



DEVELOPING AN INTERACTIVE E-MODULE FOR HADITH SCIENCE USING CANVA: A DESIGN-BASED APPROACH FOR ISLAMIC SENIOR HIGH SCHOOL

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Abstract

This study aims to develop a Canva-based Interactive E-Module for Hadith Science to improve the quality of learning media for grade XI students of MA Al-Mukmin Ngruki. The study used a research and development (R&D) approach with the ADDIE model, including the stages of analysis, design, development, implementation, and evaluation. The needs analysis showed that most students had difficulty understanding abstract concepts such as sanad, matan, and hadith classification and preferred interactive digital learning media. The design and development stage resulted in a module that integrates text, visualisations, diagrams, interactive quizzes, and video links according to multimedia learning principles. Validation by material and media experts obtained an average score of 4.45 (89%) and 4.35 (87%), and was declared very feasible. Implementation on 30 students as trial participants obtained a score of 4.32 (86%), indicating the module is effective in facilitating understanding, increasing motivation, and active involvement of students. Formative evaluation included revisions to the glossary, typography, and examples of hadith. The results of the study prove that the Canva-based interactive E-Module is able to be an innovative, interesting, and effective learning medium in supporting the understanding of Hadith Science for the younger generation.

Keywords: Interactive E-Module, Hadith Science, Canva, Multimedia Learning, Instructional Design

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INTRODUCTION | مقدمة

In the era of globalisation, developments in information and communication technology have had a significant impact on various aspects of life, including education (Putri, 2023). According to Usman (2018), technological advances have brought about major changes in the way Humans access, manage, and distribute information. In the educational context, technology is no longer merely positioned as a tool but has become a strategic instrument in improving the quality of human resources (Prastyaningtyas et al., 2023). This encourages classroom learning processes to continuously adapt, particularly by integrating technology to remain relevant to the needs of today's students.

One crucial form of adaptation is the use of digital media in the learning process. Material that was previously solely text-based can now be developed into visual, interactive, and contextual forms, making it easier to understand (Sari et al., 2024). This is especially important for subjects steeped in abstract concepts, such as Hadith Studies. For example, the study of the various types of daif hadith is often considered complex and difficult to understand when

presented solely through conventional methods such as lectures or reading texts. This situation poses a challenge for teachers in creating learning that is effective, enjoyable, and appropriate to the characteristics of students (Mea, 2024). Moreover, the limited variety of media leads to low student motivation and active engagement in the learning process. This aligns with Sudjana's (2005) opinion, which states that learning effectiveness is greatly influenced by the methods and media used by teachers. If the media is uninteresting and inappropriate for students' learning styles, learning loses its meaning and usefulness.

This phenomenon is increasingly relevant with the emergence of the digital generation, or digital natives (Prensky, 2001), students accustomed to visual-based learning environments and interactive technology. They respond more to visual displays than to lengthy text, making digital-based learning approaches an urgent need. In this context, teachers are no longer simply conveyors of information; they must also act as facilitators capable of designing learning materials tailored to the characteristics of their students.

Prastowo (2015) defines learning materials as a collection of learning resources systematically arranged to help students master specific competencies. Good learning materials meet three important aspects: informative, communicative, and visually appealing. Similarly, Masykur & Solekhah (2021) emphasise that learning media serve not only as aids but also as strategic tools that support two-way communication in the learning process. Cognitive theory also emphasises the importance of using varied media, as according to Piaget (in Slavin, 2011), effective learning must be aligned with the stage of student development. Thus, the presentation of abstract Hadith Science material, especially regarding daif hadith, will be easier to understand if it is packaged in a technology-based, visual-interactive manner.

Indonesia's legal framework for education also provides a foundation. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers stipulates that teachers must possess four core competencies: pedagogical, professional, personality, and social. One indicator of pedagogical competency is a teacher's ability to design contextual learning relevant to students' needs, including the use of information technology in developing teaching media (Rudini & Saputra, 2022).

Islamic values also emphasise the importance of media in education. In Surah al-'Alaq, verses 1–5, Allah commands humans to read, alludes to creation, and emphasises the importance of the pen as a means of education. This demonstrates that texts, visual media, and writing play a strategic role in the transfer of knowledge. Similarly, in Surah an-Nahl, verse 78, Allah affirms that humans are endowed with the potential of hearing, sight, and the heart as learning instruments. This verse suggests that an effective learning process must optimise all of these potentials, so that the use of digital media can be seen as an effort to integrate the message of revelation with contemporary learning needs (Rahma et al., 2024).

In the context of learning innovation, one relevant solution is the development of interactive e-modules based on Canva. Canva is a flexible and user-friendly graphic design platform that allows teachers to design e-modules with a combination of text, images, animations, and interactive links. Such digital modules not only present informative material but also enhance students' learning interest through engaging visual displays. According to Sidiq, Najuah, & Suhendro (2023), ideal teaching materials are those that facilitate students' competency achievement through a systematic, engaging, and communicative approach. To achieve this, this study uses the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model as a tested and systematic e-module development framework.

