

Innovation In Teaching Islamic Inheritance Material With Canva At The Indonesian Aviation Polytechnic In Curug

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Abstract: The teaching of Islamic Religious Education (IRE) in the digital era necessitates continuous innovation to enhance student engagement and comprehension, particularly in complex topics such as Islamic inheritance law.

This study aims to develop and evaluate the

validity of an interactive learning medium based on Canva, specifically designed for inheritance materials at the Indonesian Aviation Polytechnic Curug. Employing a Research and Development (R&D) approach, this study adapts the 4-D model (Define, Design, Develop) proposed by Thiagarajan, Semmel, and Semmel (1974). The research was conducted within the D-III Airport Operation Program (OBU), Class 18 C. The findings reveal that Canva-based media has significant potential to address students' low learning motivation. Through expert validation involving a technology lecturer (media expert) and an Islamic education lecturer (content expert) using a Likert-scale questionnaire, the interactive Canva learning tool demonstrated an exceptionally high level of validity, achieving a 98% validation score for both media and content aspects. These results confirm the appropriateness of the visual design, ease of navigation, and the relevance and depth of the instructional content. The outcomes of this research are expected to provide valuable insights for educators and researchers regarding the effective integration of Canva technology to enhance the quality of IRE learning, particularly in the teaching of Islamic inheritance law.

Key words: *Interactive Learning Media; Canva; Islamic Religious Education; Educational Innovation.*

Introduction

Education serves as a critical foundation for shaping individuals of high quality, encompassing intellectual, emotional, social, and moral dimensions (Prasetio, 2022). Islamic Religious Education (IRE) plays a pivotal role in character and moral development (Romlah & Rusdi, 2023) (Hidayat, 2023), yet it frequently encounters challenges in maintaining the relevance of teaching methods amidst the digital generation. Conventional instructional approaches, particularly regarding complex subjects such as Islamic inheritance law, often fail to capture students' interest and active engagement (Sawani, 2022), consequently leading to diminished comprehension and learning outcomes.

Learning media act as essential tools for educators to facilitate the transmission of knowledge and deepen student understanding (Wahyuni et al., 2024) (Nurrita, 2018). Appropriately selected media can present information credibly and engagingly, aid interpretation, and simplify complex concepts (Rasyid Karo-karo & Rohani, 2018). Technological advancements now enable educational media innovation without requiring specialized skills, with platforms such as Canva offering flexibility for creating attractive content (Pinasti Rahayu, 2024). Canva can be effectively utilized in educational contexts to produce presentations, videos, and interactive infographics (A Sobandi et al., 2023) (Rahmayanti et al., 2023).

The primary gap identified lies in the insufficient utilization of innovative interactive learning media that align with the characteristics of digital-era students, particularly within the context of Islamic Religious Education (IRE) at vocational higher education institutions such as the Indonesian Aviation Polytechnic. Despite rapid technological advancements, the application of technology to specific IRE content, such as Islamic inheritance law, remains

limited. This limitation may be attributed to a lack of technological literacy, resource constraints, or insufficient knowledge regarding the integration of technology into the curriculum (Hanifah Salsabila et al., 2024) (Tomi, 2023) (Rizkiyanto Azhari et al., 2022).

The novelty of this study lies not merely in the adoption of the Canva platform but in the pedagogical development of instructional design for inheritance law materials by leveraging Canva's interactive features. The innovation involves designing a self-directed learning flow through intuitive navigation between inheritance topics (such as definitions, pillars, conditions, heirs, and others), presenting complex content in a visually engaging and concise manner, and integrating interactive formative quizzes for comprehension assessment. This medium is specifically designed to address the identified issues of low student interest and difficulties in understanding inheritance law materials.

This study follows a structured development process comprising several stages: it begins with a needs analysis and identification of learning challenges at the Indonesian Aviation Polytechnic Curug (Define stage), followed by the design of content structure and the interactive media interface using Canva (Design stage), and proceeds to product development alongside validation by media and subject matter experts (Develop stage). The primary objective of this research is to produce a Canva-based instructional medium for teaching Islamic inheritance law that is validated and holds the potential to enhance student engagement and comprehension. Additionally, the study aims to provide practical contributions to Islamic Religious Education (IRE) lecturers and to the broader discourse on technology integration in Islamic education.

