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# DEVELOPMENT OF CANVA-BASED PAI-BP E-LKPD TO IMPROVE LEARNING MOTIVATION REVIEWED IN TERMS OF VALIDITY, PRACTICALITY AND PRODUCT EFFECTIVENESS

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**Abstract**

The low condition of student learning motivation is the main basis for conducting PAI-BP research at SMP Negeri 2 Baturraden which is dominated by lecture methods and less interactive paper-based teaching materials. Anticipating this problem, this study aims to develop learning media in the form of Canva-based E-LKPD on Qada and Qadar material, while also testing its validity, practicality, and effectiveness in the field. The research approach is Research and Development (R&D) using the ADDIE model procedure. Data collection was carried out using expert validation sheet instruments, teacher practicality questionnaires, and student learning motivation questionnaires. The results of the feasibility test indicate that the use of E-LKPD with the Canva application has very feasible qualifications with an expert validation score and a teacher practicality score very good. Furthermore, inferential analysis using the Independent Sample T-Test produced a value, which confirms a significant increase in learning motivation. This superiority is reinforced by the experimental class's N-Gain score on the learning motivation questionnaire, which is higher than the control class' score. Based on these results, it can be concluded that the Canva-based e-LKPD has been proven to meet the criteria of being valid, practical, and effective in increasing student learning motivation.

**Keywords:** E-LKPD; Canva; Learning Motivation; Islamic Religious Education; ADDIE Model

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## INTRODUCTION

Digital transformation in education has had a significant impact on the learning process, particularly in expanding the accessibility of digital learning resources and shifting the paradigm of classroom teaching. Digitization facilitates access to a variety of information and learning materials, allowing students to access learning resources from various locations without the constraints of geographic boundaries (Purba et al., 2025). However, the use of technology in learning cannot be separated from the varying characteristics of students, the primary subjects of education. 21st-century learning requires teachers to transform from being sole sources of information to facilitators and motivators of learning, adapting to changing times (Rosnaeni, 2021).

The subjects of Islamic Religious Education (PAI) and Character Building (Budi Pekerti) play a strategic role in building student character, enabling them to grow into individuals with noble morals, religious observance, and responsibility in life. According to the Ministry of Primary and Secondary Education's BSKAP Regulation Number 46 of 2025, PAI focuses on cognitive development, behavioral value formation, and practical skills in implementing Islamic values. Within the Merdeka Curriculum, this subject is considered a mandatory subject, representing the integration of the core elements of religion: faith, Islam, and ihsan (BSKAP, 2025). Therefore, the quality of the Islamic Religious Education (PAI) learning process in schools is a determining factor in achieving comprehensive character education goals.

The reality on the ground reveals a significant gap between the ideal Islamic Religious Education (PAI) learning model and actual classroom practice. Based on initial observations and interviews at SMP Negeri 2 Baturraden, it was found that the PAI learning process is still dominated by conventional lecture methods with paper-based, less interactive teaching materials. The school's PAI teacher revealed that students' motivation for learning in PAI is relatively low. This low motivation results in minimal active student engagement, decreased enthusiasm for learning, and suboptimal achievement of learning objectives. This condition aligns with findings (Hayya', 2023), which state that learning using a one-way lecture method results in low student engagement and a lack of capacity to accommodate differences in learning characteristics.

Learning motivation is a determining factor in the success of the learning process. Students' motivation to learn is both an internal and external drive that directs them to make more positive behavioral changes. Sardiman (Herwati et al., 2023) identified six indicators of learning motivation: (1) persistence in facing tasks, (2) persistence in the face of difficulties, (3) showing interest in various problems, (4) preferring to work independently, (5) quickly getting bored with routine tasks, and (6) being able to defend one's opinions (Uno, 2016). These indicators serve as measurement benchmarks in this study to assess the impact of using Canva-based e-LKPD on student learning motivation.

Student Worksheets (LKPD) are an effective learning instrument for encouraging student engagement. According to (Farada et al., 2022), LKPD serve as a guide for practice activities containing teaching materials, material summaries, and work instructions based on achieving competency targets. As technology advances, the transformation of LKPD into electronic form (e-LKPD) is becoming increasingly relevant. The Canva-based e-LKPD (learning worksheet) is an interesting innovation, as Canva is a cloud-based graphic design platform that provides thousands of interactive templates, is easily accessible across various devices, and integrates engaging multimedia elements (Fitriyah et al., 2024). The use of Canva in learning has been shown to positively impact student academic achievement (Astano, 2025) and increase student engagement and enthusiasm for learning (Ramadhani, 2025).

