



Development of a canva-based e-module on *Sumbang 12* in the Budaya Alam Minangkabau (BAM) subject for grade V elementary school students

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| Article info | Abstract |
|---|---|
| Keywords: e-module, canva, <i>Budaya Alam Minangkabau</i> , grade V students, elementary school | This study aims to develop a Canva-based E-Module on the Sumbang 12 material of the <i>Budaya Alam Minangkabau</i> (BAM) subject for Grade V students. The study employed both quantitative and qualitative methods. It is a Research and Development (R&D) study using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Six validators validated the Canva-based E-Module across three aspects: content, language, and media. The content validation received a score of 96.71%, categorised as "Highly Valid"; the language aspect received 93.13%, also "Highly Valid"; and the media aspect received 89.17%, likewise categorised as "Highly Valid." The overall average score for the Canva-based E-Module across all aspects was 93%, placing it in the "Highly Valid" category. The average response scores from teachers and students toward the Canva-assisted E-Module were 100% and 93.16%, respectively, both categorised as "Very Good." |

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1. Introduction

Education in the Era of the Industrial Revolution 4.0 is a phenomenon that responds to the needs of the industrial revolution through curriculum adjustments aligned with current conditions (Fitrianti et al., 2024). The new curriculum provides teachers with easy access to global information, such as utilising the internet as a source of references and teaching methods.

One way to do this is by developing learning modules that serve as guidelines in the teaching and learning process (Hayati Rahmi et al., 2023).

The teaching and learning process is the most important part of education, as the success of education greatly depends on how this activity is professionally designed and implemented (Akhyar et al., 2024). The *Budaya Alam Minangkabau* subject aims to enable students to recognise, understand, internalise, appreciate, and apply the values of *Budaya Alam Minangkabau* in their daily lives (Hendri et al., 2024). This aligns with the research of Zulaiha et al. (2022), which states that teachers must be able to develop teaching materials that align with the intended objectives. Teachers need creativity in preparing teaching materials and determining how to present them so that the learning process becomes enjoyable (Maarif, 2022).

Therefore, teachers need to prepare modules as learning guides, because with modules, teachers can teach in a structured manner and follow the desired learning objectives. According to Ithriyah and Meilana (2023), a module is a collection of learning materials that students can study independently, with clear components and instructions that minimise the need for direct assistance from teachers. Meanwhile, according to Purwanto (in Rahmi et al., 2021), modules are systematically designed based on the applicable curriculum and packaged into small learning units, enabling students to study them independently within a specific timeframe. Modules play an important role as tools that help students understand the material and serve as a guide for teachers in delivering instruction. Additionally, incorporating modules into the learning process can enhance both student and teacher motivation (Sunantri et al., 2016). Therefore, teachers must have the ability to develop materials independently so that learning is not limited to a single reference source. Teachers can gather various types of information related to the subject matter—in the form of text, videos, or quizzes—and compile them into an engaging format that motivates students to learn (Mubarok, 2024).

Based on interviews and observations at UPTD SDN 02 Koto in fifth-grade classes for the *Budaya Alam Minangkabau* subject, particularly the Sumbang 12 material, it was found that the integration of technology in learning has begun to appear in some classrooms and subjects. Most teachers have begun using technology to create modules before delivering lessons. In classes where technology is used, students show greater interest in learning and are more active in asking questions and participating in discussions. However, in classes where technology is not used—where some teachers still rely on traditional lectures and the blackboard, and use student textbooks as the primary reference—the learning process tends to be monotonous. To overcome this, teachers need to design modules that align with learning objectives.

Based on the above explanation, there is a need for solutions to help improve the learning process. The availability of internet access at school and the use of projectors are among the potential solutions to support the development of an E-Module that can address the challenges mentioned above. According to Lastri (2023), an E-Module is a digital module that consists of text, images, or both, containing digital material accompanied by simulations suitable for learning. According to the Ministry of Education and Culture in 2017 (Qoridatullah et al., 2021), an E-Module is a self-directed learning resource that includes videos, animations, and audio, presented in digital form and linked to create an interactive learning experience. The use of E-

Modules is expected to increase student interest and participation in the learning process. It aligns with the study by Sugihartini and Jayanta (2017), which showed that interactive E-Modules can enhance student participation in learning.

One of the best platforms for developing E-Modules is Canva, as it is easily accessible on mobile devices, both Android and iOS. In addition to offering subscription plans, it also provides a free version. Canva strongly supports education by offering free accounts with features that cater to teachers at all educational levels, including tools for developing modules, creating learning media, and more (Anggriana et al., 2024).

Based on the above description, this study aims to develop a valid and appropriate E-Module containing Sumbang 12 material in the *Budaya Alam Minangkabau* subject for fifth-grade elementary school students.

2. Literature Review

2.1 E-Module

According to Delita et al. (2022), an electronic module is a digital-based learning medium designed to support the learning process. Furthermore, Elvarita et al. (2020) explain that electronic modules are systematically arranged and include methods, materials, and assessment systems designed to help students achieve competencies according to their level of difficulty.

