Digital Pedagogy Trends in Islamic Elementary Schools: Designing Interactive Learning Media

Raisa Berlian [1] , Deprizon [2] , Salman [3] , Sakban [4] , Radhiyatul Fithri [5] , Yulia Septi Wahyuni [6] , Yesika Novita Rahmi [7] , Cici Saputri [8]
[1,2,3,4,5,6,7,8] Muhammadiyah University of Riau, Indonesia

Email: raisaberlian@umri.ac.id

ABSTRACT *: Digital transformation in education has created both opportunities and challenges in developing pedagogical practices in Islamic Elementary Schools, especially in integrating technology with Islamic values. This study aims to design and develop digital-based interactive learning media using Canva, on the fourth grade science subject of Islamic Elementary Schools, using the Hannafin and Peck development model. This study uses the Research and Development (R&D) method through three main stages: needs analysis, design, and development and implementation. The results of the analysis show that teachers and students experience a gap between the need for visual, contextual, and Islamic learning media and the conventional media used so far. The design stage produces a flowchart and storyboard of media developed based on Canva, with a student-centered learning approach and integration of Islamic values. Expert validation shows a very high level of feasibility, with an average validation score above 90%. Limited implementation in fourth grade Islamic Elementary Schools shows a significant increase in learning outcomes, with an average N-Gain value of 0.61 . The media developed has proven to be practical, easy to use, and effective in increasing students' understanding of the material and active involvement in learning. This study recommends Canva as a strategic solution in designing interactive media that is contextual and has Islamic values at the elementary education level.*

Keywords *: Digital pedagogy, R&D, Hannafin and Peck, Canva, Interactive Media, Social Sciences (IPAS), Islamic Elementary School.*

ABSTRACT*: The digital transformation in education has created both opportunities and challenges in developing pedagogical practices within Islamic Primary Schools, particularly in integrating technology with Islamic values. This study aims to design and develop interactive digital learning media using Canva, focusing on fourth-grade IPAS (Science and Social Studies) content, through the Hannafin and Peck development model. Employing a Research and Development (R&D) method, this study followed three main stages: needs analysis, design, and development with implementation. The needs analysis revealed a gap between the demand for contextual, visually engaging, and Islamic-integrated learning tools and the conventional media currently used by teachers and students. The design stage produced flowcharts and storyboards based on Canva, incorporating student-centered learning and Islamic values. Expert validation showed a high level of feasibility, with an average score exceeding 90%. A limited implementation in a fourth-grade Islamic school class demonstrated a significant improvement in learning outcomes, with an average N-Gain score of 0.61. The developed media proved to be practical, easy to use, and effective in enhancing students' understanding and engagement. This study recommends Canva as a strategic solution for designing interactive, contextual, and value-based learning tools at the primary education level.*

Keywords*: Digital Pedagogy, R&D, Hannafin and Peck, Canva, Interactive Media, Integrated Science and Social Studies (IPAS), Islamic Primary School*

1. INTRODUCTION

The development of digital technology has brought about significant changes in the world of education, encouraging the birth of new pedagogical approaches that emphasize the active involvement of students through the use of interactive digital media. In this digital era, the learning process is required to be more adaptive, interactive, and able to integrate technology meaningfully in teaching and learning activities (Yusri, M., Hasanah, N., & Fitriani, D. , 2021). At the elementary level, particularly in Islamic elementary schools, the challenges faced are not only related to delivering material in an engaging and communicative manner, but also to integrating Islamic values into the learning process (Fitriyah, H., & Nurhidayah, A., 2023). Therefore, the digital pedagogical design implemented must not only consider technological and pedagogical aspects, but also align with the spiritual and moral dimensions in accordance with Islamic teachings (Rizki, A., & Fauziah, N. , 2023).

pedagogically (Huda, M., Fikri, A., & Rahmat, M., 2021)designed digital content . In the context of Islamic Elementary Schools, digital learning media must be able to provide meaningful learning experiences without neglecting spiritual values and Islamic character. Therefore, media development must consider the balance between visualization, interactivity, and religious values (Nasution, R. D., & Lestari, S., 2024). The concept of digital *pedagogy* presents itself as an innovative approach that not only utilizes technology as a tool but also reconstructs the way teachers teach and students learn with the support of relevant and contextual digital media (Huda, M., Jasmi, K.A., & Basiron, B., 2022). The challenge that arises is how to design digital learning tools that can foster active student engagement while maintaining Islamic ethical values in the technology-based learning process (Maulidiyah, L., & Anam, C., 2020).

