

Development of an Islamic Education Management Philosophy e-Module through the Canva Application

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Submitted: 16-02-2023

Revised: 02-04-2023

Accepted: 15-04-2023

ABSTRACT. This study aims to create e-modules for Islamic Education Management Philosophy lectures using the Canva Design tool, which will include material descriptions, videos, and activities for each material sub-chapter. The ADDIE model research and development process was applied. The responders were 67 students from Ar-Raniry State Islamic University's Islamic Education Management Study Program for the 2020/2021 academic year. Analysis, design, development, implementation, and evaluation are the five stages of research. The product validation results from the two validators obtained an average score of 77.50% in the feasible category and a high score with a percentage ranging from 86.19% to 92.53% at the implementation stage, indicating that the Islamic Education Management Philosophy e-module is very feasible to use and very helpful to students in Islamic education management philosophy lectures. The user's feedback is that this student e-module is simple to use and beneficial in Islamic Education Management Philosophy classes. Based on student comments, it is possible to infer that the Islamic education management philosophy e-module is an excellent e-module to be utilized as a learning resource that is highly suited in the current and future period of autonomous learning.

Keywords: *E-Module Development, Islamic Education Management Philosophy, Canva Application*

 <https://dx.doi.org/10.32678/tarbawi.v9i01.7963>

How to Cite Nurmayuli, N. (2023). Development of an Islamic Education Management Philosophy e-Module through the Canva Application. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 9(01), 97-108. doi:10.32678/tarbawi.v9i01.7963.

INTRODUCTION

With the rapid change of times where every human being has interests, good management is needed so that these interests do not collide. Likewise, in the world of education, the management of education, or what we often call education management in public or Islamic institutions, is very proclaimed so that there is no inequality in education in terms of administration and the purpose of education itself. However, in carrying out administrative or management procedures in educational institutions, more is needed to apply directly existing theories. It takes an in-depth study so that the management theory can solve educational institutions' problems without causing new problems. So that a theoretical approach is needed in solving problems, one of which is the science of Islamic education management philosophy as a form of theoretical approach in choosing the correct theory or the proper steps in education management. The development of the Islamic education management curriculum requires the existence of an established Islamic education management science recognized for its existence by intellectuals and educational scholars (Irawan, 2019).

The Islamic education management philosophy curriculum is a new subject in the curriculum at the Islamic education management, one of which is at IAIN Lhokseumawe (Prasetyo, 2018),

and for Ar-Raniry State Islamic University's itself, it only exists in the 2020/2021 academic year in odd semesters. There is anxiety to criticism of the existence of Islamic Education Management, which is considered just Islamic labeling in the Islamic education management science building (Fauzi, 2019), where references and discussion literature about this course are still minimal. The need for critical reviews in philosophy and social sciences in the realm of education management includes leadership, organizational learning, and management training (Prasetyo, 2018). This phenomenon is very reasonable because considering that this course is a new subject, so there are still not many experts who give theoretical reviews about the philosophy of Islamic education management, but lecturers who teach in the course must have various innovations to help students to understand the theory and application in lectures, to produce scholars who understand the theory of Islamic education management philosophy.

Changes in global conditions that are not so stable, learning is applied in blended learning, so the need for learning innovations when online learning occurs not only provides material but can display learning videos through the platform, so it is necessary to develop modules in the form of electronic modules or so-called E-Modules so that learning materials have a clear direction, which is in accordance by with the conditions of Indonesia which are hit by the Covid-19 pandemic, Student learning system uses an online system or blended learning. Moreover, learning innovations carried out by teachers or lecturers today, which are being promoted by the government based on Permendikbud No.3 of 2020 concerning MBKM policies towards changes in academic administration and learning (Nasrulloh & Sutisna, 2022), where independent and versatile higher education learning programs are designed to create a creative learning community that does not limit that meets student needs (Meke et al., 2021). Learning using e-learning, such as e-modules, is very useful. The e-Learning System is vital to anticipate the development of the era with the support of information technology, where all are heading into the digital era, both mechanisms and content (Elyas, 2018). then Munir added that e-learning also has the following advantages; 1) Increases learning interaction, 2) Facilitates learning interaction from anywhere and anytime, 3) Have an extensive range, 4) Facilitates the improvement and storage of learning materials (Munir, 2010).

