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ORIGINAL RESEARCH ARTICLE

Development of Canva-Based E-Module to Improve PAI Learning Outcomes for Class XI at SMK Patria Gadingrejo

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ABSTRACT

This study aims to develop a Canva-based e-module for Islamic Religious Education (PAI) subjects to improve learning outcomes for class XI students at SMK Patria Gadingrejo. The background of this research is the low student learning outcomes in PAI subjects caused by the use of conventional modules that are less attractive and the low reading interest among students in the digital era. This research uses the Research and Development (R&D) method with the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). Data collection techniques include observation, interviews, questionnaires, and documentation. The research subjects were 30 class XI students at SMK Patria Gadingrejo. The results showed that the Canva-based e-module was declared very feasible by material experts with an average percentage of 100% in the "Very Feasible" category and by media experts with an average score of 99% in the "Very Feasible" category. The results of small group trials showed positive responses from teachers with a percentage of 99% and from students with a percentage of 99%. The results of large group trials showed that all 30 students (100%) achieved scores above the Minimum Completeness Criteria (KKM) with an average score of 87.5. This study concludes that the Canva-based e-module on the theme "Marriage Provisions in Islam" is effective in improving the learning outcomes of class XI PAI students at SMK Patria Gadingrejo and is feasible to use as an innovative learning medium in the digital era.

Keywords: E-Module, Canva Application, Learning Outcomes, Islamic Religious Education



ABSTRAK

Penelitian ini bertujuan mengembangkan e-modul berbasis Canva pada mata pelajaran Pendidikan Agama Islam (PAI) untuk meningkatkan hasil belajar siswa kelas XI di SMK Patria Gadingrejo. Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar siswa pada mata pelajaran PAI akibat penggunaan modul konvensional yang kurang menarik serta rendahnya minat baca siswa pada era digital. Penelitian menggunakan metode Research and Development (R&D) dengan model pengembangan ADDIE (Analysis, Design, Development, Implementation, Evaluation). Teknik pengumpulan data meliputi observasi, wawancara, angket, dan dokumentasi. Subjek penelitian adalah 30 siswa kelas XI SMK Patria Gadingrejo. Hasil penelitian menunjukkan bahwa e-modul berbasis Canva dinyatakan sangat layak oleh ahli materi dengan persentase rata-rata 100% dalam kategori “Sangat Layak” dan oleh ahli media dengan skor rata-rata 99% dalam kategori “Sangat Layak”. Hasil uji coba kelompok kecil menunjukkan respons positif dari guru sebesar 99% dan dari siswa sebesar 99%. Hasil uji coba kelompok besar menunjukkan bahwa seluruh 30 siswa (100%) memperoleh nilai di atas Kriteria Ketuntasan Minimal (KKM) dengan nilai rata-rata 87,5. Penelitian ini menyimpulkan bahwa e-modul berbasis Canva bertema “Ketentuan Pernikahan dalam Islam” efektif meningkatkan hasil belajar PAI siswa kelas XI di SMK Patria Gadingrejo dan layak digunakan sebagai media pembelajaran inovatif pada era digital.

Kata Kunci: E-Modul, Aplikasi Canva, Hasil Belajar, Pendidikan Agama Islam

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1. INTRODUCTION

Islamic Religious Education (PAI) is a planned and conscious effort to guide students toward having a personality in accordance with Islamic teachings, so that they can achieve happiness in this world and the hereafter (Firmansyah, 2017). Government Regulation of the Republic of Indonesia Number 55 of 2007 Chapter I Article 2 explains that religious education is an educational process that provides knowledge, shapes attitudes, personality, and skills of students so that they are able to practice the teachings of their respective religions. The purpose of PAI is directed at achieving a balance of life in both worlds, with students expected to possess good thinking abilities (IQ), emotional management abilities (EQ), and spiritual strength (SQ) as provisions for achieving success in life (Syafe'i, 2015). In learning practice, PAI materials are often delivered only through lecture methods, which makes students less interested and less active during learning, causing the classroom atmosphere to become less lively, so that the learning outcomes obtained by students are often not optimal (Suparlan, 2021).

