

Validity, Practicality, and Effectiveness of Magic Canva-Based Chemistry-Integrated Qur'an Hadith Teaching Materials for Understanding Halal and Wholesome Food

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ABSTRACT

Instruction on halal and wholesome food in madrasah Qur'an Hadith classes is still delivered normatively, so students rarely connect religious rulings with the chemical composition of food. This study aimed to develop teaching materials for Phase F of the Merdeka Curriculum that integrate Qur'an Hadith and chemistry through the web-based Magic Canva platform and to examine their validity, practicality, and effectiveness. The research applied research and development using the ADDIE model, comprising analysis, design, development, implementation, and evaluation. The developed product was assessed by one media expert and one material expert using Aiken's V, evaluated for practicality through questionnaires completed by one teacher and thirty students at MAN 2 Padangsidempuan, and evaluated for effectiveness using thirty multiple-choice pretest and posttest items analyzed with normalized gain. Validity reached an average of 0.94 from the media expert and 0.96 from the material expert, both in the very valid category. Practicality averaged 90.85% for the teacher and 86.96% for students, both categorized as very practical. The normalized gain of 0.73 fell in the high category. Within the limits of a one-group pretest-posttest design without a comparison group, these figures indicate that the materials are valid and practical and that students' scores improved substantially after their use, although the improvement cannot be attributed to the materials alone.

1. INTRODUCTION

Islamic education aims at the formation of the whole person, encompassing the physical, spiritual, intellectual, and moral dimensions, and seeks to produce individuals who are devout, knowledgeable, and of good conduct (Syakir, Ramdhani, Berutu, & Purwanti, 2025; Yuwono et al., 2025). In this tradition, education comprises guidance, instruction, and purification of the soul, so that knowledge is never detached from ethical responsibility (Rusydi, 2024). Islamic religious education in Indonesian madrasahs carries the additional responsibility of shaping character amid rapid modernization and digitalization (Hanifa Naufa Putri, 2025; Noviatul Izza, Kahfi Kiem Arseta, Alvi Kamalia, Wina Alya Ramadhani, & Dian Rif'iyati, 2025). Contemporary challenges are therefore not limited to technological and scientific competence but also include value crises, consumptive behavior, and the ethical use of digital media among young people. Despite this mandate, Qur'an Hadith instruction in many schools remains dominated by conventional methods such as lecturing, memorization, and text assignments. Students consequently remain passive and seldom perceive the relationship between Qur'anic content and phenomena of everyday life or modern science. The gap becomes clearer when Qur'an Hadith material is rarely integrated with exact subjects such as chemistry (Hadi & Fihris, 2024), even though verses concerning halal, thayyib, cleanliness, and food can be explained through concepts such as food additives, quality analysis, and chemical composition (Saidina, 2025). A related concern is that learners often equate halal with the

mere absence of pork or alcohol, while overlooking how preservatives, additives, and enzymes also bear on the lawfulness of a product; this underscores the need to connect religious rulings with the chemical dimensions of food. Observations at MAN 2 Padangsidempuan confirm this pattern. Students experience difficulty because teaching is textual and conventional, and the topic of halal and wholesome food is delivered as memorization and normative explanation rather than as a scientifically grounded concept. The same observation applies to the Chemistry Olympiad extracurricular program, where students who are strong in religious content struggle with science-competition questions that integrate both disciplines, and vice versa; this situation demands close collaboration between religion and chemistry teachers, yet it is constrained by the absence of integrated teaching materials. At the same time, recent research indicates that design platforms such as Canva, including the artificial-intelligence features commonly called Magic Canva, can improve instructional quality and student engagement.

