Educational Journal of Learning Technology
Vol. 1, No. 2, pp. 64-74, Month 2024
https://doi.org/10.58230/edutech.v1i2.7
Received December 21, 2023; Revised December 27, 2023; Accepted January 27, 2024

Development of Interactive Islamic Education E-Module with Canva: Innovating the Teaching of Hajj and Umrah Material at Junior High School Level

Marwah[1], Nurul Safitri[2], Neny Astini[3], Munir Yusuf[4], Muh.Agil Amin[5]
[1-5]Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palopo
Jl. Agatis, Kelurahan. Balandai, Kec. Bara Palopo City
marwah0102@iainpalopo.ac.id

Abstract. This research aims to develop an interactive e-module using the Canva application on Hajj and Umrah material in PAI class IX learning. The e-module development method involves design, validation, revision, and trial by experts and learners. The results showed that the e-module received high expert validation and was practically used by teachers and students. The integration of Canva proves its effectiveness in enhancing teacher creativity and learner engagement. This research contributes to PAI's learning innovation, enriches teaching materials, and creates a more interactive learning experience.

Keywords: Interactive E-Module, Canva, Learning Innovation, Hajj and Umrah.

1. Introduction

Education is one of the basic needs that plays an important role in improving the quality of human resources (Baro'ah, 2020). In Law No. 20 of 2003 concerning National Education System article 1, it is stated that education is a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves and the community (Pemerintah Pusat, 2003). Education aims to train and familiarize humans so that all their potential, talents, and abilities become perfect (Yusuf, 2018, p. 17).

Along with the rapid development of the times, education in Indonesia has also undergone reforms to improve the quality of educational output through global guidance (Sukiyat, 2019, p. 51; Umam, 2020, p. 22). One of the government's efforts to improve the quality of educational output is to update the national curriculum applied at all levels of education (Camelia, 2020; Marisa, 2021). The curriculum used today is the independent learning curriculum, where in freedom of learning the quality of output is not only emphasized on aspects of knowledge, but also on aspects of attitudes and skills. These changes certainly result in changes in several standards in the learning process. The learning process is closely related to the interaction between teachers and students; independent learning emphasizes student-centered learning (Cholilah et al., 2023). However, the learning process is often teacher-centered, so students tend to be passive.

In response to this, the use of teaching materials is one of the most appropriate solutions because considering that teaching materials have several roles, including saving teachers time in teaching, changing the role of teachers from teachers to facilitators, and improving the learning process to be more effective and interactive (Fauzi &; Mustika, 2022). From some of the roles of teaching materials, it can be understood that using them is very appropriate and by learning activities in independent learning. Teaching materials are materials that students must learn as a

©Authors
This work is licensed under a Creative Commons Attribution 4.0 International License (CC BY 4.0).

means to learn, which can be material about knowledge, skills, and attitudes that must be achieved by students related to certain basic competencies (Magdalena et al., 2022). The form includes textbooks, LKS, handouts, modules, and learning videos.

Following the development of technology, teaching materials have a variety of types that vary and are more effectively used in learning. Through technological developments, teachers can develop or innovate teaching materials to meet the needs and learning competencies to be achieved by students (Cahyadi, 2019; Hasriadi & Marwiyah, 2022). One lesson that requires innovation in the use of teaching materials to present material is the subject of Islamic Religious Education (PAI), one of the Islamic religious education materials for grade IX Junior High School in the independent learning curriculum that must be mastered and understood by students is the material for Hajj and Umrah. Because the material of Hajj and Umrah is the fifth pillar of Islam and must be carried out by every Muslim who meets the ability requirements, both financially, physically, and mentally. However, in reality, in learning Islamic religious education in schools, the delivery of the material is still conference (Pagan, 2022). Therefore, in delivering this material, in addition to requiring the right learning model to spur students to master the concept, effective and interactive teaching materials are also needed to help students learn Hajj and Umrah material so that the idea and its application can be more easily understood.

