

## THE EFFECTIVENESS OF CANVA-BASED E-MODULES IN ISLAMIC EDUCATION LEARNING AT SMA NEGERI 1 TAMBANGAN

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### Abstract

This study aimed to determine the effectiveness of using Canva-based e-modules in Islamic Education (PAI) learning at SMA Negeri 1 Tambangan. The background of this research lies in the need to create innovative and interactive learning media that enhance students' interest and understanding of Islamic Education materials. This study employed a descriptive qualitative approach focusing on an in-depth understanding of the research phenomenon. The research was conducted at SMA Negeri 1 Tambangan, Mandailing Natal Regency. Research subjects included the school principal, PAI teacher, and twelfth-grade students. Data were collected through observation, interviews, and documentation. This qualitative research used observation, interviews, and documentation as data collection techniques. The data were analyzed through data reduction, display, and verification using source, technique, and time triangulation based on the Miles and Huberman Model. The results showed that Canva-based e-modules improved students' motivation, participation, and comprehension in PAI learning. The modules' appealing visuals and multimedia elements such as images, videos, and animations made the material easier to understand and encouraged active learning. Supporting factors include accessibility and interactive design, while challenges include limited internet access and digital literacy among teachers and students. Overall, the Canva-based e-module was proven to be a positively transformed the learning experience for improving the quality of Islamic Education at the senior high school level.

**Keywords:** E-module, Canva, Islamic Education, Effectiveness, Educational Technology, Innovative Learning



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## INTRODUCTION

Islamic Religious Education (PAI) is a very important component of the Indonesian national curriculum, designed to shape students' character and personality based on Islamic teachings. PAI plays a crucial role in fostering moral integrity, religious understanding, and ethical behavior. It aims to equip students with a strong spiritual foundation as they transition into adulthood, preparing them to confront life's challenges with sound religious knowledge (Riswanto, 2024).

Despite its importance, the implementation of PAI frequently encounters obstacles, including the lack of engaging learning materials, monotonous instructional methods, and limited learning resources. At the senior high school level, one of the primary challenges lies in presenting complex Islamic concepts in ways that were both relevant and appealing to students. Traditional pedagogical approaches were often insufficient for creating dynamic and interactive learning experiences. Consequently, pedagogical innovation was essential to enhance learners' engagement and comprehension.

One promising approach to overcoming these challenges was the integration of digital media into the learning process. Technological advancement has significantly transformed educational practices in Indonesia, offering new opportunities for more interactive and student-centered learning. However, many classroom practices remain conventional and underutilize technological tools.

Digital media, according to (Safitri, 2023), facilitates more effective interactions between teachers and students, making the teaching-learning process more dynamic. Rapid developments in science and technology particularly in the fields of computing and the internet have further expanded the potential for integrating digital tools into instruction (Minardi, 2020).

The development of digital media in Indonesia began in the 1980s with the introduction of digital technology in telecommunications. The 1990s witnessed rapid growth in information technology, followed by the expansion of internet usage in the early 2000s, which spurred the rise of digital industries such as web hosting, e-commerce, and online gaming. By 2007, Facebook had gained massive popularity, marking a significant shift in digital culture (Riswanto, 2924). Today, digital media in Indonesia encompasses diverse sectors including social media, e-commerce, online gaming, mobile applications, and creative digital services. These developments underscore the importance of integrating digital literacy into education to foster competitive learners equipped with essential 21st-century skills.

Information and communication technology have introduced new instructional innovations that significantly enhance teaching effectiveness. However, many schools still fail to adopt these tools optimally. This reality accentuates the urgency of utilizing technology as a learning medium (Safitri, 2023). Although technology-based education has become a hallmark of modern pedagogy (Minardi, 2020), its adoption in PAI learning remains limited. Factors contributing to this constraint include teachers limited technological competence, inadequate infrastructure, and students' low awwereness of the importance of technology in learning (Tanama, 2023) ; (Puspita, 2021)).