Recent evidence converges on three findings. First, digital design and artificial-intelligence tools are well received by learners: students report positive perceptions of AI-assisted graphic-design tools (Alsswey, 2025), and generative AI assists teachers in preparing inquiry-based lesson plans (Moundridou, Matzakos, & Doukakis, 2024). Second, Canva-based media produce measurable learning outcomes: a meta-analysis reported that Canva used as an instructional tool is associated with improved academic performance (Astaño, 2025), while experimental and developmental studies found gains in learning interest (Fitriyah, Hilmiyati, & Juhji, 2024), paragraph writing and organization (Pandey, Panday, & Joshi, 2023), digital literacy (Fitriana et al., 2024), scientific creative thinking in blended science learning (Sari, Mustaji, & Madlazim, 2025), and motivation and achievement in religious-education classes (Maksumah, Hepni, & Qibtiyah, 2025). Third, materials that combine religious content with science show promise: contextual Canva-based modules have been reported to foster critical thinking (Nisa, 2023), digital teaching materials have increased students' interest in learning Qur'an Hadith (Athiyyaturrahmah & Zainab, 2024), and studies on integrating chemistry with the Qur'an and Hadith confirm the pedagogical value of connecting both disciplines (Murtadlo et al., 2023; Norhidayani & Alamsyah, 2024; Ritonga, Lubis, & Thoat, 2025). Despite this progress, three issues remain unresolved. First, most studies employ Canva for general visual presentation or basic AI features, whereas the specific integration of Qur'an Hadith content with chemistry inside an interactive web-based product has rarely been examined. Second, research on chemistry and Qur'an Hadith integration has mostly relied on conventional media, such as interviews, documentary analysis, and video, without interactive digital packaging (Ritonga et al., 2025). Third, few studies evaluate a single product simultaneously for validity, practicality, and effectiveness in the Phase F madrasah context, where the Merdeka Curriculum emphasizes contextual, interdisciplinary, and digital learning. The present study addresses these gaps by developing teaching materials on halal and wholesome food that combine Qur'an Hadith verses with food-chemistry concepts, packaged as a Magic Canva website, and evaluated for expert validity, user practicality, and learning effectiveness. Recent scholarship captures this direction: the use of Canva as a project-based platform for teaching Qur'anic verses at an Indonesian madrasah improved students' participation and curiosity, yet it remained a classroom project rather than a packaged, interactive learning product (Rosyidah, Syafi'i, & Fahmi, 2025).

The product developed in the present study therefore differs from such earlier Canva-based work in three concrete respects: it organises content around a single integrated science-religion theme, namely the chemistry of halal and thayyib food, rather than general visual presentation; it delivers that content as an interactive, browser-accessible website rather than static slides or a printed module; and it subjects one artefact to expert-validity, teacher-and-student-practicality, and learning-effectiveness evaluation within one Phase F development cycle. The study is guided by four research questions: (a) how is the development of Magic Canva-based chemistry-integrated Qur'an Hadith

teaching materials for Phase F at MAN 2 Padangsidempuan carried out; (b) how valid are the materials according to expert judgment; (c) how practical are the materials for teachers and students; and (d) how effective are the materials for student learning outcomes? To answer these questions, the study employs research and development following the ADDIE model, in which needs analysis informs the design, experts validate the product, classroom implementation provides user responses, and evaluation examines learning outcomes through pretest and posttest scores. This approach connects the identified gap, namely the absence of interdisciplinary and interactive teaching materials, directly to a systematic product-development procedure (Branch, 2009; Rachman et al., 2024). Specifically, this study aims to (1) describe the development of Magic Canva-based chemistry-integrated Qur'an Hadith teaching materials, (2) examine their validity based on expert judgment, (3) examine their practicality based on teacher and student responses, and (4) examine their effectiveness based on student learning outcomes. The study is situated at MAN 2 Padangsidempuan, a state madrasah under the Ministry of Religious Affairs that implements the Merdeka Curriculum in Phase F, and it is expected to contribute an empirically evaluated model of interdisciplinary religious and science teaching materials for madrasah learning.

