

Development of Canva-Assisted E-Modules for I Love Indonesia Material for Kindergarten Teachers in Group B, Gadingrejo District

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Abstract

This research aims to develop a Canva-assisted E-Module on the material "I Love Indonesia" for Group B kindergarten teachers in Gadingrejo District. The research method used is Research and Development (R&D) with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The research population was divided into 2 groups; Small groups (6 students) and large groups (45 students) taken from 3 different classes. The sampling technique used is purposive sampling. Data collection techniques include observation, interviews, questionnaires, and expert validation. Data analysis was carried out qualitatively for improvement and quantitative input with percentage and likert scale techniques to measure the feasibility, practicality, and effectiveness of the product. The validation results showed that the e-module was declared very feasible by material experts (95.45%), media experts (91.81%), and linguists (92.22%). The results of the test for students showed a very positive response (100% small group and 89% large group) with an average success rate of 98.33% of learning activities. The conclusion of this study is that the Canva-assisted E-Modules developed have proven to be very feasible, practical, and effective for use in learning, as well as being an innovative solution for teachers in meeting the demands of the Independent Curriculum.

Keywords: E-Module; Canva; I love Indonesia; Early Childhood; Kindergarten teacher.

INTRODUCTION

The development of Canva-assisted E-Modules for *the Aku Cinta Indonesia* material for Group B kindergarten teachers in Gadingrejo District is an innovation in facing educational challenges in the digital era as well as a strategic step to adapt learning to the needs of today's students (Qiftiyah, 2024). Education should ideally be in tune with the times, where children live in an environment closely related to technology. This requires learning that is able to activate children's potential, both from the aspects of spirituality, personality, intelligence, and social skills (Ningrum & Rohim, 2024).

Early childhood education has an important role because it is at this stage that the basis of human intelligence and behavior is formed (Sahaya et al., 2023). In the context of implementing an independent curriculum, learning is directed to be student-centered, provide space for independent learning, and encourage children to be more active in overcoming difficulties with the guidance of teachers (Yuliasri et al., 2024).

In this framework, teaching modules are one of the main components to assist teachers in designing directed and systematic learning. According to Novitasari & Anisah (2025), it is explained that well-designed modules are not only a tool, but also serve to strengthen aspects of child development which include moral, social, emotional, motor, and cognitive. In fact, there are

still many teachers who have difficulty compiling quality learning modules, especially in the era of the independent curriculum. Modules in print form are also considered less efficient because they require repeated printing costs and are limited in use (Rejeki et al., 2024).

Along with the rapid development of technology, innovation is needed in the preparation of teaching materials so that learning becomes more interactive and interesting (Khairita et al., 2025). One solution is to take advantage of the Canva application, an easy-to-use design platform that provides various features that support teachers' creativity in creating digital learning media (Khairunnisa & Apoko, 2023). With Canva, teachers can create e-modules that are more varied and appropriate to the characteristics of early childhood, thus increasing students' motivation and understanding of learning.

The development of Canva-powered E-Modules allows for two-way interaction between students and teaching materials, both at school with teacher guidance and at home with parental assistance. In contrast to print modules, e-modules provide a more lively, interactive, and enjoyable learning experience. The development process is carried out systematically through the stages of analysis, design, development, implementation, and evaluation so that the products produced are truly in accordance with the needs (Adawiyah & Ramadan, 2025; Astini et al., 2024).

Nevertheless, the implementation of this e-module is not free from challenges. Obstacles that may arise include limited technology facilities in schools, lack of teachers' skills in operating applications, and the tendency of teachers to be comfortable with conventional methods (Fatimah & Hasiana, 2024). Therefore, continuous training is needed for teachers to improve their ability to utilize technology, as well as support from various parties in providing adequate facilities (Putri et al., 2024).

With Canva's E-Module, it is hoped that learning can be created that is more practical, quality, and relevant to the needs of the times (Leony et al., 2024). This e-module is also expected to be a driver for teachers to be more creative in compiling teaching materials, as well as create a fun and meaningful learning atmosphere for children. On that basis, this research was carried out with the aim of developing innovative e-module products that can help teachers in improving the quality of learning, especially in *the material Aku Cinta Indonesia* in group B of kindergarten in Gadingrejo District (Maimunah, 2024).

METHOD

This research applies the Research and Development (R&D) method with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model to develop Canva-assisted E-Modules. The selection of the ADDIE model is based on its systematic, sequential, and general steps, thus facilitating the product development process in a structured manner. The initial stage, Analysis, was carried out through observation and interviews with Group B kindergarten teachers in Gadingrejo District to analyze the potential, problems, curriculum, and characteristics of students. The results of this analysis became the basic foundation in product design.