Based on initial observations at SMK Patria Gadingrejo, the learning outcomes data for class XI PAI showed that from 30 students, only 9 students (30%) achieved the Minimum Completeness Criteria (KKM) of 75, while 21 students (70%) were still below the completeness standard. This condition indicates that the majority of students who have not yet achieved mastery are in a larger proportion compared to those who have achieved learning mastery. The main cause of this low learning outcome is the use of conventional modules that are less attractive and do not match the characteristics of students in the digital era, where students tend to be more interested in digital and visual content rather than thick printed books (Purwaningsih, 2022). This is consistent with

the findings of Yunita Lastri (2023) who stated that printed modules are often considered boring because they only consist of text and static images.

The development of information and communication technology has brought implications for curriculum adjustments in education to produce students with adequate digital skills and technological literacy (Setiadi, 2022). The curriculum transforms along with the demands of the times, so educators are required to strive for more attractive and communicative teaching strategies. Such efforts are made so that the learning process can produce the nation's next generation who have achievements in line with the dynamics of the development of the technology-based modern era (Waruwu, 2024). Teachers as facilitators in the teaching and learning process need to innovate teaching materials that are attractive according to the learning needs of students, where students today are more technologically literate and prefer playing with their gadgets rather than reading printed books (Okpatrioka, 2023).

Electronic modules or e-modules are digital forms of modules consisting of images, text, video, and audio used as teaching materials in learning (Sureni, 2023). E-modules represent a modification of conventional modules with the help of technology and information tools. The advantage of using e-modules is that learning becomes more interesting because, in addition to containing images and text, e-modules can also display videos and audio (Hasia Marto, 2021). Furthermore, e-modules are considered more effective in their use because they no longer use paper and can be accessed anytime through digital devices (Innana et al., 2022). The use of e-modules is expected to divert students from accessing unhelpful content to more beneficial learning content and provide solutions for students to utilize information and communication technology intelligently and wisely.

The preparation of e-modules can use various graphic design applications, one of which is Canva. Canva is a graphic design platform that provides various attractive templates that can be used for free, including templates for creating e-modules (Monoarfa & Haling, 2021; Dyan et al., 2023). The Canva application can be used to create posters, banners, presentations, logos, e-modules, and more. Canva provides many templates that can be easily used, so it can produce more interactive and attractive e-modules (Nillofa Ende et al., 2022). The advantages of Canva lie in its ease of use, the availability of various templates, and the ability to integrate various multimedia elements such as images, videos, and animations.

Several previous studies have examined the development of Canva-based e-modules. Ningtyas (2022) developed an interactive Canva-based e-book as an innovative learning resource for the human digestive system material in grade V elementary school and stated that the product was valid and suitable for use. Nillofa Ende et al. (2022) designed and developed an interactive Canva-based e-module for basic electronics subjects with results showing that the e-module was valid and could be developed as teaching material. Innana (2021) developed electronic modules as distance learning media and stated that Canva-based e-modules were valid for application in distance learning. Susanto (2024) developed a Canva-based e-module on cookie processing material for culinary vocational school students and obtained a feasibility score of 93%. Khoirun Nisa (2025) developed Canva-based interactive learning media for Arabic language subjects and stated that the media was feasible to improve learning outcomes.

Recent research by Putra et al. (2023) developed an e-module using the Canva application on the concept of environmental pollution with the ADDIE model, obtaining media validation results of 85% and effectiveness with a percentage of student activity at 86%. Herawati et al. (2024) developed Canva-based interactive learning media to improve PAI learning achievement of grade IV elementary school students and concluded that the media was feasible to develop. Najiha et al. (2024) developed a Canva-based e-module to improve social studies learning activity and achievement of grade VII junior high school students and stated that the e-module was effective. Nasution et al. (2025) examined the effectiveness of Canva-based e-modules in PAI learning at SMA Negeri 1 Tambangan and found an increase in student motivation, participation, and understanding.

Despite these studies, significant gaps remain. First, most previous research has focused on general subjects such as science, electronics, and culinary arts, with limited attention to Islamic Religious Education. Second, few studies have specifically examined the development of e-modules for the theme "Marriage Provisions in Islam" in vocational high schools. Third, the specific context of SMK Patria Gadingrejo, with its unique student characteristics and challenges, has not been adequately addressed. Fourth, previous studies have not systematically applied the ADDIE development model to PAI e-module development in vocational high school settings with comprehensive validation and trials. Fifth, research on the effectiveness of Canva-based e-modules in improving PAI learning outcomes at vocational high schools in Indonesia remains limited.