The use of digital media in PAI instruction offers clear advantages, particularly in facilitating teacher-student interaction and supporting more interactive learning experiences. One notable innovation was the use of Canva-based e-modules. Canva, a user-friendly graphic design platform, enables teachers and students to create visually appealing and interactive learning materials. It supports various multimedia elements such as images, videos, and animations that make abstract PAI concepts more accessible (Ramadhan, 2023). The platform

also encourages students to develop critical thinking, creativity, and communication skills, while enabling independent learning through online accessibility (Nurhablisyah., 2022). Integrating Canva into PAI learning aligns with contemporary educational demands by enhancing efficiency, creativity, and instructional quality. Research shows that interactive media such as Canva can significantly improve student engagement and comprehension

The significant rise in digital tools within the Indonesian education system—particularly Canva demonstrates the growing relevance of this study. The use of interactive media not only strengthens students' understanding of PAI content (Syafrin, 2023), but also equips them with essential technological competencies for future careers. Numerous studies confirm that such media can meaningfully increase student participation in learning (Maryam, 2022).

Observations conducted at SMA Negeri 1 Tambangan indicate that the implementation of Canva-based e-modules was highly innovative and has the potential to improve PAI instructional quality by presenting material in an engaging and interactive manner. Despite the growing use of technology in education, research specifically examining the effectiveness of Canva-based e-modules in PAI remains limited. Thus, this study seeks to fill that gap by assessing their impact on students' understanding and interest in PAI material.

Based on these considerations, the present research was expected to contribute to improving the effectiveness of PAI learning at SMA Negeri 1 Tambangan and to provide valuable insights into the integration of digital technology in religious education. Therefore, the researcher proposes a study entitled “The Effectiveness of Canva-Based E-Modules in Islamic Education Learning at SMA Negeri 1 Tambangan.”

## RESEARCH METHOD

### *Research Design*

This study employed a descriptive qualitative approach focusing on an in-depth understanding of the research phenomenon (Rukin, 2019). The research was conducted at SMA Negeri 1 Tambangan, Mandailing Natal Regency. This study utilizes two types of data to obtain a comprehensive understanding of the research object: primary and secondary data.

Primary data are obtained directly from key sources through interviews and observations conducted by the researcher. Information was collected from various informants, including the school principal, classroom teachers, students, and school canteen staff. Primary data (Suhono, 2021) are essential because they provide direct, in-depth insights from individuals involved in the phenomenon under study. Through interviews and observations, the researcher gains a clearer understanding of participants' experiences, perspectives, and practices, resulting in data that are relevant and accurate.

Secondary data were obtained through literature review and examination of relevant documents. These sources include references, scholarly articles, reports, and institutional documents (Firmansyah, 2021). Secondary data complement primary data by providing theoretical context and background, thereby enriching the overall analysis. By integrating both forms of data, the researcher constructs a stronger conceptual framework and enhances understanding of the research topic.

The combination of primary and secondary data enables the researcher to develop a broader and deeper perspective on the research object. Primary data offer direct observations from the field, while secondary data provide theoretical reinforcement and contextual

background. Together, these sources ensure that the research findings are comprehensive, reliable, and reflective of multiple perspectives.

### ***Research Target/Subject***

Research subjects included the school principal named Siddik Siregar, S. Pd, PAI teacher named Ahmad fahmi, S.Pd. I, and twelfth-grade students that consist of 58 students. Data were collected through observation, interviews, and documentation. Researcher did interviews to those people to get the accurate data. Beside the interviews, researcher also observed the real condition of implementing the Canva-based e-modules in PAI learning at the school directly.

### ***Instruments, and Data Collection Techniques***

Three techniques were used to collect data: observation, interviews, and documentation. Research instruments were employed to ensure that data collection proceeded systematically and coherently. According to (Maulida, 2020), the techniques include:

1. Observation:

This technique involves directly recording phenomena related to the research object. The researcher observed the activities of teachers and students at SMA Negeri 1 Tambangan, providing a realistic picture of on-site conditions.