Based on the initial observations made by researchers at SMP Negeri 3 Palopo, information was obtained that the curriculum applied to grade IX is the independent learning curriculum. Then, in the learning process of Islamic religious education, teachers and students only use textbooks as teaching materials in class; there are no alternative teaching materials used to support the learning process, such as LKS, modules, handouts, and so on, so it makes Islamic religious education learning monotonous and less attractive to students. Furthermore, the results of interviews conducted by researchers with class IX.D students stated that they felt ordinary and less enthusiastic about participating in Islamic religious education learning because they were bored if they only heard material explanations from teachers who were only guided by textbooks. As for the material contained in the textbook, according to them, it has yet to be fully packaged attractively because it is only based on text and lacks examples of illustrations or images that can attract the attention of learners.

Related to this, the learning of Islamic religious education needs to be packaged into a teaching that is interesting, interactive and by the characteristics of students in today's digital era. Learning in today's digital era requires teachers to have IT skills that can support learning and create more creative and innovative teaching materials to create more active, innovative, and fun learning activities to create multiple interactions in the classroom (Hasriadi, 2023). The teaching materials in question are interactive.

Interactive teaching materials are learning materials that combine audio, text, graphics, images, animations, and videos with a mutually active nature to control what is instructed, which will produce a two-way feedback relationship between teaching materials and users (Latifah & Utami, 2019). One form of interactive teaching materials is electronic modules (*e-modules*). *E-modules* can be used as interactive teaching materials to achieve learning objectives because animation, audio, and navigation can be inserted into their presentation, making students more interactive. With interactive *e-modules*, students can also learn independently based on the elements contained in the module (Najuah et al., 2020). Thus, students can improve their knowledge and skills, learn independently, and know their learning results. To attract students to learn interactive e-modules of Islamic religious education, a creative, attractive, and easy design must be accessed and used at any time.

An application or website that can be utilized to create interactive *PAI e-modules* is the Canva graphic design application. Canva is an online design program that provides various templates such as presentations, resumes, posters, pamphlets, brochures, graphics, infographics, bulletins, and so on provided in the Canva application (Alfian et al., 2022). One of the advantages of the Canva application as a tool for designing learning media is the availability of various interesting features to develop interactive learning media so that it can increase teacher creativity. Then, the design results created using Canva can be downloaded in multiple storage formats and can be shared via websites, presentations, view-only links, template links or links, displayed and recorded, and saved to folders and other views contained in Canva features (Pratama et al., 2023). With the various advantages of the Canva graphic design application, it is expected to be an alternative for teachers in developing innovative and interesting teaching materials. However, many teachers have never used the Canva graphic design application to create innovative alternative teaching materials, such as interactive *e-modules,* to support the learning process of Islamic religious education.

As in the results of a subsequent interview conducted by researchers with a class IX Islamic religious education teacher at SMP Negeri 3 Palopo, Mrs. Arhami stated that she had never used the Canva application to create innovative teaching materials such as interactive *e-modules* in Islamic religious education subjects because of the limited time she had so she did not have time to make her teaching materials. In addition, with so many classes to teach, he sometimes does not enter teaching and only directs students to study independently using his package book and assigning assignments. Then, in terms of technology, he has also never utilized digital technology, such as smartphones, laptops, or computers, in the learning process of Islamic religious education. Even though the average student has a *smartphone/cellphone*, it is only used to play games, social media, and others. Facilities such as computers are also available in the computer lab of SMP Negeri 3, but have never been used optimally in supporting the learning process of Islamic religious education.

Based on the description of the problem above, it is necessary to develop teaching material in the form of interactive *e-modules* that are valid and practical to use to make it easier for teachers to deliver learning materials more interestingly and interactively and make it easier for students to learn the material while enriching the learning experience of students with the use of Canva media so that it can create fun learning and be able to attract students' learning attention to Islamic religious education learning, especially on Hajj and Umrah material.