Method

This study employed a Research and Development (R&D) approach. The development model adapted was the 4-D model proposed by (Thiagarajan & Sivasailam, 1974) but its implementation was limited to three primary stages due to time and budget constraints: (1) Define, (2) Design, and (3) Develop, without proceeding to the Disseminate phase.

In the Define stage, an initial needs analysis was conducted through classroom observations in the D-III OBU 18 Charlie program at the Indonesian Aviation Polytechnic Curug. This analysis aimed to identify issues related to students' low motivation to learn Islamic inheritance law (faraid) topics. Further, an examination of student characteristics (Taufik, 2019) and the existing Islamic Education curriculum was undertaken. Based on these findings, specific learning objectives for the development of interactive media were formulated (Purwanto, 2005).

The Design phase involved the initial development of a storyboard or content framework for the interactive learning media on Islamic inheritance law, utilizing the Canva application. This phase encompassed the design of navigation structures, visual layouts, the selection of essential materials from Islamic Education textbooks, and the construction of interactive quiz formats.

The Develop phase focused on transforming the design into a functional interactive learning product, followed by expert validation. This validation process aimed to assess the product's feasibility prior to its implementation (Wira, 2021). Validation was conducted by two experts: one in media (an Information Technology lecturer) and one in content (an Islamic Education course instructor). A validation instrument in the form of a questionnaire (Susanto et al., 2023) (Ardiyansyah et al., 2019) was employed, comprising statements addressing media/display aspects and content/material appropriateness (Nurhayati Awaliah, 2022). A five-point Likert scale was used, with response options ranging from 1 (Very Poor) to 5 (Excellent) (Bernaduta Simanjuntak et al., 2022).

Data analysis was conducted using both descriptive quantitative and qualitative approaches. Quantitative data derived from the questionnaire scores were analyzed using a percentage formula: $NP = (R/SM) \times 100\%$, where NP represents the Percentage Score, R is the Total Score obtained, and SM denotes the Ideal Maximum Score. The resulting percentages were then interpreted based on the validity criteria outlined in Table 1.

Qualitative data, in the form of comments and suggestions from the validators, were analyzed thematically to identify areas for product improvement. A product was considered valid if it achieved at least the "Valid" category, corresponding to a score greater than 60%.

Table 1. Criteria for Validity Level Interpretation

No.	Percentage Interval	Criteria
1	0% - 20%	Not Valid
2	21% - 40%	Less Valid
3	41% - 60%	Fairly Valid
4	61% - 80%	Valid
5	81% - 100%	Very Valid

Development can be considered valid if it meets at least the criterion of "Valid."

Findings and Discussion

After conducting the research, the author findings the following matters:

1. Initial Needs Analysis (Define Stage)

Preliminary observations and analysis conducted in the D-III OBU 18 Charlie class at the Indonesian Aviation Polytechnic Curug revealed a major issue: low student interest and engagement in Islamic Education learning, particularly in the topic of Islamic inheritance law (Sawani, 2022). This was attributed to the predominantly textual delivery of materials and the lack of interactive media, which negatively affected both comprehension and learning outcomes among students, who are part of the digital generation with specific learning preferences (Taufik, 2019). Curriculum analysis confirmed that inheritance law is an essential component of the learning objectives for the Islamic Education course. Consequently, the development of interactive media was proposed (Purwanto, 2005) to enhance students' engagement and understanding of the inheritance material.

2. Interactive Learning Media Design (Design Stage)

Based on the needs analysis, an interactive learning media on Islamic inheritance was designed using Canva. The media structure included the following components:



Figure 1 : Initial Page Display.