Previous research shows that the use of Canva-based learning media has a positive and significant effect on Islamic Religious Education (PAI) students' learning motivation in junior high schools (Fajri et al., 2025). However, studies that comprehensively test the validity, practicality, and effectiveness of Canva-based E-LKPD using the ADDIE model in Islamic Religious Education learning on Qada and Qadar material at the junior high school level are still very limited. This research gap is the basis for the urgency of this study. This study aims to: (1) describe the process of developing Canva-based E-LKPD on Qada and Qadar material for Islamic Religious Education learning for grade IX junior high schools; and (2) test the feasibility of the E-LKPD in terms of its validity, practicality, and effectiveness in increasing student learning motivation.

## METHODS

This study employed a Research and Development (R&D) approach aimed at producing a specific product while simultaneously testing its feasibility and effectiveness (Sugiyono, 2013). The development model used was ADDIE (Analysis, Design, Development, Implementation, Evaluation) developed by Branch (2024). This model was chosen because it has systematic, structured stages and is suitable for developing digital learning media that require continuous formative and summative evaluation. A quantitative approach was used to analyze data on the validation, practicality, and effectiveness of the developed product.

The study was conducted at SMP Negeri 2 Baturraden, Banyumas Regency, in the even semester of the 2025/2026 academic year, from February to April 2026. The study population was all ninth-grade students of SMP Negeri 2 Baturraden. The study sample was determined using a cluster random sampling technique, resulting in two classes as research subjects: class IX B as the control class (n=33) and class IX D as the experimental class (n=33). The equivalence of the initial abilities of the two classes was verified through a pretreatment t-test with a Sig. (2-tailed) of 0.104 > 0.05, indicating no significant difference in learning motivation between the two classes before the treatment.

Data collection in this study used three types of instruments. First, a developed expert validation sheet encompassing five assessment aspects: content feasibility, presentation feasibility, constructiveness, language, and technicality. Validation was conducted by two expert lecturers from UIN Prof. K.H. Saifuddin Zuhri Purwokerto. Second, a teacher practicality questionnaire assessing three dimensions: effectiveness, efficiency, and user satisfaction based on the Dix et al. (2004) framework. The assessment was conducted by two PAI-BP subject teachers. Third, a student learning motivation questionnaire consisting of 20 items based on Sardiman's six motivation indicators. All instruments were tested for validity using Pearson correlation and for reliability using Cronbach's Alpha.

Data analysis was conducted in stages according to the data type. Expert validation and teacher practicality data were analyzed using descriptive statistics using the feasibility percentage formula. Effectiveness data were analyzed using inferential statistical tests including: (1) Kolmogorov-Smirnov normality test, (2) Levene's Test homogeneity test, (3) Independent Sample T-Test to compare posttreatment learning motivation of both classes, and (4) N-Gain calculation to measure the increase in learning motivation from pretreatment to posttreatment. All statistical analyses used IBM SPSS Statistics software version 26. Product eligibility criteria refer to Akker et al. (1999) theory which includes three dimensions: validity, practicality, and effectiveness.

## RESULTS & DISCUSSION

### *Results*

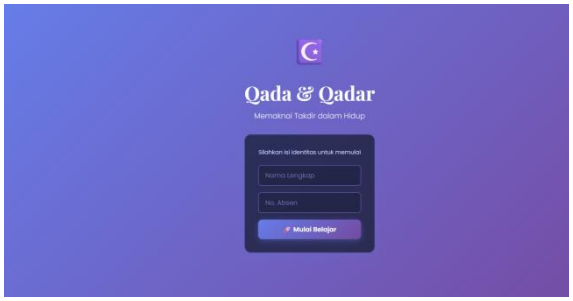
#### Canva-Based E-LKPD Development (ADDIE Model)