2. Method

This research is Research and Development (R&D) research or development research with the Four-D (4D) model. According to Richey and Klein in Sugiyono, research and development methods can be interpreted as a scientific way to research, design, produce, and test the product's validity. The Four-D development model in Research and Development consists of four stages: Define, Design, Development, and Disseminate. However, due to time and cost constraints, researchers only carried out limited dissemination at the dissemination stage. This research chose this development model because it can be used as a basis for developing learning tools; the description seems more complete, systematic, and often used in development research. The products or learning devices produced are interactive E-Modules of Islamic religious education assisted by Canva on Hajj and Umrah for class IX at the junior high school / junior high school level.

The research was conducted at SMP Negeri 3 Palopo, Jl. Andi Kambo, Kel. Salekoe, East Wara District, Palopo City. The site selection was based on preliminary observations showing that teachers had never used and developed electronic teaching materials in interactive e-modules assisted by Canva in Islamic religious education subjects. The study subjects were class IX.D students, totaling

32 people at SMP Negeri 3 Palopo. The object of this research is teaching materials in the form of interactive e-modules of Islamic religious education assisted by Canva on Hajj and Umrah materials.

The development procedure follows the Four-D (4D) model, which consists of four stages: Define, Design, Development, and Disseminate. At the dissemination stage, researchers conduct limited deployment due to time and cost constraints.

The data collection techniques used in this study used observation, interviews, and questionnaire methods. Observations are made to observe and systematically record the activities of students during the PAI learning process. Interviews were conducted with PAI subject teachers and several students to obtain information about school problems and teaching material needs. Method Angket uses expert validation questionnaire sheets, teacher practicality questionnaire sheets, and student practicality questionnaire sheets.

Data analysis techniques use analytical techniques and qualitative and quantitative data analysis techniques. Qualitative data analysis techniques use models (Miles et al., 2013) consisting of data reduction, data presentation, and conclusions. Quantitative data analysis techniques use quantitative descriptive models displaying data in percentage form.

3. Result

Tahap Define

needs analysis, concept/material analysis, and formulation of learning objectives. In the needs analysis, researchers conducted observations and interviews with grade IX PAI teachers at SMPN 3 Palopo. The results show a mismatch between the independent learning curriculum which emphasizes a student-centered approach, but its implementation still needs to be revised. PAI teachers are also limited to using textbooks as the only source of learning in the absence of innovative alternative teaching materials.

Based on this problem, researchers developed an interactive PAI e-module assisted by Canva, especially on Hajj and Umrah materials. This e-module is designed to minimize the difficulty of teachers in making teaching materials that attract students' attention. This e-module is attractive, easy to learn, can be accessed anytime and anywhere, and is suitable for independent study.

The concept/material analysis includes the curriculum and basic competencies related to Hajj and Umrah. The curriculum of SMPN 3 Palopo uses an independent learning curriculum. Hajj and Umrah materials are described in basic competencies and competency achievement indicators (GPA), such as identification of the meaning of Hajj, Umrah, propositions, mandatory requirements, harmony, obligation, sunnah, prohibitions, and wisdom.

The formulation of learning objectives is presented on the initial sheet of the e-module to provide students with an understanding of the learning objectives. Learning objectives include students' understanding of the understanding and propositions of Hajj, mandatory Hajj requirements, Hajj pillars, compulsory Hajj, Hajj sunnah, Hajj prohibitions, and Hajj dams. In addition, students are also expected to be able to explain the understanding and propositions of Umrah, the mandatory requirements for Umrah, the pillars of Umrah, mandatory Umrah, and the wisdom of hajj and Umrah. Thus, this e-module is expected to improve the quality of PAI learning in grade IX SMPN 3 Palopo.