2. METHODS

This study uses research and development (R&D), a systematic process for improving knowledge and producing new or enhanced products in response to educational problems that require a product-based solution (Kuantitatif, 2016). Product development followed the ADDIE model, which comprises five stages: analysis, design, development, implementation, and evaluation. ADDIE was selected because its stages are rational, complete, and straightforward to apply in the development of learning products (Branch, 2009). The procedure consisted of needs analysis, product design, development and expert validation, revision, field trial, and evaluation, and each stage was documented so that the process could be followed and, where possible, replicated. The study was conducted at MAN 2 Padangsidempuan, a state madrasah under the Ministry of Religious Affairs located in Padangsidempuan, North Sumatra, Indonesia, which implements the Merdeka Curriculum in Phase F and provides laboratory and internet facilities for its students. The participants were: one lecturer acting as media expert, one lecturer acting as material expert, one Qur'an Hadith teacher, and 30 students of class XI who completed the practicality questionnaires and the pretest and posttest. The instruments were tried out on 30 students of class XII who had studied the material on halal and wholesome food. During the analysis stage, the researcher conducted observations and interviews with teachers and students to identify learning problems and to analyze learning components, including student characteristics, learning objectives, content, teaching strategies, media, and the learning environment. It should be noted that each expert domain was represented by a single validator and that practicality was judged by one teacher together with the thirty students. Although this configuration is common in small-scale development studies, it means the validity and practicality evidence rests on individual rather than panel judgment, which limits the breadth of the product assessment; the instruments, scoring rubrics, and stage-by-stage procedures are described below in detail so that the study can be replicated and, in future work, extended to a larger validator panel. Data were collected through observation, questionnaires, and tests. Observation was used to examine classroom activities, the teaching materials in use, and students' learning motivation as a preliminary study for the development process. Three questionnaires were used. The material-expert questionnaire covered relevance of the material, presentation of the material, independent exercises and language, and effect on teaching strategy.

The media-expert questionnaire covered ease of use and navigation, visual appearance, media integration, and usefulness of the media. The practicality questionnaire, completed by the teacher

and by students, covered ease of use, presentation of the material, attractiveness, and usefulness. All questionnaires used a five-point Likert scale and were validated through expert judgment before administration. Student achievement was measured with a 30-item multiple-choice test administered as pretest and posttest; item quality was examined through item validity, reliability, difficulty level, and discriminating power (Mohamad, Sulaiman, Sern, & Salleh, 2015). Questionnaires were distributed directly, and the implementation was carried out over four learning meetings during which students accessed the teaching-material website, read the material, completed the activities, and answered the quizzes provided. In all three questionnaires the five-point scale ran from 1 (strongly disagree) to 5 (strongly agree), and each aspect score was converted to a percentage of the maximum possible score, so that the practicality percentages reported below can be reproduced from the raw ratings. The thirty-item achievement test was administered in an identical format as pretest and posttest, with the same items and the same time allowance, and the four meetings followed a fixed sequence in which the teacher introduced the website, students read the material and completed the activities independently, and the session closed with the quiz; this sequence is reported so that the implementation can be repeated in comparable madrasah settings. Expert validation scores were analysed with Aiken's V, calculated as $V = \text{Sum } s / [n (c - 1)]$, where s is the difference between each rating and the lowest rating, n is the number of validators, and c is the highest scale value, which was 5 in this study (Azwar, 2019). The index ranges from 0 to 1, and values of 0.60 and above were interpreted as acceptable validity. Practicality was calculated as the obtained score divided by the maximum possible score and multiplied by 100%, and the resulting percentages were interpreted using the practicality categories applied in this study. Effectiveness was analysed using normalized gain, $g = (\text{posttest} - \text{pretest}) / (100 - \text{pretest})$, interpreted as high when g is 0.70 or above, moderate when g is between 0.30 and 0.70, and low when g is below 0.30 (Sulistiyono, 2022). Descriptive statistics, including mean, standard deviation, minimum, and maximum, were computed for the pretest and posttest scores.