The Canva-based e-LKPD development was carried out systematically through the five-stage ADDIE model. During the analysis phase, it was discovered that Islamic Religious Education (PAI-BP) learning at SMP Negeri 2 Baturraden still used lectures and textbooks, resulting in low student engagement and motivation. The needs analysis also identified that the Qada and Qadar material (Aqidah elements, Phase D of the Independent Curriculum) required a more varied and interactive learning approach, in line with the

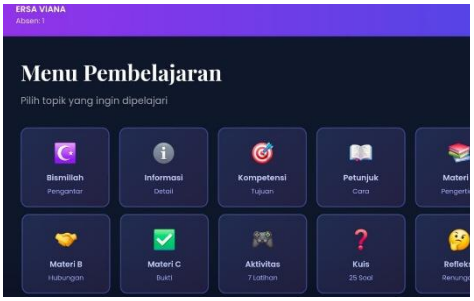
characteristics of ninth-grade junior high school students who are already familiar with digital technology.

During the design phase, the e-LKPD structure was designed, containing eight components in accordance with the Ministry of Education and Culture guidelines: title, core competencies, completion time, required equipment, brief information, work steps, assignments, and a reflection report. The material was structured into three learning units covering: (1) the definition of Qada and Qadar, their relationship, and three aspects of faith in Qada and Qadar; (2) the destiny of mubram (the destiny of muallaq), the story of the Arab Badui (the story of the Arab Badui), and the relationship between ikhtiar (effort), prayer, and tawakal (trust). and (3) evidence of faith in Qada and Qadar in everyday life.

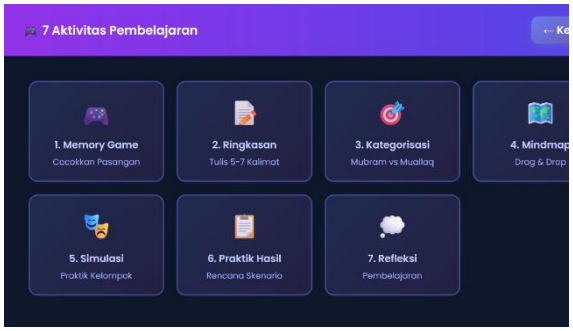
The development phase resulted in an E-LKPD product developed using the Canva platform, utilizing various visual features, including color selection, illustrations, icons, and layouts adapted to the characteristics of junior high school students. This product contains seven varied learning activities: (1) memory game, (2) summarizing material, (3) categorization, (4) mind map, (5) mini-drama simulation, (6) writing practical results, and (7) final reflection.



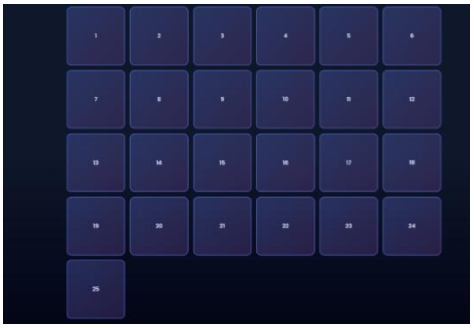

**Picture 1.**
Initial Display




**Picture 2.**
Learning Menu Display




**Picture 3.**
Learning Activities



**Picture 4.**
Quiz

These various activities were designed to encourage active student engagement in accordance with active learning principles. After the product was developed, it was validated by two expert lecturers. Revisions were made based on validator input, including the addition of one learning objective from four to five.

The implementation phase was carried out in two stages: a small group trial and a field trial. The small group trial involved 30 students and resulted in an average learning motivation percentage of 84.16% to 86.56% for all indicators, all of which were considered valid. The field trial was conducted from February to April 2026 in two classes with a schedule of three core learning meetings plus pretreatment and posttreatment sessions. The

evaluation phase was conducted through revisions based on validator input and summatively through a comparative analysis of the learning motivation of the two classes in pretreatment and posttreatment.

**Validity of the Canva-Based E-LKPD**

The validity test was conducted by two expert validators who assessed five aspects of the E-LKPD. The complete validation results are presented in Table 1 below.

