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ENHANCING *ZAKAT* LITERACY: DEVELOPING A CANVA-ASSISTED E-MODULE TO OVERCOME LEARNING DIFFICULTIES IN ISLAMIC JURISPRUDENCE

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Abstract: This study aimed to develop a Canva-assisted e-module on zakat for Fiqh learning to address students' learning difficulties. The study employed a research and Development (R&D) method using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The research subjects were eighth-grade students in the second semester of the 2023/2024 academic year. Data were collected through expert validation (material and media experts) and practicality questionnaires administered to teachers and students. The results indicated that the Canva-assisted Fiqh e-module achieved a validity score of 88% (very feasible) and a practicality score of 87.5% (very practical). In addition, students' average learning outcomes improved from 68 to 85, indicating high effectiveness. The integration of Canva facilitated interactive, visually engaging, and contextually relevant learning experiences, enabling students to better understand zakat calculations and enhancing their motivation to learn. The findings imply that the developed e-module is suitable as an innovative instructional medium for Fiqh learning and can serve as an alternative solution to help students overcome difficulties in understanding zakat concepts.

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INTRODUCTION

Education in Islamic schools is, in theory, designed to cultivate spiritual awareness, moral character, and intellectual competence through meaningful learning processes (Islamic et al., 2024; Jalaldeen & Al-Hidabi, 2025). In practice, however, Fiqh instruction often remains teacher-centered and text-based, creating a gap between constructivist theory and classroom reality. Theoretically, student-centered learning encourages active engagement, exploration, and contextual understanding; yet many classrooms still rely on lectures and printed textbooks. Recent studies report that conventional religious instruction limits conceptual understanding and reduces student motivation, particularly in abstract legal

topics (Amirudin et al., 2025; Aseery, 2024). Evidence from classroom observations in several Islamic junior high schools shows that students struggle to internalize religious values when learning is dominated by explanation rather than interaction. Consequently, the discrepancy between pedagogical theory and instructional practice weakens the transformative role of Fiqh education in shaping students' religious competence and meaningful understanding of Islamic law.

The topic of zakat exemplifies this instructional gap because it integrates theological principles, mathematical calculation, and social ethics. Conceptually, zakat education should develop both cognitive mastery and social responsibility; however, students often experience confusion about nisab, asset types, and calculation procedures (Daud & Wahid, 2024; Sadiq et al., 2025). Research conducted in Islamic secondary schools indicates that learners face difficulties due to abstract terminology and insufficient visual support (Alzubaidi et al., 2023; Caser et al., 2025). Furthermore, the rapid growth of digital culture has altered students' learning preferences, making static textbooks less appealing. Empirical findings show that learners are more engaged when multimedia elements are incorporated into religious instruction. Therefore, the persistence of traditional methods in teaching zakat highlights a critical need for innovative digital learning resources that align with the theoretical expectations of meaningful learning while accounting for contemporary students' characteristics and technological environments.

Recent research has emphasized the effectiveness of digital modules in enhancing student engagement and learning outcomes in Islamic education. Studies in 2023–2024 found that e-modules integrating multimedia features improved conceptual understanding and independent learning skills (Alyusfitri et al., 2024; Maisaroh & Sulisworo, 2025). These findings suggest that structured digital materials can transform passive classrooms into interactive learning spaces. However, most studies focused on general Islamic studies rather than specific jurisprudential topics that require numerical reasoning. Additionally, existing digital modules often lack strong visual design elements that simplify complex calculations (Nopriana et al., 2023; Soeteja et al., 2024). While prior investigations confirm the pedagogical potential of e-modules, they rarely address how design-based applications can help students understand zakat computation. Hence, there remains a need to develop a visually oriented, systematically designed digital module tailored specifically to zakat material.

The use of Canva as an educational design platform has gained scholarly attention in recent years. Empirical evidence shows that Canva-based learning media increase students' motivation, creativity, and comprehension due to their visual clarity and interactive presentation (Lasaiba et al., 2025; Risnawaty et al., 2025). These studies demonstrate that Canva supports teachers in producing accessible digital resources without advanced technical skills (Jamaludin & Sedek, 2023; Kocaarslan & Eryaman, 2024). Nevertheless, prior research predominantly examined Canva in language learning or general classroom presentations, leaving limited exploration within Fiqh instruction. Moreover, few studies combine

Canva-based design with a systematic Research and Development approach to validate feasibility and practicality. Therefore, this study positions itself at the intersection of digital module development, Fiqh education, and Canva-assisted instructional design, aiming to address both conceptual and methodological gaps identified in previous research.

