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Transformative Learning: Developing an E-Module Using the Canva Application for Material on Believing at the End of Days in High School

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Abstract. This research explores the development of e-module learning media through the Canva application, focusing on believing in the existence of the Last Day in secondary schools in Islamic religious education learning. Using the R&D (Research and Development) method and the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, this research involved class XII students at State Senior High School 4 Palopo for the 2023/2024 academic year. The findings show (1) the e-module meets essential criteria for effective Learning, (2) it shows high validity with scores of 76.32% (media), 88.33% (material), and 77.27% (language), and (3) it achieves good results. Practicality with a score of 97% (educators) and 93% (students). This e-module is deemed suitable for improving the learning process of Islamic religious education.

Keywords: E-module, Islamic Religious Education, Canva application

1. Introduction

Technology's development today proliferates in various areas of life, including education. In line with technological developments, adjustments to technological developments are needed in the world of education so that the quality of education in Indonesia has improved (Yunus & Fransisca, 2020; Cholik, 2021; Nurillahwaty, 2022). Improving educational performance in the future requires technology and information that serves as a supporting means and primary weapon to support the success of the world of education (Budiman, 2017). In this regard, the use of information technology in educational objects is not only one of the tools that meet the needs of learning activities, but in the process of exchanging data and information between schools, even schools with central local government institutions will become more accessible and more effective if they rely on technological sophistication (Ali & Erihadiana, 2021; Azizah & Subiyantoro, 2023).

The 21st century is a century of knowledge, where information and media are widely spread, and technology is increasingly sophisticated for use by educators and students (Schrum & Levin, 2009, p. 11). One form of information technology development applied in education is e-learning. The application of e-learning in the process no longer makes students listen to the description of learning material from educators, but students can be more active when participating in learning through innovative media (Hasriadi, 2023). One of the e-learning learning media that can be used in the learning process is an interactive module (e-module). Interactive modules are concise and intelligible communications designed to enhance the efficacy of the teaching and learning process (Winatha, 2018). The use of interactive modules in Learning can affect student motivation and learning outcomes. With interactive and innovative media, students can easily carry out other learning activities such as listening through, demonstrating, reasoning, and seeing (Dewi & Lestari, 2020; Nursafitri et al., 2020)

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A common problem in education in Indonesia is the low learning activity of students. In Learning, teachers dominate teaching and learning activities, while students as objects receive all submissions from teachers, so student learning activities in class are shallow. (Razali & Zulfikar, 2019; Puspitasari et al., 2021) Said that "Learning carried out by teachers in Indonesia is generally still teacher-centered. This is due to inadequate understanding and learning paradigms that are not by the actions that should be taken" (Nababan, 2020). The application of technology in learning activities is marked by the emergence of e-learning with all its level variations that facilitate changes in Learning delivered through all electronic media such as audio, video, T.V. (CD), internet, and animation in lesson modules known as interactive e-modules (Matthew et al., 2021; Rafiee & Abbasian-Naghneh, 2021).

An educator is a party who leads the implementation of education, which is required to provide knowledge and understanding to students (Saihu, 2020; Permanasari et al., 2021). The role of educators in learning activities is vital, especially in terms of the ability to transfer knowledge to learners. Therefore, educators must have creativity in choosing the suitable approaches, methods, and media that are by the material and learning objectives so that those who are seen as active in Learning are not only teachers but students who seem to be more involved in following the learning process (Arifuddin & Karim, 2021). Learning Islamic religious education, especially in the material, believes that the end day will be more effective if educators use tools or supporting media to show an overview of events occurring on the end day. Various forms of visualization, such as animation, audio, and images in the e-module, can support students in understanding the material. According to Firmadani, in a quote from Hasriadi et al., learning media can present information more excitingly, remind students of understanding, and increase student involvement in Learning ((Hasriadi, 2022).

