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ORIGINAL RESEARCH ARTICLE

A Study on the Use of Canva-Based Multiliteracy and E-Modules in Islamic Religious Education Learning

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ABSTRACT

This study examines the implementation of a multiliteracy approach utilizing Canva and E-Modules in Islamic Religious Education (PAI) learning at SMP Negeri Satu Atap 1 Mesuji Timur. The research employs a qualitative descriptive approach with a case study design, conducted through observation, in-depth interviews, and documentation. Data were analyzed using Miles and Huberman's interactive analysis model, with data validity ensured through triangulation of sources, techniques, and time. Findings reveal that the Canva-based multiliteracy approach enhances visual literacy through engaging, communicative, and easy-to-understand material presentation, increasing student attention and participation. The E-Modules function as digital literacy media supporting student learning independence through systematic and flexible material delivery. Integration of both media demonstrably improves student engagement, participation, and interaction during PAI learning, positively impacting students' understanding of Islamic values. Supporting factors include teacher creativity, principal support, and positive student responses to technology use. Inhibiting factors comprise limited infrastructure, unequal technology access, and varying student digital literacy levels. This research concludes that Canva-based multiliteracy and E-Modules effectively improve PAI learning quality, particularly in student engagement, understanding, and learning independence. The study contributes to developing digital-based learning innovations relevant to 21st-century education demands in schools with technological limitations.

Keywords: Multiliteracy, Canva, E-Modules, Islamic Religious Education, Digital Literacy



ABSTRAK

Penelitian ini mengkaji implementasi pendekatan multiliterasi berbasis Canva dan E-Modul dalam pembelajaran Pendidikan Agama Islam (PAI) di SMP Negeri Satu Atap 1 Mesuji Timur. Penelitian menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus, dilakukan melalui observasi, wawancara mendalam, dan dokumentasi. Data dianalisis menggunakan model analisis interaktif Miles dan Huberman, dengan validitas data dijamin melalui triangulasi sumber, teknik, dan waktu. Temuan menunjukkan bahwa pendekatan multiliterasi berbasis Canva meningkatkan literasi visual melalui penyajian materi yang menarik, komunikatif, dan mudah dipahami, sehingga meningkatkan perhatian dan partisipasi siswa. E-Modul berfungsi sebagai media literasi digital yang mendukung kemandirian belajar siswa melalui penyajian materi yang sistematis dan fleksibel. Integrasi kedua media terbukti meningkatkan keterlibatan, partisipasi, dan interaksi siswa selama pembelajaran PAI, serta berdampak positif pada pemahaman nilai-nilai keislaman. Faktor pendukung meliputi kreativitas guru, dukungan kepala sekolah, dan respon positif siswa terhadap teknologi. Faktor penghambat meliputi keterbatasan infrastruktur, akses teknologi yang tidak merata, dan tingkat literasi digital siswa yang beragam. Penelitian ini menyimpulkan bahwa multiliterasi berbasis Canva dan E-Modul efektif meningkatkan kualitas pembelajaran PAI, khususnya dalam keterlibatan, pemahaman, dan kemandirian belajar siswa. Penelitian ini berkontribusi pada pengembangan inovasi pembelajaran berbasis digital yang relevan dengan tuntutan pendidikan abad ke-21 di sekolah dengan keterbatasan teknologi.

Kata Kunci: Multiliterasi, Canva, E-Modul, Pendidikan Agama Islam, Literasi Digital

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1. INTRODUCTION

Education serves as the primary means of shaping a generation that is knowledgeable, characterized, and morally upright. In the context of religious education, particularly Islamic Religious Education (PAI), learning is not only oriented toward cognitive knowledge mastery but also toward the formation of students' spiritual and moral attitudes. Alongside the development of the digital era, the PAI learning process is required to transform, including in remote areas that face different challenges compared to urban centers. The integration of technology in learning has become an essential demand in 21st-century education, especially in the context of the Industrial Revolution 4.0 and Society 5.0.

SMP Negeri Satu Atap 1 Mesuji Timur is one of the schools located in a border area with diverse cultural characteristics. The surrounding community predominantly works as farmers and laborers, with a simple lifestyle that tends to be traditional. The cultural character of the community, which remains strong in togetherness, mutual cooperation, and religious values, presents both potential and challenges in implementing digital learning. On one hand, this culture supports PAI values, but on the other hand, limited digital literacy makes adaptation to technology-based learning slow.

From the school condition perspective, SMP Negeri Satu Atap 1 Mesuji Timur has adequate educational facilities. The technology infrastructure—including internet networks, computers, and

projectors—does not significantly hinder digital learning. The school continues to strive to integrate simple learning media, including utilizing teachers' or students' personal devices that have limited technology access. This condition reflects the reality of many schools in disadvantaged, frontier, and outermost (3T) areas in Indonesia.