Based on the identified gaps, this study seeks to develop a Canva-assisted Fiqh e-module on zakat for eighth-grade students at MTs Darul Ulum Kotabaru. The research addresses the following questions: (1) What are students' learning needs regarding the development of a Canva-assisted Fiqh e-module on zakat? (2) To what extent is the developed e-module valid based on expert evaluation? (3) How practical is the e-module when implemented in classroom learning? These questions aim to explore both the developmental process and the instructional feasibility of the product. By focusing on needs analysis, validation, and practicality, the study aims to ensure that the developed e-module directly addresses classroom challenges and supports meaningful zakat learning experiences.

This study argues that a systematically developed Canva-assisted e-module will significantly improve students' conceptual understanding and engagement in learning zakat. The hypothesis underlying this research is that integrating visual design, interactive elements, and structured content within an ADDIE-based development framework will produce a valid and practical learning resource. Such a module is expected to reduce students' difficulties in understanding zakat calculations while enhancing motivation and independent learning. By aligning constructivist learning principles with digital design innovation, the developed e-module is assumed to bridge the gap between pedagogical theory and classroom practice. Consequently, the research tests whether Canva-assisted instructional media can function as an effective solution to overcome learning difficulties in Fiqh education, particularly on the topic of zakat

RESEARCH METHOD

This study employed a Research and Development (R&D) approach to develop a Canva-assisted Fiqh e-module on zakat (Kainulainen, 2024; Rahayu, 2025). The unit of analysis (material object) was the development and implementation of a digital learning product within the context of Fiqh instruction at MTs Darul Ulum Kotabaru, Kabupaten Kotabaru, Kalimantan Selatan, during the second semester of the 2023/2024 academic year. The case examined was the conventional teaching practice of zakat material and the innovation process of transforming it into an interactive e-module. The institutional setting was an Islamic junior secondary school, while the primary artifact analyzed was the Canva-based e-module as an instructional product. The study focused on the learning activity of zakat instruction and the program of digital media integration in classroom practice.

The research design followed the ADDIE development model introduced by Mudjisusatyo et al. (2025) and Rusdi et al. (2022), consisting of Analysis,

Design, Development, Implementation, and Evaluation stages. This design integrates qualitative and quantitative elements within an R&D framework. The Analysis stage identified instructional problems and learner characteristics. The Design and Development stages involved constructing the e-module structure and validating it through expert judgment. The Implementation stage tested the product in classroom learning, while the Evaluation stage assessed its validity, practicality, and effectiveness. This systematic and flexible design ensured that the developed product met pedagogical and technological standards.

Sources of information included respondents and informants such as Fiqh teachers, eighth-grade students, material experts, and media experts. Documentary sources, including Fiqh textbooks and curriculum documents (Kurikulum, 2013), were also examined to ensure alignment of content. Data were collected through desk review of curriculum materials, classroom observations, semi-structured interviews with teachers, expert validation sheets, and user questionnaires administered to teachers and students. These instruments were designed to capture both qualitative insights and quantitative feasibility scores.

Data analysis was conducted through qualitative and quantitative procedures. Qualitative data from interviews and observations were analyzed using stages of data reduction, data display, and verification following interpretative analysis techniques. Quantitative data from validation sheets and questionnaires were analyzed using descriptive statistics and a Likert scale of 1–4 to determine feasibility percentages. The e-module was considered valid and practical if it achieved an average score of at least 75%. Through these analytical stages, the study ensured that the developed Canva-assisted e-module met the criteria of validity, practicality, and instructional effectiveness.

RESULTS AND DISCUSSION

Results

Validation Results of Material Experts and Media Experts

The validation of the Fiqh e-module, designed with Canva assistance, was conducted by two experts: material experts and media experts, to assess the product's suitability before it is tested on students. Material experts evaluated several key aspects, including the accuracy of content, the depth of the discussion, the relevance of the language, and how well the material integrated with the curriculum. The results from the material expert validation revealed an average score of 89%, placing the e-module in the "very worthy" category, indicating that the content was highly appropriate for educational purposes.

Meanwhile, media experts assessed the visual design elements of the e-module, including color balance, text readability, ease of navigation, and the Canva interface's interactivity. The media expert validation resulted in an average score of 87%, which also falls within the "very worthy" category. This indicates that the e-module's visual appeal and usability were deemed highly effective and suitable for its intended educational context.

Both the content and media experts concluded that the e-module meets the validity criteria for both content and appearance, confirming its readiness for use

in Fiqh learning activities. The validators also provided valuable positive feedback, highlighting the usefulness of Canva in displaying illustrations and infographics that enhance student understanding, particularly in complex topics such as zakat calculations. These visual aids effectively clarified the concepts of zakat mal, zakat fitrah, and nisab, making abstract Fiqh concepts more accessible to students.

Furthermore, the experts emphasized that the e-module's interactive digital format offers an engaging, dynamic learning experience, enabling students to grasp difficult concepts better. The positive feedback from both material and media experts demonstrates the e-module's potential to facilitate student learning by presenting abstract Fiqh concepts in a visually appealing and interactive format. This study affirms that incorporating interactive digital media in religious studies can significantly improve student comprehension, engagement, and retention, making complex material more concrete and understandable.