Previous studies have shown that the use of digital-based interactive learning tools can significantly increase student motivation, participation, and understanding at the elementary school level (Setiawan, R., Prasetyo, A., & Lestari, H., 2023). However, in Islamic-based schools, content adjustments are needed so that learning tools are not only visually appealing and functional, but also have a strong Islamic content. This is important to ensure that digital learning innovations do not shift the essence of Islamic education, but rather strengthen it in the current context.

One of the increasingly popular platforms for developing interactive learning media is Canva. Canva provides a simple yet powerful interface for creating presentations, infographics, quizzes, and interactive media that can be easily used by teachers and understood by students. Canva also allows teachers to design learning materials that align with the thematic approach and visual needs of elementary school students (Putri, R. N., & Hidayat, R., 2023).

To produce systematic learning media that meets learning needs, a structured development model is required. The Hannafin and Peck model offers three stages of development: *needs analysis* , *design* , and *development & implementation* , which focus on direct user participation in the development process (Firmansyah, A., & Yuliani, N., 2021). This model is considered relevant for developing learning media in the digital age because it is flexible and centered on real-world needs.

Based on this background, this study aims to identify emerging digital pedagogical trends in the context of Islamic Elementary Schools and develop interactive learning tools that align with student characteristics and Islamic values, using interactive learning media such as Canva. This study employed a *Research and Development (R&D)* approach with the Hannafin and Peck model. The focus of the development was directed at the Natural and Social Sciences (IPAS) material for fourth grade elementary school, which has interdisciplinary and contextual characteristics. With this approach, it is hoped that media will be created that are not only interesting and easy to use, but also

able to strengthen students' understanding of science and natural sciences material and instill Islamic values in an integrated manner.

2. MET HOD

This research is a research and development (*Research and Development*) which aims to design and produce digital-based interactive learning media using Canva for the Natural and Social Sciences (IPAS) subject for grade IV Islamic Elementary Schools. The development model used in this research is the Hannafin and Peck model , which consists of three main stages: (1) Needs Analysis , (2) Design , and (3) Development and *Implementation* . (Firmansyah, A., & Yuliani, N., 2021).

2.1 *Needs Analysis*

The initial phase focused on data collection to identify problems faced by teachers and students in the science and science learning process and the need for digital media appropriate to the characteristics of Islamic elementary school students. Data collection techniques were carried out through classroom observations , in-depth interviews with science and science teachers , and the distribution of questionnaires to students . Data were analyzed descriptively to determine the limitations of previously used media and student preferences for interactive visual media. Problems in the learning process included students' difficulty understanding the material, uninteresting learning media, differences in student learning styles , limited learning time, and an overly dense curriculum. The analysis showed that teachers faced challenges in presenting engaging and Islamic-themed learning media, while students showed a high level of interest in visual-based learning and digital quizzes (Sari, D. M., & Pranata, Y., 2022).

One solution is to develop curriculum-based interactive learning media based on basic competencies and learning objectives, which contain visual elements, sound, simulation, or animation to clarify the material, using the Hanafin and Peck model systematically by following the stages of analysis, design, and development and involving teachers and students in the analysis process so that the media developed truly answers real needs in the classroom.

2.2 *Design*

Design Stage done by compiling a design sketch of a digital-based interactive learning tool. The media design takes into account elements of digital pedagogy, integration of Islamic values, and principles of visual and audio interactivity. In this stage, media validation instruments and learning evaluation tools are also prepared.

Based on the results of the needs analysis, the design stage was carried out by preparing a content design and media structure that was in accordance with the learning outcomes of grade IV science and science based on the Independent Curriculum . The media design was carried out using the Canva platform , because Canva provides an easily accessible interface, has a variety of visual educational elements, and supports *interactive slides* , *hyperlinks* , and *drag-and-drop design features* that are in accordance with the principles of digital pedagogy (Putri, R. N., & Hidayat, R., 2023). The design focused on integrating thematic science and science content with Islamic values, and was compiled with a *student-centered learning approach* to encourage active student involvement during the learning process (Rahmawati, F., & Fauzan, M., 2021).

