1st BICONE (Bhinneka Conference)
Empowering Society 5.0: Education, Technology, and Social Transformation
Vol 1 No 1 , 2025

E-MODULE DEVELOPMENT USING CANVA IN THE BASIC SUBJECT OF THE CLASS X TJKT EXPERTISE PROGRAM AT SMKN 1 REJOTANGAN

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***Abstract*— This study developed a Canva-based e-module for the Basics of Expertise Program (DPK) subject for class X TJKT-2 students at SMKN 1 Rejotangan to address low student scores and limited technology use in teaching. Using the ADDIE R&D model, the e-module includes materials, videos, worksheets, evaluations, and developer profiles, accessible via desktop and mobile. Expert validation showed high feasibility (96% and 100%), and trials with small and large student groups confirmed its effectiveness (90% and 91%). The module increased student interest and supported independent, flexible learning. Canva was chosen for its ease of use and visual appeal, contributing to digital transformation in vocational education.**

Keywords: E-module, Canva, Learning Media, ADDIE.

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I. PENDAHULUAN

Currently, the world of education is expected to always adapt to technological developments in efforts to improve the quality of education, especially in the learning process [1]. One of the potentials that can be done is to develop a Canva e-module, where teachers can create and manage e-modules that can be accessed by students anytime and anywhere.

At SMKN 1 Rejotangan, in class X TJKT-2, there are still obstacles, namely that in the DPK (Basic Expertise Program) subject, the score is the lowest of all subjects in the class with an average score of 79.3, teachers of this subject often still cannot utilize the platform as a learning resource.

This research is important because this canva-based e-module not only provides wider and more flexible access for students. So the development of e-modules as an effort to improve the effectiveness of learning in the digital era [2]. Canva, as a learning media that offers a variety of media that is very supportive in the teaching and learning process such as providing materials, quizzes, videos, and other tools. Not only is it easy to use, Canva also provides thousands of templates that can be used by beginners very easily [3]

This research is an e-module development conducted with the Research and Development (R&D) method, which is applied through the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation).

II. RESEARCH METHODS

A. Types of Research

The development of this e-module uses the research and development method (Research and development) with the ADDIE model. The ADDIE model is a model that is organized in a systematic sequence of activities. ADDIE (Analyze, Design, Develop, Implement, and Evaluate) The ADDIE model is a model that is relevant and effective to use [4]. The advantage of this model is that the product or model produced is valid because each stage must be based on a process of in-depth analysis, design, development, implementation, and evaluation. Each stage is evaluated before proceeding to the next stage. In addition, this model is more systematic and structured [5]

This model was chosen because it is considered more complete and relevant than other models such as 4D, and is able to produce innovative learning media that meets the needs of today's vocational education.

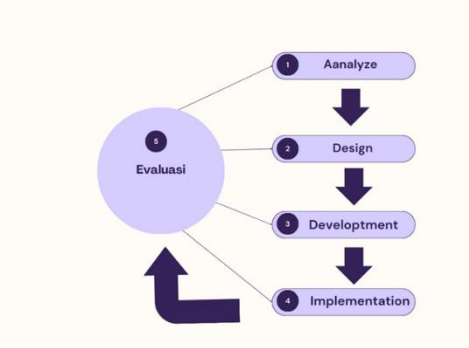

Figure I Model Addie

B. Research Procedure

The research and development procedure that refers to the ADDIE model (Analysis, Design,

Development, Implementation, Evaluation) is very necessary stages in its implementation.

1. **Analyze**
   This stage is carried out using the observation method and interviews with the basic subject teacher of the X TJKT-2 class expertise program at SMKN 1 Rejotangan in order to find out the needs that must be met in the canva-based e-module development process.
2. **Design**
   This stage is carried out using the observation method and interviews with the basic subject teacher of the X TJKT-2 class expertise program at SMKN 1 Rejotangan to find out the needs that must be met in the canva-based e-module development process.
3. **Developt**
   At this stage, the process of realizing the blue-print or design done previously becomes a reality. In making designs, researchers use Canva as a tool used in the production process, this Web is expected to facilitate the learning process.
4. **Implement**
   This stage is used to see the enthusiasm of class X TJKT-2 students at SMKN 1 Rejotangan in the basic subjects of the tjkt skill program in the learning process using the media that has been developed, to see the enthusiasm and interest of students can be seen from the use of the application of e-modules using Canva in the learning process directly.
5. **Evaluate**
   This stage serves to determine the success of the learning process using Canva-based e-modules. If there are things that need to be improved, they will be refined again with the aim of producing a higher quality product. At this stage the researcher gives a questionnaire, the questionnaire used is in the form of a check list containing questions or statements to obtain information and assessments of the test subjects**.**

C. Product Trial

Product testing is also a requirement that must be carried out by researchers in taking development model research because it aims to follow up on input from media experts, namely lecturers of Information Technology Education at BHINNEKA PGRI UNIVERSITY. There are several things that need to be considered in product trials, namely: (1) trial design, (2) trial subjects, (3) types of data, (4) data collection techniques and instruments, and (5) data analysis techniques.

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1) Trial Design
The trial design in this study was carried out to those who supported the making of media and material regarding e-modules using Canva, such as media experts, namely lecturers of Information Technology Education at BHINNEKA PGRI UNIVERSITY, and material experts, namely teachers of Basic Expertise Program class X TJKT-2 at SMKN 1 Rejotangan.