However, previous research has revealed gaps. Several studies have examined the development of interactive e-modules, but the majority have focused on other subjects such as Islamic Jurisprudence (Fiqh) and the Quran and Hadith (e.g., Yusriani, 2023). Studies on the development of interactive e-modules in the Hadith Science subject are still very limited. More specifically, specific topics such as the various types of daif hadith have not been widely addressed in the context of digital teaching material innovation. Yet, the need for learning innovation in this area is urgent, given the material's abstract nature, its demand for critical reasoning, and its significant importance in fostering a deep understanding of religion. This study is the first to develop a Canva-based Hadith Science e-module focusing on the classification of weak (daif) hadiths.

METHOD

منهج

Development of Teaching Materials

Teaching materials development is a systematic process for creating learning resources that help teachers and students achieve objectives. They act as a bridge between educators and learners, designed based on psychological, pedagogical, and technological developments (Prastowo, 2015). Psychologically, materials must align with students' developmental stages (Vygotsky, 1978); pedagogically, they follow the spiral principle from simple to complex while considering cognitive, affective, and psychomotor domains (Bruner, 1966; Bloom, 1956).

In the digital era, materials include interactive multimedia (Heinich et al., 1996) and must be relevant, consistent, and adequate with curriculum goals (Ministry of National Education, 2008). Models such as ADDIE and Dick & Carey are systematic and flexible (Branch, 2009; Dick & Carey, 2015). Effective digital materials should be informative, communicative, visually engaging, and support active learning. Theories like constructivism, multimedia learning (Mayer, 2009), and cognitive load (Sweller, 1988) ensure meaningful understanding. Thus, teaching materials development integrates psychological, pedagogical, and technological aspects for effective 21st-century learning.

Development of Interactive E-Modules

Interactive e-modules are digital learning materials functioning as electronic versions of printed modules. Developed with specialized software, they are accessible via computers or mobile devices and include learning content, methods, user instructions, and evaluations (Lastri, 2023). They promote independent and flexible learning, fostering motivation and participation (Dari & Sudatha, 2022). Development is based on student needs, adaptive content, and principles of relevance, consistency, and adequacy (Febriyanti et al., 2025).

Modules exist in printed and digital forms. With technological advances and Distance Learning (PJJ), digital modules overcome space-time limits and offer interactivity (Arjana & Upayogi, 2022). E-modules are self-instructive, self-contained, stand-alone, adaptive, and user-friendly (Famulaqih & Luqman, 2024), making them an innovative solution for efficient, engaging, and modern learning.

The Canva App

Canva is a digital design platform that simplifies graphic creation practically and accessibly (Yuliana et al., 2023). Available on web and mobile, it allows users to design presentations, posters, logos, and documents (Suharyanto et al., 2022). Some templates are paid, but Canva for

Education offers free premium access through official belajar.id accounts (Pratiwi, 2021).

Through this version, educators can create creative and interactive teaching materials. Canva enables the design of digital modules with templates, graphics, animations, videos, and hyperlinks to other learning resources (Putri, 2022). Modules can be shared via digital links, allowing contextual learning tailored to class needs.

Studying Hadith

Hadith, the second primary source of Islamic law after the Qur'an, includes the sayings, deeds, and approvals of Prophet Muhammad (Jaya, 2020). Hadith Science is divided into *Riwayah* (transmission and text) and *Dirayah* (critical analysis of sanad and narrators). These branches verify hadith authenticity (Shofil Fikri et al., 2024).

Since the second century Hijri, hadith codification has developed systematically (Isbaria, 2022). The study centers on sanad and matan analysis to classify hadith into levels such as *daif* (weak) and authentic, determining their legal acceptability (Fatahillah et al., 2024).

Studying hadith ensures the authenticity of Islamic teachings, strengthens Islamic epistemology, guides legal reasoning, fosters critical thinking, and revives classical scholarly methods (Shofil Fikri et al., 2024). Hence, hadith study remains essential for preserving Islam's integrity and cultivating intellectual rigor today.

ADDIE Theory

This study employed a research and development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. This model was chosen because it is systematic and appropriate for producing valid, practical, and effective learning media.

The first stage was analysis, which aimed to identify the learning needs of Hadith Studies in grade XI of MA Al-Mukmin Ngruki. The analysis was conducted through a review of student characteristics, the suitability of the material to the curriculum, and the obstacles encountered in the learning process. The analysis revealed the need for more interactive and visual learning media to facilitate students' understanding of the concepts of sanad, matan, and hadith classification.