The Canva-based interactive learning media to be developed is tailored to the established core competencies and learning objectives, using material on recognizing herbivores, carnivores, and omnivores as the learning material for Natural and Social Sciences (IPAS). The

material in the media is aligned with the established core competencies. This design stage is the stage of designing *a flowchart* .

A flowchart is a diagram that displays the steps and decisions involved in a program. *The flowchart* for developing Canva-based science learning media for the topic of recognizing herbivores, carnivores, and omnivores is as follows:

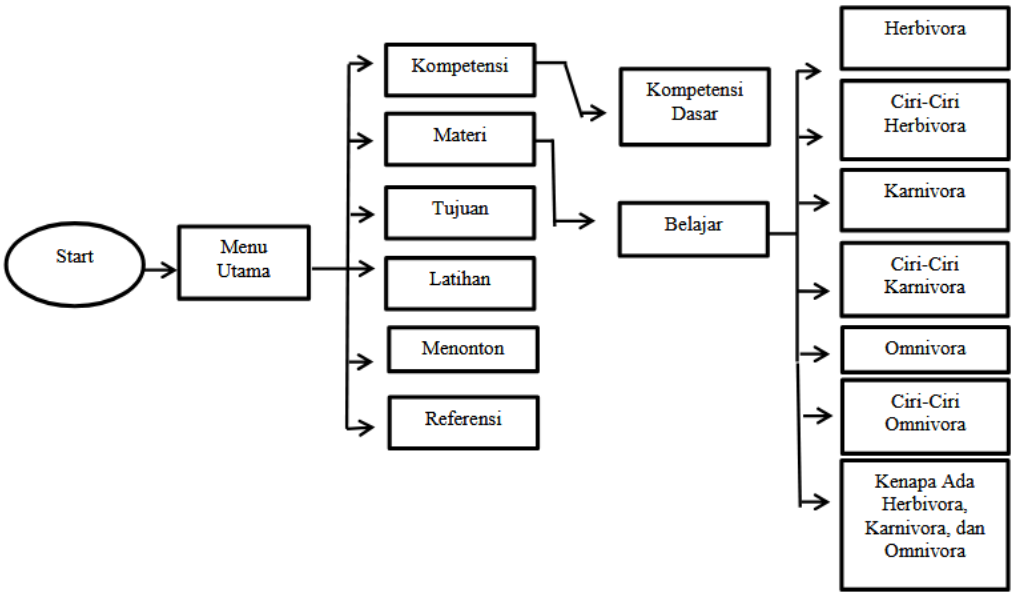

Figure 1. Interactive Media Development *Flowchart*

Next, design *a storyboard* in developing interactive learning media. *A storyboard is a flowchart* describing the learning process, including learning information, procedures, and instructions. It shows the activities students must complete during the learning process using the developed learning media.