The condition of teachers at this school demonstrates high enthusiasm for education despite limited technology training. Most teachers remain accustomed to using conventional methods such as lectures and question-and-answer sessions. Only a few teachers have begun attempting to utilize simple digital media, such as WhatsApp or learning videos, to support the learning process. This reveals a gap between the demands of the digital curriculum and teachers' competencies in technology use. Teacher competence in Technological Pedagogical Content Knowledge (TPACK) becomes a crucial factor in the success of technology-based learning implementation.

Meanwhile, the condition of students at SMP Negeri Satu Atap 1 Mesuji Timur also presents its own challenges. Most students come from families with lower-middle economic status, resulting in unequal ownership of digital devices such as smartphones and laptops. Additionally, students' digital literacy remains low, requiring more intensive guidance in technology-based learning processes. However, students show high enthusiasm when teachers present digital learning media such as animated videos of prophetic stories or simple interactive applications, indicating great potential for technology-based learning development.

The concept of multiliteracy, first introduced by the New London Group (1996), has become increasingly relevant in 21st-century education. Multiliteracy refers to the ability to understand and produce meaning through various forms of texts, media, and social contexts. In the Indonesian educational context, multiliteracy has been integrated into the Merdeka Curriculum as a strategic approach to developing students' critical thinking, creativity, collaboration, and communication skills. In PAI learning, multiliteracy enables students to understand Islamic values not only from sacred texts but also from visual narratives and digital experiences.

The use of digital learning media such as Canva and E-Modules represents a concrete implementation of the multiliteracy approach. Canva, as a graphic design platform, supports the development of students' visual and digital literacy by presenting materials in creative and engaging formats—infographics, dakwah posters, and interactive slides that help students understand Islamic values visually. E-Modules, as electronic learning modules, support digital literacy and independent learning, allowing students to learn at their own pace and comprehension level. This approach aligns with the multiliteracy principles that accommodate diverse learning styles.

Several previous studies have examined the use of digital media in PAI learning. Amalia's (2022) research on multiliteracy models in PAI learning at SD Negeri Rejosari demonstrated that multiliteracy approaches effectively enhance students' religious understanding through multimodal and contextual approaches. Septi's (2023) research on developing Canva-based electronic modules for PAI at SMA Negeri 01 Mesuji Timur showed that Canva-based E-Modules significantly improved student learning outcomes. Novita's (2023) research on Canva-based E-Module development for PAI at SMPN 21 Bandar Lampung indicated that E-Modules attracted students' interest and supported independent learning.

However, research specifically examining the integration of Canva and E-Modules within the multiliteracy framework in PAI learning—particularly in schools with technological limitations in border areas—remains limited. The novelty of this research lies in: (1) the combination of Canva and E-Modules as integrated digital media in a multiliteracy-based PAI learning approach; (2) the qualitative exploration of the implementation process, impacts, and challenges in schools with limited technological infrastructure; and (3) the identification of supporting and inhibiting factors in implementing multiliteracy in schools with varied student digital literacy levels.

This research is crucial because it explores how PAI learning can be innovatively conducted despite infrastructure limitations. Preliminary observations at SMP Negeri Satu Atap 1 Mesuji Timur indicate that student engagement in PAI learning remains low due to conventional, teacher-centered approaches. Most students feel that PAI material is abstract and difficult to connect with their daily lives. Therefore, this research examines the implementation of multiliteracy using Canva and E-Modules to enhance student engagement and understanding in PAI learning. This research is expected to contribute to developing digital-based learning innovations relevant to 21st-century education demands in schools with technological limitations.

2. RESEARCH METHODS

This research employed a qualitative descriptive approach with a case study design, aiming to describe in depth and systematically the reality in the field as it is, without data manipulation or researcher intervention. The qualitative approach was chosen because it aligns with the main research focus—holistically exploring the learning process, teacher and student responses to learning media, and the impact on student engagement and religious understanding. The researcher sought an in-depth understanding of using these two digital media within the multiliteracy framework in a school with limited technology access.

The research was conducted at SMP Negeri Satu Atap 1 Mesuji Timur, located in Tebing Karya Mandiri Village, Mesuji Timur District, Mesuji Regency, Lampung Province. This school was purposively selected as the research location because it represents schools in disadvantaged, frontier, and outermost (3T) areas facing infrastructure and digital literacy challenges. The school has adequate basic facilities but limited technology infrastructure, making it ideal for studying multiliteracy implementation in suboptimal conditions. Data collection occurred during the even semester of the 2025/2026 academic year.

Informants were selected using purposive sampling based on the consideration that they possess knowledge, experience, and direct involvement with the researched object. The informants included: (1) one PAI teacher as the main actor in planning, implementing, and evaluating PAI learning; (2) 6-8 students from grades VIII and/or IX selected based on their level of involvement in using Canva and E-Modules; and (3) the principal as the policy maker and person responsible for learning quality development. The purposive selection criteria included active involvement in PAI learning using Canva and E-Modules, willingness to be informants and ability to communicate their opinions and experiences effectively, and representation of teacher, student, and school management elements.