Researchers have conducted pre-research at State Senior High School 4 Palopo. According to an interview with a teacher of Islamic religious education, the classroom primarily relies on textbooks as the sole learning resource. This lack of variety in learning materials leads to a monotonous learning experience, causing participants to become bored during the learning process. Related to this problem, researchers provide alternatives by developing learning media in electronic modules designed using the Canva application. One approach or method that can overcome this problem is a learning resource that pours material with visualization in electronic media that can show how the process occurs. Various features available in the Canva application can make it easier for researchers to design e-modules that are very interesting and innovative. With the use of creative learning resources, teachers are expected to be able to build effective communication with students so that students can easily understand the material presented. One Learning anticipated media to create a more exciting learning atmosphere is Canva media, which has animated audio and video that can attract students' attention. By using these learning media, it is expected to provide updates in the learning process in the classroom. Students also find learning independently outside the school environment easier using media-supported technology.

2. Method

The method used in this study is research with the ADDIE development model procedure. The location of this research was conducted at State Senior High School 4 Palopo. In the trial activity, the research product uses 2 Islamic Religious Education teachers and 20 class XII students for the 2023/2024 academic year as subjects determined based on research problems where teachers and students have never applied the use of e-modules in learning activities.

Data collection techniques in this study were carried out using initial observations and questionnaires. In the observation stage, researchers collect data to determine the needs of students and teachers, while questionnaires are used to assess analysis tests, validity tests, and practicality tests. Researchers develop the product using three validators who provide e-module assessments regarding media, material, and language.

The instruments used in this study consist of analysis sheets containing several aspects, namely, needs analysis, which uses instruments obtained by students and teachers ((Saputri &

Fransisca, 2020). The validation aspect uses validator instruments obtained by several validators, including media, material, and language validators (Banamtuan, 2021). and practical aspects using instruments received by students and teachers (Magdalena et al., 2020). The research procedures used refer to the stages of the ADDIE development model, including (1) analysis of e-module needs for students and teachers, (2) design or design of e-modules using the Canva application; (3) validity tests by media experts, material experts, and linguists on the products developed; (4) practical testing of the use of e-modules; (5) evaluations conducted at each stage of ADDIE development. The data analysis techniques used are qualitative descriptive analysis and quantitative descriptive. Qualitative descriptive analysis combines information from supporting data such as suggestions, criticisms, and responses based on validity test results (Sugiyono, 2019). Quantitative descriptive analysis is obtained quantitatively based on analysis, validity, and practicality tests. The analysis test was determined using a Likert scale with two alternative answers (Yes/No). The following formula is used to determine the final results of filling out questionnaires/questionnaires carried out by several respondents:

$$P = \frac{f}{n} \times 100\% \text{ (Sugiyono, 2022)}$$

Classification criteria are used to comprehend the values obtained from the requirements analysis results, as shown in Table 1.

Table 1. Criteria for Needs Analysis Results

Interval	Criterion
0 – 1,9%	Not required
2% - 25,9%	A small part of it is needed.
26% - 49,9%	Less than half needed.
50%	partially needed
50,1% - 75,9%	More than half are needed.
76% - 99,9%	Most of it is needed.
100%	Urgently needed

Source: Muggaran (2012)

The validity and practicality tests are determined using a Likert scale with four alternative answers in the range of values: 4 for the outstanding category, 3 for the excellent category, 2 for the good enough category, and 1 for the less good category. The formula can determine the acquisition of the final result:

$$\text{Percentage} = \frac{\sum \text{score of each item}}{\text{maximum score}} \times 100\% \text{ (Sugiyono, 2019).}$$

The results of validation and practicality that have been interpreted will be classified as a percentage based on the following table:

Table 2. Product Test Assessment Criteria

Interval	Criterion
81% - 100%	Very Valid/Practical
63% - 80%	Valid/Practice
44% - 62%	Less Valid/Practical
25% - 43%	Invalid/Practical

Source: Riduwan (2018)

3. Result

Needs Analysis Test

The test of the needs analysis of students and teachers on the e-module is carried out to find out whether the product developed is needed or not; researchers collect information through the distribution of questionnaires to students and teachers with the results obtained are as follows:

Table 3. Results of Teacher Needs Analysis of E-module

No.	Indicator	Frequency		Percentage (%)	
		The	No	The	No
1.	Has the implementation of the 2013 curriculum been implemented in your teaching school?	2	0	100%	0%
2.	Do students feel bored when the teacher conducts teaching in class?	2	0	100%	0%
3.	You tend to learn with conventional methods	2	0	100%	0%
4.	The teacher explained that the material believes that there is a theoretical end-day	2	0	100%	0%
5.	Teachers have done teaching using electronic media such as e-modules	0	2	0%	100%
6.	The school has provided teaching materials in the form of Islamic religious education e-modules	0	2	0%	100%
7.	Making learning media such as e-modules has been done	0	2	0%	100%
8.	You need alternative teaching materials that are practical and interesting to use	2	0	100%	0%
9.	You agree that teaching materials such as e-modules are developed for the material to believe that there is a final day in class XII that can be accessed using smartphones and computers	2	0	100%	0%

Table 4. Indicators of Analysis of Student Needs for E-Modules

No.	Indicator	Frequency		Percentage	
		The	No	The	No
1.	I have an Android smartphone	20	0	100%	0%
2.	Android smartphones have become a necessity for me	20	0	100%	0%
3.	I have used my smartphone regularly	20	0	100%	0%
4.	I know the teaching materials in the form of e-modules	3	17	15%	85%
5.	The teacher has taught using e-modules in class	8	12	40%	60%
6.	My teacher was still explaining the material of believing in the existence of an end day theoretically	19	1	95%	5%
7.	Sometimes, I find it challenging to understand the material, believing there is an end day through the teaching materials or methods used by the teacher	13	7	65%	35%
8.	I have another handbook for learning sub-material, believing in the end-day	18	2	90%	10%
9.	Are you looking for other books that help you understand the material? (e.g. e-module or internet)	19	1	95%	5%
10.	Do you want learning media with interesting visualizations (audio, video, animation) in the learning process?	18	2	90%	10%
11.	Do you need alternative teaching materials that are more practical and interesting for PAI learning?	20	0	100%	0%
12.	Do you agree that teaching materials are developed in a more exciting form, specifically believing in the existence of end days that can be accessed using Android and computers?	20	0	100%	0%

Based on Tables 3 and 4, overall, it can be concluded that the e-module needs an analysis test; through the analysis sheet by teachers and students on the Islamic Religious Education e-module, it is believed that the final day at State Senior High School 4 Palopo is needed in the learning process.

E-module Validity Test

Three validators validated the e-module regarding media/design, material, and language. The results of validation tests from media/design experts can be seen in the following table:

Table 4. Validation Test Results by Material Experts

No.	Aspects	Validation	Max Score
1.	Fill Eligibility	23	24
2.	Serving Eligibility	24	28
3	Contextual assessment	6	8
	Sum	53	61
	Score Percentage (%)		88,33%
	Category		Sangat Valid

The validation test of the Islamic Religious Education e-module based on the Canva application has been carried out by several material experts, with the acquisition of the scores of each aspect classified as very valid. If averaged, the e-module has met the very reasonable criteria with a score of 88.33%. Researchers have processed qualitative data by revising products based on suggestions and criticisms from media experts. The advice given, namely the consistency of writing the word Q.S in the e-module, must be considered. From these suggestions, researchers have improved according to the validator's direction. The following revision results can be seen in the following comparison:



Figure 1. Image Before Revision



Figure 2. Image After Revision

The validity test of the e-module in terms of material can be seen in the following table:

Table 5. Validation Test Results by Media Experts

No.	Aspects	Validation	Max Score
1.	Graphic credentials	33	44
2.	Serving Eligibility	24	32
	Sum	57	77
	Score Percentage (%)		76,32%
	Category		Valid