2. Interview:

Semi-structured interviews were conducted using a pre-arranged list of questions. Respondents were encouraged to provide answers freely, ensuring their responses reflected genuine understanding. The interviews primarily aimed to explore the effectiveness of Canva-based e-modules in PAI learning at SMA Negeri 1 Tambangan.

3. Documentation:

This technique involves reviewing relevant references and documents. The researcher collected objective data related to the research site and sample. Documentation supports and reinforces data obtained through observations and interviews.

The combination of these three techniques allows the researcher to obtain rich and comprehensive data that reflect various aspects of the phenomenon under investigation.

### ***Data Analysis Technique***

According to (Okpatrioka, 2023), data analysis was a systematic process of organizing and interpreting data obtained from interviews, field notes, and documentation. This process involves categorizing data, describing patterns, selecting essential information, and drawing conclusions to facilitate understanding.

In qualitative research, data analysis occurs continuously before entering the field, during fieldwork, and after the study was completed.

Before entering the research site, the researcher prepares preliminary data (Hansen, 2020) or secondary data to determine the research focus. While in the field, the researcher analyzes each interview and draws temporary conclusions. If data were insufficient, additional questions were developed to obtain credible information.

Triangulation was used to test the credibility of the data by comparing information obtained from various sources, methods, and times. Three forms of triangulation were employed:

- Source Triangulation: Verifying data by comparing information from different informants (Alfansyur, 2020).

- Technique Triangulation: Checking data using different techniques such as interviews, observations, and documentation.
- Time Triangulation: Recognizing that the timing of data collection influences validity (e.g., morning interviews often yield more reliable data) (Rahmawati, 2020).

These analytical strategies ensure the accuracy, validity, and credibility of the data while providing deep, comprehensive insights into the phenomenon studied.

### ***Data Validity Techniques***

Testing data validity ensures that observations recorded by the researcher accurately reflect real-world conditions. The techniques used include: Persistent Observation: This involves conducting thorough and careful examination of data sources to obtain accurate descriptions.,  
Triangulation: refers to testing data validity by comparing information obtained from different sources or methods. It helps refine, filter, and validate the reliability of the data.

## **RESULTS AND DISCUSSION**

### **1. Planning of Canva-Based E-Modules for Islamic Education (PAI) Instruction at SMAN 1 Tambangan**

The planning of Canva-based e-modules for Islamic Education (PAI) instruction at SMAN 1 Tambangan constituted a strategic pedagogical initiative aimed at enhancing instructional effectiveness. In the contemporary digital era, the integration of technology into educational practice was indispensable for fostering student engagement and enriching the overall learning experience. By utilizing Canva, teachers were able to design instructional materials that were visually compelling, interactive, and readily accessible to learners.

The planning process began with the formulation of clear, measurable learning objectives aligned with the PAI curriculum as well as the developmental characteristics of students. Well-defined objectives served as a guiding framework that ensures the creative process was purposeful and pedagogically coherent. The careful selection of learning content was equally essential. The chosen material must be relevant, contextually meaningful, and capable of stimulating students' interest particularly content pertaining to moral values, ethics, and the application of Islamic teachings in everyday life.

Subsequent to content selection, teachers must develop a coherent structural framework for the e-module. This structure should follow a logically sequenced progression—from introductory material, to content elaboration, and concluding reflections. Each section should incorporate appropriate visual elements such as images, infographics, and videos that support comprehension and reinforce key concepts. Canva's extensive library of templates and design tools enables teachers to produce modules that were both pedagogically sound and professionally presented.

Interactivity was a critical dimension of e-module design. The inclusion of quizzes, reflective tasks, embedded links, or discussion prompts fosters active learning and enhances student participation. Canva's interactive features enable teachers to integrate such elements seamlessly, thus cultivating a dynamic and learner-centered instructional environment.