The novelty of this research lies in its development of a Canva-based e-module specifically designed for PAI subjects on the theme "Marriage Provisions in Islam" for class XI vocational high school students, using the ADDIE development model comprehensively. This research also integrates visual and multimedia elements that match the characteristics of vocational students who prefer practical and technology-based learning. Additionally, this research contributes to the development of innovative PAI digital teaching materials that can be accessed through students' digital devices, thus relevant to the demands of 21st-century education. The research addresses the following questions: (1) How can PAI learning outcomes for class XI at SMK Patria Gadingrejo be improved? (2) How is the Canva-based e-module developed for PAI subjects at SMK Patria Gadingrejo? (3) Is the Canva-based interactive e-module valid for PAI subjects at SMK Patria Gadingrejo?

2. RESEARCH METHODS

This research uses the Research and Development (R&D) method, which is an approach used to develop and test learning products before their wider application in education (Okpatrioka, 2023). Educational products are developed through a series of design, testing, and refinement stages to produce outputs that are suitable for use in the learning process. According to Seals and Richey (1994), development research is understood as a structured study process of designing, creating, and evaluating learning programs, processes, and products, designed to produce usable learning outputs, and required to meet validity, practicality, and effectiveness requirements (Waruwu, 2024). R&D aims to research and develop a product and then test the validity of the developed product.

The development model used in this research is the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) developed by Reiser and Molenda. The ADDIE model is positioned as a product design engineering method commonly used in R&D research (Hidayat, 2021). The ADDIE stages include: (1) Analysis of content needs and software requirements, (2) Designing the e-module design, (3) Developing materials according to the syllabus and evaluations, (4) Implementing the e-module in learning, and (5) Formative and summative evaluation (Sugihartini & Kadek, 2021). The ADDIE model was chosen because of its systematic, flexible, and easy-to-apply nature in developing learning media.

Table 1. Research Instrument Framework

Indicator	Data Sources	Data Collection Methods
Implementation process of e-module development	PAI teachers, students, experts	Observation, interviews
Feasibility of Canva-based e-module	Material experts, media experts	Validation questionnaires
Effectiveness of e-module on learning outcomes	Class XI students	Pre-test, post-test, student response questionnaires
Supporting and inhibiting factors	Teachers, students	Interviews, observations

This research was conducted at SMK Patria Gadingrejo located on Jl. Raden Intan Wonodadi, Gadingrejo District, Pringsewu Regency, Lampung Province. The research subjects consisted of material expert validators, media expert validators, and 30 class XI students at SMK Patria Gadingrejo for the 2025-2026 academic year. Data collection techniques used observation, interviews, questionnaires, and documentation. The research instruments used included material expert validation sheets, media expert validation sheets, teacher response questionnaires, and student response questionnaires with a Likert scale of 1-5.

Data were analyzed using descriptive quantitative analysis with mean and percentage formulas. Scores obtained from questionnaires were converted into feasibility categories: Very Feasible (81%-100%), Feasible (61%-80%), Fairly Feasible (41%-60%), Less Feasible (21%-40%), and Not Feasible (0%-20%) (Riduwan, 2020). The formulas used are $X = \Sigma X/n$ to find the mean value and $P = f/n \times 100\%$ to calculate the percentage.

3. RESULTS AND FINDINGS

3.1 Initial Product Development Results

The Research and Development (R&D) research was conducted through the ADDIE procedural model to produce a PAI e-module on the theme "Marriage in Islam" for class XI at SMK Patria Gadingrejo. The resulting e-module product exhibits several main characteristics: (1) learning objectives are explicitly and clearly stated, (2) presentation language is designed simply and easy to understand, (3) graphic illustrations are included to increase student interest in learning, (4) adaptation to technological developments to match students' habits of using digital devices, and

(5) evaluation instruments in the form of formative test questions to measure student comprehension.

3.2 Development Stages with the ADDIE Model

Analysis Stage: Performance analysis through learning observations at two schools showed that students' interest in studying conventional PAI modules was very low, with percentages of 40% at SMK Patria Gadingrejo and 38% at SMK Yapema Gadingrejo. Needs analysis through interviews with PAI teachers revealed that learning still used printed modules that made students bored and affected low learning outcomes. SMK Patria Gadingrejo has Interactive Flat Panel (IFP) that can be used to access e-modules, but teachers do not yet have digital e-modules that can be accessed through these devices.