The validation test of the Canva application-based Islamic Education e-module has been carried out by several media experts with the acquisition of the scores of each aspect classified as valid, and if averaged as a whole, the e-module has met the very reasonable criteria with a score of

76.32%. In this activity, researchers process data qualitatively by revising products based on suggestions and criticisms from media experts. The tips are: (1) Add the video source used in the e-module; (2) Add a link to return to the table of contents. The results of the revision can be seen in the following figure:



Figure 3. Video image before revision



Figure 4. Video image after revision

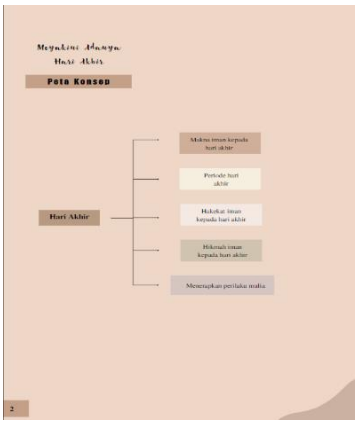


Figure 5. E-module Before Revision

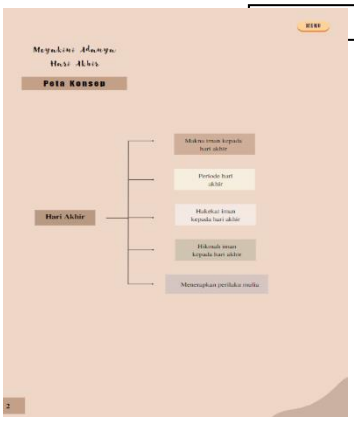


Figure 6. E-module After Revision

The results of the e-module validity test by linguists can be seen in the following table:

Table 6. Validation Test Results by Linguists

No.	Aspects	Validation	Max Score
1.	Plays	9	12
2.	Communicative	13	16
3.	Compliance with language rules	6	8
4.	Use of terms, symbols, and icons	6	8
	Sum	34	44
	Score Percentage (%)	77,27%	
	Category	Valid	

Based on the results of validation by linguists on the Canva application-based Islamic Education e-module, as seen in Table 6, a validation score of 77.27% with very valid criteria was obtained. Researchers have processed qualitative data by revising products based on suggestions and criticisms from linguists. As for the advice given, which is to build each paragraph effectively, each paragraph has a central idea. The results of the revision can be seen in the following figure.





Figure 7. Paragraphs Before Revision **Figure 8.** Paragraphs After Revision

E-Module Practicality Test

The practical test of the e-module was conducted by 3 Islamic religious educators and 30 students of State Senior High School 4 Palopo. The practicality of using e-modules can be known based on the results of filling out questionnaires by respondents who have been distributed. The results of the practical test of the Canva application-based e-module on the material believe that there is an end day, which can be seen in Tables 7 and 8.

Table 7. Results of Practicality Test by Educators

No.	Assessed aspects	Score	Score max	Percentage
1.	E-module Fill Eligibility	60	64	94%
2.	Penyajian	31	32	97%
3.	Ease of Use	31	32	97%
4.	E-module graphics	32	32	100%
	Average			97%
	Category			Very practical

Based on Table 7, it can be seen that the results of the e-module practicality test that Islamic education teachers have carried out have met efficient criteria based on four aspects of assessment. The feasibility aspect of the e-module content has obtained a score of 94% in the convenient category, the presentation aspect with a score of 97% in the suitable category, the ease of use aspect with a score of 97% in the convenient category, and the e-module graphics with a score of 100% in the suitable category. The table shows that the assessment results of the four aspects obtained an average value of 97% with convenient categories used in the learning process. Furthermore, the results of practicality tests by students on the Islamic Religious Education e-module through the Canva application can be seen in Table 8.