Tahap Design

The design phase of this research includes collecting product references, designing interactive e-modules, and designing instruments. Here are the results of the study at the design stage:

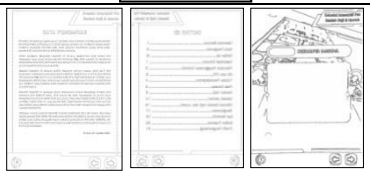
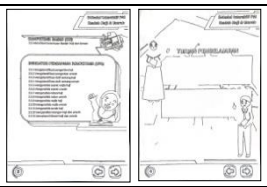
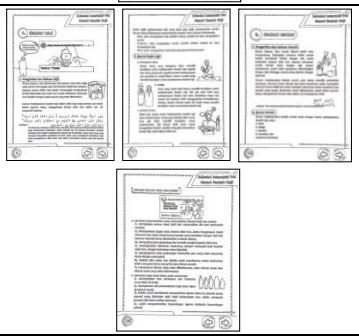
a. Product Reference Collection

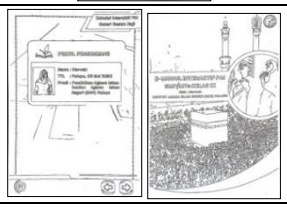
Researchers collected product references from various sources, including teacher and participant books "Islamic Religious Education and Ethics Class IX SMP Revised Edition," PAI SMPN 3 Palopo syllabus, internet sources, and learning videos from YouTube. These sources provide the theoretical and graphical foundations for designing interactive e-modules. Researchers utilize Canva's graphic design application to take illustrations and writing from external sources.

b. Interactive E-Module Plan Creation

Researchers designed an interactive e-module assisted by Canva by compiling a storyboard that included several things:

Table 1. Canva-assisted PAI Interactive E-Module Storyboard

No	*Board*	Design Display Description
1.		The *cover* page contains the title of the interactive *e-module* material, classes, logos, images obtained directly from *Canva*, and interactive buttons. The fonts used are *Poppins* and *Oilvare base* and use a paper size of 210×297 mm (A4)
2.		The module's preface, table of contents, and description pages contain animated images, backgrounds, and interactive buttons. The fonts used are *Brittanic and Eastman Grotesque,* which are directly obtained from *Canva*.
3.		This page contains instructions for using *the Interactive E-module* for students to make it easy to learn the material and clearly understand its operation by students. The fonts used are *Brittanic and Eastman grotesque.*
4.		This page contains KD, competency indicators, and learning objectives to be achieved by students. The fonts used are *Brittanic and Eastman grotesque.*
5.		The concept map page of Hajj and Umrah material contains the material's structure in the *e-module.* The font used is *Brittanic*.
6.		The Hajj and Umrah material page begins by displaying learning videos obtained from YouTube sources and linked to the *Canva* application in the application feature. Then, on the next page, presented material for Hajj and Umrah in writing and detailed pictures. The fonts used are *Open Sans* and *Eastman grotesque.*

7.		The practice question page contains several practice questions in multiple choice. They are packaged in *a Google form* format that can be directly linked to the *Canva* application feature to make it interesting and interactive for students. The font used is *Brittanic.*
8.		The bibliography page contains several reference sources for materials related to Hajj and Umrah. The types used are *Brittanic and Eastman grotesque.*
9.		The developer profile page contains the developer's identity: name, Ttl, and author study program. For the last page, the *e-module* includes an image, material title, name, and origin of the author's campus. The fonts used are *Brittanic, Poppins,* and *Eastman grotesque.*

c. Instrument Planning

The instruments designed include validation questionnaire sheets and practicality questionnaire sheets. The validation questionnaire sheet involves media and material experts, with a grid of indicators according to the Directorate General of Quality Improvement guidelines of Educators and Education Personnel (Ditjen PMPTK) and the National Education Standards Agency (BNSP). The instrument of practicality is provided to teachers and learners with criteria of ease of use, time effectiveness, attractiveness, and usefulness.