**Table 1.**
Recap of Validator I and Validator II Value Results

| No. | Assessment Aspects | Validator I (%) | Validator II (%) | Average (%) |
|---|---|---|---|---|
| 1. | Content Eligibility | 100% | 100% | 100% |
| 2. | Presentation Eligibility | 93% | 93% | 93% |
| 3. | Constructive | 80% | 72% | 76% |
| 4. | Language | 100% | 100% | 100% |
| 5. | Technical | 95% | 95% | 95% |
| | Total Average | 98,10% (Very Valid) | 96,19% (Very Valid) | 97,14% (Very Valid) |

Based on Table 1, the average total validation percentage from the two expert validators reached 97.14%, qualifying as "Very Valid." The content and language feasibility assessments received a perfect score of 100% from both validators, indicating that the Qada and Qadar material is presented accurately, aligned with the Islamic Religious Education Learning Outcomes of Phase D of the Independent Curriculum, and uses language easily understood by junior high school students. The constructive aspect received a slightly lower score (76% on average), which suggests improvements to strengthen the interrelationships between the E-LKPD components. Overall, these validation results demonstrate that the Canva-based E-LKPD meets the product validity standards according to Akker et al. (1999) criteria.

**Practicality of the Canva-Based E-LKPD**

The practicality test was conducted by two Islamic Religious Education teachers, who assessed three practicality indicators. The results of the practicality test are presented in Table 2 below.

**Table 2.**
Recap of Practical Values of PAI-BP Subject Teachers

| No. | Practicality Indicator | Teacher I (%) | Teacher II (%) | Average (%) |
|---|---|---|---|---|
| 1. | Effectiveness | 100% | 92% | 96% |
| 2. | Efficiency | 100% | 100% | 100% |
| 3. | User Satisfaction | 100% | 96% | 98% |
| | Total Average | 100% (Very Valid) | 95,5% (Very Valid) | 88% (Very Valid) |

Based on Table 2, the average practicality percentage for both teachers reached 88%, categorized as Very Practical. The PAI-BP I teacher gave a perfect score of 100% for all indicators, while the PAI-BP II teacher gave a 92% rating for effectiveness and 96% for user satisfaction. This high practicality score aligns with the advantages of the Canva platform, which can be accessed through various devices (smartphones and laptops)

without requiring additional application installation, making it easier for teachers to integrate E-LKPD into the classroom learning process (Pahrun et al., 2023).

**Effectiveness of Canva-Based E-LKPD**

Effectiveness testing was conducted through a series of statistical analyses to compare student learning motivation between the control class (IX B), which used the conventional lecture method, and the experimental class (IX D), which used Canva-based E-LKPD. Prior to inferential testing, instrument testing (validity and reliability) was conducted, followed by statistical prerequisite tests, including normality and homogeneity tests. Descriptive data comparing the pretreatment and posttreatment data for both classes are presented first in Table 3 below.

**Table 3.**
Comparison of Pretreatment and Posttreatment Data on Learning Motivation

| Information | Control Class (IX B) | Experimental Class (IX D) |
|---|---|---|
| Pretreatment Average | 66,39 | 67,69 |
| Highest Pretreatment Value | 75 | 71 |
| Lowest Pretreatment Value | 58 | 63 |
| Average Posttreatment | 74,76 | 87,57 |
| Highest Posttreatment Value | 85 | 94 |
| Lowest Posttreatment Value | 68 | 78 |
| Average Increase | +8,37 poin (+12,60%) | +19,88 poin (+29,36%) |
| Posttreatment Standard Deviation | 4,30 | 3,52 |

According to Table 3, the experimental class experienced an average increase in learning motivation of 19.88 points (29.36%), almost two and a half times greater than the control class, which only increased by 8.37 points (12.60%). The experimental class' posttreatment average reached 87.57, with 32 students (97%) categorized as Very Good. The experimental class' standard deviation (3.52), which was smaller than the control class' standard deviation (4.30), indicates that the increase in learning motivation was more evenly distributed across all experimental students.

**a. Instrument Validity and Reliability Test**

Before being used in data collection, the learning motivation questionnaire instrument was tested for validity and reliability. The validity test used the Pearson Product Moment correlation with $r = 0.347$ ($n = 33$, $\alpha = 5\%$). The validity test results showed that all 20 items were valid because the calculated r-values (ranging from 0.412 to 0.814) were all greater than the table r-value (0.347). The reliability test using Cronbach's Alpha produced a coefficient of $\alpha = 0.936$ (highly reliable category, $\alpha > 0.90$). Thus, the learning motivation questionnaire instrument was declared valid and reliable as a measurement tool for the research variables.

