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Development of Canva-Based Interactive Learning Media Integrating Moral Intentions to Increase Student Learning Motivation

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ABSTRACT

Background. Digital learning media is increasingly important in higher education, but its effectiveness depends not only on visual appeal and interactivity, but also on its ability to strengthen students' intrinsic motivation and value-oriented learning.

Purpose. This study aims to develop a Canva-based interactive learning media that integrates "Moral Will" and test its validity, practicality, and effectiveness in increasing learning motivation among Islamic Religious Education students.

Method. This study used a Research and Development design with the ADDIE model. Participants consisted of 32 students from one class at a higher education institution in West Sumatra. Data were collected through needs analysis, expert validation, student response questionnaires, and an ARCS-based learning motivation questionnaire.

Novelty. This study introduces "Moral Will" as a pedagogical design element embedded in digital learning through activities that involve choice, commitment, responsibility, reflection, and perseverance, rather than treating morality solely as a learning outcome.

Results. Material and media validation reached 90.40% and 89.20%, respectively, with Aiken's V-values of 0.88 and 0.86, respectively. Practicality reached 88.75%. Student motivation increased from 68.44 to 84.72, with an increase in N of 0.52.

Conclusion. Integrating Moral Will into Canva-based interactive media offers a promising approach to developing engaging, value-oriented, and motivating learning experiences in Islamic Religious Education.

KEYWORDS : Canva-Based Learning; Interactive Learning Media; Islamic Religious Education; Learning Motivation; Moral Will

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INTRODUCTION

Rapid digital transformation has transformed learning practices in various countries, particularly in higher education, through the use of technology to create more flexible, visual, and interactive learning experiences. However, the use of educational technology does not automatically result in meaningful learning, as its effectiveness depends heavily on pedagogical design and how the technology is integrated into the learning process (Qian, 2025). At the same time, learning motivation remains a significant challenge, as it affects students' willi-

ngness to engage , persist, and actively participate in learning activities (Gavrilas et al., 2026). Therefore, digital learning media are needed that are not only visually appealing but also capable of encouraging sustained learn.

In the Indonesian context, the development of digital technology has opened up wider opportunities for higher education institutions to develop more interactive learning that is tailored to the characteristics of today's students. Data from the Central Statistics Agency (BPS) shows that 72.78% of Indonesia's population will have internet access by 2024, up from 69.21% the previous year, indicating the increasingly strong penetration of digital technology in people's lives (Fitrah et al., 2025). This condition is also relevant for higher education in West Sumatra, including the Islamic Religious Education (PAI) Study Program, which not only demands the use of technology as a means of delivering material but also integrates values, responsibility, and a willingness to act according to moral principles into the learning process. Therefore, the use of learning technology for PAI students needs to be directed towards a learning experience that can combine the appeal of digital media with strengthening the moral dimension and learning motivation.

Empirically, the use of Canva as a learning medium has shown potential in increasing student motivation and engagement. That the development of Canva-based teaching materials was able to increase learning motivation in the high category (Gurning et al., 2024; Wulandari et al., 2022). Similar findings also indicate that the use of Canva media in Islamic Religious Education learning has a positive influence on student learning motivation (Zahra et al., 2026). However, the development of Canva-based media so far has emphasized visual aspects, creativity, and interactivity, while the integration of moral dimensions as part of the learning design has received little attention.

This condition is crucial in the context of Islamic Religious Education students at a college in West Sumatra, as Islamic Religious Education learning is not only directed at mastering knowledge but also at developing an internal will to choose the right actions, build commitment, be responsible, and remain consistent with moral values. This dimension is related to the concept of Moral Will, which can be integrated into learning activities through moral choices, reflection, commitment, and student responsibility. Therefore, the development of Canva-based interactive learning media that integrates Moral Will is necessary to provide a more engaging, meaningful learning experience that focuses on increasing student learning motivation.

The unique approach developed in this study lies in the integration of Moral Will into media activities as an effort to strengthen students' internal desire to learn. Within Lickona's character education framework, Moral Will is an important element of Moral Action, relating to a person's willingness to choose and carry out actions believed to be right (Coeckelbergh, 2026; Critcher & Galak, 2026). This dimension is translated into media through activities of choice, reflection, commitment, responsibility, and perseverance in completing learning activities. This approach is related to Self-Determination Theory, which emphasizes that motivational quality develops when individuals have learning experiences that support more autonomous choices and actions (Ryan & Deci, 2020). Therefore, the integration of Moral Will into Canva-based interactive media is expected to not only increase the appeal of learning but also build students' internal desire to engage and maintain their learning motivation.

This study aims to develop Canva-based interactive learning media that integrates the Moral Will dimension for students of the Islamic Religious Education Study Program, as well as to test the feasibility, practicality, and effectiveness of the media in increasing students' learning motivation.