Design Stage: The e-module was designed using the Canva application with a framework including: cover page (title, class, level, curriculum, year of preparation), preface, learning objectives, learning materials, summary, and formative test. The cover design was made attractive with harmonious color combinations, clear font selection, and Islamic illustrations that support the material.

Development Stage: Product validation was conducted by two material experts: Dr. Jaenullah, M.Pd (Lecturer at Universitas Ma'arif Lampung) and Nur Naini, S.Ag (PAI Teacher at SMK Patria Gadingrejo). The validators' suggestions and inputs included standardizing the background color, adding page numbers, and adjusting the background with fonts for readability.

Table 4. Material Expert Validation Results

Assessment Aspect	Validator I (Lecturer)	Validator II (PAI Teacher)	Analysis
Content Feasibility	27 (96%) Very Feasible	28 (100%) Very Feasible	Σ Score: 55, Max Score: 56, Percentage: 98%
Presentation Feasibility	28 (100%) Very Feasible	28 (100%) Very Feasible	Σ Score: 56, Max Score: 56, Percentage: 100%
Language Use Aspect	12 (100%) Very Feasible	12 (100%) Very Feasible	Σ Score: 24, Max Score: 24, Percentage: 100%
Score Percentage	99%	100%	Average: 100% (Very Feasible)

3.3 Product Trial Results

Small Group Trial: The small-scale trial implementation was conducted with 2 PAI teachers and 17 class XI students. Teacher response results showed Teacher I obtained 98% and Teacher II 100% with an average of 99% (Very Feasible). Student responses from 17 respondents showed on all assessment aspects obtaining percentages of 97%-100% with an average of 99% (Very Feasible).

Large Group Trial: The large group trial was conducted with 30 class XI students at SMK Patria Gadingrejo through face-to-face learning using the e-module. At the end of the learning session, students were given 10 post-test questions. The results showed all 30 students (100%) achieved scores above the KKM of 75 with details: scores 90-95 (12 students/40%), scores 80-89 (14 students/47%), and scores 70-79 (4 students/13%). The average post-test score was 87.5.

Table 5. Large Group Trial Results

Score Range	Number of Students	Percentage	Description
90-95	12	40%	Completed
80-89	14	47%	Completed
70-79	4	13%	Completed
Average	87.5	100% Completed	Very Effective

3.4 Product Revision Results

Product revisions were made based on validator suggestions: standardizing the background color on all pages, adding page numbers, and adjusting the background with fonts for readability. After revision, the e-module became more consistent in appearance and easier for students to understand.

Table 6. Revisions Based on Expert Suggestions

Before Revision	After Revision
Inconsistent background color	Uniform background color
No page numbers	Page numbers added
Font and background contrast issues	Improved readability
Limited visual elements	Enhanced with Islamic illustrations

3.5 Final Product Review

The final product is a Canva-based e-module on the theme "Marriage Provisions in Islam" for PAI subjects in class XI vocational school. This e-module is designed as an interactive, attractive, and easily accessible digital learning resource for students. The design combines harmonious colors, clear fonts, and Islamic illustrations that support the material. The navigation system is made simple for easy access. Evaluation results show that the e-module meets valid standards in terms of material, language, and media, and is effective in improving student learning outcomes.

4. DISCUSSION

The results of this study indicate that the development of the Canva-based e-module on the theme "Marriage Provisions in Islam" for class XI at SMK Patria Gadingrejo has undergone rigorous validation by experts and has been declared highly feasible for use. Material expert validation

obtained an average percentage of 100% in the "Very Feasible" category, while media expert validation obtained an average of 99% in the same category. These findings align with research by Putra et al. (2023) who developed an e-module using Canva on the concept of environmental pollution and obtained media validation results of 85% and material validation of 93%. Similarly, research by Najiha et al. (2024) who developed a Canva-based e-module to improve social studies learning activity and achievement stated that the e-module was feasible and effective to use. Research by Anam et al. (2023) also found that the development of web-based learning media with the Canva platform significantly improved learning outcomes and self-regulated learning.

