studies, it can be observed that the use of LMS in education has been studied extensively. However, studies specifically examining the implementation of the Canvas LMS in Islamic Religious Education (PAI) education are very limited and have a significant impact on student learning outcomes. Most of the research focuses on LMS in general, blended learning, or using digital platforms other than Canvas. Therefore, this study is crucial to understand how the Canvas LMS is implemented in online Islamic Religious Education (PAI) education and how it impacts student learning outcomes.

METHOD

This study uses a qualitative approach with a library study or descriptive literature. Data for this study were collected from various literary sources, such as journal articles, books, articles, and research findings related to the research topic and published over the past six years. The data collection process was carried out by searching articles in academic databases such as Google Scholar, Garuda Kemdikbud, and ResearchGate using keywords such as "Canvas LMS", "PAI online learning", and "student learning independence." Data analysis techniques include data reduction, classification, interpretation, and evaluation of various literary works that have been selected according to the research focus. The literature review is used to identify, evaluate, and analyze research findings to provide a comprehensive understanding of the use of Canvas LMS in online PAI education and its impact on student learning outcomes (Hidayat et al., 2025).

RESULT AND DISCUSSION

Based on the results of a review of various relevant studies, it was found that the implementation of the Canvas Learning Management System (LMS) in online-based Islamic Religious Education (PAI) learning had a number of positive impacts on the learning process and student learning independence.

No	Findings Aspect	Research Findings	Source
1	Learning Flexibility	Canvas LMS enables students to access learning materials, assignments, and assessments anytime and anywhere, making the learning process more flexible.	Lantang et al. (2026); Mahabu et al. (2025)
2	Ease of Use	Students responded positively to Canvas LMS because its interface is user-friendly and supports web-based learning.	Lantang et al. (2026)
3	Learning Interaction	Features such as discussion forums, comments, and online assignments enhance communication between teachers and students throughout the learning process.	Rofiqoh et al. (2025)
4	Student Participation	The use of LMS encourages students to become more actively involved in discussions, completing assignments, and participating in online learning activities.	Rofiqoh et al. (2025)
5	Learning Autonomy	Students become more capable of managing their study time, accessing learning materials independently, and	Simanullang & Pakpahan (2024); Khairuniza & Rizki

		completing assignments with greater responsibility.	(2025)
6	Learning Discipline and Initiative	The use of LMS improves indicators of self-directed learning, including discipline, self-confidence, and initiative in learning.	Simanullang & Pakpahan (2024)
7	Learning Motivation	Easy access to learning materials and the use of digital learning media increase students' learning motivation.	Novayanto et al. (2023); Syahroni et al. (2020)
8	Effectiveness of Islamic Religious Education (PAI) Learning	Canvas LMS assists teachers in managing learning materials, assignments, and assessments more systematically, thereby enhancing the effectiveness of Islamic Religious Education (PAI) learning.	Faisol & Astuti (2024); Khairuniza & Rizki (2025)
9	Overall Impact	The implementation of Canvas LMS has a positive impact on learning flexibility, learning interaction, learning motivation, and students' learning autonomy.	Research synthesis findings

The research results show that the implementation of the Canvas LMS in Islamic Religious Education (PAI) is based on courage and has a positive impact on the effectiveness of teaching and student learning. Using the Canvas LMS makes learning more flexible because students can access learning materials, activities, and assessments whenever and wherever they choose. This situation aligns with constructivist theory, which states that students actively develop their knowledge through self-directed learning and interaction with the digital learning environment. In adventurous learning, the LMS is a tool that supports learner-centered learning because students actively seek, understand, and analyze information on their own. According to research by Faisol & Astuti (2024), using the Canvas LMS provides a more effective and user-friendly learning experience, which can increase student engagement in web-based learning.

The use of the Canvas LMS in Islamic Religious Education (PAI) also encourages more interactive and organized learning. Features such as discussion forums, uploading materials, quizzes, and digital assignments help teachers present material systematically, making it easier for students to complete the learning process. This aligns with the findings of Khairuniza & Rizki (2025), who stated that an LMS can increase the effectiveness of Islamic Religious Education (PAI)-based learning because it facilitates more active learning interactions, even if they occur effortlessly. Furthermore, the use of digital media in Islamic Religious Education (PAI) education helps teachers develop innovative teaching methods so that students can more easily understand the subject matter.

Research findings indicate that the use of the Canvas LMS has a positive impact on students' capacity for independent learning. Learning independence is reflected in students' ability to manage study time, access materials independently, complete assignments on time, and take responsibility for their own learning process. This finding aligns with the self-regulated learning theory proposed by Zimmerman, which states that students who learn independently are able to plan, monitor, and evaluate their learning process independently. Through the Canvas LMS, students have the opportunity to manage their learning activities more flexibly, thus indirectly exercising discipline and responsibility for learning. Research by Simanullang & Pakpahan (2024) shows that LMS

use can improve indicators of student learning independence such as self-confidence, discipline, and learning initiative.

Canvas LMS as a Flexible and Student-Centered Islamic Education Learning Tool

Research findings indicate that the Canvas LMS can create a more flexible learning environment because students can access learning materials without time or space constraints. This situation aligns with the 21st-century educational paradigm, which views students as the center of the learning process (student-centered learning). In the context of Islamic Religious Education (PAI) education, this flexibility provides students with the opportunity to learn material according to their needs and abilities.