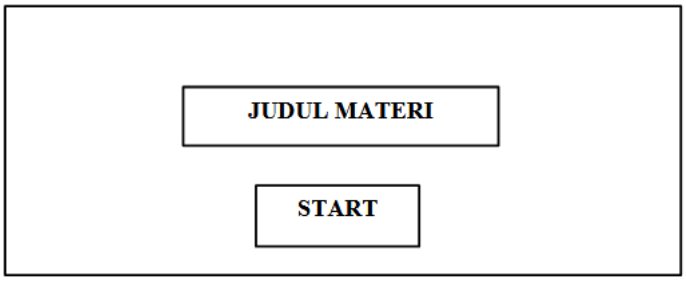

Figure 2. Interactive Learning Media Intro *Storyboard*

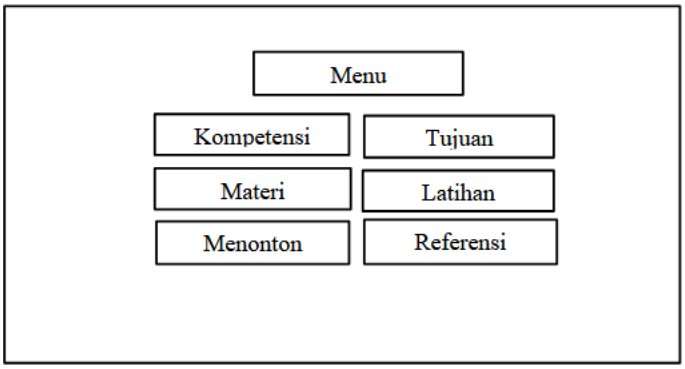

Figure 3. Interactive Learning Media Intro *Storyboard*

2.3 *Development and Implementation*

This phase includes the process of creating interactive learning media based on Canva, content validation by science and science subject matter experts and digital learning media experts, and a limited trial at an Islamic elementary school in Pekanbaru. Validation was conducted to assess the appropriateness of the content , display quality , and technical aspects of the developed media. Implementation was carried out in two learning meetings to see the effectiveness of the media on understanding concepts and students' responses to the media.

The instruments used in this stage include validation sheets, practicality questionnaires, and learning outcome tests (*pre-test* and *post-test*) as indicators of effectiveness. The data were analyzed quantitatively descriptively to determine the level of validity, practicality, and effectiveness of the media. The media feasibility criteria refer to the criteria for developing basic educational media, which include: feasibility (≥70% valid), practicality (≥70% valid), and effectiveness (≥70% valid) .

tis (easy to use for teachers and students), and effective (showing improved learning outcomes) (Wijaya, Y. A., Lestari, H., & Maulana, R., 2024). The steps for developing Canva-based learning media are as follows:

a. Open the Canva application to start creating the application, then wait for it to appear until it displays a display like the image below:

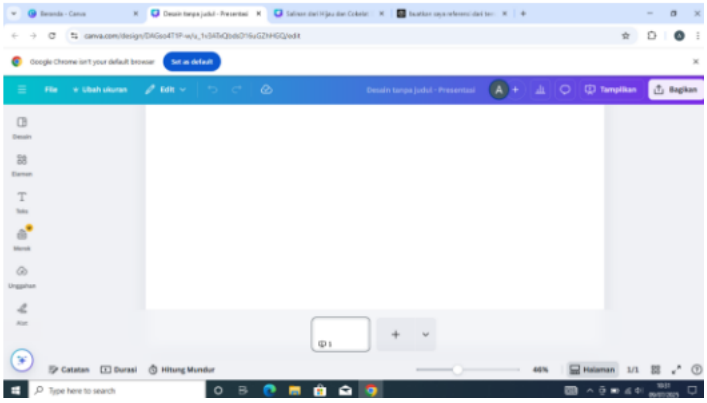

Figure 3. Canva Design Page View

b. Determine the ratio of the project to be worked on, from computer to mobile display, as shown in the image below. The application's requirements are for computer display, so you'll need to change the switch to disable the mobile display, as shown in the image below:

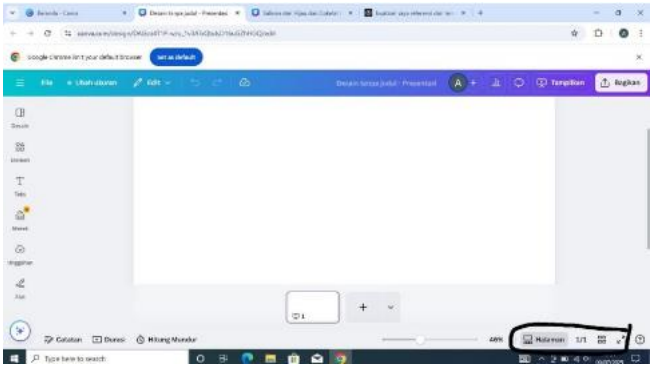

Figure 4. Changing the Design Page Appearance

c. To insert an image, whether as a background, icon, or other element, select the Elements > Background > Graphics menu. Next, select Image, as this will select an image file from your computer. Then, select one of the files you want to select. The image will immediately appear on the workspace.