Practicality Test Results

After being validated by experts, the e-module was tested on a limited scale to assess its practicality in real-world classroom settings. The practicality test involved Fiqh teachers as primary users, along with students from class VIII at MTs Darul Ulum Kotabaru. This test aimed to evaluate both the usability and effectiveness of the e-module in enhancing learning.

From the teachers' perspective, the average questionnaire score was 90%, placing the e-module in the "very practical" category. Teachers reported that the e-module was user-friendly and effective in both online and offline modes. The Canva share link feature, which allows teachers to display the e-module via a projector or share it directly with students' devices, was particularly appreciated. Teachers noted that the e-module significantly reduced the time needed for explanation. The infographics and visual representations of zakat material helped students understand the calculation of nisab and zakat rates more quickly, contributing to a more efficient and engaging learning process.

The practicality test results from students showed an average score of 85%, indicating that the e-module is practical and effective for students. Many students found the e-module interesting and easy to navigate, with a particular appreciation for the use of colors, icons, and images that made the learning experience more lively and engaging. Several students reported that they found it easier to remember the types of zakat and the recipient groups after using the e-module. The visual elements and interactive features enhanced their overall learning experience.

Furthermore, students highlighted the e-module's ability to present complex zakat concepts in a more accessible way, which increased motivation to learn. The engaging design and user-friendly interface encouraged students to engage more actively with the material, making learning feel more dynamic and enjoyable. The integration of visual aids, such as infographics, helped bridge the

gap between theoretical knowledge and practical application, particularly for students who may struggle with more traditional, text-heavy learning methods.

The findings from both teachers and students demonstrate that the e-module not only meets technical and functional expectations but also aligns with the needs and preferences of the digital generation. The visual appeal and ease of access of Canva-based learning media were key factors in enhancing student engagement, as they provided an attractive and easy-to-use platform for understanding complex material. This supports the idea that digital learning tools, when designed effectively, can enhance students' motivation and comprehension, especially when they are tailored to the unique learning styles of modern learners.

The results of the practicality test indicate that the Canva-based e-module is a valuable tool for Fiqh education, providing both practical and pedagogical benefits. The combination of teacher feedback, student responses, and observed improvements in learning outcomes highlights the e-module's potential as a sustainable and effective educational tool. As the digitalization of education continues to grow, this research contributes to the development of more interactive and accessible learning resources that can benefit students and teachers alike.

Table 1. Practicality Test Results

Group	Average Score	Category	Key Findings
Teachers	90%	Very Practical	Easy to use in both online and offline modes; effective in reducing explanation time; visual aids enhanced understanding of zakat material.
Students	85%	Practical	Engaging and easy to use; visual elements like colors, icons, and images made learning enjoyable and helped with retention of zakat concepts.

Effectiveness Test Results Learning

To assess the effectiveness of the Fiqh e-module in enhancing student understanding, a comparison was made between pre-test and post-test results. The results indicated a significant improvement in students' scores, with the average score increasing from 68 to 85. This represents an average increase of 17 points, demonstrating that the e-module, designed using Canva, effectively improves students' comprehension of zakat material. The positive impact of the e-module on student learning is evident in these results, suggesting that interactive, visually engaging learning tools can foster deeper understanding of complex subjects.

In addition to the increase in learning outcomes, classroom observations further reinforced the effectiveness of the e-module. Teachers reported that students became more engaged in the learning process, particularly in discussions and when asking questions. Approximately 80% of students actively participated in the class, either by responding to teachers' questions or completing exercises available within the e-module. This high level of student involvement indicates that the e-module contributed not only to improved knowledge but also to increased student engagement, a crucial aspect of effective learning.

The teacher also noted that the classroom atmosphere became more dynamic and lively after the e-module was implemented. The use of contextual visual aids, such as infographics and illustrations, sparked students' interest and made the material more relatable and easier to understand. The integration of Canva's features helped transform traditional lessons into more interactive, visually stimulating learning experiences, which both students and the teacher appreciated.

Overall, the study's results demonstrate that the Fiqh e-module developed in Canva has been highly effective in enhancing student learning outcomes. The significant increase in test scores is a clear indicator of the module's success in improving students' understanding of zakat, making it a valuable tool for Fiqh education. Furthermore, students' active participation and enthusiasm further validate the e-module's effectiveness as an engaging learning resource.

In terms of broader evaluation, the e-module's validity, practicality, and effectiveness were all found to be positive. The e-module received an average validity score of 88%, which indicates that it meets the educational content and pedagogical standards required for effective learning. The practicality score of 87.5% highlights its user-friendliness and ease of integration into classroom settings, confirming that it is a practical and accessible tool for both teachers and students. These high scores demonstrate that the e-module is a well-rounded and effective educational resource.