Data collection employed three techniques: (1) in-depth semi-structured interviews with PAI teachers, students, and the principal to explore their experiences, responses, and policies regarding Canva and E-Module usage; (2) participatory observation during PAI learning processes to observe teacher-student interactions, student responses, and classroom dynamics; and (3) documentation studies to collect RPP (lesson plans) using Canva and E-Modules, student work, learning activity photographs, and school profile data. All interviews were recorded (with permission), transcribed, and analyzed systematically.

Data analysis followed Miles and Huberman's interactive model through three stages: (1) data reduction—selecting, focusing, simplifying, and transforming raw data to align with the research focus; (2) data display—presenting organized data in descriptive narratives, thematic matrices, and direct informant quotes; and (3) conclusion drawing—interpreting data patterns and verifying findings. Data validity was ensured through four strategies: (1) source triangulation—comparing information from teachers, students, and the principal; (2) technique triangulation—using interviews, observation, and documentation; (3) time triangulation—collecting data at different times to verify consistency; and (4) member check—confirming interpretations with informants. Data collection continued until reaching saturation, where no new significant information emerged.

3. RESULTS AND FINDINGS

3.1 Description of the Research Site

SMP Negeri Satu Atap 1 Mesuji Timur was established in 1982 as an educational institution serving the community in the coastal area of Mesuji Regency. The school is located in Tebing Karya Mandiri Village, Mesuji Timur District, approximately 4 km from the sub-district center and 15 km from the district administrative center. The school has B accreditation and operates morning sessions with 70 students across grades VII, VIII, and IX. Teaching staff consists of 9 teachers with S1 qualifications, with the principal holding a position in Civics education and the PAI teacher holding an S1 in Islamic Education.

Table 1. Profile of SMP Negeri Satu Atap 1 Mesuji Timur

No	Aspect	Information
1	School Name	SMP N Satu Atap 1 Mesuji Timur
2	NPSN	10808420
3	Address	Tebing Karya Mandiri Village, Mesuji Timur District
4	Postal Code	34698
5	District	Mesuji Timur

No	Aspect	Information
6	Regency	Mesuji
7	Province	Lampung
8	Status	Public School
9	Accreditation	B
10	Established	1982
11	Distance to District Center	±4 KM
12	Distance to Autonomous Region Center	±15 KM

Source: School Profile Document, 2025

3.2 Forms of Canva-Based Multiliteracy Implementation in PAI Learning

Based on observation and interview results, multiliteracy implementation in PAI learning at SMP Negeri Satu Atas 1 Mesuji Timur is manifested through Canva and E-Module usage as learning process supporters. The principal stated: "PAI learning based on multiliteracy through Canva and E-Modules I view as a relevant step with the times. Our school is indeed in a one-roof area with certain limitations, but learning demands cannot stop. Digital media helps teachers deliver PAI material more interestingly without losing Islamic values."

Canva is used by PAI teachers to present teaching materials in visually appealing forms—learning slides containing material summaries, Qur'anic verses, hadith, illustrations, and key moral value points. Canva is utilized as a visual and digital literacy medium, where students not only read texts but also understand messages through contextual visual displays. The principal added: "The school sees an increase in students' understanding of PAI material, especially in understanding basic concepts and moral values. Visualization through Canva and E-Module structure helps students capture the core material more easily."