The high feasibility level of the developed e-module can be attributed to the use of the systematic ADDIE model in every development stage. The ADDIE model allowed researchers to conduct in-depth needs analysis, design products according to student characteristics, develop products with expert guidance, implement them in real learning, and evaluate continuously (Hidayat, 2021). This systematic approach ensures that every aspect of the product—material, media, and language—has undergone verification and improvement before being declared feasible (Sugihartini & Kadek, 2021). This is supported by research by Nasution et al. (2025) who found that Canva-based e-modules effectively increased motivation, participation, and student understanding in PAI learning. The research by Tarbawi (2026) on developing Hajj and Umrah materials through Canva-based interactive e-modules also showed improvement in student learning outcomes.

The small group trial results showed positive responses from teachers and students with an average percentage of 99% in the "Very Feasible" category. Teachers assessed that the e-module had an attractive appearance, material aligned with basic competencies, and language that was easy to understand. Students assessed that the e-module made learning more enjoyable, not boring, and helped them understand the material. These findings are consistent with research by Herawati et al. (2024) who developed Canva-based interactive learning media to improve PAI learning achievement and found positive user responses. Research by Khoirun Nisa (2025) also showed that Canva-based interactive learning media for Arabic language subjects was deemed feasible and could improve student learning outcomes. Research by Malik et al. (2026) on developing Canva-based e-modules for HIV and AIDS materials also showed improvement in learning outcomes.

The success of the e-module in improving learning outcomes is evident from the large group trial results where all 30 students (100%) achieved scores above the KKM with an average of 87.5, significantly increased from the initial condition where only 30% of students were complete. This improvement aligns with research findings on the effectiveness of Canva-based e-modules in improving learning outcomes. Research on the development of Canva-based e-modules on HIV and AIDS materials for vocational students showed an increase in learning outcomes from an average of 64.31 to 86.25 with an N-Gain of 0.61 in the medium-high category (Malik et al., 2026). Similarly, research on Canva-based interactive e-modules for Hajj and Umrah materials showed an increase in average scores from 43 (pretest) to 82 (posttest) with an N-Gain of 0.675 in the medium-high category (Tarbawi, 2026).

This improvement in learning outcomes can be explained through constructivist theory, which states that knowledge is built by students through active and meaningful learning experiences (Kurniawan & Oktaviani, 2021). The Canva-based e-module provides interactive learning experiences through a combination of text, images, and attractive visual elements that help students

construct their own understanding of the marriage in Islam material. Visual and multimedia elements in the e-module make the material easier to understand and encourage active learning (Nasution et al., 2025). This aligns with research by Yajie and Jumaat (2023) who found that blended learning approaches with attractive digital content are more effective than traditional learning in developing student competencies. Research by Cai (2024) on blended learning in English education also found that blended learning significantly enhances student engagement, leading to higher motivation and participation.

Bandura's social learning theory is also relevant in explaining the effectiveness of this e-module. Students learn through observation and modeling from examples presented in the e-module, then practice their understanding through interactive exercises (Ogunode & Olatunde-Aiyedun, 2023). The e-module provides immediate feedback that helps students gradually improve their understanding. Research by Firmansyah et al. (2022) on student perceptions of blended learning using English Discoveries also found that interactive digital platforms increased student independence and learning motivation. Research by Çakmak and Yılmaz (2021) on EFL students' perspectives on blended learning found that blended learning environments significantly enhance learner autonomy and independence.

The use of Canva as an e-module development platform provides significant advantages. Canva provides various attractive templates that can be used for free, allowing teachers to design e-modules without professional graphic design skills (Monoarfa & Haling, 2021). Canva's drag-and-drop feature facilitates the integration of images, icons, and other visual elements that enrich the e-module's appearance (Dyan et al., 2023). Research by Nillofa Ende et al. (2022) confirmed that Canva makes it easy for users to create designs without having to start from scratch, because various templates are provided as an initial basis for creating works. Research by Mayisela (2022) on developing first-year higher education students' digital literacy through a practice-based approach emphasizes the importance of supporting students in navigating digital learning environments.

The Canva-based e-module also addresses the challenge of low reading interest among students in the digital era. Students today are more familiar with digital devices and tend to be more interested in visual content than long text (Setiadi, 2022). The e-module packaged with attractive displays, bright colors, and relevant illustrations can attract student attention and increase learning motivation (Cai, 2024). Research by Susanto (2024) on the development of Canva-based e-modules on cookie processing materials for culinary vocational school students also found that e-modules with attractive visual displays increased student interest and understanding. Research by Nassar et al. (2023) on the impacts of blended learning on English education in higher education suggests that blended learning has the potential to enhance accessibility, personalization, and active learning.