3. RESULTS AND DISCUSSION

Results

The development followed the five ADDIE stages. In the analysis stage, the researcher identified learning problems through observation and interviews: students' limited understanding of halal and wholesome food, the scarcity of interactive and integrated teaching materials, uneven digital literacy among teachers and students, and the need for Merdeka Curriculum materials connected to chemistry. Learning components were then analyzed, including student characteristics, learning objectives, content, teaching strategies, and the availability of media and the learning environment. In the design stage, the material on halal and wholesome food was structured and the initial appearance of the Magic Canva website was drafted. In the development stage, digital content was produced, consisting of Qur'an Hadith material integrated with chemistry and supported by infographic visuals; the site was then constructed with its main menu, followed by an internal quality check, review, and revision. In the implementation stage, teachers and students were introduced to the product, learning was carried out over four meetings in which students accessed the site, read the material, completed the activities, and answered quizzes, while the researcher observed responses, participation, and any technical problems. In the evaluation stage, expert validation, teacher and student questionnaires, and pretest and posttest results were analysed. The validity of the product was assessed by one media expert and one material expert. Table 1 presents the validation scores for each aspect.

Table 1. Expert validity scores (Aiken's V) for the developed teaching materials

Assessment aspect	Media expert	Material expert
Ease of use and navigation	1.00	-
Visual appearance	1.00	-
Media integration	0.75	-
Usefulness of the media	1.00	-
Relevance of the material	-	1.00
Presentation of the material	-	1.00
Independent exercises and language	-	0.84
Effect on teaching strategy	-	1.00
Average	0.94	0.96
Category	Very valid	Very valid

As shown in Table 1, all media aspects were rated valid: ease of use and navigation, visual appearance, and usefulness each scored 1.00, while media integration scored 0.75, giving an average of 0.94. For the material, relevance, presentation, and effect on teaching strategy each scored 1.00, and independent exercises and language scored 0.84, giving an average of 0.96. Both averages fall in the very valid category, and the product therefore met the validity criterion for progression to the field trial. Before the main trial, the 30-item test was tried out with 30 respondents. All items were valid, with point-biserial correlation coefficients ranging from 0.366 to 0.767, above the critical value of 0.361 at the 5% significance level. Reliability estimated with Kuder-Richardson 20 was 0.86 with a total variance of 34.33, indicating high internal consistency. A coefficient of 0.86 exceeds the 0.70 level generally regarded as acceptable for classroom research instruments, and the uniformly positive point-biserial values indicate that every item discriminated between stronger and weaker performers; taken together, these figures show that the pretest and posttest rested on a stable instrument, which supports the interpretation of the score change reported below. Practicality was assessed through questionnaires completed by one Qur'an Hadith teacher and 30 students. Table 2 reports the practicality scores.

Table 2. Practicality scores reported by the teacher and by students

Assessment aspect	Teacher mean	Teacher (%)	Student mean	Student (%)
Ease of use	5.00	100.00	4.32	86.44
Presentation of the material	4.17	83.40	4.34	86.86
Attractiveness	4.00	80.00	4.32	86.33
Usefulness	5.00	100.00	4.41	88.22
Average	4.54	90.85	4.35	86.96
Category	Very practical	Very practical	Very practical	Very practical

Table 2 shows that the teacher rated ease of use and usefulness at 100.00%, presentation of the material at 83.40%, and attractiveness at 80.00%, for an average of 4.54 or 90.85%. Students rated ease of use at 86.44%, presentation of the material at 86.86%, attractiveness at 86.33%, and usefulness at 88.22%, for an average of 4.35 or 86.96%. All aspect scores fall in the very practical category. Effectiveness was examined through the pretest and posttest administered to 30 students before and after the four learning meetings. Table 3 presents the descriptive statistics and the normalized gain.