The second stage was design. At this stage, the structure and design of the e-module were developed, including an introduction, learning objectives, main material, interactive activities, and evaluation. The design was created using Canva, taking into account multimedia learning principles to ensure a more engaging and easily understood display for students.

The third stage was development, which is the process of creating a product based on the design. The resulting e-module was then validated by two groups of experts: material experts and media experts, to assess the appropriateness of the content and presentation. Expert input was used to revise the product before being piloted with students.

The fourth stage was implementation, which involved applying the e-module to learning activities. Trials were conducted on a small scale and with full classes to determine the effectiveness, ease of use, and appeal of the media. Student responses were collected through a Likert-based questionnaire and used to assess their level of engagement and understanding of the material.

The fifth stage was evaluation, which was conducted in both formative and summative ways. Formative evaluation was conducted during the development process through expert validation, while summative evaluation was conducted after the field trial to assess the overall

quality of the product.

Data analysis techniques used descriptive, qualitative and quantitative approaches. Quantitative data were obtained from validation results and student questionnaire responses, analysed by calculating average scores and categorising them according to the Likert scale. Qualitative data were obtained from expert advice and student responses, analysed through a process of reduction, presentation, and conclusion.

Using this approach, the research resulted in a Canva-based interactive e-module that was content-valid, visually engaging, and effective in enhancing students' understanding of the Hadith Science material.

RESULT | نتائج

The analysis phase was conducted to identify the needs and challenges in teaching Hadith Science in grade XI of MA Al-Mukmin Ngruki. The questionnaire results showed that 78% of students preferred interactive digital learning over printed textbooks. Most students also struggled to understand terms such as sanad (translation), matan (translation), and narrator (narrator) because the material was presented in lengthy text. Therefore, the development of a Canva-based e-module was deemed appropriate because it combines text, images, and videos to make learning more engaging and easier to understand.

Table 1. Results of Learning Needs Analysis

Aspects Analyzed	Results	Learning Implications
Student learning interest	78% like interactive digital learning	Need interesting digital media
Learning difficulties	It is difficult to understand the terms of hadith (sanad, matan, rawi)	Need to visualise the concept of hadith
Learning solutions	Conventional text media is less effective	Canva e-modules are suitable for improving understanding

During the design phase, the Canva-based Hadith Science e-module was designed with a systematic structure, encompassing an introduction, learning objectives, core material, interactive activities, evaluation, and a bibliography. The presentation was designed with an engaging combination of text, images, and diagrams to facilitate students' understanding of the concepts of sanad, matan, and hadith classification. Interactive activities such as quizzes, videos, and hyperlinks were added to increase student engagement. The design used the Canva platform for its communicative visuals, soft colours, and easy navigation. Overall, this stage resulted in an e-module design that was engaging, interactive, and suited to the characteristics of today's digital learners.

Several displays of the e-module design are presented below to illustrate its layout, visual style, and interactive components:

TUJUAN PEMBELAJARAN

Setelah mempelajari modul ini, kamu diharapkan mampu:

1. Memahami definisi hadis munkar secara bahasa dan istilah.
2. Membedakan hadis munkar dengan hadis syāz.
3. Mengetahui contoh-contohnya dalam kitab hadis.
4. Menyadari relevansi hadis munkar di era digital, terutama dalam menyaring informasi agama.

REFLEKSI INTERAKTIF

"DI ERA INFORMASI TANPA BATAS, HADIS MUNKAR MENGAJARKAN: KEBENARAN BUKAN TENTANG SIAPA YANG VIRAL, TAPI SIAPA YANG VALID."

Tantanganmu:

1. Carilah satu hadis populer di media sosial, tapi dihukumi munkar oleh para ulama
2. Telusuri sumbernya, kenapa dihukumi munkar?
3. Diskusikan dalam kelompok: bagaimana cara membedakan riwayat yang munkar dengan daif yang lain?

During the development phase, the Canva-based Hadith Science e-module design was transformed into a tangible product and its quality was tested through expert validation. Validation was conducted by two parties: a content expert (a Hadith Science lecturer) and a media expert (an educational technology expert) to ensure the accuracy of the content, the quality of the display, and interactivity.

Validation results showed that material experts gave an average score of 4.45 (89%) and media experts 4.35 (87%), both of which fall into the "very appropriate" category. Material experts assessed the e-module's content as aligned with the curriculum and logically structured, while media experts assessed its appearance as attractive, easy to navigate, and interactive.

Table 2. Validation Results of Material Experts and Media Experts

Rated aspect	Average Score	Percentage (%)	Category	Information
Subject Matter Expert	4,45	89%	Very Worthy	The content is in accordance with the curriculum, and the presentation of the concepts of sanad, matan, and classification of hadith is arranged logically and is easy to understand.
Media Expert	4,35	87%	Very Worthy	Attractive appearance, easy navigation, and interactivity according to student needs.