The Canva application is an application that has an online design program that provides a variety of media such as presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, bulletins, embedding videos or links, and so on. The advantages of the Canva application are that it has a variety of attractive designs, able to increase the creativity of lecturers and students in designing learning media because many features have been provided, it saves time in learning media practically, and use it does not have to use a laptop, but can be done using a device (Tanjung & Faiza, 2019). This Canva application contributes well to learning. This application can design various needs (Figure 1) with an attractive appearance and easily be converted into pdf, png, jpg, and other formats.

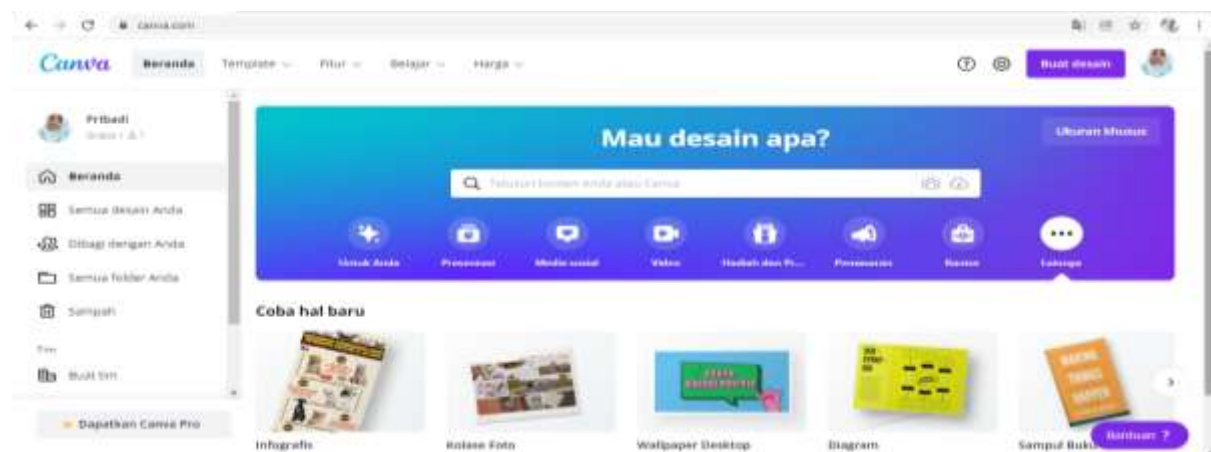


Figure 1. Application can design various

Regarding the use of the Canva application as a learning medium to increase students' creative abilities in the English for Information Communication and Technology course, this can be proven by an increase in the percentage of learning motivation scores, learning outcomes, and student creativity in each cycle (Junaedi, 2021). The development of exciting learning media using Canva for the optimization of online learning carried out by the Lecturer Team of the Computer Science Education Study Program FKIP ULM (Mahardika et al., 2021) and the development of basic chemistry practicum e-modules for FKIP USK students is excellent and suitable for teaching materials (Puspita* et al., 2021), there has been no development of the Islamic Education management philosophy e-module.

Based on the facts above, researchers provide solutions by developing e-modules using the Canva Design application, which contains teaching materials, learning videos, and online-based exercises to help students understand the lecture material of Islamic Education Management Philosophy (Rahmatullah et al., 2020). The use of audio-visual media has been successfully carried out and declared suitable for use as learning media. Therefore, this study aims to develop an e-module on Islamic Education Management Philosophy that can be used as one of the references and support the implementation of F-MPI lectures at UIN Ar-Raniry Banda Aceh.

METHOD

The method used in this study uses the development of the R & D model ADDIE. There are five research stages: analysis, design, development, implementation, and evaluation (Aldoobie, 2015; Juhji et al., 2020). In the first stage, conducting material analysis prepared based on lecture RPS, these materials are in the form of educational management philosophy theories where the description of material is adjusted and associated with social conditions of the community. In the second stage, there are four activities carried out: 1) Focus Group Discussion with teaching lecturers and experts to determine the appropriate scope of material to be applied to online learning; (2) discussions with media experts to obtain technology-based e-modules; (3) designing the e-module of Islamic education management philosophy in the Canva application based on the guidelines for the preparation of e-modules, consisting of components of learning objectives, description of the material and assignments of each material, then the inclusion of learning videos as module development, in the e-module design stage, of course, following the guidelines for e-module preparation; (4) prepare learning content or videos by relating cases of education management in the community or educational institutions (Hemalatha, 2013; Sofyan et al., 2019). The third stage has two stages, namely 1) designing an e-module with the Canva application, which can be accessed via the link at the link www.canva.com, and 2) validating the e-module design for media experts and material experts who are lecturers at UIN Ar-Raniry Banda Aceh. The next stage is implementation and evaluation for MPI UINAR students.