Considerations of accessibility were likewise essential. The e-module must be optimized for use across multiple devices including computers and smartphones to ensure equitable access. This facilitates independent study and allowed students to review material at their own convenience. Planning must also include strategies for assessment and feedback. Teachers should determine appropriate evaluation mechanisms such as online quizzes, assignments, or

learner surveys to assess module effectiveness. Student feedback was invaluable for iterative refinement of the module.

The systematic planning of Canva-based e-modules encompasses the following stages:

- a. **Needs Analysis:** Identifying learners' needs and aligning content with curriculum objectives.
- b. **Content Research:** Gathering authoritative references from textbooks, scholarly articles, and credible digital sources.
- c. **Content Design:** Structuring chapters, subtopics, and multimodal content (text, images, videos).
- d. **Module Development in Canva:** Selecting appropriate templates and incorporating relevant design features.
- e. **Pilot Testing:** Conducting small-scale trials to obtain user feedback on clarity and appeal.
- f. **Revision:** Refining the module based on evaluative input.
- g. **Implementation and Evaluation:** Applying the module in real instructional settings and measuring learning outcomes.

Through comprehensive planning, Canva-based e-modules had the potential to substantially enhance instructional quality and promoted more meaningful engagement in PAI learning.

## 2. Implementation of Canva-Based E-Modules in Islamic Education (PAI) Instruction at SMAN 1 Tambangan

The implementation of Canva-based e-modules in PAI instruction at SMAN 1 Tambangan represent a significant pedagogical innovation and supports interactive and student-centered learning by facilitating access to materials, engagement and assessment activities. Implementation commences with orienting students to the e-module. Teachers provided explicit instruction on navigating the module and understanding its structure, ensuring that students were equipped to utilize its features effectively. This orientation was essential for maximizing the pedagogical value of the e-module.

During the instructional process, learning material was presented visually through images, infographics, and videos, enabling students to grasp abstract PAI concepts with greater ease. The enhanced visual design fosters improved motivation and sustained engagement. A defining feature of the e-module was its interactivity, which allows students to engage in activities such as quizzes, discussions, and collaborative tasks. These features promoted deeper cognitive engagement and facilitate a more dynamic, participatory learning environment.

The digital format also streamlines assignment submission. Students can complete tasks directly within the platform, allowing teachers to monitor progress efficiently. This expedites assessment and enables timely, targeted feedback.

The implementation process includes the following steps:

- a. **Module Orientation:** Introducing the module's objectives, structure, and access mechanisms.
- b. **Access and Navigation Instruction:** Teaching students how to utilize digital features and interactive elements.
- c. **Interactive Learning:** Encouraging the use of quizzes and collaborative activities embedded in the module.
- d. **Digital Submission of Assignments:** Establishing procedures for online task submission.
- e. **Class Discussion:** Facilitating post-instruction discussions to reinforce understanding.
- f. **Assessment:** Measuring students' comprehension through online assessments.
- g. **Feedback and Revision:** Collecting student feedback and refining the module accordingly.

Through this implementation, Canva-based e-modules contributed to a more effective and engaging PAI learning experience while preparing students to navigate the increasingly digital landscape of modern education.

### 3. Effectiveness of Canva-Based E-Modules in Islamic Education (PAI) Instruction at SMAN 1 Tambangan

The effectiveness of Canva-based e-modules in PAI instruction at SMAN 1 Tambangan can be examined through several dimensions:

- a. Increased Learner Engagement: The integration of aesthetically appealing and interactive visual content (e.g., infographics, videos) significantly enhances student motivation and interest in PAI material.
- b. Enhanced Learning Flexibility: The module's digital accessibility enables self-paced learning, allowing students to revisit content as needed and supporting deeper comprehension.
- c. Active Learning and Cognitive Engagement: Interactive features such as quizzes and embedded tasks promote critical thinking, reinforce retention, and shift students from passive to active learners.
- d. Improved Assessment Efficiency: Digital submission of assignments facilitates faster evaluation and more immediate pedagogical feedback.
- e. Support for Independent Learning: Well-structured content empowers students to explore topics autonomously, fostering self-directed learning.
- f. Improved Learning Outcomes: Assessment data indicate measurable gains in student comprehension after using the e-module.
- g. Promotion of Teacher Innovation: The module's success encourages teachers to adopt and develop technologically enriched instructional strategies.