The development procedure continues with the Design stage which includes the preparation of flowcharts and the creation of E-Module designs on the Canva platform, which are then exported and refined using Flip PDF Professional. At the Development stage, the product is validated by material, language, media, and user experts to assess its feasibility. Meanwhile, at the implementation stage, the revised products were then tested in two phases: small group tests (6

students) and large group tests (45 students) at Az-Zahra Kindergarten. Data collection is divided into 2 types, including: qualitative data (interview results, observations, expert input) and quantitative data (validation questionnaire scores and student responses), which are then analyzed using percentage analysis techniques and likert scale to measure the feasibility, practicality, and effectiveness of the product before reaching the final evaluation stage.

RESULTS AND DISCUSSION

Results

Based on the results of the research and development carried out, the Canva-assisted e-module on the material "I Love Indonesia-Modern Communication Tools in Indonesia (HP "*Hand Phone*" and HT "*Handie Talky*")" has proven to be feasible and effective in learning. The validation results by material experts obtained a score of 95.45% (very feasible), media experts obtained a score of 91.81% (very feasible), and linguists obtained a score of 92.22% (very feasible). The validator stated that the e-module has met the aspects of material suitability, visual design accuracy, language clarity, and the ability to increase students' interest and understanding. Several improvement inputs such as language simplification, addition of contextual videos, and typographical improvements have been implemented to improve the product before testing. These findings confirm that the developed e-modules not only meet technical and pedagogical quality standards, but are also relevant to the characteristics of group B students who are visually inclined and interested in digital content. Here are some pictures in the e-learning module.



Figure 1.
 Some of the pages in the E-Learning Module

At the implementation stage, the e-module is piloted in stages starting from small groups (6 students) to large groups (45 students) as shown in Figure 2 and Figure 3 below. The response of the students was very positive, with 100% of small group students and 89% of large group students showing enthusiasm and ease in understanding the material through the e-module. Learning activities such as drawing HT shapes, stringing letters into HT, and sorting HT images by size, were successfully implemented with an average success rate of 98.33%, showing that e-modules are able to stimulate active participation and understanding of concepts in real terms. In addition, students expressed a high interest in the visual, animation, and video elements presented, as well as the desire to use similar media in further learning. This proves that Canva-assisted e-modules have succeeded in creating fun and meaningful learning experiences.



Figure 2.
Small group trials



Figure 3.
Large group trials

The study also identified a significant impact on the overall learning process. E-modules are not only a solution to the limitations of conventional media, but also encourage teachers to be more skilled in integrating technology in learning. Through this e-module, teachers can present abstract material such as HT to be more concrete and contextual, so that students are able to understand the functions, types, and ways of using these modern communication tools. Thus, the development of Canva-assisted e-modules not only improves students' understanding and critical thinking skills, but also contributes to pedagogical innovation at the kindergarten level, particularly in the implementation of the Independent Curriculum that emphasizes relevant and adaptive learning.

Discussion

1. Canva-assisted E-Module development as a Learning Module

The development of Canva-assisted E-Modules is an effort to answer the needs of kindergarten teachers in presenting innovative, interesting, and easy-to-use learning media (Wulandari & Sutarna, 2025). Early childhood has special characteristics, one of which is that it is easy to get bored if learning is delivered in a monotonous manner. Therefore, teachers need to use media that can stimulate curiosity, extend the focus of attention, and bring out the active involvement of children. Canva as a visual design-based application is a practical solution because it provides a wide selection of templates, colors, icons, and animations that suit the character of the child's world (Astini et al, 2024).

In addition, the advantage of Canva-assisted E-Modules lies in their flexibility of use. Teachers can arrange learning materials that are in accordance with the needs of the curriculum and the conditions of students. This digital module can be displayed through various devices, ranging from gadgets, laptops, to projectors, making it easier for teachers to adjust the delivery method. This makes learning more interactive, dynamic, and not tied to the one-way method as often happens in conventional modules (Riska et al., 2025).

From the perspective of teachers, the development of this E-Module not only provides a means of teaching aid, but also improves their professionalism. Teachers who are able to master learning technology applications will be more confident in managing the classroom (Nugroho et al., 2024). The process of preparing digital modules encourages teachers to be creative, innovative,

and open to change. Thus, Canva-assisted E-Modules not only help the continuity of learning in the classroom, but also contribute to improving teachers' competencies as educators in the digital era (Ningrum & Rohim, 2024).

2. Canva-assisted E-Module in Learning Eligibility

The feasibility of Canva-assisted E-Modules can be reviewed from three main aspects: pedagogical, technical, and aesthetic. From a pedagogical aspect, this E-Module is designed in line with the principles of early childhood learning which emphasizes child-centeredness. Teachers have the flexibility to select, modify, or add materials according to the weekly learning theme. According to Leony et al. (2024), it is explained that a clear module structure, starting from the objectives, content, to learning activities, makes it easier for teachers to design learning activities that are in accordance with children's cognitive, linguistic, social, and motor development. This module also supports differentiated learning because it allows teachers to adjust activities according to each child's abilities (Martini et al., 2024).