RESEARCH METHODOLOGY

Research Design

This study uses a Research and Development (R&D) design with the ADDIE development model, which includes five stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was chosen because it provides a systematic and iterative procedure for developing, implementing, and launching learning products according to user needs and learning objectives (Branch, 2009). In this study, the Analysis stage is used to identify student needs and characteristics; Design to design Canva interactive media that integrates the Moral Will dimension; Development to produce and validate the product; Implementation to test the media on students of the Islamic Religious Education Study Program; and Evaluation to assess the feasibility, practicality, and effectiveness of the media in increasing learning motivation. The choice of this design is in accordance with the research objectives which are not only to produce learning products, but also to test the quality and effectiveness of their use in real learning contexts.

Research Location and Subjects

This research was conducted at a college in West Sumatra, specifically in the Islamic Religious Education (PAI) Study Program. The research subjects consisted of 32 students in one class. All students in the class were involved as trial subjects for Canva-based interactive learning media that integrates the "Moral Will" dimension. Because the research population only consisted of one class, all members of the population were used as research subjects or using the "total sampling" technique. The students were involved in the implementation stage to assess the practicality of using the media and test its effectiveness in increasing learning motivation.

Development Procedure

The procedure for developing Canva-based interactive learning media that integrates the Moral Will dimension uses the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). The Analysis stage is carried out to identify learning needs, student characteristics, learning motivation conditions, and the need for Moral Will integration in the media. The Design stage includes the preparation of material structure, interactive activities, Canva visual design, instrument evaluation, and the integration of Moral Will elements through activities of choice, commitment, responsibility, and perseverance. The Development stage is carried out by producing the media according to plan, then validating it through material experts, media experts, and learning experts before being revised. The Implementation stage is carried out by testing the media on 32 students of the Islamic Religious Education Study Program in one class to assess its practicality and effectiveness. The Evaluation stage is carried out formatively at each stage and summatively after implementation to assess the feasibility, practicality, and effectiveness of the media in increasing student learning motivation.

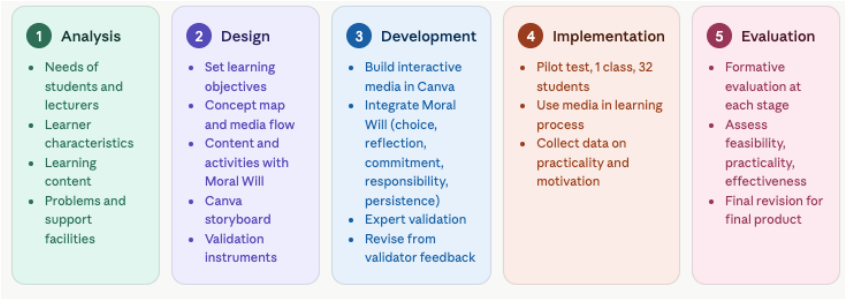


Figure 1. Development and testing procedures

Instrumen

The research instruments were developed in alignment with the ADDIE development stages and the research objectives-namely, to produce a Canva-based interactive learning medium that integrates "Moral Will," and to evaluate its feasibility, practicality, and effectiveness in enhancing students' learning motivation. First, needs analysis instruments-comprising a student questionnaire and a lecturer interview guide-were employed to identify student characteristics, learning conditions, current media usage, the need for interactive media, and issues regarding learning motivation. The development of these instruments adhered to the "Analysis" phase of the ADDIE model, which emphasizes identifying performance gaps, learner characteristics, resources, and learning needs prior to product design (Branch, 2009).

Secondly, expert validation sheets are used to assess the product's suitability prior to implementation. Validation is conducted by subject matter experts and media experts. The subject matter expert validation sheet covers the accuracy and relevance of the content, alignment with learning objectives, clarity of presentation, and the integration of "Moral Will" through the elements of choice, commitment, responsibility, and perseverance. The media expert validation sheet addresses visual design, readability, navigation, interactivity, ease of use, and the technical quality of the Canva medium. The use of expert validation aligns with educational product quality criteria that position validity as a key indicator of the quality of learning interventions (Nieveen, 1999), while the level of content validity derived from expert assessments can be analyzed using Aiken's V coefficient (Aiken, 1985).

Third, a student response questionnaire is used to measure the practicality of the media after students have utilized it during the learning process. This instrument covers aspects such as ease of access and use, clarity of instructions, visual appeal, ease of navigation, usefulness of interactive activities, engagement in "Moral Will" activities, and overall satisfaction with the media. The assessment of practicality is based on the concept of educational product quality, which posits that an intervention is considered practical if it can be effectively utilized by users in alignment with the intended learning objectives and conditions (Nieveen, 1999; Plomp & Nieveen, 2013).

Fourth, a learning motivation questionnaire served as the primary instrument to measure the media's effectiveness through pre-test and post-test assessments. The instrument was developed based on the ARCS model, which encompasses four dimensions: "Attention" (measuring students' attention and interest), "Relevance" (measuring the meaningfulness and connection of the learning to students' needs), "Confidence" (measuring students' belief in their learning abilities), and "Satisfaction" (measuring satisfaction with the learning experience and outcomes). The selection of these four dimensions is based on the ARCS Model of Motivational Design developed by Keller as a systematic framework for understanding and enhancing motivation within learning environments (Keller, 2010). The instrument utilized an appropriate rating scale and underwent expert validation and reliability testing prior to its use in data collection.