Moreover, Susilawati et al. (2024) state that E-Modules are a more effective and engaging learning resource compared to printed books. In line with this, the Ministry of Education and Culture (Kemendikbud) (as cited in Najuah et al., 2020) describes E-Modules as a form of self-instructional learning material presented systematically in specific learning units and delivered in electronic format. Each learning activity within is connected via hyperlinks (links) that serve as navigation tools, enabling students to interact more actively with the program. In addition, E-Modules can also be enhanced with tutorial videos, animations, and audio to enrich the student learning experience, thereby creating a more interactive and engaging learning atmosphere.

With these various advantages, E-Modules have become a relevant and innovative alternative for supporting the learning process in the digital era, as they are capable of delivering content that is interactive, systematic, and adaptive to the needs and characteristics of today's learners.

2.2 Canva

Canva is an online-based graphic design website and application that makes it easy for users to create appealing visual or graphic designs (Adi, 2020). Furthermore, according to Wibowo (2023), Canva is a user-friendly online graphic design platform that enables anyone to create beautiful, professional, and creative designs without needing a design background or complex technical skills. Additionally, Canva serves as a graphic design tool that enables users to easily create various types of creative content online, ranging from greeting cards and posters to brochures, infographics, and presentations (Umam, 2023). Meanwhile, Helianthusonfri (2021) also explains that Canva is a tool that can be used to create attractive, easy, and practical designs.

Based on these explanations, it can be concluded that Canva is a practical and user-friendly online graphic design platform that is highly suitable for all levels, including beginners, in creating a wide variety of attractive and professional visual designs without requiring specific technical expertise.

2.3 Canva-Based E-Module

With technological development, there has been a merging of print media and computer media in the teaching and learning system. One example is the transformation of modules into electronic media formats that can be accessed anytime and anywhere effectively, thus referred to as E-Modules. Interactive E-Modules are learning media that present material in the form of text, images, and also audio or video in electronic format (Qotimah & Mulyadi, 2021). An E-Module is a digital module that consists of text, images, or both, containing digital electronics material along with simulations that can be used effectively in learning (Khulaifiyah et al., 2022). Belanisa et al. (2022) explain that an E-Module is an electronic module that can be operated using a computer or laptop, while an interactive E-Module is instructional material consisting of content, methods, limitations, and evaluation techniques, designed in a structured and innovative way to meet the competencies or sub-competencies of the subject according to the level of complexity.

With the continual advancement of technology, interactive E-Modules have emerged as an effective and efficient solution, integrating various learning elements into a digital format that is accessible with flexibility and supports the achievement of student competencies in a more innovative and structured manner.

2.4 Budaya Alam Minangkabau and Sumbang 12 Material

Budaya Alam Minangkabau is a subject that introduces students to the customs, values, and traditions of the Minangkabau people, which are rich in character education and ethics based on local philosophy, such as *Adat Basandi Syara', Syara' Basandi Kitabullah*, and *Alam Takambang Jadi Guru* (Sari et al., 2023). The aim is to shape the character of the younger generation to appreciate, internalise, and apply the values of Minangkabau culture in their daily lives (Akhyar et al., 2023). The scope of learning includes customs, arts, language, and the matrilineal kinship system, which are elaborated explicitly through the concept of Sumbang 12 as a guideline for manners and ethics in daily life (Fauza, 2023).

In everyday life, the Minangkabau community has rules to ensure that Minangkabau women possess noble character and moral integrity (Yunimar and Prawira, 2023). The aim is to preserve the purity and honour of Minangkabau women. It is because women in Minangkabau are referred to as "*limpapeh rumah nan gadang*," meaning that the moral standing of a family is reflected in the behaviour of its daughters (Herman, 2022).

Sumbang, *jangga*, or *cando* are considered improper behaviours that women in Minangkabau society must avoid because they bring shame to their tribe and community (Sudirman, 2022). Women who frequently commit behaviours categorised under *Sumbang Duobaleh* (Sumbang 12) are regarded as disrespectful, or in Minangkabau terms, *indak bataratik*. Repeatedly engaging in Sumbang 12 behaviour can lead a woman to wrongful acts that degrade her dignity and honour as a respectable woman. Women are held in high regard and are expected to serve as role models for those around them (Morelent et al., 2022).

3. Method

This research employed both qualitative and quantitative approaches. It is classified as development research. The purpose of development research is to produce a product that is valid and feasible to use, based on assessments by experts as well as responses from teachers and students (Erica and Sukmawarti, 2021). The development model used is the ADDIE model. According to Adesfiana (2022), the ADDIE model is a systematic approach used to design and develop instructional programs, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. This model was chosen due to its ability to guide the development process of the E-Module in a structured manner and following instructional needs.

However, this research was carried out only up to the development stage, as the primary focus is to produce an E-Module ready for feasibility testing. To develop a high-quality E-Module that can enhance the learning process, careful planning and design are required. The E-Module to be developed utilises the ADDIE model, which consists of three stages, as illustrated in Figure 1.