The implementation phase then tested the effectiveness of the Canva-based Hadith Science e-module in learning. A small-group trial was conducted with 10 eleventh-grade students at MA Al Mukmin Ngruki and yielded an average score of 4.20, categorised as "very good." Students rated the e-module as easy to use, attractive in design, and helpful in understanding the concepts of sanad, matan, and hadith classification. Furthermore, a full-class trial involving 30 11th-grade students resulted in an average score of 4.32 (86%), also categorised as "very good." Students rated the e-module as effective, interactive, and motivating to learn.

Table 3. Trial Results of the Canva-Based Hadith Science E-Module

Trial Phase	Number of Students	Average Score	Percentage	Category	Information
Small group	10 students	4,20	84%	Very good	The e-module is easy to use, has an attractive appearance, and helps to understand the concept of hadith.
Full class	30 students	4,32	86%	Very good	E-modules are effective, interactive, and increase students' learning motivation.

Based on the table above as a whole, the implementation results show that the Canva-based Hadith Science e-module is feasible, practical, and effective for use as a learning medium in Islamic high schools.

DISCUSSION | مناقشة

The study's findings demonstrate that the integration of a Canva-based e-module in Hadith Studies effectively addresses the pedagogical challenges and specific learning needs of eleventh-grade students at MA Al-Mukmin Ngruki. The evidence indicates a pronounced student preference for interactive digital learning environments, while also revealing ongoing difficulties with understanding technical hadith terminology. This underscores the importance of utilizing visually rich and multimedia-enhanced resources in instruction. Accordingly, these outcomes substantiate the research objective, which is to design and implement an engaging, interactive, and efficient learning tool to facilitate students' comprehension of essential Hadith Studies concepts, including isnad, matan, and the identification of narrators.

When we look at how well this online lesson works from a research point of view, it is backed up by Paivio's dual coding theory (1986), which says that mixing words and pictures really helps people process information and remember things better. By using Canva as its base, the lesson successfully brings together images, videos, and things that students can interact with, which greatly helps them understand ideas through two different ways of learning, using both words and visuals. This method cleverly tackles a major issue in Hadith Science education, which in the past has relied too much on written lessons with not enough meaningful ways to learn.

According to feedback from experts in both the subject and media areas, the online lesson was rated as "very good." These findings show that using technology in education for traditional subjects like Hadith is not just possible but also effective if done with the right teaching methods. The results match earlier studies, like Yusriani's study in 2023, which points out that interesting digital media that uses visuals helps students feel more motivated and understand ideas better in religious studies. But, this study adds something new: using Canva as a simple yet visually strong learning tool, which is different from past studies that mainly used official Learning Management Systems (LMS).

The success of this e-module when it was used, shown by the good scores in both the small and large group tests, proves that students were not only visually interested but also mentally

involved in the learning activities. This can be seen as proof that the student-centered learning method was successful, where students actively explore hadith ideas through easy-to-understand digital media. In other words, the e-module made with Canva is not just a tool for giving information, but also a way to participate that creates a back-and-forth learning interaction.

When used, the results of this study have important effects on creating the Islamic Religious Education curriculum in Islamic schools. Combining technology like Canva can be an example of using mixed learning that fits the traits of the digital generation. This also confirms that learning Hadith Studies can be shared in a way that relates to real life without ignoring the core of classic knowledge.

From a theoretical point of view, these results support the idea that the success of religious learning in the digital age greatly depends on how well media can meet students' mental and emotional needs in a balanced way. From an educational view, this study highlights that teachers act as learning designers who not only give material but also plan meaningful learning experiences.

So, the results of this study prove the idea that using Canva-based e-modules is effective in boosting students' interest and understanding of Hadith Studies. These results also create chances for more research, such as testing the long-term effects on the ability to analyze sanad-matan or including this e-module in the online learning system of Islamic schools as a whole.

CONCLUSION | خاتمة

Based on the research results, the development of a Canva-based interactive e-module for Hadith Science has been proven to improve the quality of learning for eleventh-grade students at MA Al-Mukmin Ngruki. The development was conducted using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, tailored to student needs, multimedia learning principles, and the applicable curriculum. Validation results indicated that the e-module was highly suitable for use, with an average score of 4.45 (89%) from subject matter experts and 4.35 (87%) from media experts. A pilot test on 30 students also demonstrated a very positive response, with an average score of 4.32 (86%), indicating that the e-module facilitated understanding of hadith concepts such as sanad (chain of narrators), matan (translation of narrators), and hadith classification. Through a formative revision process, the e-module was refined with the addition of a glossary, typographical improvements, and additional hadith examples. Thus, the Canva-based interactive e-module was deemed suitable, engaging, and effective as a learning medium for Hadith Science. Future studies could examine the long-term impact of this e-module on students' critical thinking in hadith authentication or adapt the design for other Islamic subjects such as Fiqh or Tafsir.

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