RESULT AND DISCUSSION

The findings showed that the Canva-based interactive learning media integrating *Moral Will* was successfully developed through the five stages of the ADDIE model: *Analysis, Design, Development, Implementation,* and *Evaluation*. The needs analysis indicated that students required learning media that were more interactive, visually engaging, and capable of encouraging active participation in the learning process. These findings provided the basis for designing interactive Canva-based learning media that incorporated *Moral Will* through learning activities involving choice, commitment, responsibility, reflection, and persistence.

Table 1. Results of Media Validity and Practicality

Assessment Aspect	Result	Category
Material Expert Validation	90.40%	Highly Valid
Aiken's V for Material Validation	0.88	Valid
Media Expert Validation	89.20%	Highly Valid
Aiken's V for Media Validation	0.86	Valid
Student Practicality Assessment	88.75%	Highly Practical

The validation results demonstrated that the developed media met high standards of feasibility. Material expert validation reached 90.40%, with an Aiken's V coefficient of 0.88, while media expert validation reached 89.20%, with an Aiken's V coefficient of 0.86. These results indicated that the content, visual design, interactivity, navigation, and integration of *Moral Will* were considered valid and appropriate for implementation. Following revisions based on expert recommendations, the media were implemented with 32 students in the Islamic Religious Education Study Program. The student response assessment yielded a practicality score of 88.75%, categorized as highly practical, indicating that the media were easy to use, visually engaging, interactive, and supportive of active student participation.

Table 2. Changes in Students' Learning Motivation Based on ARCS Dimensions

Motivation Dimension	Pretest	Posttest	Improvement
Attention	70.16	86.09	15.93
Relevance	69.38	84.53	15.15
Confidence	66.72	82.81	16.09
Satisfaction	67.50	85.44	17.94
Mean	**68.44**	**84.72**	**16.28**

The results of the learning motivation assessment showed an increase in the mean score from 68.44 in the pretest to 84.72 in the posttest. Improvement was observed across all ARCS dimensions. The highest increase occurred in *Satisfaction* (17.94 points), followed by *Confidence* (16.09 points), *Attention* (15.93 points), and *Relevance* (15.15 points). The normalized gain score was 0.52, indicating a moderate level of improvement. Overall, these findings demonstrate that the Canva-based interactive learning media integrating *Moral Will* met the criteria of validity and practicality and showed promising effectiveness in enhancing the learning motivation of Islamic Religious Education students.

The findings indicate that the Canva-based interactive learning media integrating Moral Will is valid, highly practical, and capable of increasing student learning motivation across all ARCS dimensions: Attention, Relevance, Confidence, and Satisfaction. These results are consistent with previous research showing that Canva-based learning media can enhance engagement, motivation, and learning experiences when supported by appropriate instructional design (Gurning et al., 2024; Asnur et al., 2025; Idhar et al., 2025). This increase in motivation also supports Keller's ARCS framework, which emphasizes the importance of attention, relevance, confidence, and satisfaction

in maintaining student learning motivation (Keller, 2010), as well as Self-Determination Theory, which highlights autonomy, competence, and internal motivation as important drivers of active learning (Ryan & Deci, 2020).

The primary scientific novelty of this research lies in the integration of Moral Will into the Canva-based interactive learning media as an explicit pedagogical mechanism. Unlike previous Canva-based learning research that primarily emphasized visual appeal, multimedia, and interactivity, this study embeds moral choice, commitment, responsibility, reflection, and persistence directly into learning activities. This expands Lickona's concept of moral action by positioning Moral Will not merely as a character outcome, but as a motivational design element in digital learning (Lickona, 1991). Therefore, the findings suggest that students' motivation can be strengthened not only through engaging digital presentations, but also through learning experiences that encourage them to make meaningful choices, commit to their learning, take responsibility, and persevere in completing learning tasks. This integration of digital interactivity and Moral Will constitutes a unique contribution of this study to the development of value-oriented learning media in Islamic Religious Education.

CONCLUSION

This study demonstrates that Canva-based interactive learning media integrating Moral Will can provide a valid, practical, and potentially effective approach to enhancing students' learning motivation. The increase across the dimensions of Attention, Relevance, Confidence, and Satisfaction indicates that motivation can be strengthened not only through visually attractive and interactive digital media, but also through learning activities that encourage meaningful choice, commitment, responsibility, reflection, and persistence. The key contribution of this study lies in repositioning Moral Will from merely a character-related concept into a pedagogical design element embedded within digital learning media. This integration offers a new direction for the development of value-oriented technology-enhanced learning, particularly in Islamic Religious Education, where cognitive engagement and moral formation are expected to develop simultaneously. Future studies should test this model with larger and more diverse samples and employ controlled experimental designs to further verify its effectiveness and explanatory power.

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AUTHORS' CONTRIBUTION

Look this example below:

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

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