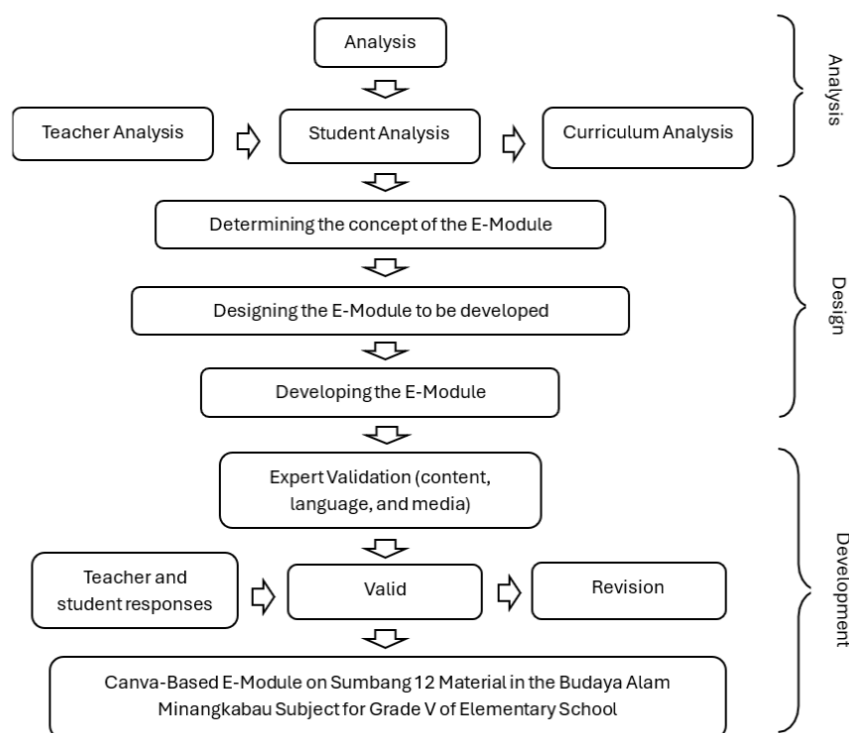


Figure 1. Research procedure

This research was conducted at UPTD SDN 02 Koto Tuo, located at Jl. Raya Negara KM.7, Koto Tuo, Harau Sub-district, Lima Puluh Kota Regency, West Sumatra Province. The research took place from April to May 2025. The subjects of this study consisted of five validators, including the head of KAN Koto Nan Gadang, a lecturer from the PGSD Department of FKIP UIR, a Budaya Alam Minangkabau teacher, a Grade V teacher from UPTD SDN 02 Koto Tuo, a Grade VI teacher

from the same school, and ten Grade V students who were selected as feasibility test respondents through purposive sampling—a technique of intentional selection based on specific criteria to obtain feedback on the developed E-Module product.

The data analysis technique in this research involved two types of data: qualitative and quantitative. Qualitative data were obtained from suggestion and critique sheets, which were analysed descriptively to identify input and improvements for the E-Module. Meanwhile, quantitative data were collected through assessment questionnaires using a four-point Likert scale: very good, good, fair, and poor. This quantitative data was analysed by calculating the percentage of each item score using a formula. According to Rahayu and Wiratsiwi (2022), the formula used to process the data in this study is:

$$p = \frac{n}{N} \times 100\%$$

Based on the validity percentage score obtained, the researcher then determines the product validity criteria, as outlined in Table 1.

Table 1. Validity level criteria for the E-Module

| Percentage (%) | Criteria |
|----------------|--------------|
| 80-100% | Highly Valid |
| 60-79% | Valid |
| 40-59% | Less Valid |
| 0-39% | Not Valid |

The product validation process is considered complete when it achieves a minimum score of 80% with a "very valid" category and requires no revision.

Table 2. E-Module criteria based on teacher and student responses

| Percentage (%) | Criteria |
|----------------|-----------|
| 80-100% | Very Good |
| 60-79% | Good |
| 40-59% | Fair |
| 0-39% | Poor |

The Canva-based E-Module is considered feasible for use if it obtains a minimum score of 80% with a "very good" category.

4. Results

4.1 Analysis Stage

4.1.1 Teacher Analysis

A teacher needs analysis was conducted to determine the requirements for the learning process, ensuring the Canva-based E-Module aligns with classroom needs. The results of the teacher analysis showed that so far, the teaching of *Budaya Alam Minangkabau*, particularly the

Sumbang 12 material, still relies on lectures and discussions with Student Worksheets (LKS) as the sole learning source. This has led to suboptimal student comprehension, mainly since Sumbang 12 contains abstract concepts related to values of politeness that are difficult to visualise without visual aids. The teacher stated that the lack of learning resources and the absence of illustrations made the learning process less engaging, causing students to become bored quickly.