**b. Normality Test**

The normality test was conducted to ensure that the post-treatment learning motivation data for both classes were normally distributed, as a prerequisite for using parametric statistics (Independent Sample T-Test). The normality test used the

Kolmogorov-Smirnov method with a significance level of α = 0.05. The hypotheses used were: $H_0$ = data is normally distributed; $H_1$ = data is not normally distributed. The results of the normality test are presented in Table 4 below.

**Table 4.**
Results of the Kolmogorov-Smirnov Normality Test for Posttreatment Learning Motivation

| Class | N | Statistical Value KS | Sig. (p-value) | Conclusion |
|---|---|---|---|---|
| Control Class (IX B) | 33 | 0,134 | 0,200 | Normal (p > 0,05) |
| Experimental Class (IX D) | 33 | 0,118 | 0,200 | Normal (p > 0,05) |

Based on Table 4, the Kolmogorov-Smirnov test results show a significance value of 0.200 for both classes, both of which are greater than the significance level of α = 0.05. Therefore, $H_0$ is accepted, meaning that the post-treatment learning motivation data for both the control and experimental classes are normally distributed. Meeting this normality assumption allows for the use of parametric statistical tests in the next stage of analysis.

**c. Homogeneity Test**

The homogeneity test was conducted to determine whether the variance of the post-treatment learning motivation data between the control and experimental classes was homogeneous. This test used Levene's Test for Equality of Variances with a significance level of α = 0.05. The hypotheses tested were: $H_0$ = the variances of both classes are homogeneous; $H_1$ = the variances of both classes are not homogeneous. The results of the homogeneity test are presented in Table 5 below.

**Table 5.**
Results of Levene's Test of Homogeneity of Posttreatment Learning Motivation

| Levene Statistic (F) | df1 | df2 | Sig. (p-value) | Conclusion |
|---|---|---|---|---|
| 2,761 | 1 | 64 | 0,101 | Homogen (p > 0,05) |

Based on Table 5, the Levene Statistic value is 2.761 with a significance level of 0.101 > 0.05, thus $H_0$ is accepted. This proves that the variance of the post-treatment learning motivation data for the control and experimental classes is homogeneous. Although the two classes received different treatments during the learning process, the data variability among students in each class remained equal. Fulfillment of this homogeneity assumption forms the basis for using the Equal Variances Assumed row in the Independent Sample T-Test results.

**d. Independent Sample T-Test**

After all prerequisite assumptions were met (normality and homogeneity), an Independent Sample T-Test was conducted to examine the difference in post-treatment learning motivation averages between the control and experimental classes. The hypotheses tested were: $H_0$ = there is no significant difference in learning motivation between the class using the Canva-based E-LKPD and the class using the lecture method; $H_1$ = there is a significant difference in learning motivation between the two classes. The results of the T-Test are presented in Table 6 below.

**Table 6.**
Independent Sample T-Test Results of Posttreatment Learning Motivation

| Parameter | Control Class (IX B) | Experimental Class (IX D) |
|---|---|---|
| Average (Mean) | 74,76 | 87,57 |
| Standard Deviation (SD) | 4,30 | 3,52 |
| t value | -12,903 | |
| Degrees of Freedom (df) | 64 | |
| Sig. (2-tailed) | 0,000 | |
| Mean Difference | -12,818 | |
| 95% CI Lower | -14,803 | |
| 95% CI Upper | -10,834 | |
| Decision | $H_0$ Rejected - $H_1$ Accepted | |

Based on Table 6, the Independent Sample T-Test results yielded a t-value of -12.903 with df = 64 and Sig. (2-tailed) = 0.000. Since the significance value is 0.000 < 0.05, $H_0$ is rejected and $H_1$ is accepted. Thus, statistically, there is a highly significant difference between the posttreatment average learning motivation of the experimental class (87.57) and the control class (74.76). The mean difference of -12.818 with a consistent 95% confidence interval (-14.803 to -10.834) confirms that this difference is a real effect of using the Canva-based E-LKPD, not a chance factor.