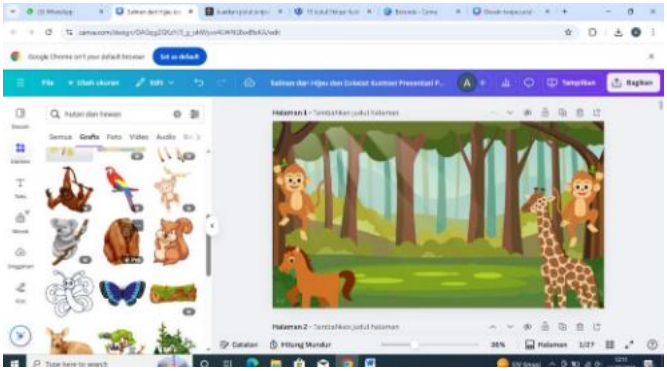

Figure 5. *Image File* Menu Display

d. Next, after the creation of interactive learning media is complete, share it to generate the media that has been created either by selecting the "share" menu, then various options will appear, then select copy link or download to be used as interactive learning media to be used on a computer or cellphone and finished.

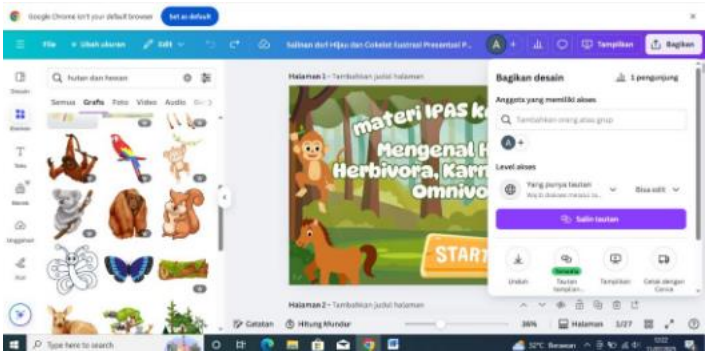

Figure 6. Share View with Various Options

e. Next, select whether you want to display it from the link, then click, then wait for the file to open and be ready to use.

Figure 7. Learning Media Display

After the learning media was developed, it was implemented and applied to students. Before implementing the Canva-based interactive learning media, a Q &A session was conducted. Students were asked to read the material using a theme 4 book specifically for the science subject, which covered identifying herbivores, carnivores, and omnivores.

Then, students are asked to answer the questions shared and this assessment is used as a pretest score or assessment before using Canva-based interactive learning media. After the pretest was conducted, Canva-based learning media was then implemented in subsequent learning and a posttest was conducted to see students after learning using Canva-based learning media.

3. RESULTS AND DISCUSSION

This research resulted in Canva-based interactive learning media developed through three stages according to the Hannafin and Peck model: needs analysis , design , and development and implementation . The developed media focused on the topic of recognizing herbivores, carnivores, and omnivores in the fourth-grade science subject of Islamic Elementary Schools.

3.1 Needs Analysis

In the needs analysis stage, researchers conducted a series of data collection activities through direct observation in class, in-depth interviews with Natural and Social Sciences (IPAS) teachers, and the distribution of questionnaires to fourth-grade students of Islamic Elementary Schools. The results of these activities revealed that teachers faced various obstacles in the process of delivering IPAS material, especially on the topic of recognizing animal types based on their food types, namely herbivores, carnivores, and omnivores. Teachers stated that the limitations of the learning media currently used, which are generally conventional, such as textbooks and static images, are the main factors that hinder students' maximum understanding. The available media are not yet able to display animal characteristics contextually and are not interactive enough to attract students' attention in thematic learning which should be exploratory and visual.

Furthermore, the teacher revealed that most students tend to learn through visual displays and interactive activities such as quizzes or educational games. This finding is supported by the results of a questionnaire administered to 25 students, as shown in the following figure:

Figure 8. Student Preferences for Learning Media

Figure 8 above shows that 87% of respondents stated they understood the material better when it was presented in visual and interactive formats such as moving images, animations, and digital quizzes. They also reported understanding the material more easily when the information was presented through engaging media that allowed for independent exploration. These results are in line with the findings (Aisyah, N., & Rachman, F., 2023), which confirm that the use of visual-based digital media is able to increase students' attention, information retention, and learning motivation at the elementary school level.

Students also indicated a high preference for learning media that allow for direct interaction, such as answering questions, selecting multiple-choice options, or exploring images through interactive links. This finding supports previous studies that elementary school -aged students are digital natives with a high propensity for digital technology-based learning.