4.1.2 Student Analysis

In this stage, the researcher conducted interviews with three students at UPTD SDN 02 Koto Tuo. The researcher found that the learning resources used by the teacher consisted solely of Student Worksheets (LKS). All three students expressed difficulty understanding the material presented through LKS due to its monotonous and unappealing appearance. The students admitted to quickly losing interest when learning involved only reading the LKS, resulting in decreased motivation for learning. They stated that learning resources with attractive, colourful visuals, accompanied by images and delivered engagingly, would help them better understand the material and increase their interest in learning. This suggests that students require learning resources that are visual, interactive, and engaging to enhance the effectiveness of the learning process.

4.1.3 Curriculum Analysis

The curriculum analysis for Grade V of Elementary School was conducted by reviewing the *Kurikulum Merdeka*. This analysis aimed to identify the learning outcomes and objectives that would be integrated into the Canva-based E-Module. The goal of this integration is to make the E-Module more engaging for students in learning *Budaya Alam Minangkabau*, thereby improving learning outcomes, particularly in the *Sumbang 12* material taught by the teacher. However, since this research is limited to the development stage, the usability and effectiveness of the E-Module have not yet been tested.

Through curriculum analysis, the Canva-based E-Module can be aligned with learning outcomes and objectives. This analysis serves as the foundation for organising the material within the E-Module. The learning outcomes and objectives are presented in Table 3.

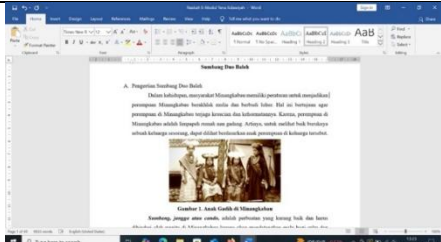
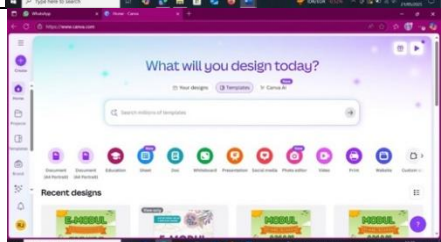
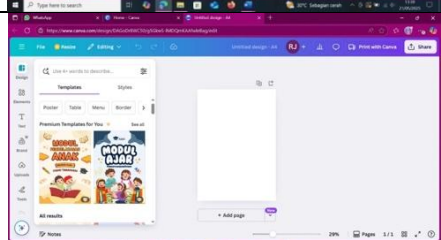
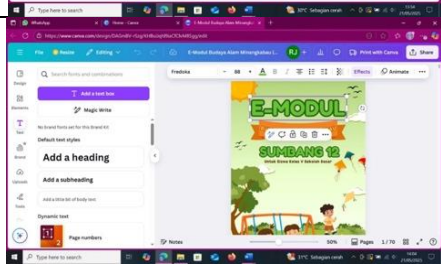
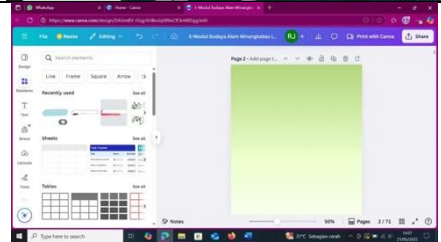
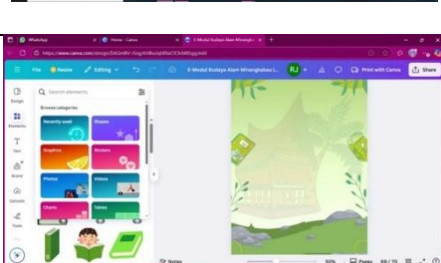
Table 3. Learning Outcomes and Learning Objectives

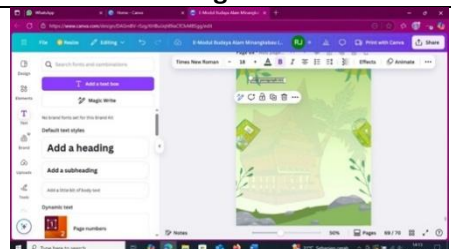
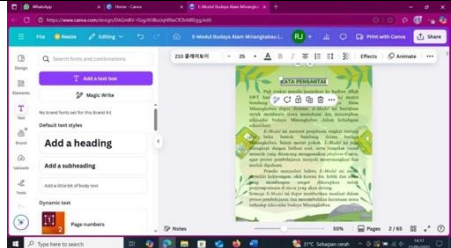
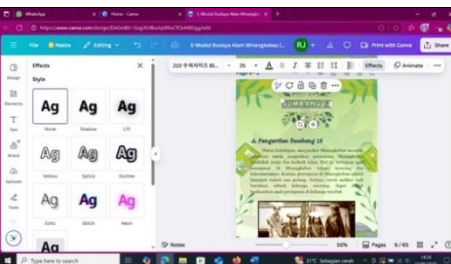
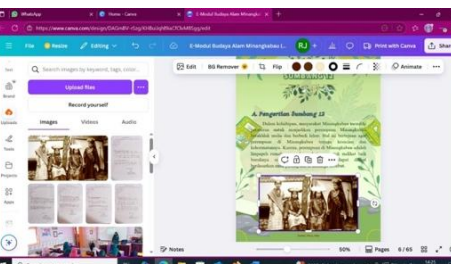
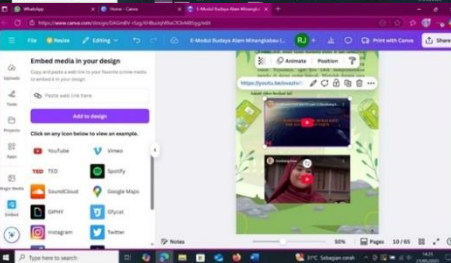
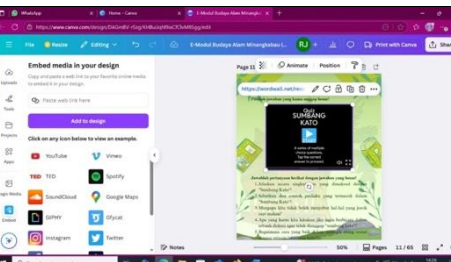
| Learning Outcomes (LO) | Learning Objectives (LOs) |
|---|---|
| Students can understand, differentiate, and apply Sumbang 12 and the etiquette customs of the Minangkabau people in daily life. | a. Students can explain the meaning of Sumbang 12 in Minangkabau. b. Students can demonstrate the differences between the character of a person who practices Sumbang 12 and that of someone who adheres to the etiquette customs of the Minangkabau people. |