Tahap Develop

a. Interactive E-Module Drafting



Figure 1. Interactive e-module cover



Figure 2. Foreword

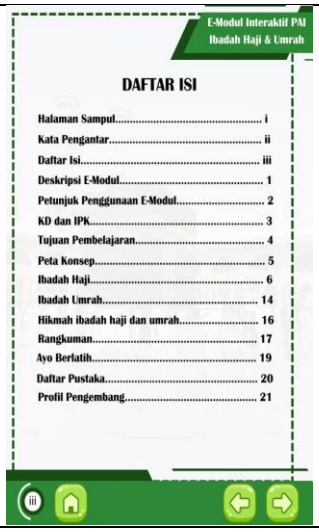


Figure 3. Table of Contents



Figure 4. Description of *E-Module*



Figure 5. Instructions for the use of *the interactive e-module*



Figure 6. KD and GPA



Figure 7. Learning objectives

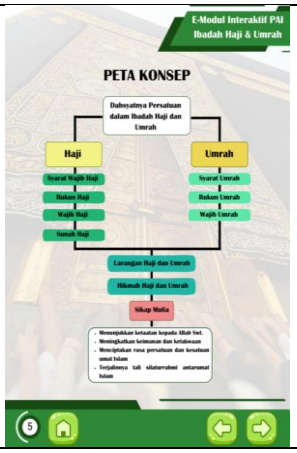


Figure 8. Concept Map



Figure 9. Hajj Material



Figure 10. Umrah Worship Material



Figure 11. Inclusive

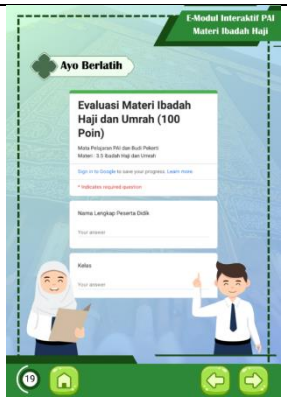


Figure 12. Practice Questions

b. Product Validation Interactive E-Module Islamic Religious Education Assisted by Canva



Figure 13. Product Validation Results

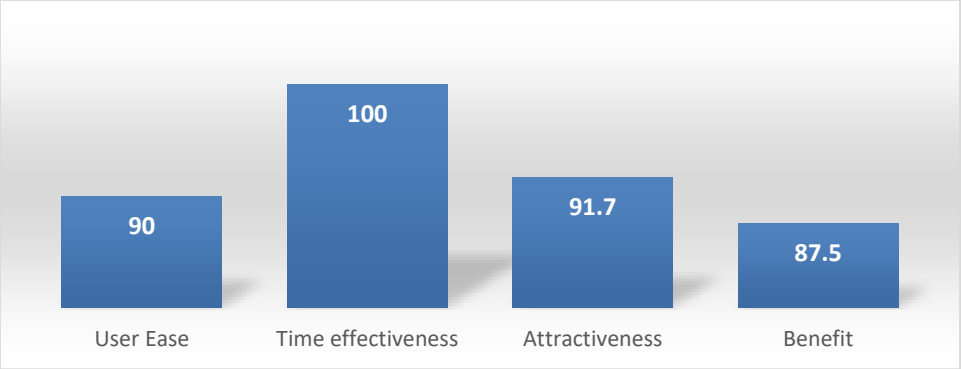


Figure 14. Results of practicality questionnaire by teachers



Figure 15. Results of practicality questionnaires by students

Tahap disseminate

The deployment stage is the final step in the Four-D research model, where product development results can be implemented in the learning process to evaluate their effect on the quality of learning. In this study, researchers conducted limited dissemination, namely distributing products in interactive Islamic religious education e-module teaching materials assisted by Canva on a limited basis to teachers and grade IX students at SMPN 3 Palopo. The resulting products are given to teachers for use according to their needs.