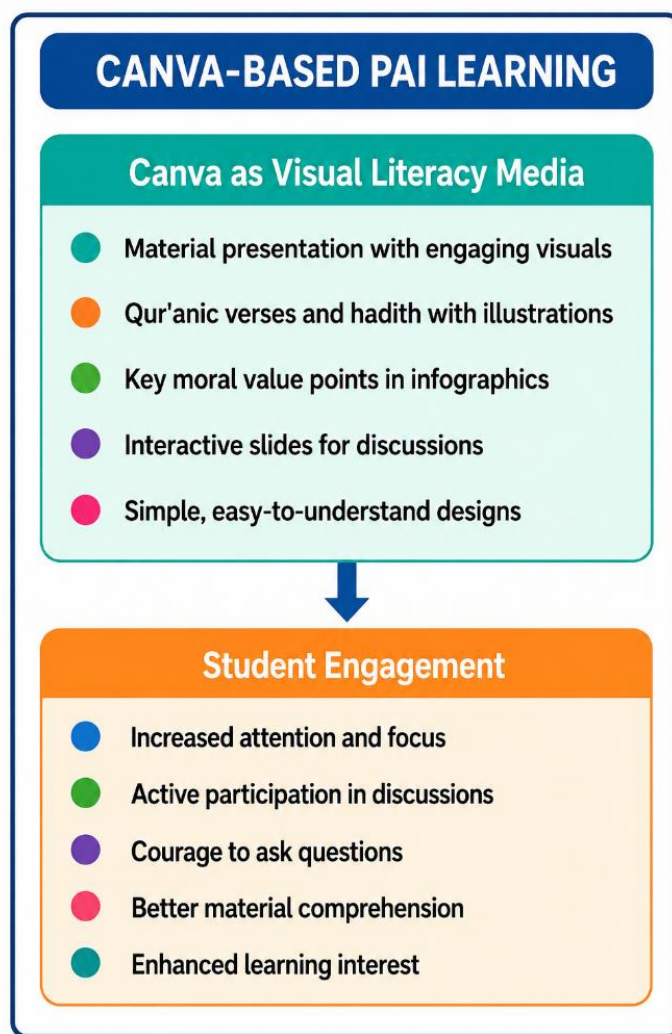


Figure 1. Implementation of Canva in PAI Learning

The E-Module is used as a supplementary teaching material completing the PAI learning process. Its presence provides an alternative learning source that does not depend solely on teacher explanations but also allows students to access materials more independently and flexibly. The E-Module helps students understand the learning flow more systematically—from concept introduction to comprehension reinforcement through exercises—making the learning process more directed and continuous beyond classroom activities.

3.3 Teacher Strategies for Integrating Canva and E-Modules

The PAI teacher implements the integration of Canva and E-Modules gradually and adaptively. The main strategy is simplifying material to be easily understood by students, considering their diverse backgrounds and limited technology access. Canva is used to present core material with simple language and minimal visuals—light designs that are easy to understand and not confusing. Additionally, Canva serves as a discussion aid, where students observe visual displays and discuss the meaning of religious values contained within them.

Table 2. Teacher Strategies for Integrating Canva and E-Modules

No	Strategy	Implementation
1	Material Simplification	Presenting core material with simple language and minimal visuals
2	Visual Discussion Aid	Using Canva visuals for group discussions on religious values
3	Flexible Group Learning	Implementing collaborative learning for students without devices
4	Contextual Approach	Linking material to students' daily life experiences
5	Phased Introduction	Gradual introduction of digital media according to student readiness
6	Personal Assistance	Providing individual guidance for students with limited digital literacy

Regarding E-Module implementation, the teacher stated: "Students appear more enthusiastic. They are more focused and dare to ask questions. Material presented visually makes the classroom atmosphere more alive." The teacher employs flexible strategies—not forcing students to always access E-Modules independently through personal devices due to limited facilities. Students without devices engage in group learning, sharing devices with peers. This collaborative approach not only addresses facility limitations but also enhances social interaction and cooperation among students.

3.4 Student Responses and Engagement in Multiliteracy-Based Learning

Student interview results indicate that Canva and E-Module usage positively impacts students' interest and engagement in PAI learning. Students expressed that learning becomes more engaging compared to conventional methods focused solely on oral explanations and note-taking. Visual media through Canva—images, colors, and varied displays—captures student attention from the beginning, keeping them focused and less prone to boredom.

One student remarked: "In my opinion, it's fun because there are pictures and nice colors. So it's not boring." Another student added: "It's easier to understand because the writing is clear and there are pictures." Regarding E-Modules, students appreciated the ability to review materials anytime: "The E-Module helps if I forget the material. I can read it again."