Theoretically, this research supports constructivism theory, which states that students actively develop their knowledge through interaction with the learning environment. The Canvas LMS provides a space that allows students to explore the material independently, so the learning process does not lag behind teacher instruction.

Optimizing Islamic Education Learning Interactions Through Digital Features

Despite online learning, research results show that the Canvas LMS still facilitates interaction between teachers and students through discussion forums, comment features, and online assignments. This finding is important because one of the main challenges of online Islamic Religious Education (PAI) learning is the reduction in interaction, which can potentially undermine the understanding and internalization of Islamic values.

The interactive features in the Canvas LMS help maintain academic communication, ensuring an active learning process. Thus, the LMS serves not only as a storage medium for materials but also as a collaborative space that supports more meaningful learning.

Canvas LMS's Contribution to Student Learning Independence

One of the most significant findings in this study is the discussion of findings on increasing learning independence. Students were instructed to create a study schedule, calculate learning resources independently, and complete assignments within the specified timeframe. This is relevant to Zimmerman's theory of self-regulated learning. According to this theory, students who have the ability to learn are able to plan, observe, and assess their own learning process. Canvas LMS features, such as the academic calendar, assessment tasks, and learning progress, provide strong support for the development of self-regulation skills. As a result, Canvas LMS functions not only as an educational medium but also as a tool that helps students develop their own learning skills, which are crucial in the digital age.

The Influence of Canvas LMS on Student Learning Motivation

Increased learning motivation found in several studies suggests that the use of educational technology can result in a more engaging learning experience. Information presented in various formats, such as videos, presentations, interactive quizzes, and online discussions, keeps students more engaged in the learning process.

In Islamic Religious Education (PAI) education, learning motivation is crucial because it is related to students' understanding of religious principles. Therefore, using the Canvas LMS can be an effective way to improve student self-discipline and reduce the anxiety that often arises when engaging in adventurous learning.

Implementation Challenges and Their Implications for Islamic Education Learning

Despite its numerous benefits, the implementation of the Canvas LMS has not been fully optimized. Limited internet access and low digital literacy remain major barriers that can reduce learning effectiveness. These findings indicate that the success of LMS use is determined not only by the quality of the platform used, but also by infrastructure readiness, students' digital competencies, and teachers' ability to manage online learning.

Therefore, digital literacy training for teachers and students, adequate internet access, and the development of adaptive learning strategies are needed to ensure optimal and sustainable use of the Canvas LMS in Islamic Religious Education (PAI) learning.

Theoretically, this research strengthens the theories of constructivism and self-regulated learning, which explain how digital learning environments can encourage students to be more active and independent during the learning process. Practically, the research findings indicate that the Canvas LMS can be considered an effective alternative Islamic Religious Education (PAI) learning platform in increasing learning flexibility, learning interaction, learning motivation, and student engagement.

Furthermore, the use of an LMS in Islamic Religious Education (PAI) education impacts student motivation to learn. Easy access to materials, interactive learning media, and flexible learning times encourage students to be more active in online learning. According to research by Syahroni et al. (2020), digital learning can increase teacher and student motivation to implement distance learning more effectively. With the Canvas LMS, students are not only learning objects but also actively participate in discussions, assignment submissions, and individual exploration of learning materials.

However, the implementation of the Canvas LMS in Islamic Religious Education (PAI) learning still faces several challenges. Based on the research findings, the main obstacles include internet connectivity, limited student digital literacy, and a lack of interest in learning during online and ongoing learning. The majority of students still struggle to understand the material without clear explanations from teachers, making adventurous learning ineffective for all students. This research shows that LMS implementation is not only supported by the quality of the digital platform used, but also by teacher readiness, students' technological capabilities, and a supportive learning environment. Therefore, effective teaching strategies, teacher preparation, and increased digital literacy are needed to enable Canvas LMS users to learn Islamic Religious Education more effectively.

Overall, the research findings indicate that implementing the Canvas LMS in Islamic Religious Education at risk plays a crucial role in improving teaching effectiveness and student learning. Using an LMS can create a more flexible, dynamic, and engaging learning process for students, in line with the demands of the digital era. Canvas LMS can be an effective learning tool for fostering academic skill development and even addressing each student's learning characteristics, supported by appropriate technology and teaching strategies.

CONCLUSION

Based on the results of the literature review, it can be concluded that the use of the Canvas LMS in online Islamic Religious Education (PAI) will have a positive impact on the learning process and student learning. The Canvas LMS can facilitate more flexible, interactive, and well-organized learning with many features such as content sharing, discussion boards, online exercises, and digital learning assessments. Using this platform encourages students to participate more actively in their studies, improve their discipline in dealing with challenges, and strengthen their capacity for independent learning through time management and individual learning activities. In addition, the use of the Canvas LMS makes it easier for teachers to teach PAI in a more innovative and effective way according to the demands of the digital era. However, LMS-based learning still faces several challenges, such as internet connectivity issues, students' lack of digital literacy, and learning difficulties during risky and continuous learning. Therefore, the implementation of the Canvas LMS in PAI education must be supported by technology, teacher expertise, and appropriate teaching strategies to maximize the quality of learning and student engagement.

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