The results of the development of Canva-assisted interactive e-modules on Hajj and Umrah materials can be accessed through the following link: https://www.canva.com/design/DAFqNDu3fes/ao8diFuVZWxXmE-BWdC_DQ/view?utm_content=DAFqNDu3fes&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Information:
To access the link, teachers and students must have electronic devices such as laptops, PCs, smartphones/cellphones, and internet connections. Teachers and students can use this link directly in the learning process.

4. Discussion

The results of this study show that the development of Canva-assisted interactive e-modules on Hajj and Umrah materials has been successfully carried out. The development phase involves thoroughly designing, validating, revising, and testing the product. This e-module was developed by applying elements of interactivity and sustainability and involving teachers and students as the main users.

In the validation stage, this e-module has been tested by a team of experts consisting of media experts, material experts, and Islamic religious education teachers. The results showed that this e-module obtained high validation from the assessment of media experts by 79%, material experts by 100%, and material experts two by 94%. After going through the revision stage based on suggestions and input from a team of experts, this e-module is tested for practicality by teachers and students.

The results of the practicality test show that this interactive e-module is declared very practical by teachers and students, with a percentage reaching 90% in terms of ease of use, time effectiveness, attractiveness, and benefits. Therefore, this product is considered suitable for use in the learning process.

This research supports previous findings in the literature on the development of interactive teaching materials in the context of Islamic religious education. Active learning strategies, as suggested by Nazla et al. (2023), Oktavia and Khotimah (2023), and Soraya and Sukmawati (2023), have the potential to enhance students' comprehension of religious content and foster more involvement. Furthermore, this discovery aligns with the outcomes of other investigations that highlighted the significance of using technological tools, such as Canva, during the creation of educational resources (Andriani et al., 2023; Jamalulail et al., 2023; Ancient & Harahap, 2022).

The findings of this research specifically corroborate the hypothesis that the use of technology in the study of Islam might enhance the appeal, involvement, and efficacy of the educational process (Fedi, 2023; Safitri et al., 2023; Yahya, 2023). Consistent with the research results (Fauziyah et al., 2022; Riono & Fauzi, 2022; Ismail et al., 2023), which emphasize the significance of visual platforms in facilitating Islamic religious education, Canva is also used as a development tool.

An important novel discovery arising from this study is the creation of interactive e-modules aided by Canva, which effectively satisfy the standards of validity and practicality. Aligned with technological advances, the quality of Islamic religious education may be enhanced via the integration of visual design, interaction, and content.

Furthermore, the discoveries above provide practical and conceptual enhancements to the knowledge about creating instructional resources for Islamic religious education. It is anticipated that educators will be able to conduct Islamic education more engagingly and efficiently by using this electronic module.

5. Conclusion

With the assistance of Canva, this study built an interactive e-module on Hajj and Umrah content. The validation results show a high level of validity, with improvements through revisions as suggested by the validator team. Practicality tests involving teachers and students showed

satisfactory results, with a percentage of 90%. This e-module contributes positively to the digital literacy of learners and teachers.

Thus, this research successfully achieved the objectives of developing interactive e-modules, positively contributing to digital literacy, and providing a basis for advanced study in improving the quality of Islamic religious learning with technology. Further research recommendations include the development of similar e-modules for other materials and involving a wider sample. This e-module can help teachers present Islamic religious learning that is more interesting and effective by technological developments.

6. References

Alfian, A. N., Putra, M. Y., Arifin, R. W., Barokah, A., Safei, A., & Julian, N. (2022). Pemanfaatan Media Pembelajaran Audio Visual berbasis Aplikasi Canva. *Jurnal Pengabdian kepada Masyarakat UBJ*, *5*(1), 75–84. https://doi.org/10.31599/jabdimas.v5i1.986

Andriani, R., Wiza, F., Reswita, & Afidah, M. (2023). Integrasi Teknologi Dalam Kegiatan Evaluasi Pembelajaran Dengan Menggunakan Google Form. *SNPKM: Seminar Nasional Pengabdian Kepada Masyarakat*, *5*(1), 51–56.