2) Trial Subjects
The test subjects are very important because they are needed as a source of information in e-module development research, the test subjects are media experts, material experts, small group trials and large group trials.

3) Types of data
The type of data in this study is used as a guide in developing e-modules using Canva, so the type of data needed in this study will support the development process. The data required is a product model that is in accordance with the current development of learning media. The following types of data used in this research are material data and design model data taken from the results of interviews and observations to those concerned.

4) Data Collection Thecniques and Instrumen
Data collection techniques are a way for researchers to obtain data that supports the product development process. Data collection is the first step in the process of developing a product, because the data can be a reference for how the product model will be made. So that the data can fulfill the information needed in the development process.

5) Data Analysis Techniques
This research is developmental in nature. So the data analysis technique on the questionnaire sheet is descriptive. Data obtained from questionnaires of material experts, media, and respondents in the form of quantitative values (numbers) are converted into qualitative values (letters).

a) Qualitative Descriptive Analysis
Qualitative descriptive analysis was used to process data from the results reviewed by experts and subject teachers. The data analyzed were in the form of suggestions, criticisms, and input. The results of the data analysis are used as a reference to improve the media made by researchers.

b) Descriptive Statistical Analysis
This descriptive statistical analysis was carried out to analyze the questionnaires that had been filled in by experts and subject teachers. To determine the feasibility value. According to[6] to determine the feasibility based on the assessment in the form of a percentage formula the results are calculated by the following formula:

$$S = \frac{R}{N} X\ 100$$

Description:

S= Assessment percentage (%)
R= Number of scores obtained
N= Maximum number of scores

Then the calculation results will be computed using the score interpretation table in the following table [7].

Table I Score Interpretation

eligibility score (%)	category
0% - 20%	Very unfeasible
21% - 40%	Inappropriate
41% - 60%	Fairly feasible
61% - 80%	Feasible
81% - 100%	Very feasible

III. RESULTS AND ANALYSIS

This research uses the ADDIE development model. ADDIE is Analyze, Design, Development, Implementation, and Evaluation. Some of these stages will be explained as follows:

A. Product Development Results

The following are the final results of the development of e-modules using Canva in the basic subjects of the X TJKT class expertise program at SMKN 1 Rejotangan. Here's how the e-module looks using Canva:

Table II Display E-Module

Display	Display Name
	Home Page
	Menu Page
	Learning Outcomes Menu
	Material Menu
	Video Menu

Display	Display Name
	LKPD Menu
	Evaluatian Menu
	About Menu

B. Media Expert Test Result 1

Table III Media Expert Test Table One

Total Score	Maximum score
53	55

$$Percentage\% = \frac{total\ score}{maximum\ score}\ X\ 100$$

$$= \frac{53}{55}\ X\ 100$$
$$= 96\%$$

Based on the percentage value above from media expert 1, the result is 96%. Adjusted to the criteria scale, the value is declared “very feasible”.

C. Media Expert Test Result 2

Table IV Test table of media experts two

Total Score	Maximum score
44	55

$$Percentage\ \% = \frac{total\ score}{maximum\ score}\ X\ 100$$

$$= \frac{44}{55}\ X\ 100$$
$$= 80\%$$

From the results of the analysis and calculation of the percentage of validity based on the validation of media expert 2, obtained with a result of 80% with this value, the product is declared “feasible” to be used for research.

So it can be concluded that from the two results of media expert validation, namely getting a percentage value of 96% from media expert 1 and 80% from media expert 2 so the average value of the two media experts is 88% with the category “Very Feasible”.

D. Material Expert Test Results

Table V Subject Expert Validation Questionnaire

Total Score	Score Maximum
50	50

$$percentage\ \% = \frac{total\ score}{maximum\ score}\ X\ 100$$

$$= \frac{50}{50}\ X\ 100$$
$$= 100\%$$

The results of the analysis and calculation of the percentage of validity based on material expert validation, obtained a result of 100%. In accordance with the validity percentage criteria scale, the E-module using Canva in class X ddtjkt subject SMKN 1 Rejotangan is classified as “Very Feasible” to be used in learning from the material aspect.

E. Small Group Trial Result

Table VI Small group trial result

Total Score	Maximum score
572	630

$$Percentage\ \% = \frac{total\ score}{maximum\ score}\ X\ 100$$

$$= \frac{572}{630}\ X\ 100$$
$$= 90\%$$

The results of the analysis and calculation based on the above, obtained a result of 90%. In

accordance with the scale of feasibility percentage criteria, E-modules using canva in class X ddtjkt subjects at SMKN 1 Rejotangan are classified as "Very Feasible" to be used in the learning process.

F. Large Group Trial Result

Table VII Large group trial result

Total Score	Maximum Score
2884	3150

$$Percentage\ \% = \frac{total\ score}{maximum\ score}\ X\ 100$$

$$= \frac{2884}{3150}\ X\ 100$$

$$= 91\%$$

Based on the above calculations, the observation of the results of research from students (Large Group) reached a percentage of 91% if adjusted to table VII, the achievement of this percentage is included in the criteria "Very Feasible" for use in learning.

IV. CONCLUSION

E-module web-based learning media on the basics of computer network engineering and telecommunications class X SMKN 1 Rejotangan uses the ADDIE development model, namely the analysis stage, design stage, development stage, implementation stage, and evaluation stage. This study obtained results from the media expert test of 88% with very feasible criteria, the results of the material test were 100% with very feasible criteria, the results of the small group trial were 90% with very feasible criteria, and the results of the large group trial were 91% with very feasible criteria.

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