4.2 Design Phase

At this stage, the Canva-based E-Module was planned and designed. Based on the data obtained from the analysis phase, the design process was carried out using Canva. The development of the E-Module involved several stages as follows:

Table 4. Design phase

| No | Stage | Description | Figure |
|----|--------------------------------------|---|--|
| 1 | E-Module Script Writing | The script was written following the <i>Sumbang 12</i> material. The purpose of writing the script is to facilitate the design and development process of the E-Module, so the material content becomes more focused, systematic, and aligned with the learning objectives. |  |
| 2 | Creating the E-Module Cover | Open the Canva application, log in to your Canva account, go to the homepage, and select an A4-sized document. |  |
| | | Choose a desired cover template. |  |
| | | To edit the text on the template, double-click the text you want to change. |  |
| 3 | Creating the Foreword and User Guide | Add a blank page by clicking "Add Page" or the plus sign in the top-left corner of the page. |  |
| | | Click "Elements" to add visual design elements and enhance the appearance of your content. |  |

| No | Stage | Description | Figure |
|----|-------------------------------|--|--|
| | | Click "Add Text Box" to insert text, then adjust the font style, size, and colour as desired. Please copy the text from the E-Module script and paste it into the text box provided. |  |
| | | Please copy the text from the E-Module script, then paste it into the provided text box. |  |
| 4 | Creating the Material Content | Add design elements to the material title to enhance its appearance. Then, click "Effects" to change the text style as desired. |  |
| | | To add an image, click "Upload Files" and then select the image you want to upload. |  |
| | | To add a video, copy the video link from YouTube, then click "Embed" and paste it into the "Paste web link here" field. |  |
| | | To add an interactive quiz, copy the link from Wordwall that has been created, then click "Embed" and paste it into the "Paste web link here" field. |  |

4.3 Development Stage

At the development stage, product validation was conducted through a validity test with several experts who have experience in evaluating Canva-based E-Modules that the researcher had designed. The researcher consulted two subject matter experts, two language experts, and two media experts who had been appointed to identify the strengths and weaknesses of the developed media. The validation process aimed to enhance the Canva-based E-Module in response to the suggestions provided by the validators. Table 4 presents the names of the validators who assessed the Canva-based E-Module in this study.

Table 4. Names of expert validators

| No | Aspect | Code | Institution |
|----|----------|------|---|
| 1 | Content | EY | Head of KAN Koto Nan Gadang |
| | | RV | Budaya Alam Minangkabau Teacher at UPTD SDN 02 Koto Tuo |
| 2 | Language | EY | Head of KAN Koto Nan Gadang |
| | | MM | Grade VI Teacher at UPTD SDN 02 Koto Tuo |
| 3 | Media | LT | Lecturer, PGSD FKIP, Islamic University of Riau |
| | | WN | Grade V Teacher at UPTD SDN 02 Koto Tuo |

4.3.1 Product validation and revision by subject matter experts

The validation process was conducted by presenting the developed E-Module to each validator and providing a validation sheet for completion, based on predetermined assessment aspects. This validation aimed to assess the appropriateness of the content, integration with cultural values, and alignment with the characteristics of the students. The results of the material aspect evaluation are presented in Table 5.