The selection of samples/responses was conducted using purposive sampling techniques aimed at students of the Islamic Education Management study program FTK UIN Ar-Raniry in the 2020/2021 academic year. The number of respondents was 67 from 3 existing units, consisting of 44 women and 23 men. The instrument used in this study was in the form of a questionnaire. The statement on the questionnaire is prepared based on literature references and adjusted to research needs. The questionnaire consisted of 10 statements about responses to the Islamic Education Management Philosophy e-module addressed to material experts and media experts and ten statements about responses to the application of the Islamic Education Management Philosophy e-module addressed to MPI Study Program students. The validity of the questionnaire is tested using percentage assessment analysis which will be described descriptively. This analysis is used to process validation results in the form of criticism and suggestions from validators of modules. Percentage technique through steps, (1) calculate and sum the check mark values in each column of the

question, (2) all the amounts in step 1 compared to the maximum number of assessments of the material description, and (3) write down the percentage in each column (Suharsimi, 2010).

The rating scale for these statements is made using groupings in the score interpretation criteria according to the Likert scale so that conclusions will be obtained about the feasibility of the media. The score interpretation criteria based on the Likert scale detailed data interpretation can be seen in Table 1 (Septiningsih, 2020).

Tabel 1. Media Eligibility Score Interpretation Criteria

| Value (%) | Validation Criteria | Information |
|-----------|---------------------|----------------------|
| 85 – 100 | Very valid | No revision required |
| 70 – 84 | valid | No revision required |
| 55 – 69 | quite valid | No revision required |
| 50 – 54 | Less valid | Needs revision |
| 0 – 49 | Invalid | Total revision |

Source: UM education guidelines (Septiningsih, 2020)

RESULT AND DISCUSSION

Result

Stages of Analysis

The initial stage of the ADDIE development model is to determine student learning needs, where researchers analyze problems that occur in the lecture process. Based on the analysis that has been carried out on students of MPI FTK UIN Ar-Raniry Study Program, namely the lack of literature materials or books in lectures has an impact on the difficulty of understanding the lecture material of Islamic Education Management Philosophy. In addition to the initial analysis by observation, researchers also analyzed utilizing interviews and observations of the MPI study program so that the results of interviews and observations from existing CPL study programs and RPS lectures, so that the results of the analysis can be seen in the table below:

Table 2. Acquisition of Initial Analysis Data

| No | Assessment Aspect | Analysis Results |
|----|----------------------------|---|
| 1 | <i>Student analysis</i> | <ol style="list-style-type: none"> 1. Lack of student interest in learning the Islamic Education Management Philosophy Course. 2. Students have difficulty understanding the Islamic Education Management Philosophy Course |
| 2 | <i>Needs Analysis</i> | <ol style="list-style-type: none"> 1. E- module as additional material for the literature of Islamic Education Management Philosophy. 2. Existing literature books are still minimal 3. The material and language used in the book are still difficult to understand |
| 3 | <i>Curriculum Analysis</i> | <ol style="list-style-type: none"> 1. This course is still relatively new to the curriculum 2. Need curriculum development so that it is easy to implement in everyday life |
| 4 | <i>Material Analysis</i> | <ol style="list-style-type: none"> 1. The material presented can relate the study of science (general and Islamic studies) 2. Display the form of daily life case forms that can be solved with lecture materials 3. Display the material conceptually and practically |

Stages of Design

The second stage carried out the design. The design stage is carried out based on data from the analysis stage. Design is carried out after obtaining student needs and note analysis result from the MPI study program, designing Canva-based e-modules in the Islamic Education Management Philosophy Course. An attractive design is expected to make students more interested in studying

the course. E-Modules are designed as attractive as possible by containing text, animation, and audio to make students interested and easily understand the material. The animation video design can be seen in the table below:

Table 3. Initial Design

| No | Design | Information |
|----|----------------------|--|
| 1 | Heading | <i>e-module Islamic Education Management Philosophy</i> |
| 2 | Material | <i>Consists of 14 Chapter speakers</i> |
| 3 | Part | <i>a. Cover</i> <i>b. Preface</i> <i>c. Table of Contents</i> <i>d. Content: consists of a description of the material with writing and video and each chapter has exercises / questions as an evaluation</i> <i>e. Bibliography</i> |
| 4 | Evaluation Questions | <i>It is given a description and video analysis of cases that are happening in the midst of the community</i> |
| 5 | References | <i>Equipped with a list of references sourced from books, journals and other literature related to Islamic Education Management Philosophy</i> |
| 6 | Uses | <i>As one of the literature materials or learning resources for student lectures</i> |

Stages of Development

The third stage is development, where after designing the product, develop it following the previous design. The first thing designed is to determine the title of each Chapter's discussion. The description of the Chapter's title above is based on CPL and RPS made by the study program and approved by the Faculty of UIN Ar-Raniry. The next step is making the material content through descriptions and videos. Then make a job description or evaluation of each Chapter which will be described as follows.

1. Chapter 2: Problem Description
2. Chapter 3: Making papers related to the scope of philosophy
3. Chapter 4: Analyzing the journal by identifying problems related to the material
4. Chapter 5: Answering the description questions related to the material of Islamic education management philosophy
5. Chapter 6: Analyze the problem in the video footage of the UN abolition news and then how to solve it Ontology
6. Chapter 7: Analyze the problems in the video footage regarding teacher discipline cases on the island of Aceh by finding solutions epistemologically
7. Chapter 8: Analyze the problems in the teacher development video footage and how to analyze it axiologically.
8. Chapter 9: Analyze journals related to challenges faced by the management of Education or Islamic Education Institutions.
9. Chapter 10: Make a summary of the material and identify journals related to the material.
10. Chapter 11: Answering the material description questions.
11. Chapter 12: Analyzing video footage of how leadership is happening now and in future
12. Chapter 13: Making summaries and identifying journals related to the material
13. Chapter 14: Making mini-research and reporting mini-research on implementing education management philosophy to solve Islamic education management problems.

After determining the material and tasks in each Chapter, the next stage is where the product manufacturing process is developed in Figure 2. Display several views of e-modules that have been created.



Figure 2. Some E-module views that have been created

The results of the e-module design that has been prepared can be seen in Figure 2. The e-module that has been produced is then validated by two validators, namely validators who are experts in the science of Islamic education management philosophy. Both validators are lecturers of the MPI FTK UIN Ar-Raniry study program. Validation using questionnaire instruments. The questionnaire given to validators contains aspects of the appearance, content, grammar, and evaluation system of the e-module. Furthermore, the assessment scale ranges from 1 to 4, along with a table of assessment aspect criteria on the validation questionnaire.

Table 4. Criteria for assessment aspects in the validation questionnaire

| Aspek | Criteri | |
|------------------------------------|---------|---|
| <i>Feasibility of the material</i> | 1 | Compatibility of e-Modules with the standard content of the KKNi lecture curriculum |
| | 2 | Suitability of material substance based on references |
| | 3 | Presentation of learning materials and videos accordingly |
| | 4 | The material presented is easy for students to understand |
| | 5 | Language materials and assignments in e-modules can add insight into students |
| <i>Language eligibility</i> | 1 | Use of Indonesian as per EYD |
| | 2 | Use communicative language |
| | 3 | Language is easy to understand |
| | 4 | The use of scientific language is appropriate |
| | 5 | Doesn't use word repetition much |

Based on the validation of the two validators, the average score was 77.50% with the feasible category. From the validation of the two validators above, the e-module of Islamic Education Management Philosophy has been declared very feasible and can be used in learning activities. A graph of the overall validator result data can be seen in Figure 3 below:

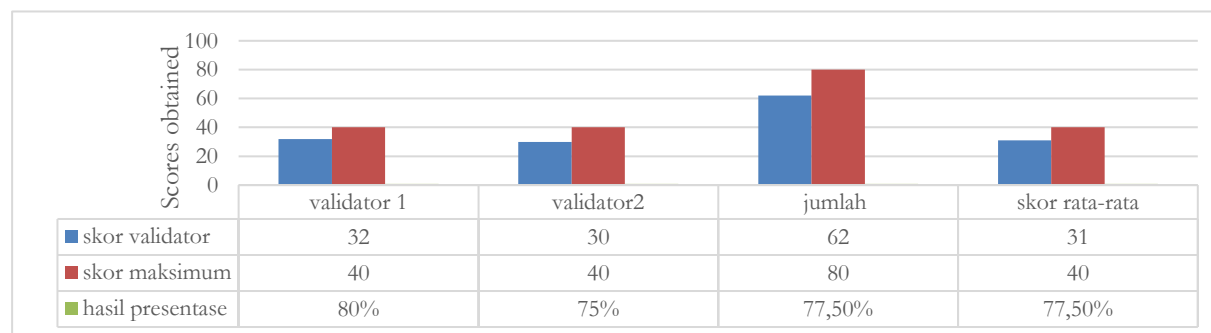


Figure 3. Percentage of E-Module Validation Questionnaire

Based on the validation results, validators provide input or suggestions on the shortcomings of the Islamic Education Management Philosophy e-module with the Canva Design application in the Table of contents changed due to changes in the layout of the validator's revised material. The revision results based on validator suggestions can be seen in Figure 4 below.

| Before | After |
|---|--|
| <p>DAFTAR ISI</p> <p>1. Pendahuluan 1</p> <p>2. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 2</p> <p>3. Filosofis Manajemen Pendidikan Islam 3</p> <p>4. Pendidikan Islam sebagai Suatu Sistem 4</p> <p>5. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 5</p> <p>6. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 6</p> <p>7. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 7</p> <p>8. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 8</p> <p>9. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 9</p> <p>10. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 10</p> <p>11. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 11</p> <p>12. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 12</p> <p>13. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 13</p> <p>14. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 14</p> <p>15. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 15</p> | <p>DAFTAR ISI</p> <p>1. Pendahuluan 1</p> <p>2. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 2</p> <p>3. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 3</p> <p>4. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 4</p> <p>5. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 5</p> <p>6. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 6</p> <p>7. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 7</p> <p>8. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 8</p> <p>9. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 9</p> <p>10. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 10</p> <p>11. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 11</p> <p>12. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 12</p> <p>13. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 13</p> <p>14. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 14</p> <p>15. Ruang Lingkup Filosofis Manajemen Pendidikan Islam 15</p> |

Figure 4. Table of contents revision

The validator made suggestions on additions to Chapter III to the point of the Scope of Study of Islamic Education Management Philosophy, changing the language to repeat the word management twice at each point. The revision results can be seen in Figure 5 below.

| Before | After |
|--|--|
| <p>RUANG LINGKUP FILSAFAT MANAJEMEN PENDIDIKAN ISLAM</p> <p>1. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>2. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>3. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>4. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>5. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>6. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>7. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>8. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>9. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>10. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>11. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>12. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>13. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>14. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>15. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> | <p>RUANG LINGKUP FILSAFAT MANAJEMEN PENDIDIKAN ISLAM</p> <p>1. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>2. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>3. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>4. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>5. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>6. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>7. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>8. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>9. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>10. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>11. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>12. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>13. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>14. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> <p>15. Ruang Lingkup Filosofis Manajemen Pendidikan Islam</p> |

Figure 5. Language Revision in chapter III

The next revision in Chapter VII on the second learning objective is written Education Management only, and it should be Islamic Education Management. The results of the revision can be seen in Figure 6 below.

| Before | After |
|--|--|
| <p>ONTOLOGI FILSAFAT MANAJEMEN PENDIDIKAN ISLAM</p> <p>1. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>2. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>3. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>4. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>5. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>6. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>7. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>8. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>9. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>10. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>11. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>12. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>13. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>14. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>15. Ontologi Filosofis Manajemen Pendidikan Islam</p> | <p>ONTOLOGI FILSAFAT MANAJEMEN PENDIDIKAN ISLAM</p> <p>1. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>2. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>3. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>4. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>5. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>6. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>7. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>8. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>9. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>10. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>11. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>12. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>13. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>14. Ontologi Filosofis Manajemen Pendidikan Islam</p> <p>15. Ontologi Filosofis Manajemen Pendidikan Islam</p> |

Figure 6. Language Revision in chapter VII

The next revision in Chapter VIII, namely the description component of the second learning objective, written Education Management, should directly focus on Islamic Education Management. The results of the revision can be seen in picture 7 Next.