Table 8. Results of Practicality Test by Students

No.	Assessed aspects	Scores obtained	Score max	Percentage
1	E-module Fill Eligibility	379	400	95%
2	Penyajian	302	320	94%
3	Ease of Use	224	240	93%
4	E-module graphics	216	240	90%
	Average			93%
	Category			Very practical

Based on Table 8, it can be seen that the results of the practicality test e-module What students have done has met efficient criteria based on four aspects of assessment. The content feasibility aspect of the e-module has obtained a score of 95%. The category is convenient; the presentation aspect, with a score of 94% of the category, is suitable; the ease of use aspect, with a score of 93% of the category, is efficient; and the graphics e-module, With a score of 90% in the convenient category.

From the table, it can be concluded that The results of the assessment of these four aspects obtained an average score of 93% with a convenient category used in the learning process.

The results of practical tests by educators and students on the Canva application-based Islamic Religious Education e-module have obtained 97% and 93%, respectively, with an average score of 95% in the category convenient to use in Learning.

4. Discussion

Needs Analysis Test

The teaching materials were developed as e-modules for learning Islamic religious education through the Canva application in the material. The final day produced in this study is assumed to make it easier for students to understand the material when following the learning process. In the study, researchers analyzed the needs of students and teachers for learning activities to find out whether the products developed were needed or not. Researchers collected information through the distribution of questionnaires to students and teachers. The teacher analysis questionnaire distributed contains nine questions about learning methods and media used in the learning process. At the same time, the student analysis questionnaire includes 12 questions related to learning methods, the use of learning media, and learning media used in the learning process.

Based on the analysis of teacher and student needs from filling out the analysis sheet, it can be concluded that the Islamic Religious Education e-module is required in the learning process. It is in line with the theory put forward by Haryanti et al. that learning media is packaged in print media in the form of textbooks that are less attractive and less practical to use in learning activities (Haryanti et al., 2021). Furthermore, the theory put forward by Shafira Puspa Faradila is that Learning that uses books only makes students easily bored because Learning is too monotonous and less attractive (Faradila & Aimah, 2018).

Research conducted by (Anggraeni et al., 2024) discusses "Development of Augmented Reality Learning Media to Improve Mastery of Human Respiratory System Material in Science Learning," where this study uses needs analysis to obtain information through teacher interviews only. At the same time, this study used initial observations and questionnaires to get information about the needs of students and teachers in the learning process.

E-Module Validity Test

E-module validation is the development stage of the ADDIE development model that combines all product designs to become an Islamic Religious Education learning e-module through the Canva application. This stage is carried out to determine whether the product developed is feasible to be tested in the field. Researchers obtained valid qualification results from three validators: language with a score of 72.27%, material with a score of 88.33%, and language and media with a score of 76.32%. The three aspects assessed have met the valid criteria.

Based on the results of filling out validation sheets by media, material, and language experts, it can be concluded that the Islamic Religious Education e-module is valid to be developed into a product. Based on the theory proposed by (Sugiyono, 2022), the product is said to be good if the assessment results are in the interval of 63% - 80% so that the e-module can be implemented/tested for students. The theory put forward by (Asri Dwiningsih, 2022) is that the developed media is valid if the validator's assessment meets the results of a percentage of ≥61% with good to excellent categories.

Research by ((Aji et al., 2020) discusses "Development of Android-Based Mobile Learning Physics Learning Media." This research obtained valid results from 2 validators, including media and material validators, with a score of 80% from material experts and 90.50% from media experts. At the same time, this study obtained valid results from 3 validators, including media, material, and

language validators. With a score of 76.32% by media experts, 72.27% by material experts, and 88.33% by linguists.

E-Module Practicality Test

E-modules that are declared valid by validators will proceed to the implementation stage. It is a practicality test stage to determine whether the product developed meets practical criteria by distributing questionnaires to students and teachers. This practicality test was conducted by 20 class XII students and 2 Islamic religious education teachers at SMP Negeri 4 Palopo by filling out questionnaires that had been distributed. The practicality test of the e-module that Islamic education teachers have carried out has met efficient criteria based on four aspects of assessment. The feasibility aspect of the e-module content has obtained a score of 94% in the convenient category, the presentation aspect with a score of 97% in the suitable category, the ease of use aspect with a score of 97% in the convenient category, and the e-module graphics with a score of 100% in the suitable category. From this test, it can be concluded that the assessment results of the four aspects obtained an average value of 97% with a convenient category.