Table 5. Validation Results 1 by Subject Matter Expert

| Validator | Empirical Score | Maximum Score | Percentage | Criteria |
|-----------|-----------------|---------------|------------|--------------|
| EY | 72 | 76 | 94,74% | Highly Valid |
| RV | 75 | 76 | 98,68% | Highly Valid |
| Average | | | 96,71% | Highly Valid |

Based on the results of the content validation test in Table 5 for the Canva-based E-Module, the first validation was conducted by Mr. EY as Validator 1 (subject matter expert), who assigned a score percentage of 94.74% to the "Highly Valid" category with no revisions. Meanwhile, the percentage score given by Mrs. RV as Validator 2 (subject matter expert) was 98.68%, also in the "Highly Valid" category, with no revision required. Overall, the average score from the two subject matter validators was 96.71%. When converted to qualitative data, the material aspect of this Canva-based E-Module is classified as "Highly Valid" with no revision.

4.3.2 Product validation and revision by language experts

The validation process was conducted by presenting the developed E-Module to each validator and providing a validation sheet for completion, based on predetermined assessment aspects. The results of the language aspect evaluation can be seen in Table 6 below:

Table 6. Validation results by a language expert

| Validator | Empirical Score | Maximum Score | Percentage | Criteria |
|-----------|-----------------|---------------|------------|--------------|
| EY | 77 | 80 | 96,25% | Highly Valid |
| MM | 72 | 80 | 90% | Highly Valid |
| Average | | | 93,13% | Highly Valid |

Based on the results of the language validation test in Table 6 for the Canva-based E-Module, the first validation was conducted by Mr. EY as Validator 1 (a language expert), who assigned a score percentage of 96.25% to the "Highly Valid" category with no revisions. Meanwhile, the percentage score given by Mrs. MM as Validator 2 (language expert) was 90%, also in the "Highly Valid" category, with no revision required. Overall, the average score from both language expert validators was 93.13%.

4.3.3 Product validation and revision by media experts

The validation process was conducted by presenting the developed E-Module to each validator and providing a validation sheet for completion, based on the predetermined assessment aspects. The results of the media aspect evaluation can be seen in Table 7 below:

Table 7. Validation results by a media expert

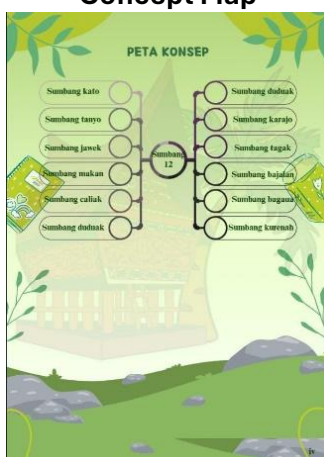
| Validator | Empirical Score | Maximum Score | Percentage | Criteria |
|-----------|-----------------|---------------|------------|--------------|
| LT | 45 | 60 | 75% | Valid |
| WN | 52 | 60 | 86,67% | Highly Valid |
| Average | | | 80,84% | Highly Valid |

Based on the results of the media validation test in Table 7 for the Canva-based E-Module, the first validation was conducted by Mr. LT as Validator 1 (media expert), who gave a score percentage of 75%, which falls into the "Valid" category with revision. Meanwhile, the percentage score given by Mr. WN as Validator 2 (media expert) was 86.67%, which falls into the "Highly Valid" category with revision. Overall, the average score from both media expert validators was 80.84%. When converted into qualitative data, the media aspect of this Canva-based E-Module is categorised as "Highly Valid" with revision. After reviewing the content of the E-Module, Validator 1 (a media expert) provided several comments and suggestions for improvement, including the need to add a table of contents, a concept map, an evaluation, an answer key, and references.

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Concept Map



Evaluation



Answer Key (Objective)

| Kunci Jawaban | | |
|---|--|--|
| Asesmen Formatif 1 (Sumbang Kato) | Asesmen Formatif 2 (Sumbang Tanyo) | Asesmen Formatif 3 (Sumbang Jawab) |
| 1.B | 1.A | 1.A |
| 2.A | 2.C | 2.D |
| 3.D | 3.B | 3.C |
| 4.C | 4.A | 4.B |
| 5.D | 5.D | 5.A |
| 6.B | 6.B | 6.C |
| 7.C | 7.D | 7.A |
| 8.B | 8.A | 8.B |
| 9.D | 9.C | 9.D |
| 10.A | 10.A | 10.B |

Answer Key (Essay)