On the other hand, teachers emphasize the importance of learning media that are not only easy to operate but also able to represent Islamic values in the learning process. This is a particular concern considering that Islamic Elementary Schools focus not only on cognitive achievement but also on integrating moral and spiritual values into every educational process. Therefore, teachers greatly appreciate the availability of digital learning media that can facilitate students' academic needs while strengthening Islamic character education.

Overall, the needs analysis revealed a significant gap between available media and actual classroom learning needs . This provided a crucial foundation for developing Canva-based interactive learning media that is not only visually appealing but also easy for teachers to use and contains Islamic values appropriate to the context of Islamic elementary schools.

3.2 Design

In the design stage of the Hannafin and Peck development model, the structure of the learning media is developed systematically and in a focused manner. This stage produces two important tools: a flowchart and a storyboard , which serve as the primary foundation for building a logical flow and visualization of learning content. Flowcharts serve to describe the overall flow of digital learning , starting from the opening display, presentation of material, interactive activities, to learning evaluation. Flowcharts also serve as technical guidelines for designing navigation, page transitions, and relationships between content sections in Canva-based media. This flow planning is crucial to ensuring that the developed media is user-friendly , efficient, and not confusing for users, especially elementary school students (Rahmawati, F., & Fauzan, M., 2021).

Meanwhile, the storyboard is designed to detail the learning content, the form of student interaction, and the sequence of visual displays that will appear in the media. Each page in the interactive media is described in detail, including narrative text, images, interactive buttons, hyperlinks , and elements of Islamic values integrated into the content. The visual design used in the storyboard also takes into account the principles of digital pedagogy, such as text readability, color contrast, and interface consistency. Thus, the storyboard not only serves as a production guide but also serves as an initial representation of the learning process that students (Putri, R. N., & Hidayat, R., 2023)will experience .

This interactive learning media is designed to present fourth grade science material, specifically the theme "knowing herbivorous, carnivorous, and omnivorous animals", which was chosen because it is relevant to students' real experiences and easily connected to Islamic values , such as responsibility for living things, the order of God's creation, and the importance of recognizing the natural environment. This value

integration responds to the unique needs of Islamic Elementary Schools which not only target cognitive achievement, but also character formation based on spirituality (Nasution, R. D., & Lestari, S., 2024).

Furthermore, the approach used in the design is student-centered learning , where the media not only conveys one-way information, but also encourages active student participation through exploratory, reflective activities, and interactive quizzes. This approach is believed to be able to increase student *engagement* and develop independence and curiosity in learning (Huda, M., Jasmi, K.A., & Basiron, B., 2022), by combining the principles of instructional design, visual aesthetics, and content containing Islamic values, this media is expected to be able to become a contextual, interesting, and meaningful learning tool .

This design stage is a strategic step that determines the quality of the final product. The alignment between the flowchart structure, storyboard details, and the Canva platform used allows the development process to run efficiently and adapt to the needs of students and teachers. In the context of Islamic digital pedagogy, well-planned design is key to providing a complete learning experience, not only informative but also building character and values (Firmansyah, A., & Yuliani, N., 2021).

3.3 Development and Implementation

During the development and implementation phase , the media was validated by subject matter and media experts. The validation results indicated that the media was deemed "very valid ," with an average validation score above 90% for content, visual appearance, interactivity, and integration of Islamic values. After the media was declared suitable, a limited implementation was conducted at an Islamic elementary school in Pekanbaru. *Pretest* and *posttest* are used to measure the effectiveness of media use in improving student understanding.

development and implementation stage is the final phase in the Hannafin and Peck development model, focusing on the production process of learning media, as well as the initial application and evaluation of its effectiveness in a real-world context. At this stage, the interactive learning media designed using the Canva platform is then realized in its complete digital form, following the flow and content designed in the previous stage.

The developed media then underwent a validation process by experts , consisting of two validators : an expert in Natural and Social Sciences (IPAS) and an expert in digital educational media. The validation process was conducted to assess the media's suitability before implementation with students. The assessment criteria covered several important aspects, namely the accuracy of the content and its relevance to the curriculum, the quality of the visual display, the interactivity of the media, and the integration of Islamic values into the learning content. The validation results show that the media obtained an average validation score above 90% , which according to media development assessment standards is included in the "very valid" category. (Wijaya, Y. A., Lestari, H., & Maulana, R., 2024). This assessment indicates that this media not only meets the requirements for content and design suitability, but also has advantages in conveying educational and religious values in a contextual and comprehensive manner.