From a technical point of view, Canva has a simple and user-friendly interface. Even teachers who are not familiar with design applications can operate it easily (Damarsari & Widodo, 2024). A variety of features, such as drag-and-drop, image galleries, font selection, and video and audio integration, support the creation of modules rich in visual elements. This convenience makes teachers more efficient in preparing teaching materials without sacrificing quality (Putri et al., 2024).

Aesthetically, Canva's digital modules are more attractive than print modules. Bright colors, cartoon illustrations, real pictures, and light animations can increase children's interest in learning (Fatimah & Hasiana, 2024). Early childhood tends to learn through visuals and hands-on experience, so the presence of strong visual elements in e-modules helps them understand abstract concepts more concretely. This module also allows teachers to include interactive activities such as games, guess the picture, or simple exercises presented in an engaging form (Rozi & Khasanah, 2024).

In addition, the feasibility of e-modules can also be seen from the evaluation side. Children are not only recipients of information, but also invited to be actively involved through activities that stimulate critical thinking, fine motor skills, and creativity (Pramesti et al., 2025). Children's work can be stored in the form of a digital portfolio that makes it easier for teachers and parents to assess children's development more authentically.

3. The Practicality of Canva-Assisted E-Modules in Learning

Practicality is one of the main advantages of developing Canva-assisted E-Modules (Sahaya et al, 2023). First, in terms of time, teachers don't have to spend a lot of effort to manually compile modules or print them repeatedly. All the design processes can be done quickly because Canva provides thousands of ready-to-use templates. Teachers only need to adjust the content according to learning needs (Ilahy et al., 2025).

Secondly, in terms of accessibility, the module can be opened anytime and anywhere. Teachers can edit modules both at school and at home, while students can access them through digital devices with parental guidance. The distribution of modules is also more practical because they can be shared digitally through messaging applications and online learning platforms (Rocmah et al., 2024). This also reduces the cost of duplicating print modules which often burdens schools and parents.

Third, in terms of sustainability, Canva-assisted E-Modules can be easily updated as needed. Teachers do not need to create new modules from scratch every time there is a change in theme or curriculum (Novitasari & Anisah, 2025). Simply by customizing the content, the old module can be reused with a new look. This provides long-term benefits because it is more time-saving, labor, and cost efficient (Herman et al., 2025).

Fourth, practicality can also be seen from its ability to encourage collaboration. Teachers can share module designs with each other through Canva links or other platforms (Rambe et al., 2024). Thus, learning innovations can spread faster and give rise to a culture of sharing good practices between educators (Maimunah, 2024).

4. The effectiveness of Canva-assisted E-Modules in Learning

The effectiveness of Canva-assisted E-Modules can be seen in their impact on teachers, students, and parents. For students, this module makes learning more enjoyable because abstract material is presented in visual, audio, and video form (Khairunnisa & Apoko, 2023). Children find it easier to understand the material taught because it is packaged through pictures, colors, and interactive activities. Learning also becomes more meaningful because children not only listen to the teacher's explanations, but also actively interact with the modules (Adawiyah & Ramadan, 2025). Thus, learning motivation increases and student involvement is more maintained.

For teachers, e-modules provide flexibility in planning learning. Teachers can add assessment activities directly in the module so that the evaluation runs more naturally and does not burden the child (Qiftiyah, 2024). The class also became more orderly because all children had directed activities. Teachers can focus their attention on children who need further guidance (Khairita et al., 2025).

For parents, e-modules provide an opportunity to be more involved in their child's learning. Because the modules can be accessed at home, parents can accompany their children to learn in a more enjoyable way (Ramadhani et al., 2024). This strengthens the synergy between schools and families in supporting children's development.

Overall, the effectiveness of e-modules lies in their ability to combine visual, pedagogical, technical, and collaborative aspects (Rejeki et al., 2024). This module is not only a teacher's tool, but also a learning tool that is able to optimize the potential of early childhood holistically. Children not only learn cognitively, but also develop social, emotional, motor, and independent skills (Yuliasri et al., 2024).

CONCLUSION AND RECOMMENDATIONS

Based on the results of the research and development carried out, it can be concluded that the Canva-assisted E-Module for the "I Love Indonesia" material has proven to be very feasible, practical, and effective for use by Group B kindergarten teachers in Gadingrejo District. This product was declared very feasible by experts with a validation score of 95.45% for material experts, 91.81% for media experts, and 92.22% for linguists. At the implementation stage, the e-module managed to get a very positive response from students, where 100% of students in the small group test and 89% of students in the large group test showed enthusiasm and ease in understanding the material. The success rate of learning activities reached an average of 98.33%, proving that this e-module is not only able to create an interactive and fun learning experience but also significantly improve student understanding, as well as being an innovative solution for teachers in compiling

learning media that is in accordance with the demands of the Independent Curriculum in today's digital era.

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