| ASESMEN FORMATIF 1 (SUMBANG KATO) |
|---|
| 1. "Sumbang Kato" adalah aturan adat yang mengatur sopan santun dalam berbicara, yaitu larangan berkata yang tidak pantas, tidak sopan, atau bisa menyenggung perasaan orang lain. |
| 2. (a) Menela penalaran orang tua, (b) Menela hal-hal yang santun makan. |
| 3. Karena hal itu tidak sopan dan dapat mengganggu selera makan serta membuat orang lain merasa tidak nyaman. |
| 4. Berbicara secara bergantian, mendengarkan lawan bicara, dan tidak mendominasi pembicaraan dengan nada keras. |
| 5. Mengaji atau dengan sopan di tempat yang tenang atau pribadi agar tidak mengganggu orang yang beribadah. |
| ASESMEN FORMATIF 2 (SUMBANG TANYO) |
| 1. Sumbang tanyo adalah aturan dalam budaya Minangkabau yang mengajarkan kita untuk bertanya dengan sopan, penuh pertimbangan, dan memperhatikan waktu, tempat, serta cara menyampaikan pertanyaan agar tidak menyenggung orang lain. |
| (a) Bertanya dengan nada rendah dan bahasa yang sopan, (b) Tidak bertanya saat orang sedang sibuk atau marah. |
| Kita harus memperhatikan waktu dan tempat sebelum bertanya agar pertanyaan kita tidak mengganggu orang lain, disampaikan pada saat yang tepat, dan diterima dengan baik. |
| 4. Sebelum bertanya, kita harus mendengarkan dan memahami terlebih dahulu penjelasan yang ada agar pertanyaan kita tidak keluar dari konteks, tidak mengulang, dan terdengar sopan. |
| 5. Jika jawaban yang diberikan tidak sesuai dengan pertanyaan yang diajukan, kita harus mendengarkan dengan baik, mengajukan pertanyaan klarifikasi, atau memaklumi jawaban tersebut. |

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Figure 2. Revision of validation by a media expert

Figure 2, after the media validation was conducted, it was observed that the E-Module still lacked a table of contents, concept map, evaluation, answer key, and references. Therefore, the validator recommended adding these elements to facilitate user navigation and usage of the E-Module.

Meanwhile, the second media expert validator suggested changing the font type and colour used in the sub-sections of the E-Module to fonts that are easier for students to read. Validator 2 also recommended adding an author profile at the end of the E-Module.

Before Revision



After Revision



Before Revision



After Revision





Figure 3. Revision of validation by a media expert

Based on Figure 3, after the media validation was conducted, it was observed that the font type and colour were unclear, and the author profile was not yet included. The researcher then revised the font type and colour and added the author profile according to the suggestions from the validator.

After the Canva-based E-Module was revised based on the comments and suggestions from the first validation, a second validation was conducted by Media Expert Validator 1 and Media Expert Validator 2. The results of the media aspect assessment of the Canva-based E-Module in the second validation can be seen in Table 8 below:

Table 8. Results of the second validation by media experts

| Validator | Empirical Score | Maximum Score | Percentage | Criteria |
|----------------|-----------------|---------------|---------------|---------------------|
| LT | 52 | 60 | 86,67% | Highly Valid |
| WN | 57 | 60 | 95% | Highly Valid |
| Average | | | 90,84% | Highly Valid |

Table 8 above presents the results of the media aspect assessment conducted by media experts on the Canva-assisted E-Module during the second validation. It can be seen that the researcher obtained a percentage of 86.67% from Mr. LT as Media Expert Validator 1, with the category of "Highly Valid" without revision, and a score of 95% from Mr. WN as Validator 2, also categorised as "Highly Valid" without revision. In the second validation, the average score obtained was 90.84%. The overall average score from both media expert validators can be seen in Table 9 below:

Table 9. Overall results of media expert validation

| Validator | Validation 1 | Validation 2 | Average | Criteria |
|----------------|--------------|--------------|---------------|---------------------|
| LT | 75% | 86,67% | 80,84% | Highly Valid |
| WN | 86,67% | 95% | 90,84% | Highly Valid |
| Average | | | 85,84% | Highly Valid |

Next, the overall average score from the two media expert validators was 86.67%, falling into the "Highly Valid" category without revision. Therefore, it can be concluded that the Canva-based E-Module developed is feasible for use and does not require proceeding to the third validation stage, as the second validation has met the criteria set by the researcher.

4.3.4 Teacher and student responses

After the Canva-based E-Module was declared valid in terms of material, language, and media, the researcher proceeded to the next stage, which was collecting responses from teachers and students. The purpose of this response collection was to see whether the E-Module aligned with the expectations and needs of users, both in terms of content and presentation. The respondents in this activity consisted of one teacher of the Budaya Alam Minangkabau subject and ten fifth-grade students. The responses obtained from the teacher and students are presented in Tables 10 and 11 below.

Table 10. Teacher response results

| No | Assessment Aspect | Indicator | Result |
|---------|----------------------|---|--------|
| 1 | Appearance | Aligns with learning objectives | 100% |
| | | Matches students' needs, avoids boredom, and is easy to understand | |
| | | Presentation of images, colours, and layout is attractive and age-appropriate | |
| | | The E-Module is more engaging and interactive. | |
| 2 | User-Friendliness | The Canva-based E-Module is easy to access | 100% |
| | | Easy to understand in its use | |
| | | Teachers can use the E-Module independently. | |
| 3 | Content Presentation | Presents material using clear and enjoyable language | 100% |
| | | The material is engaging and well-structured | |
| 4 | Benefits | Helps deliver material effectively | 100% |
| | | This E-Module can increase students' learning motivation. | |
| | | This E-Module supports students in learning independently at home. | |
| Average | | | 100% |

Based on Table 10, the teacher's response results indicate a percentage of 100%, placing them in the "Very Good" category. Furthermore, the response results from 10 students regarding the Canva-based E-Module are presented in Table 11.