Figure 2 : Usage Instructions



Figure 3 : Learning Objectives Display



Figure 5: Content Display

Figure 4 : Material Menu Display

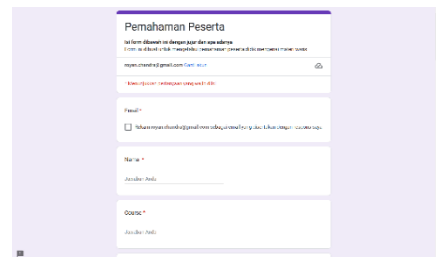


Figure 6: Quiz Display

3. Expert Validation Results (Develop Stage)

Following the design and development of the interactive learning media using Canva, validation was conducted by a media expert and a subject matter expert to assess the product's feasibility (Wira, 2021). The quantitative and qualitative data analysis from the validation process is summarized as follows:

- Media Aspect Validation:** Evaluation by the media expert (an Information Technology lecturer) focused on visual design quality, interactivity, ease of navigation, and clarity of usage instructions. The questionnaire score analysis yielded a percentage value of 98% ($NP = 74/75 \times 100\% = 98\%$), classified under the "Highly Valid" category according to Table 1.
- Content Aspect Validation:** Evaluation by the subject matter expert (an Islamic Education lecturer) emphasized curriculum alignment, conceptual accuracy of inheritance law, depth and breadth of content, clarity of language, and the alignment of quiz questions with learning objectives. The questionnaire score analysis produced a percentage of approximately 98% ($NP = 54/55 \times 100\% \approx 98\%$), also categorized as "Highly Valid."

Quantitatively, both the media and content aspects demonstrated a very high level of feasibility. These results indicate that the media design was successful in addressing the potential issues of student boredom (media aspect) and difficulties in comprehending the material (content aspect) that had been identified during the initial needs analysis.

The expert validation results indicated that the Canva-based interactive learning media on Islamic inheritance developed in this study achieved a very high level of feasibility, with both the media and content aspects scoring 98%. This high quantitative score suggests that the product successfully met most of the essential criteria for effective learning media, such as appealing design (Nurseto, 2011), user-friendly navigation, and accurate, relevant content.

Nevertheless, qualitative data in the form of expert comments and suggestions provided deeper insights for further refinement. While the majority of feedback was positive, several constructive suggestions were also offered. For instance, the media expert remarked, *"The visual design is highly engaging and appropriate for the target students, and the navigation buttons are intuitive. However, it would be beneficial to add tooltips or brief explanations for certain icons to assist novice users."* Similarly, the content expert noted, *"Overall, the material is very good and aligned with the learning objectives. It would be even better to include a simple case example of inheritance calculation at the end of the material before the quiz:"*

The implications of the qualitative feedback were critical for product revision. The suggestion from the media expert regarding the addition of tooltips was adopted to enhance usability, while the content expert's recommendation to include a case example was implemented by adding a dedicated slide presenting a simple inheritance division example. These revisions were aimed at ensuring that the final product was not only theoretically valid but also more effective and user-friendly upon implementation. Active engagement in responding to expert feedback is an integral part of the R&D process to produce high-quality products. Alignment between media design and instructional content is essential for optimizing student motivation, engagement, and learning outcomes (Nurrita, 2018) (Rasyid Karo-karo & Rohani, 2018)

The findings of high validity in this study are consistent with previous research by (Rahmatullah et al., 2020), which also concluded that Canva-based visual media are feasible for educational use. The ease of use and the capacity of Canva to produce attractive designs (Pinasti Rahayu, 2024)(A Sobandi et al., 2023) have been proven effective in supporting the development of instructional media, both for face-to-face and online learning contexts (Rahmatullah et al., 2020). The consistency of these findings further reinforces the argument that Canva is a potential and efficient tool for innovating Islamic Education learning media.

Conclusion

Based on the results of the research and development process, it can be concluded that an interactive learning media product for the topic of Islamic inheritance in the Islamic Education course has been successfully developed using the Canva application. The use of Canva enabled the presentation of material in a visually appealing and interactive manner, potentially enhancing students' interest and motivation to learn inheritance law.

Data analysis from expert validations demonstrated highly satisfactory outcomes. The media aspect achieved a validity score of 98%, indicating that the design and presentation met high-quality standards. Similarly, the content aspect also attained a 98% validity score, suggesting strong alignment with the curriculum and ease of comprehension for students.

With an overall average validity score of 98%, the interactive learning media product is considered highly valid in terms of both design and content based on expert evaluations. Nonetheless, it is important to emphasize that these findings are based solely on internal expert validation. To further ensure its practical feasibility and empirically assess its effectiveness in improving students' understanding and learning outcomes, additional phases of implementation and field testing with the actual target group are required.

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