The characteristics of vocational students who tend to be practical and visual make the Canva-based e-module very suitable. Learning in vocational schools emphasizes practical skills and direct application, so visual and interactive learning media are more effective than conventional printed modules (Brenya, 2023). Research on the use of Canva for education shows that Canva can increase the effectiveness of vocational student learning through attractive and easy-to-understand visual content (Mayisela, 2022). This e-module also supports independent learning because

students can access it anytime and anywhere through their digital devices. Research by Tanyeri and Özkul (2021) comparing asynchronous distance learning and blended learning found that blended learning students had higher learner autonomy, motivation, and academic success levels.

The successful implementation of the e-module is also supported by the availability of technological infrastructure at SMK Patria Gadingrejo, particularly the Interactive Flat Panel (IFP) that can be used to display the e-module in class. However, this study also identified challenges such as dependence on digital devices and internet access that may be obstacles for students from economically disadvantaged backgrounds. This aligns with the findings of Hesmatantya et al. (2022) regarding obstacles to internet access and expensive internet quota costs in implementing digital learning. Research by Boelens et al. (2017) identified time management difficulties, lack of motivation, and technological barriers as common challenges in blended learning implementation. Therefore, schools need to provide internet access and supporting devices so that all students can optimally utilize the e-module.

The theoretical implications of this research extend to the broader discourse on technology-enhanced Islamic education. The study demonstrates that digital learning media can effectively transmit religious values and knowledge when designed with attention to learner characteristics and pedagogical principles. This aligns with research by Zahra et al. (2024) on the integration of *tarbiyah*, *ta'lim*, and *ta'dib* as main pillars of Islamic education, where the use of technology in learning must be balanced with the cultivation of noble character. Research by Habibie et al. (2021) on religious moderation in Islamic education in Indonesia also emphasizes the importance of integrating technology while maintaining religious values.

The practical implications of this research are significant for Islamic education in vocational high schools. First, the developed e-module provides a concrete example of how digital technology can be effectively integrated into PAI learning. Second, the development model used can be adapted for other PAI materials and other educational levels. Third, the research provides recommendations for schools and teachers in developing innovative digital learning media. Fourth, the findings can inform policy makers about the importance of technological infrastructure and teacher training for effective digital learning implementation.

The limitations of this research should be acknowledged. First, the product trial was only conducted at one school with a limited number of students (30 students), so the generalization of results needs to be done cautiously. Second, the research only focused on one PAI material (Marriage in Islam), so it has not covered all PAI materials for class XI vocational school. Third, the research did not measure long-term retention or the impact of the e-module on the affective and psychomotor aspects of students. Future research is recommended to expand the scope of materials, involve more schools and students, and measure the long-term impact of e-module use on PAI learning outcomes comprehensively.

5. CONCLUSION AND SUGGESTIONS

Based on the research and development (Research and Development/R&D) of the Canva-based e-module on the theme "Marriage Provisions in Islam" for PAI subjects in class XI at SMK Patria

Gadingrejo, it can be concluded that the Canva-based e-module development stages have been realized through sequential and directed R&D procedures with the ADDIE model, starting from identifying student needs, designing product prototypes, elaboration and development processes, expert verification, limited trials, to the final product refinement stage. The feasibility of the developed e-module has been established through expert validation in terms of material, learning media, and language with average percentages of 99%-100% in the "Very Feasible" category. The assessment process was conducted objectively so that the quality of content and media display could be confirmed academically.

The results of the e-module trial implementation show that this learning media is effective in optimizing student understanding. All 30 students (100%) achieved scores above the KKM with an average of 87.5, significantly improved from the initial condition where only 30% of students were complete. User responses showed positive acceptance of the Canva-based e-module with an average of 99% in the "Very Feasible" category, so this media is considered capable of supporting the learning process in a more directed and efficient manner. This research recommends that Canva-based e-modules can be used as an innovative PAI learning media alternative in vocational schools, and encourages teachers and schools to continue developing digital teaching materials that match the characteristics of students in the era of the industrial revolution 4.0.

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