Table 11. Student response results

| No | Nama | Jumlah | Skor Max | Persentase | Kategori |
|--------------|------|----------------|------------|---------------|------------------|
| 1 | SDF | 18 | 19 | 94,74% | Very Good |
| 2 | AAR | 18 | 19 | 94,74% | Very Good |
| 3 | MAF | 18 | 19 | 94,74% | Very Good |
| 4 | AA | 19 | 19 | 100% | Very Good |
| 5 | NK | 18 | 19 | 94,74% | Very Good |
| 6 | RA | 17 | 19 | 89,47% | Very Good |
| 7 | KPU | 19 | 19 | 100% | Very Good |
| 8 | NAH | 18 | 19 | 94,74% | Very Good |
| 9 | F | 16 | 19 | 84,21% | Very Good |
| 10 | A | 16 | 19 | 84,21% | Very Good |
| Total | | 177 | 190 | | |
| | | Average | | 93,16% | Very Good |

The results of the student responses, involving 10 students as recorded in Table 11, indicate that a total score of 177 was obtained out of a maximum score of 190. It can be seen that the students' responses resulted in an average score of 93.16%, indicating that the Canva-based E-Module is considered very good by the students.

Table 12. Teacher and student response results

| No | Response Results | Percentage | Category |
|---------|------------------|------------|-----------|
| 1 | Teacher | 100% | Very Good |
| 2 | Students | 93,16% | Very Good |
| Average | | 96,58% | Very Good |

Based on Table 12, the score obtained from the teacher's response was 100%, categorised as Very Good, while the students' response yielded a percentage of 93.16%, also categorised as Very Good. Therefore, the average score obtained from both teacher and student responses for the Canva-based E-Module is 96.58%, which falls into the Very Good category.

5. Discussion

Based on the results of this study, it was found that the use of Canva-based electronic modules (E-Module) to teach the Budaya Alam Minangkabau material, particularly Sumbang 12, can significantly enhance the effectiveness of the learning process. The initial analysis revealed that the teaching approach, which relied solely on Student Worksheets (LKS), was insufficient in conveying abstract concepts such as the values of politeness inherent in Sumbang 12. This aligns with Tufte's (2003) assertion that the use of visual media helps improve the understanding of abstract and complex material. The monotonous nature of the learning resources, combined with the absence of illustrations, led to student disengagement, resulting in boredom and a decline in interest in learning (Mayer, 2005). Therefore, the development of a more engaging and interactive E-Module, as undertaken in this study, aimed to address these issues.

Additionally, the results of the student needs analysis revealed that students were more motivated by visual and interactive learning resources. According to Atkinson (2008), incorporating multimedia and visual elements in education tends to increase student engagement and motivation. In this study, the E-Module, developed using Canva, enabled the integration of various design elements, including images, videos, and interactive quizzes. This approach provided a more enjoyable learning experience and helped students relate the material to real-life contexts. For example, the teaching of Sumbang 12, which contains values of politeness, became more relatable and applicable to their everyday lives.

In terms of curriculum alignment, the analysis showed that the Canva-based E-Module could be integrated with the learning outcomes and objectives outlined in the Kurikulum Merdeka for Grade V Elementary School. According to the Ministerial Regulation No. 22/2020 on the Standards of the Educational Process, an effective curriculum should facilitate the development of students' competencies and skills. The E-Module developed in this study aimed to support these objectives by presenting material that is more accessible and engaging for students, while also improving their ability to apply knowledge of Minangkabau culture in their daily lives.

The development process of the E-Module also included validation by experts in content, language, and media. The content validation indicated that the material presented was highly relevant and aligned with the learning goals. Similarly, language validation showed that the language used in the E-Module was clear and appropriate for the students' comprehension level. This study aligns with Richard Mayer's Multimedia Learning Theory, which asserts that learning is more effective when multimedia is accompanied by audience-appropriate and straightforward language (Mayer, 2009). These validations ensure that the content of the E-Module is not only pedagogically sound but also accessible to students.

Finally, the feedback from both teachers and students demonstrated that the developed E-Module enhanced student motivation and made it easier for teachers to deliver the material. The positive responses from students indicated that the Canva-based E-Module successfully created a more engaging and interactive learning experience. This supports Clark and Mayer's (2016) claim that effective learning requires a combination of good design elements and appropriate technology. Therefore, it can be concluded that the use of Canva-based E-Modules represents an effective solution for improving the quality of education, particularly for materials that require a deep understanding of abstract concepts.

6. Conclusion and Implications

Based on the research findings, it can be concluded that the Canva-assisted E-Module developed for the Sumbang 12 material in the Budaya Alam Minangkabau subject for fifth-grade elementary school students has met the criteria for validity and feasibility as instructional material. This is supported by validation results from material, language, and media experts, which classified the category as Highly Valid, as well as very positive responses from both teachers and students, categorised as Very Good. These findings indicate that the Canva-based E-Module is effective, engaging, and aligned with learning needs, making it suitable for supporting students' understanding of Minangkabau cultural values.

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