**e. N-Gain Analysis of Learning Motivation**

To measure the magnitude of the increase (gain) in learning motivation from pretreatment to posttreatment in a standardized manner, an N-Gain (Normalized Gain) calculation was performed. The N-Gain category is determined based on the following criteria: N-Gain ≥ 0.70 = High; 0.30 ≤ N-Gain < 0.70 = Medium; N-Gain < 0.30 = Low. The results of the N-Gain analysis of the two classes are presented in Table 7 below.

**Table 7.**
Comparison of N-Gain Analysis of Control Class and Experimental Class

| Information | Control Class (IX B) | Experimental Class (IX D) |
|---|---|---|
| Average N-Gain | 0,25 | 0,62 |
| N-Gain Category | Medium | Medium |
| Highest N-Gain | 0,49 | 0,82 |
| Lowest N-Gain | 0,04 | 0,37 |
| High Category Students (≥ 0.70) | 0 (0%) | 5 (15,2%) |
| Medium Category Students (0.30–0.69) | 10 (30,3%) | 28 (84,8%) |
| Low Category Students (<0.30) | 23 (69,7%) | 0 (0%) |

Based on Table 7, the average N-Gain of the experimental class (0.62) was 0.37 points higher than that of the control class (0.25), or equivalent to 148% higher in relative terms. The distribution of the N-Gain categories of the experimental class was very prominent: 84.8% of students were in the Medium category and 15.2% in the High category, with no students in the Low category. This condition was in contrast to the control class where 69.7% of students were still lagging behind in the Low category and none reached the High category. These findings consistently prove that Canva-based E-LKPD is able to encourage higher and more evenly distributed learning motivation across all students in the experimental class compared to conventional learning.

## *Discussion*

### Canva-Based E-LKPD Development Using the ADDIE Model

The Canva-based e-LKPD development process in this study systematically and structuredly followed the ADDIE model. The ADDIE model was chosen for its flexibility and comprehensiveness in accommodating the digital learning product development process (Branch, 2024). The analysis phase identified that the main gap in PAI-BP learning at SMP Negeri 2 Baturraden lies in the lack of innovative interactive teaching materials oriented toward active student engagement. This finding aligns with the principles of multimedia learning (Mayer, 2009), which state that the integration of text and illustrations has been proven to provide more optimal understanding for students than solely verbal presentations.

The resulting e-LKPD product contains seven varied learning activities designed based on active learning principles. As stated by Aziz (2018), active learning emphasizes instructional activities oriented toward strengthening students' analytical and critical thinking skills, rather than simply conveying information by the teacher. By presenting visually engaging learning content through Canva, students not only passively observe the material but also actively engage in various activities that require critical and creative thinking. This aligns with the student-centered learning principles that underpin the Independent Curriculum (BSKAP, 2025).

### E-LKPD Validity: Content and Construct Suitability

The expert validation results reached 97.14%, with the criteria of Very Valid, demonstrating that the Canva-based e-LKPD meets two dimensions of validity according to Akker et al. (1999): content validity and construct validity. A perfect score of 100% for the content suitability aspect from both validators indicates that the Qada and Qadar material contained in the e-LKPD is presented accurately and relevant to the Learning Outcomes of the Aqidah element of Phase D of the Independent Curriculum. A score of 100% for the language aspect also indicates that the language used in the e-LKPD is easy for junior high school students to understand. The constructivity aspect received an average score of 76% (valid), indicating there is still room to strengthen the interconnections between the e-LKPD components in a more cohesive manner.

This high validation score is consistent with the findings of Ramadhani (2025), who developed a Canva-based LKPD for Islamic Religious Education (PAI) learning and received a suitable assessment from the expert validators. This high validation can be explained by the Canva application's capabilities, which provide a comprehensive creative ecosystem, enabling media developers to transform complex instructional ideas into aesthetically pleasing and easy-to-understand visual content without having to master complex design software (Fitriyah et al., 2024). Canva's features, such as customizable layouts, multimedia integration, and dynamic motion graphics, support the creation of interactive and engaging e-LKPD for students (Canva, 2025).