Collectively, these findings demonstrated that Canva-based e-modules substantially enhance the quality of PAI learning through improved engagement, comprehension, and instructional efficiency.

This is supported by the statement of one of the students named Annis who said “the use of e-modules in the classroom is motivating and effective. It helps students understand the material, interact with the content and assess their learning through quizzes and feedback”

Another student named Putra also added that “this e-modules is easy access anytime and anywhere allows students to study flexibly and review the material as needed. It is flexible and engaging”.

### 4. Supporting and Inhibiting Factors in the Implementation of Canva-Based E-Modules

#### Supporting Factors

- a. High Levels of Digital Literacy: Students' familiarity with digital tools facilitated seamless engagement with the e-module.
- b. Institutional Support: Adequate infrastructure including reliable internet access and digital devices supports effective implementation. Additionally, professional development for teachers enhances their capacity to develop high-quality digital learning materials.
- c. Parental Involvement: Active parental support positively influences students' motivation and engagement in digital learning activities.

#### Inhibiting Factors

- a. Limited Technological Proficiency: Some students lack sufficient digital skills, which may hinder their ability to navigate the e-module effectively.
- b. Digital Inequalities: Variations in access to devices and internet connectivity at home may impede equitable learning experiences.
- c. Time Constraints: Dense instructional schedules limit the extent to which teachers can fully integrate e-modules into the curriculum.

The study found that the implementation of Canva-based e-modules in PAI learning at SMA Negeri 1 Tambangan was effective. The PAI teacher used Canva to design modules with attractive layouts that included text, images, videos, and quiz links. Students accessed the modules through digital links and showed high enthusiasm during learning activities. The interactive and user-friendly features of Canva increased learning motivation, and visual illustrations helped students better understand abstract Islamic concepts.

The e-modules presented material visually through images, infographics, and videos, enabling students to grasp concepts more easily compared to text-only explanations. The visually engaging design also contributed to enhancing students' learning motivation. An important feature of this e-module is interactivity students can participate in quizzes, discussions, and various learning activities provided within the module. These interactive elements promote active learning and foster a dynamic, collaborative classroom environment.

The e-modules also facilitated efficient assignment submission. Students completed tasks directly through the platform, and teachers could monitor progress more easily. This process not only saved time but also simplified assessment and provided timely feedback.

The effectiveness of Canva-based e-modules was evident from the increased student participation and comprehension. Teachers reported that students became more active in asking questions and engaging in discussions. This aligns with constructivist learning theory, which emphasizes the importance of active learner involvement. Supporting factors include ease of use, attractive design, and flexible access. Meanwhile, inhibiting factors include limited internet access and varied digital skills among students and teachers.

Overall, the implementation of Canva-based e-modules improved learning quality by enabling more engaging, meaningful, and adaptive learning experiences. Digital features allowed teachers to identify students needing further assistance based on activity and evaluation data. The increased learning outcomes further confirm the effectiveness of Canva-based e-modules in supporting PAI learning in the digital era.

## CONCLUSION

This study concluded that Canva-based e-modules were effective in enhancing students' interest, participation, and understanding in Islamic Education learning. The visual design and interactivity of the modules made learning more engaging and meaningful. Major supporting factors included accessibility and appealing design, while challenges involved technological infrastructure limitations and digital literacy gaps.

It was recommended that PAI teachers continue improving their digital competencies by participating in technology-based instructional training. Schools were also encouraged to strengthen technological infrastructure to support the optimal implementation of digital learning innovations.

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