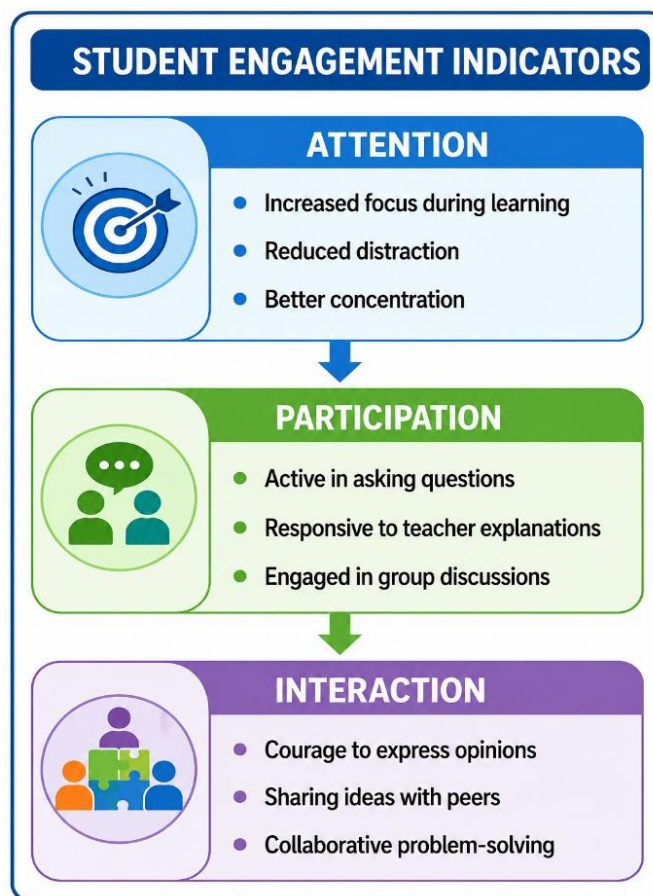


Figure 2. Student Engagement Indicators in Multiliteracy-Based Learning

Students' active engagement is also evident in group discussions, where they exchange opinions and collaborate in understanding material. The multiliteracy-based learning environment encourages students to express ideas and thoughts, developing their communication and critical thinking skills. Digital media use also trains students to independently seek information and understand material more broadly. The combination of Canva and E-Modules creates a more engaging and flexible learning experience, significantly increasing students' interest in PAI.

3.5 Supporting Factors in Multiliteracy Implementation

Several supporting factors in implementing Canva-based multiliteracy and E-Modules at SMP Negeri Satu Atap 1 Mesuji Timur demonstrate synergy among teacher commitment, school leadership, students, and adaptive learning strategies.

Table 3. Supporting Factors in Multiliteracy Implementation

No	Supporting Factor	Description
1	Teacher Commitment	Strong motivation to innovate despite facility limitations
2	Principal Support	Freedom and trust for teachers to develop learning media
3	Positive Student Response	High enthusiasm and engagement with digital media
4	Learning Flexibility	Adaptive media use according to student conditions and available facilities
5	Collaborative Culture	Group learning approach enabling equitable participation
6	Contextual Approach	Material linked to students' daily life experiences

The first factor is PAI teacher commitment, who possesses strong motivation to continuously innovate despite facility limitations. The teacher does not view infrastructure conditions as a primary obstacle but as a challenge to create more creative and effective learning. By utilizing Canva and E-Modules simply yet appropriately, the teacher presents more engaging and easily understood learning. The second factor is principal support, providing freedom and trust for teachers to develop learning media. The principal serves as both policy maker and facilitator encouraging learning innovation according to school conditions.

The third factor is positive student response. Students show high enthusiasm when PAI material is presented through visual media like Canva and supported by E-Modules. They find learning more engaging, less monotonous, and easier to understand. Positive responses are evident not only in learning interest but also in increased student engagement—willingness to ask questions, discuss, and respond to material. The fourth factor is flexibility in media use—teachers do not apply Canva and E-Modules rigidly but adapt them to student conditions and available facilities. Learning can be conducted individually or in groups depending on the situation.

3.6 Inhibiting Factors in Multiliteracy Implementation

The research also identified several inhibiting factors in implementing Canva-based multiliteracy and E-Modules. First, limited technology infrastructure—particularly unstable internet networks—prevents optimal digital media use when learning requires online access. Network disruptions often hinder material delivery and E-Module access, requiring teachers to adjust learning strategies accordingly.

Table 4. Inhibiting Factors in Multiliteracy Implementation

No	Inhibiting Factor	Description
1	Unstable Internet	Network disruptions hindering digital media access and material delivery
2	Unequal Device Ownership	Not all students have personal devices for accessing digital media
3	Varied Student Digital Literacy	Students possess different capabilities in using digital devices
4	Limited Learning Time	Difficulty balancing material delivery with digital media use
5	Lack of Teacher Training	Limited training on integrating technology in PAI learning
6	Technical Issues	Device compatibility and software access problems

Second, unequal device ownership among students. Not all students possess personal gadgets for accessing digital media, preventing individualized Canva and E-Module implementation. This requires teachers to implement group learning so all students can participate. While this solution helps, limitations remain in learning effectiveness and student independence. Third, varying student digital literacy levels. Some students are already comfortable using gadgets and can quickly engage with Canva and E-Module-based learning. However, others need basic guidance—opening files, reading digital materials, and following instructions presented in learning media.

A student acknowledged: "Sometimes it's difficult if the signal is bad or I don't bring my phone." Another student shared their coping strategy: "Usually I study with friends or ask the teacher." These conditions require teachers to provide additional assistance to students experiencing difficulties without neglecting those more digitally ready. Teachers must effectively manage classes, providing clear and simple instructions so all students can participate well. This demands time and attention beyond conventional methods.

4. DISCUSSION

4.1 Canva-Based Multiliteracy and E-Modules from Learning-Theory Perspectives

The research findings demonstrate that PAI learning utilizing Canva and E-Modules aligns with the multiliteracy concept emphasizing the importance of using various text and media forms in learning. Multiliteracy is no longer understood narrowly as reading and writing ability but has developed into a more complex capacity—understanding, interpreting, and producing meaning through various representation modes. In this context, PAI learning is not only delivered through oral explanations or written texts but also through visual and digital media capable of enriching students' learning experiences.