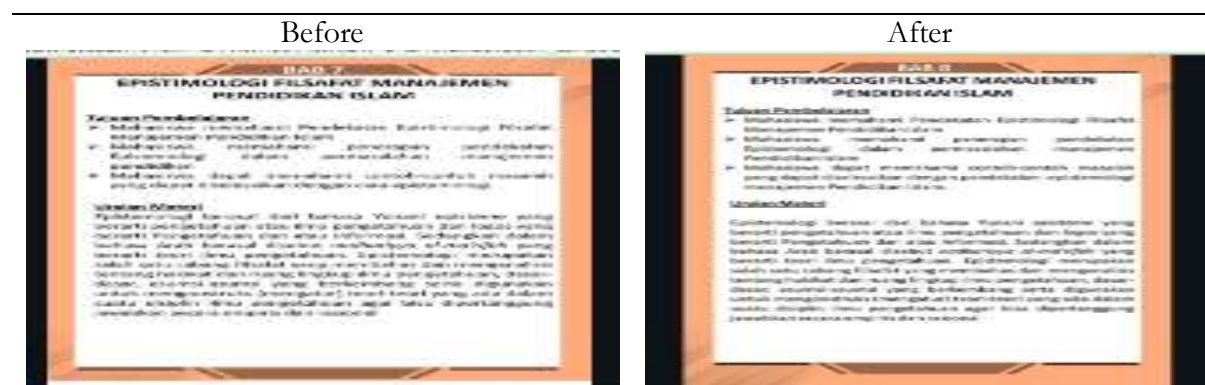


Figure 7. Language Revision in chapter VIII

The next revision in Chapter X, namely the philosophy of Islamic Education Management as a science, should be in the initial chapter after Chapter 5. The results of the revision can be seen in picture 8 Next.

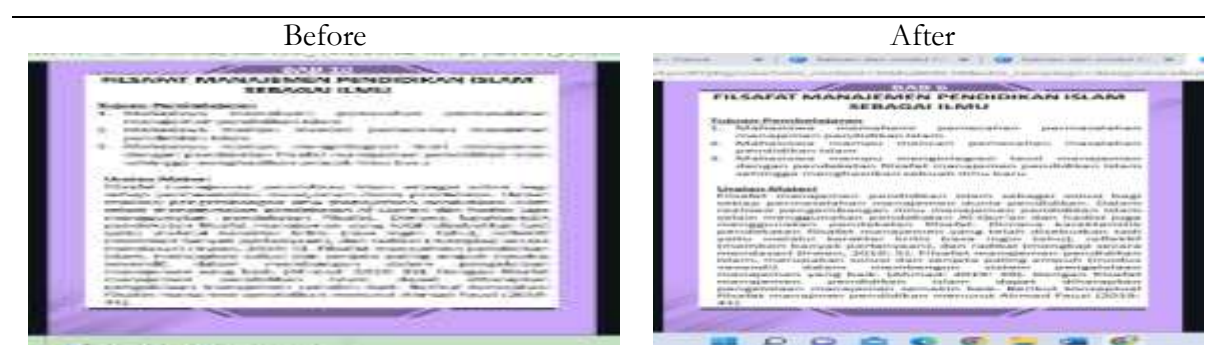


Figure 8. Language Revision in chapter VIII

Stages of Implementation

At the implementation stage, e-modules were used during online lectures for the Islamic education management philosophy course for students in semester units 1, 2, and 3, consisting of 67 students. Student responses to the use of this e-module were collected using a questionnaire consisting of 10 questions with an assessment scale of 1 to 4, which concerns several aspects such as ease of access, use, and the appearance of the e-module itself can be seen in Table 5.

| No | Questions | Total Score | % |
|----|---|-------------|-------|
| 1 | E-module can be easily accessed on the google smart phone page | 248 | 92,53 |
| 2 | The e-module made it easier for me to learn | 238 | 88,80 |
| 3 | I can read the subject matter not only in the span of lectures | 235 | 87,68 |
| 4 | With this e-module, it can increase my knowledge related to the material of Islamic education management philosophy | 231 | 86,19 |
| 5 | E-module Islamic education management philosophy can increase motivation in learning | 239 | 89,17 |
| 6 | I can easily access the learning videos/materials on the e-module | 235 | 87,68 |
| 7 | Learning video links can be easily connected to youtube | 236 | 88,05 |
| 8 | The image shown in the video is clearly visible | 241 | 89,92 |

| | | | |
|----|---|-----|-------|
| 9 | The e-module helped me in answering quizzes and doing coursework on Islamic educational management philosophy | 238 | 88,80 |
| 10 | E-modules are suitable for use in online learning | 246 | 91,79 |