### Practicality of E-LKPD: Ease of Use by Teachers

A practicality score of 88%, categorized as Very Practical, confirms that the Canva-based E-LKPD meets the three dimensions of practicality according to Alan Dix et al. (2004): effectiveness, efficiency, and user satisfaction. A perfect score on the efficiency indicator (100%) from both teachers indicates that the E-LKPD is efficient in terms of learning time, thus not burdening teachers in classroom time management. The high user satisfaction score (98% on average) also indicates that teachers feel comfortable and satisfied using the Canva-based E-LKPD in their teaching process.

This high practicality aligns with the Canva app's cross-device accessibility, accessible via smartphones (Android/iOS) and laptops via a web browser without requiring additional software installation (Bates, 2019). This provides significant added value for teachers in integrating E-LKPD into their learning, both at school and as independent learning assignments at home. These findings also confirm that the Canva-based e-LKPD developed is capable of depicting real-life classroom learning conditions, in accordance with one of the practicality indicators proposed by Akker et al. (1999).

**Effectiveness of E-LKPD: Significant Increase in Learning Motivation**

The results of the Independent Sample T-Test (Table 6), which yielded a Sig. (2-tailed) value of 0.000 < 0.05, statistically prove that the use of Canva-based e-LKPD is more effective in increasing student learning motivation than conventional lecture-based learning. The fulfillment of the assumptions of normality (Table 4, sig. 0.200 > 0.05) and homogeneity (Table 5, sig. 0.101 > 0.05) ensures the validity of the interpretation of the T-Test results. The average increase in learning motivation in the experimental class was 29.36% (from 67.69 to 87.57), almost two and a half times greater than the control class, which saw a 12.60% increase (from 66.39 to 74.76). The mean difference of -12.818 with a consistent 95% confidence interval (-14.803 to -10.834) indicates that this difference is a significant effect of the Canva-based E-LKPD intervention, not a random factor.

The average N-Gain of the experimental class (0.62) fell into the Medium category (Table 7), with no students falling into the Low category, demonstrating that the increase in learning motivation was evenly distributed across all students. These findings confirm the characteristics of effectiveness proposed by Angka et al. (2022), who stated that effective learning tools are characterized by students' appreciation and desire to continue learning using it, reflected in a uniform increase in learning motivation. Based on Sardiman's framework, all six indicators of learning motivation—perseverance, tenacity, interest, independence, resistance to routine, and consistency of opinion—increased in the experimental class.

The effectiveness of Canva-based e-LKPD in increasing learning motivation can be explained from the perspective of multimedia learning theory (Mayer, 2009), which states that the integration of linguistic and pictorial representations results in better conceptual understanding than either modality alone. The rich visualizations, colors, illustrations, and icons of the e-LKPD designed using Canva stimulate students' curiosity and emotional engagement in learning. The variety of seven embedded learning activities also meets the need for instructional differentiation, accommodating various student learning styles. This finding aligns with research by Fajri et al. (2025), which concluded that the better the use of Canva, the higher the learning motivation of Islamic Religious Education (PAI) students in junior high schools.

## CONCLUSION

This research successfully developed a Canva-based E-LKPD for ninth-grade Islamic Religious Education (PAI-BP) on the topic of Qada and Qadar using the ADDIE model. The product features seven diverse activities designed to boost student motivation and active involvement. Based on Nieveen's criteria, the E-LKPD was proven highly successful, achieving a 97.14% expert validation score (Very Valid), an 88% teacher practicality score (Very Practical), and significant effectiveness, with a T-Test Sig. of 0.000 and a medium N-Gain of 0.62 that far outperformed the control class. This study contributes empirically by demonstrating that cloud-based graphic design integration meets high

academic and operational standards, providing a practical, 21st-century innovative teaching material ready for classroom implementation.

However, the study has several limitations, including its narrow focus on a single topic (Qada and Qadar), a small sample size limited to two classes in one school, and an evaluation of effectiveness that only measured learning motivation via questionnaires without assessing cognitive outcomes, religious attitudes, or critical thinking skills. To address these gaps, future research is recommended to expand the Canva-based E-LKPD development across more diverse PAI materials and multiple schools to improve generalizability. Additionally, future studies should investigate other dependent variables such as cognitive learning outcomes and religious character and examine the long-term persistence of this digital learning tool on student motivation and academic achievement..

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