Canva application in PAI learning reflects visual literacy, enabling students to understand material through images, colors, symbols, and engaging layouts. Visualization helps students grasp abstract

religious concepts—moral values, faith, and exemplary conduct. Meanwhile, E-Module usage represents textual and digital literacy, training students to read, understand, and access information through digital devices. The integration between Canva and E-Modules shows that PAI learning is not oriented toward one literacy type but combines various literacies simultaneously for more comprehensive understanding.

This finding supports Kalantzis and Cope's (2020) theory that multiliteracy focuses on two main aspects: meaning representation through various communication modes (multimodality) and contextual, collaborative, transformative learning. In this research, Canva as a visual medium and E-Modules as digital textual media represent different modes of communication that complement each other. Students learn not only from written texts but also from images, colors, symbols, and interactive elements, creating a richer and more meaningful learning experience.

Furthermore, multiliteracy implementation through Canva and E-Modules encourages active student involvement in learning. Students do not passively receive information but interact with material through various presentation forms—observing visuals, reading texts, and discussing content more deeply. This aligns with constructivist learning principles placing students as active subjects in learning, not merely information recipients. The constructivist approach, derived from Piaget and Vygotsky's theories, emphasizes that knowledge is actively constructed by students through interaction with their environment and social experiences.

In the context of PAI learning, the multiliteracy approach makes significant contributions to helping students understand religious material more contextually and meaningfully. Previously abstract material can be presented through visualizations, infographics, and interactive digital modules, enabling students to connect religious concepts with daily life realities. This shows that multiliteracy serves as a bridge between religious texts and students' empirical experiences, simultaneously strengthening religious value internalization through learning media adaptive to technological developments.

The integration of Canva and E-Modules also shifts learning patterns from one-directional to more participatory and dialogic. Students are no longer merely information recipients but actively engage in observation, discussion, and reflection on learned material. This condition aligns with constructivist learning principles where students actively build knowledge through learning experiences. Thus, multiliteracy integration in PAI learning not only improves cognitive understanding but also develops critical, creative, and reflective attitudes essential for character formation and 21st-century competencies.

4.2 Effectiveness of Multiliteracy for Student Engagement and Understanding

The research findings show that Canva-based multiliteracy and E-Modules positively impact student engagement in PAI learning. Visual media use through Canva creates a more engaging and interactive learning atmosphere, making students not only information recipients but also active participants. Colorful, structured, and communicative visual displays capture student attention from the beginning, improving focus on teacher-presented material.

This finding aligns with Prasetyo and Nugroho's (2022) research indicating that Canva usage effectively increases learning motivation, creativity, and students' critical thinking ability because visual media facilitates understanding of abstract concepts, including religious material. Similarly, Hapsari and Zulherman (2021) found that Canva-based animated video media development increased student motivation and learning achievement. The visual appeal of Canva materials contributes to maintaining student attention and reducing cognitive load in material comprehension.

Increased student engagement is evident through various indicators: better attention to material, reduced distraction, more responsive behavior to teacher explanations, and increased willingness to ask questions—especially when encountering unclear aspects of Canva-presented material. Visual media provides stimuli helping students identify important material parts, building confidence to ask questions and provide responses. Student participation in discussions also becomes more active than in lecture-only learning. In multiliteracy-based learning, students observe, read, and interpret presented information, encouraging critical thinking and deeper material engagement.

The research also confirms that E-Modules effectively support independent learning and digital literacy development. Students appreciate the ability to review material at their own pace, which is crucial in PAI learning where religious value internalization requires repeated reflection. The E-Module's structured content—learning objectives, core material, examples, and exercises—helps students organize knowledge and understand connections between PAI concepts more clearly. This finding supports Yuliana and Mulyadi's (2020) research on E-Module effectiveness in improving student learning independence in PAI.

The combination of Canva and E-Modules demonstrates that student engagement in PAI learning is not only cognitive but also affective and psychomotor. Visually, students are engaged through attractive material presentation; affectively, they experience positive responses, increased motivation, and pleasure in learning; psychomotorically, they actively participate in discussions, create projects, and complete E-Module exercises. This holistic engagement reflects the multiliteracy approach's strength in accommodating diverse learning styles and modalities.

However, the research also reveals that multiliteracy implementation in one-roof schools faces significant limitations, particularly infrastructure and unequal digital literacy. These limitations require teacher creativity and flexibility in adapting learning strategies. Teachers must balance digital and conventional methods to ensure all students can participate regardless of facility limitations. This condition demonstrates that multiliteracy implementation success depends not solely on technological sophistication but on teacher ability to design and manage relevant, realistic learning strategies.

The research findings also show that student understanding of PAI material improves through multiliteracy implementation. Visualization through Canva helps students understand abstract concepts more concretely, while E-Modules provide space for students to review and deepen material according to their learning needs. The combination strengthens religious value internalization, making learning not only cognitive but also affective and applicative. The principal confirmed this: "The school sees an increase in students' understanding of PAI material, especially

in understanding basic concepts and moral values. Visualization through Canva and E-Module structure helps students capture the core material more easily."