Evaluation Stages

The last stage is evaluation, and the evaluation stage is obtained based on the assessment of validators and implementation that have been carried out experiments on the use of e-modules for students of the Islamic Education Management Study Program UIN Ar-Raniry Banada Aceh. Based on the validator results, 77.50% were obtained with a decent category, meaning that e-modules are eligible for students. Then based on the questionnaire given to students, there are three categories of assessment aspects: ease of access, use, and display of e-modules. According to a survey, 92.53% of students can access the e-module page easily, meaning that there are no significant difficulties when this e-module is opened using a smartphone, a computer, or a laptop.

Then 86.19% of this e-module can increase student knowledge related to Islamic education management philosophy material. In this case, students give an average assessment response of 3, which means it is good to increase student knowledge. Again, 87.68% of this e-module is used without being bound by space and time. It means that students are very interested in this e-module being a solution when constrained by networks when online learning meetings, students can still learn to understand the lecture material.

Discussion

The development of the Islamic Education Management Philosophy e-module through the Canva Design application in this research has gone through 5 stages of developing the ADDIE method: analysis, design, development, implementation, and evaluation. Furthermore, produce electronic-based e-modules that display lecture materials in descriptions and learning videos accompanied by assignments and exercises for each chapter. This e-module is easy to use and helpful in Islamic Education Management Philosophy lectures. Septiyani et al. (2022) Canva-based e-modules are feasible, practical, and effective in the course-learning process. Likewise, research by Wilujeng et al. (2021) states that the development of e-modules using the Canva application is very effective.

The validation results of the two validators obtained an average score of 77.50% with the feasible category. So, it can be concluded that from the validation of the two validators above, the Islamic Education Management Philosophy e-module has been declared feasible and can be used in the process of learning activities, as research (Dewi et al., 2019) the English Specific Purpose e-module is convenient to use with a total score of 79.8%.

Based on the results of implementation, the highest score of the questionnaire was obtained at 248, overall aspects in the e-module received a high percentage score with a percentage between 86.19% to 92.53%, which means that the e-module of Islamic Education Management Philosophy is very feasible to use and very helpful for students in Islamic education management philosophy lectures (Moison et al., 2019) also reported that students gave responses related to increasing their motivation and ease of learning using e-modules. The development of e-modules is designed to be comfortable to use (Cahyaningrum & Jaenudin, 2021), explaining that modules must be comfortable for users, as evidenced by 88.80% of students stating that e-modules are easy to use.

Then the convenience that students get in this e-module is that the link is easy to access. The e-module is connected to the video on youtube so that learning is not only in the form of a description of the material but has a description based on embedded learning videos, as developed by (Rosyida et al., 2022); the module has a direct video link to youtube so that students can learn better.

The display on the e-module is quite good, as evidenced by 89.92% thinking the image is clear enough, and 88.80% making it easier for students to answer questions or do assignments on the e-module page, so 91.79% stated that this e-module is very suitable for use in lectures, especially with online or online lecture systems. It is supported by the ability and creativity of educators to create or develop learning media that can facilitate and inspire students to learn better even though it is limited to online. The use of e-modules provides many conveniences to students; in other words, they are more inspired to achieve good learning outcomes (Perdana et al., 2019).

CONCLUSION

The Islamic Education management philosophy e-module is an electronic-based e-module that displays lecture materials through descriptions and learning videos accompanied by assignments and exercises for each chapter. The display of material not only displays theory abstractly but relates to problems or cases that occur today in the world of education. This e-module received a decent response from both subject matter experts and media experts. Then the user responds that this e-module student is easy to use and helpful in Islamic Education Management Philosophy lectures. The e-module of Islamic education management philosophy is classified as a good e-module and deserves to be used as a learning resource suitable in the current and future independent learning era. This electronic-based module can be used online and offline. This e-module can help other educators to prepare teaching materials in the face of technological sophistication.

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