After the media was declared suitable by experts, a limited trial *was carried* out at an Islamic Elementary School in Pekanbaru City, involving 25 fourth grade students. Implementation was carried out during two thematic learning sessions using Canva-based interactive media that had been developed. The main objective of this implementation is to evaluate the effectiveness of the media on students' understanding of concepts, especially on the topic "Getting to Know Herbivorous, Carnivorous, and Omnivorous Animals".

To measure the effectiveness of the media , a quasi-experimental research design was used with *a one-group pretest-posttest approach* . Students were given a pretest

before learning to gauge their initial understanding of the material. After using media in the learning process, students were given *a posttest* with cognitively equivalent questions. *The pretest and posttest results* are shown in the following table:

Table 1. *Pretest-Posttest* Results

No	Student Initials	*Pretest* Score	*Posttest* Score	N-Gain
1	S1	60	85	0.63
2	S2	65	90	0.71
3	S3	70	85	0.50
4	S4	60	80	0.50
5	S5	55	80	0.56
6	S6	65	90	0.71
7	S7	60	85	0.63
8	S8	70	90	0.67
9	S9	60	80	0.50
10	S10	55	85	0.67
11	S11	65	88	0.66
12	S12	60	85	0.63
13	S13	70	90	0.67
14	S14	55	80	0.56
15	S15	60	85	0.63
16	S16	65	90	0.71
17	S17	60	85	0.63
18	S18	70	88	0.60
19	S19	65	85	0.57
20	S20	60	80	0.50
21	S21	55	85	0.67
22	S22	60	90	0.75
23	S23	65	88	0.66
24	S24	70	90	0.67
25	S25	60	85	0.63
	Rata-rata	62.4	86.2	0.61

Based on the results of the pretest and posttest data analysis of 25 fourth-grade students at an Islamic Elementary School, a significant increase in student understanding was seen after using Canva-based interactive learning media developed through the Hannafin and Peck model. The average pretest score was 62.4 , reflecting that students' initial understanding of the material "recognizing herbivores, carnivores, and omnivores" was still classified as moderate.

the average posttest score increased to 86.2 , indicating that most students were able to understand the concepts taught in more depth. The average N-Gain score of 0.61 , which according to Hake's (1999) classification, is included in the moderate to high

category , indicating that the media has good effectiveness in improving student learning outcomes.

This consistent improvement reflects that the visual, interactive, and contextual characteristics of media, adapted to the learning styles of Islamic elementary school students, positively contribute to their cognitive processes. These results also align with previous research that suggests interactive digital media can increase student engagement and learning effectiveness (Aisyah, N., & Rachman, F., 2023).

Thus, the Canva-based interactive learning media developed is not only pedagogically feasible, but also empirically effective in improving the understanding of basic science concepts of Islamic elementary school students. Therefore, this media is recommended for use in the context of thematic learning that combines science and Islamic values holistically.

These findings indicate that the use of Canva-based interactive media significantly improves students' understanding of the material, primarily due to strong visualization support and active involvement in the learning process (Aisyah & Rachman, 2023).

In addition, student responses to the media were also collected through a simple questionnaire covering aspects of interest, ease of use, and understanding of the material. The results showed that 92% of students stated that the media was interesting and enjoyable , and 88% of students found it easier to understand the differences between herbivores, carnivores, and omnivores compared to learning using conventional methods. This data supports the results of previous studies showing that the use of interactive digital media with a *student-centered learning approach* can improve learning motivation and learning outcomes for students at the elementary school level. (Putri, R. N., & Hidayat, R., 2023) (Huda, M., Jasmi, K.A., & Basiron, B., 2022)

Thus, this development and implementation stage proves that the Canva-based interactive learning media developed through the Hannafin and Peck model is not only feasible in terms of substance and technical aspects, but also effective and responsive to the needs of Islamic elementary school students . The use of Canva has proven to be able to bridge the integration of digital pedagogy with Islamic values, which are the main characteristics of Islamic education based on the national curriculum.