4.3 Supporting Factors in Multiliteracy Implementation

The research identified several supporting factors contributing to multiliteracy implementation success: teacher commitment to innovation, principal support for digital media use, and positive student responses to technology-based learning. Teacher commitment is the primary factor—the PAI teacher demonstrates strong motivation to continuously innovate despite facility limitations. The teacher views infrastructure limitations not as a barrier but as a challenge to create more creative and effective learning. By utilizing Canva and E-Modules simply yet appropriately, the teacher presents engaging and easily understood learning.

This finding aligns with research by Jannah et al. (2025), emphasizing that developing multiliteracy-based interactive learning media in PAI requires teacher creativity and commitment to designing learning activities that align technology with content and appropriate pedagogical strategies. Teacher competence in Technological Pedagogical Content Knowledge (TPACK) becomes crucial—teachers must not only be proficient in using technology but also understand how to align it with PAI content and effective pedagogical approaches.

Principal support is the second supporting factor. The principal provides freedom and trust for teachers to develop learning media, serving as both policy maker and facilitator encouraging learning innovation. This support reflects an understanding of the importance of adapting to technological developments while maintaining Islamic values. The principal's statement, "Learning demands cannot stop," indicates commitment to improving educational quality despite limitations.

Positive student response is the third supporting factor. Students show high enthusiasm when PAI material is presented through visual media and supported by E-Modules. They find learning more engaging, less monotonous, and easier to understand. This enthusiasm is evident not only in learning interest but also in increased engagement. Student-centered learning, where students are active subjects, is increasingly realized through multiliteracy-based learning. This aligns with 21st-century learning principles emphasizing active and participatory student involvement.

Flexibility in learning media use is the fourth supporting factor. Teachers do not rigidly apply Canva and E-Modules but adapt them to student conditions and available facilities. Learning can be conducted individually or in groups depending on the situation. This flexibility enables all students to participate despite limited digital access—demonstrating that multiliteracy can be implemented inclusively without creating learning gaps. The contextual approach, linking material to students' daily lives, also contributes to increasing learning meaning and relevance.

4.4 Inhibiting Factors in Multiliteracy Implementation

Despite supporting factors, the research identified several inhibiting factors requiring attention. First, technology infrastructure limitations—particularly unstable internet networks—prevent optimal digital media use when learning requires online access. Network disruptions often hinder

material delivery and E-Module access, requiring teachers to adjust learning strategies. This condition reflects the digital divide challenge, especially in disadvantaged, frontier, and outermost (3T) areas. As UNICEF (2020) noted, remote learning guidelines must consider local infrastructure limitations in developing countries.

Second, unequal device ownership among students prevents individualized Canva and E-Module implementation, requiring teachers to implement group learning. While this solution helps students without devices, limitations remain in learning effectiveness and student independence. This condition reflects broader socioeconomic challenges affecting students' ability to access and utilize digital media optimally in learning. As Henderson (2020) stated, digital pedagogy in schools must consider students' varying access to technology.

Third, varying student digital literacy levels make implementation challenging. Some students are comfortable with gadgets and digital platforms, while others require basic guidance on opening files and reading digital materials. This requires teachers to provide additional assistance without neglecting more digitally ready students. Teachers must effectively manage classes, providing clear, simple instructions for all students to participate well. This demands time and attention beyond conventional methods. Trust and Whalen (2020) emphasized that teacher training in remote and digital teaching is essential for effective technology integration.

The inhibiting factors identified in this research align with Zainuddin's (2021) finding that digital learning and student engagement are influenced by various factors—infrastructure, digital literacy, and teacher competence. Limited time is also significant; teachers must balance core material delivery, Canva visual aid use, and E-Module utilization as independent learning sources. Teachers must be selective and effective in designing learning, choosing the most relevant material for digital media presentation. With appropriate strategies, Canva and E-Modules can still support PAI learning objectives despite limitations in digital literacy and time.

4.5 Theoretical Implications

This research makes several theoretical contributions. First, it extends multiliteracy theory application to religious education contexts. The findings demonstrate that Canva and E-Modules effectively support visual, digital, and textual literacy development in PAI learning. This expands the theoretical understanding of how multiliteracy can be implemented in normative, text-centric subjects. Multiliteracy in religious education enables students to understand religious values not only from sacred texts but also from visual and digital experiences.

Second, the research contributes to the TPACK framework by demonstrating the importance of integrating technology, pedagogy, and content knowledge in PAI instruction. Canva and E-Module effectiveness depends not merely on availability but on how teachers design learning activities aligning technology with PAI content and appropriate pedagogical strategies. This underscores the need for teacher professional development addressing all three TPACK components, especially in schools with technological limitations.