Baro'ah, S. (2020). Kebijakan Merdeka Belajar Sebagai Strategi Peningkatan Mutu Pendidikan. *Jurnal Tawadhu*, *4*(1), Article 1.

Cahyadi, R. A. H. (2019). Pengembangan Bahan Ajar Berbasis Addie Model. *Halaqa: Islamic Education Journal*, *3*(1), Article 1. https://doi.org/10.21070/halaqa.v3i1.2124

Camelia, F. (2020). Analisis Landasan Ilmu Pengetahuan dan Teknologi dalam Pengembangan Kurikulum. *SAP (Susunan Artikel Pendidikan)*, *5*(1), Article 1. https://doi.org/10.30998/sap.v5i1.6474

Cholilah, M., Tatuwo, A. G. P., Komariah, K., Rosdiana, S. P., & Fatirul, A. N. (2023). Pengembangan Kurikulum Merdeka Dalam Satuan Pendidikan Serta Implementasi Kurikulum Merdeka Pada Pembelajaran Abad 21. *Sanskara Pendidikan Dan Pengajaran*, *1*(02), Article 02. https://doi.org/10.58812/spp.v1i02.110

Fauzi, S. A., & Mustika, D. (2022). Peran Guru Sebagai Fasilitator Dalam Pembelajaran Di Kelas V Sekolah Dasar. *Jurnal Pendidikan Dan Konseling (JPDK)*, *4*(3), Article 3. https://doi.org/10.31004/jpdk.v4i3.5113

Fauziyah, Z., Shofiyuddin, A., & Sukmawati, I. (2022). Pengaruh Media Pembelajaran Interaktif Menggunakan Aplikasi Canva Terhadap Hasil Belajar Siswa Kelas VII Mata Pelajaran Pendidikan Agama Islam di SMPN 1 Ngraho Bojonegoro. *Salimiya: Jurnal Studi Ilmu Keagamaan Islam*, *3*(4), Article 4.

Fedi, S. R. (2023). Efektivitas Multimedia Interaktif dalam Pembelajaran Agama Islam. *Jurnal Pelita Nusantara*, *1*(3), Article 3. https://doi.org/10.59996/jurnalpelitanusantara.v1i3.265

Hasriadi, H. (2023). *Media Pembelajaran Inovatif Berbasis Lingkungan Pembelajaran Pendidikan Agama Islam di Pondok Pesantren Pengkendekan Luwu Utara*. https://madaniya.pustaka.my.id/journals/contents/article/view/426

Hasriadi, H., & Marwiyah, St. (2022). *Model Pembelajaran Jarak Jauh Pendidikan Agama Islam Berbasis Teknologi Informasi dan Komunikasi | Jurnal Konsepsi*. https://www.p3i.my.id/index.php/konsepsi/article/view/174

Ismail, H., Hasriadi, H., & Thaha, H. (2023). Enhancing Islamic Religious Education at SMPN 03 Palopo: Validity and Practicality of E-Modules Utilizing Canva and Heyzine Applications. *Educational Journal of Learning Technology*, *1*(1), Article 1.

Jamalulail, Q., Prihatin, Y., & Pusporini, W. (2023). Pengembangan Bahan Ajar Digital Berbasis Ajaran Tamansiswa Menggunakan Canva. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, *8*(3), Article 3. https://doi.org/10.23969/jp.v8i3.11175

Latifah, S., & Utami, A. (2019). Pengembangan Bahan Ajar Interaktif Berbasis Media Sosial Schoology. *Indonesian Journal of Science and Mathematics Education*, *2*(1), Article 1. https://doi.org/10.24042/ijsme.v2i1.3924

Magdalena, I., Ramadhan, A. S., Zaudah, D., Azizah, N., & Janah, R. (2022). Pengembangan Bahan Ajar Pembelajaran Daring di Sekolah MI Al-Istiqomah Cibodas. *NUSANTARA*, *4*(1), 15–26.