Based on the theory proposed by (Sugiyono, 2022), the product is efficient if the assessment results are at intervals of 81%-100%, so the e-modules are considered easy to use in Learning. The practical test of e-modules that students have carried out has also met efficient criteria based on four aspects of assessment. The feasibility aspect of the content of the e-module has obtained a score of 95% in the convenient category, the presentation aspect with a score of 94% in the suitable category, the ease of use aspect with a score of 93% in the convenient category, and the e-module graphics with a score of 90% in the suitable category. From the test, it can be concluded that the assessment results of the four aspects obtained an average value of 93% with a convenient category used in the learning process. Based on the theory proposed by (Sugiyono, 2019), the product is efficient if the assessment results are at intervals of 81%-100%, so the e-modules are considered easy to use in Learning.

Research conducted by (Rahmawati et al., 2021) discusses "Development of E-Module Learning Media Using Sigil Software on Physics Learning Materials." This study showed a small group trial on the attractiveness of the learning media developed for 30 students using aspects of material, language, and interest to obtain an average percentage score of 86.34%. This study conducted a practicality test to measure the level of practicality of the product to be developed and carried out for teachers and students. The aspects used include the feasibility of the contents of the e-module, presentation, ease of use, and graphics of the e-module.

Overall, the results of e-module development research through the Canva application on the material believe that the final day at State Senior High School 4 Palopo suits the learning process. This can be seen from the needs of students for e-modules, the results of validity tests by several validators, and the results of practicality tests by students and teachers of State Senior High School 4 Palopo. This research produces products in Islamic Religious Education e-modules based on the Canva application, which can be used as supporting media for students in independent Learning. In addition, the Canva application-based Islamic Religious Education e-module can be an alternative for students when learning the final day material. Finally, the resulting e-modules can broaden students' horizons and motivate educators to develop their creativity in teaching activities.

The development of the Islamic Religious Education e-module still exists. The advantages of e-modules in the teaching process are being able to increase student motivation, improve the quality of Learning, and find out the level of student success, and learning materials are more structured. The display can be changed in electronic form, and information can be displayed in varied forms to make the learning process more exciting and interactive. The disadvantages of e-modules in the teaching process are relatively long preparation, require high enough learning diligence from students, need high diligence from teachers to continue to accompany learning activities, copyright infringement of written works can occur because of the easy distribution of digital formats via the internet, requires applications to open E-modules in specific formats.

5. Conclusion

Based on the research process of developing Islamic religious education e-modules through the Canva application on the material, believing that the final day at State Senior High School 4 Palopo has been carried out to be a supporting medium and increase teacher creativity in the learning process. Some of the conclusions obtained are as follows:

1. Analysis of the need for developing e-module learning media through the Canva application for Islamic religious education learning at State Senior High School 4 Palopo, through filling out teacher and student analysis sheets on the Islamic Religious Education e-module, the material believes that there is a final day, it can be concluded that the Islamic religious education e-module is needed in the learning process.
2. E-module learning media through the Canva application material believes that the final day at State Senior High School 4 Palopo has been tested for validity by several validators with a score of 76.32% by media experts, 88.33% by material experts and 77.72% by linguists with an average score of 80.64% in the very valid category.
3. E-module learning media through the Canva application for Islamic Religious Education learning at State Senior High School 4 Palopo based on the results of practical tests obtained a score of 97% by educators and 93% by students in the convenient category.

This research is development research that produces products in the form of Islamic religious education e-modules through the Canva application on the meter believes that there is an end day. However, follow-up needs to be done to obtain more attractive and quality e-modules. The researcher suggested that developers can further develop e-module teaching materials that contain not only one but several other materials. This research can be used as a reference to conduct similar research, namely development research.

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