Third, the research provides empirical support for constructivist learning theory in religious education. Students actively build understanding through interaction with various learning

media—visual (Canva) and textual-digital (E-Modules). This validates the importance of providing diverse learning resources enabling students to construct knowledge actively and meaningfully. The research also supports Vygotsky's social constructivism, showing that collaborative learning through group discussions strengthens understanding and social skills.

Fourth, the research contributes to the growing body of literature on digital religious literacy. By demonstrating that Canva and E-Modules can enhance PAI learning quality, the study provides evidence that technology can support religious education goals, even in limited-resource settings. This finding challenges concerns that digital media may undermine religious values, showing instead that technology can strengthen religious understanding when pedagogically integrated.

4.6 Practical Implications

The findings offer practical implications for various stakeholders. For school principals, supporting technology infrastructure development and teacher training in digital pedagogy is essential. Schools need to create an inclusive, sustainable digital learning ecosystem integrating digital and religious literacy. Despite limitations, principals can facilitate teacher innovation through supportive policies and resource allocation.

For PAI teachers, developing creative, interactive learning methods using Canva and E-Modules is recommended. Teachers should provide motivation and personalized attention through contextual approaches to foster intrinsic learning interest. Regular diagnostic assessments to identify students' PAI literacy levels and design appropriate interventions are also important. Teachers must also develop flexibility in combining digital and conventional methods based on student conditions.

For students, actively utilizing digital media for religious knowledge exploration—accessing digital Qur'an applications, educational videos, and interactive materials—is encouraged. Developing intrinsic learning interest by recognizing PAI as a life guide is crucial. Students should maintain digital ethics and use technology for positive purposes, actively participating in learning and discussions to deepen understanding through collaboration.

For future researchers, this study identifies several avenues for further investigation. Quantitative approaches measuring multiliteracy effectiveness on student learning outcomes more objectively could complement this qualitative research. Expanding samples and educational levels would enhance generalizability. Mixed-method approaches combining quantitative and qualitative data could provide more comprehensive understanding. Research on developing more comprehensive multiliteracy-based learning models suitable for diverse school contexts is also needed.

4.7 Research Limitations

This research has several limitations. First, the qualitative descriptive approach, while providing in-depth understanding, does not allow statistical generalization to broader populations. Findings are contextual and may not fully represent other schools with different conditions. Second, data reliance on interviews and observations is susceptible to subjectivity and social desirability bias—informants might provide socially acceptable responses rather than fully honest ones.

Third, limited time and resources prevented extensive and prolonged field engagement. While the researcher attempted prolonged engagement, more time could have yielded richer data and deeper understanding. Fourth, focus on one school location, while enabling depth, limits understanding of multiliteracy implementation variations in other contexts. Fifth, limited informants from each category (one teacher, one principal, six students) might not capture full diversity of perspectives and experiences.

Despite these limitations, the research provides valuable empirical evidence and theoretical insights into multiliteracy implementation in PAI learning in schools with technological limitations. Findings can guide similar schools in developing relevant and applicable learning innovations.

5. CONCLUSION AND SUGGESTIONS

This research examines the implementation of Canva-based multiliteracy and E-Modules in the PAI learning process at SMP Negeri Satu Atap 1 Mesuji Timur. Based on research findings and discussion, several conclusions emerge. First, multiliteracy implementation utilizing Canva and E-Modules in PAI learning has been conducted adaptively and contextually according to school conditions. Canva as an interactive visual medium presents learning materials in engaging, communicative, and easily understood forms—not only textual but also combined with images, colors, symbols, and visual designs that strengthen students' understanding of Islamic values. E-Modules function as digital literacy media supporting student learning independence through systematic structure (learning objectives, materials, evaluation) providing space for independent and group learning. Integration of both media in PAI learning has proven effective in increasing student engagement, participation, and interaction during learning. The previously monotonous teacher-centered learning transforms into more interactive and participatory student-centered learning—creating a more vibrant, dialogic, and meaningful learning atmosphere.

Second, supporting factors include teacher commitment to innovation despite limitations, principal support for digital media use, positive student responses to technology-based learning, and flexibility in learning media use according to school conditions. Inhibiting factors include limited technology infrastructure (unstable internet), unequal digital device ownership among students, varying student digital literacy levels, and limited learning time requiring teachers to balance material delivery with digital media use. These factors must be addressed for more optimal multiliteracy implementation in similar schools.

Third, from the understanding aspect, multiliteracy media use positively impacts students' PAI material comprehension. Canva visualization helps students grasp abstract concepts more concretely, while E-Modules provide space for students to review and deepen material according to their learning needs. This combination strengthens religious value internalization, making learning not only cognitive but also affective and applicative. The research concludes that Canva-based multiliteracy and E-Modules effectively improve PAI learning quality, especially in student engagement, understanding, and learning independence. This approach is also relevant to 21st-century education demands emphasizing digital, visual, and critical literacy integration in learning, even in schools with technology limitations.

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