The validation results of Canva-based interactive learning media show that the developed media is in the “very valid” category , with an average overall score reaching 90.7% based on assessments by material experts and media experts. This assessment covers various aspects, including: content suitability, visual display quality, interactivity, integration of Islamic values, and ease of use . The content aspect obtained the highest score of 92% , which indicates that the media content is in accordance with the curriculum and is able to convey material appropriately and educationally. The results of media validation from experts can be seen in the following table:

Table 2. Media Validation Results by Experts

Assessment Aspects	Subject Matter Expert (%)	Media Expert (%)	Average (%)	Category
Content Suitability	92	–	92	Very Valid
Visual Display	–	90	90	Very Valid
Interactivity	88	91	89.5	Very Valid
Integration of Islamic Values	93	–	93	Very Valid

Assessment Aspects	Subject Matter Expert (%)	Media Expert (%)	Average (%)	Category
Ease of Use	–	89	89	Very Valid
Overall Average	91.0	90.0	90.7	Very Valid

90% and 89.5 % , respectively , reflecting the media's success in capturing students' attention and encouraging active engagement during the learning process. The integration of Islamic values was also rated very good with a score of 93% , indicating that the media has successfully combined cognitive and affective aspects harmoniously, as recommended in character-based Islamic education (Nasution, R. D., & Lestari, S., 2024). In addition, ease of use scored 89% , which reinforces the finding that this medium can be easily operated by teachers and students without requiring advanced technical training.

This finding is in line with the results of previous research which stated that digital learning media designed by considering pedagogical, aesthetic, and spiritual aspects can increase learning effectiveness and foster students' interest in learning (Putri, R. N., & Hidayat, R., 2023). Validation from both experts confirmed that the developed media is not only suitable for use in the context (Huda, M., Jasmi, K.A., & Basiron, B., 2022)of science learning in Islamic Elementary Schools, but also has the potential to be replicated in other themes and materials.

Thus, it can be concluded that the interactive learning media developed using the Hannafin and Peck model and designed using the Canva platform has met the standards of substantial and technical feasibility . This high validity provides a strong basis for wider implementation, both at the classroom, school, and cross-level scales.

4. CONCLUSION

The development of digital technology in the world of education has driven the need for pedagogical transformation that is not only oriented towards cognitive achievement, but also adaptive to the needs of the digital-native generation. This research demonstrates that integrating a digital pedagogical approach with Islamic values in thematic learning in Islamic elementary schools is a highly relevant and necessary strategy. By applying the Hannafin and Peck development model, this study systematically identified teacher and student needs for visual, interactive, and contextual learning media and designed media responsive to these needs using the Canva platform.

The needs analysis revealed that teachers face difficulties in delivering science and science material in an engaging and contextual manner, while students show a strong preference for visual-based media and digital interactions. This fact indicates a gap between the characteristics of conventional learning and the learning styles of today's students. The learning media designed concretely responds to these challenges through flowcharts and storyboards that integrate curriculum content with elements of Islamic values, and are structured based on the principles of student-centered learning. This approach positions students not only as recipients of information but also as active subjects in the process of exploring knowledge.

Validation results by material and media experts indicate that the media has a very high level of feasibility, with an average validation score exceeding 90% in all assessed aspects, including content, visual appearance, interactivity, ease of use, and integration of Islamic values. This confirms that the media is not only academically accurate, but

also aesthetically superior and spiritually relevant. Furthermore, a limited implementation involving 25 fourth-grade students at an Islamic Elementary School in Pekanbaru demonstrated the media's effectiveness in improving students' understanding of the material, with an average N-Gain value of 0.61, which is included in the medium to high category. This finding is reinforced by positive responses from students regarding the media's attractiveness, ease of use, and meaningfulness in learning.

Based on the overall findings, it can be concluded that the Canva-based interactive learning media developed through the Hannafin and Peck model is a pedagogical innovation that is feasible, effective, and relevant to be applied in the context of science learning in Islamic Elementary Schools. This media not only answers the challenges of digital learning, but also bridges the gap between the needs of educational technology and strengthening Islamic character. Therefore, this study recommends the wider application of similar media in Islamic elementary school environments, as well as encouraging further development for other subject matter while still considering the integrative principles between science, technology, and contextual religious values.

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