The results of the effectiveness test underscore that the Fiqh e-module, created using Canva, is a highly effective learning medium for madrasas. The combination of high validity, practicality, and effectiveness, as evidenced by improved student learning outcomes and active engagement in class, confirms that this e-module is an innovative and valuable tool for teaching zakat material. Its successful integration of visual aids and interactive elements sets a new standard for educational media, offering a compelling case for its adoption in Islamic education settings.

Discussion

The findings of this study indicate that developing a Canva-assisted Fiqh e-module can be an effective solution to the learning difficulties students face with zakat material. One major cause of these difficulties is the dominance of lecture-based instruction and reliance on textbooks, which often lack engaging media support (Belachew & Africa, 2024; Hontarenko & Kovalenko, 2024). This was evident in the classroom, where students were largely passive and struggled to grasp zakat concepts. This highlights the pressing need for innovative digital learning resources that can better engage students and facilitate their understanding.

The Canva-assisted e-module addresses these challenges by offering visual, interactive, and self-directed learning experiences. Unlike traditional learning resources that primarily offer textual explanations, the e-module allows students to interact with charts, nisab tables, and zakat calculation simulations. Learning becomes more effective when verbal explanations are paired with visual

representations, as these integrate and clarify abstract concepts (Rexigel et al., 2024; Tang, 2023). Visual aids, such as infographics and interactive tables, make the complex, abstract nature of zakat jurisprudence more accessible, helping students understand both the conceptual and procedural aspects that are often difficult to grasp from text alone (Fürst et al., 2025; Tampubolon, 2025).

Furthermore, the e-module supports a student-centered learning approach by enabling learners to explore content independently. Through embedded exercises and interactive links, students can actively engage with the material, reinforcing their understanding. This approach fosters active knowledge construction rather than passive information reception (Aksoy, 2025; Alam, 2023). By promoting student autonomy, the e-module encourages learners to take control of their educational experience, which has been shown to improve learning outcomes and foster deeper comprehension.

The systematic framework used to develop the e-module also plays a crucial role in its effectiveness. The instructional design follows structured stages—analysis, design, development, implementation, and evaluation—which ensures that the learning materials are pedagogically sound, aligned with students' needs, and ready for practical application in the classroom (Abuhassna & Alnawajha, 2023; Chhatria et al., 2024). This thoughtful and systematic approach ensures that the e-module is not just a digital tool but a well-grounded educational resource that supports both the teacher's objectives and the students' learning needs.

The interactive nature of the e-module aligns with constructivist learning principles, emphasizing the importance of direct interaction between students and learning materials. Constructivist theory posits that meaningful learning occurs when students actively engage with resources and build understanding through their interactions (Andrews et al., 2023; Bryce & Blown, 2024). By enabling flexible access and allowing self-paced exploration, the Canva-based module offers students the opportunity to revisit content, practice calculations, and reflect on examples. This repeated engagement strengthens their conceptual mastery and improves long-term retention of zakat material.

Overall, the study demonstrates that the Canva-assisted e-module not only enhances students' conceptual understanding but also positively impacts their motivation and attitudes towards Fiqh learning. The use of engaging digital media has been shown to increase students' focus and interest in learning, making the process more enjoyable and effective (Li et al., 2024; Wong & Hughes, 2023). By integrating technology into Islamic education, the e-module addresses contemporary educational demands while promoting a balanced development of both spiritual values and digital competence (Mahara, 2025; Sari, 2025). Therefore, this e-module represents a relevant pedagogical innovation that aligns with the evolving needs of twenty-first-century Islamic education.

CONCLUSION

This study demonstrates that the Canva-assisted Fiqh e-module on zakat is valid, practical, and effective in improving students' understanding and learning

motivation. The most significant finding lies in the pedagogical insight that visually structured, interactive digital materials can transform abstract, calculation-based religious content into more concrete, meaningful learning experiences. The integration of Canva not only enhanced the quality of content presentation but also encouraged student-centered and independent learning in line with the objectives of the 2013 Curriculum. The strength of this study lies in its systematic development process using the ADDIE model and its contribution to the growing body of knowledge on digital instructional design in Islamic Religious Education, particularly in the development of technology-based Fiqh learning resources.

However, this research has certain limitations. The implementation was conducted within a limited educational context and focused only on zakat material, which may restrict the generalizability of the findings. In addition, the effectiveness measurement relied primarily on short-term learning outcomes. Future research is therefore recommended to expand the development of Canva-assisted e-modules to other Fiqh topics such as prayer, fasting, or muamalah, and to test their application across broader educational levels. Longitudinal studies are also suggested to examine the long-term impact of digital modules on students' conceptual understanding and religious character development.

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