Marisa, M. (2021). Inovasi Kurikulum "Merdeka Belajar" di Era Society 5.0. *Santhet : Jurnal Sejarah, Pendidikan, Dan Humaniora*, *5*(1), Article 1.

Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications.

Najuah, Lukitoyo, P. S., & Wirianti, W. (2020). *Modul Elektronik: Prosedur Penyusunan dan Aplikasinya* (1; Issue 1). Yayasan Kita Menulis. http://digilib.unimed.ac.id/49006/

Nazla, S., Wahyuni, S., & Adiyono, A. (2023). Peningkatan Hasil Belajar Melalui Penerapan Metode Pembelajaran Fiqih Yang Efektif Di Madrasah Ibtidaiyah Negeri 1 Paser. *FIKRUNA*, *5*(2), Article 2. https://doi.org/10.56489/fik.v6i2.122

Oktavia, P., & Khotimah, K. (2023). Pengembangan Metode Pembelajaran Pendidikan Agama Islam Di Era Digital. *An Najah (Jurnal Pendidikan Islam Dan Sosial Keagamaan)*, *2*(5), Article 5.

Pagan, K. (2022). Peningkatan Hasil Belajar Siswa Melalui Penerapan Model Pembelajaran Kooperatif Tipe Learning Together Pada Materi Ibadah Haji Dan Umrah Di Kelas IX.2 SMP Negeri 1 Bambel Tahun Pelajaran 2020/2021. *Journal of Technology and Literacy in Education*, *1*(2), Article 2.

Pemerintah Pusat, I. (2003). *Undang-undang (UU) Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Pemerintah Pusat.

Pratama, R., Alamsyah, M., Siburian, M. F., Marhento, G., & Jupriadi, J. (2023). Pemanfaatan Canva Sebagai Media Pembelajaran IPA di Madrasah Aliyah. *EduBiologia: Biological Science and Education Journal*, *3*(1), Article 1. https://doi.org/10.30998/edubiologia.v3i1.16070

Purba, Y. A., & Harahap, A. (2022). Pemanfaatan Aplikasi Canva Sebagai Media Pembelajaran Matematika Di SMPN 1 NA IX-X Aek Kota Batu. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, *6*(2), Article 2. https://doi.org/10.31004/cendekia.v6i2.1335

Riono, R., & Fauzi, F. (2022). Pengembangan Media Pembelajaran PAI-BP Di SD Berbasis Aplikasi Canva. *Jurnal Cakrawala Pendas*, *8*(1), Article 1. https://doi.org/10.31949/jcp.v8i1.1921

Safitri, E., Pariati, E., & Nursalim, E. (2023). Strategi Guru Dalam Meningkatkan Pengembangan Pembelajaran PAI. *An-Nafis: Jurnal Ilmiah Keislaman Dan Kemasyarakatan*, 41–54.

Soraya, S. Z., & Sukmawati, Y. (2023). Implementasi Media Pembelajaran Pendidikan Agama Islam Berbasis Video di SMPN 1 Balong Ponorogo. *MA'ALIM: Jurnal Pendidikan Islam*, *4*(1), Article 1. https://doi.org/10.21154/maalim.v4i1.6920

Sukiyat, S. (2019). *Good Leadership: Kepemimpinan Era Globalisasi Pendidikan*. Jakad Media Publishing.

Umam, C. (2020). *Inovasi Pendidikan Islam: Strategi dan Metode Pembelajaran PAI di Sekolah Umum*. CV. DOTPLUS Publisher.

Yahya, M. S. (2023). Transformasi Pendidikan Agama Islam di Era Digital: Implementasi Literasi Digital dalam Pembelajaran di Wilayah Banyumas. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, *4*(1), Article 1.

Yusuf, M. (2018). *Pengantar Ilmu Pendidikan* (1st ed.). Lembaga Penerbit Kampus IAIN Palopo.