Table 3. Pretest and posttest statistics and normalized gain (N = 30)

Statistic	Pretest	Posttest
Valid N	30	30
Mean	16.30	87.67
Standard deviation	1.58	5.26
Minimum	14.00	80.00
Maximum	20.00	100.00
Normalized gain (N-gain)	-	0.73 (high)

Note. Pretest values are expressed as the number of correct answers out of 30 items (mean = 54.33% of the maximum score); posttest values are expressed as percentages of the maximum score.

The mean pretest score of 54.33% increased to a mean posttest score of 87.67% after instruction. The normalized gain calculated from these means was 0.73, which falls in the high category, as shown in Table 3. The gain indicates that most students improved substantially from their initial condition to the condition measured after the learning process. Because the study used a one-group pretest-posttest design without a comparison group, this gain documents improvement that coincided with the use of the materials rather than establishing that the materials alone caused it. These findings are interpreted in the Discussion section that follows.

Discussion

Three findings are reported above: very valid expert ratings, very practical user ratings, and a high normalized gain. Each is interpreted below in relation to the research questions, the theoretical basis presented in the introduction, and previous research. First, the validity results indicate that the Magic Canva-based materials satisfy both content and design criteria. The material expert rating of 0.96 shows that the integration of Qur'an Hadith verses with food-chemistry concepts was accurate, relevant to the learning objectives, and systematically organized, while the media expert rating of 0.94 indicates that navigation, visual presentation, and usefulness were functional, with media integration, at 0.75, the weakest aspect. This result is consistent with development research in which expert validation serves as the gatekeeping criterion before classroom testing (Nisa, 2023), and it supports the view that a systematic instructional design procedure produces materials that meet both content and presentation criteria (Branch, 2009). The relatively lower score for media integration suggests that future revisions should strengthen the way text, images, and interactive elements are combined within the website. Second, the practicality scores of 90.85% from the teacher and 86.96% from the students place the product in the very practical category, which means that users could access and operate the website without difficulty and regarded it as useful for learning. The result agrees with previous studies in which Canva-based media were judged easy to use and attractive by teachers and students (Maksumah et al., 2025; Sari et al., 2025; Solikhah, Ibda, & Syakur, 2025). The teacher rated ease of use and usefulness at 100%, whereas presentation of the material (83.40%) and attractiveness (80.00%) were the lowest aspects, indicating that revision should focus on content presentation and visual engagement rather than on navigation. The students' ratings were more even across aspects, all between 86% and 89%, which suggests that the product is equally usable for different types of learners.

Third, the normalized gain of 0.73 indicates that mean achievement rose from 54.33% before instruction to 87.67% after four meetings with the materials, and the improvement falls in the high category. This result is consistent with meta-analytic evidence that Canva used as an instructional tool is associated with improved academic performance (Astaño, 2025) and with experimental and developmental studies reporting gains in learning interest (Fitriyah et al., 2024), motivation and achievement in religious education (Maksumah et al., 2025; Solikhah et al., 2025), and critical thinking through contextual Canva-based modules (Nisa, 2023). It also extends earlier work on chemistry and Qur'an Hadith integration, which documented the value of connecting both disciplines but relied on conventional media (Murtadlo et al., 2023; Ritonga et al., 2025). Several mechanisms may explain the improvement. The visual and interactive presentation reduces the abstraction of chemical concepts, and the direct juxtaposition of Qur'anic verses with the chemical analysis of food gives students a concrete reference for the criteria of halal and thayyib. The web-based format also allowed students to open the material on laptops, tablets, or smartphones without installing additional applications, which suits a student body with varied digital literacy and device access. Because the

product was designed around a single, coherent theme, students could follow the religious reasoning and the scientific reasoning within the same sequence instead of treating them as separate subjects. These explanations, however, remain interpretive rather than tested. Because the study drew on a single group of thirty students at one madrasah over only four meetings and included no comparison group, the observed gain may also reflect factors external to the materials, such as students' growing familiarity with the test format, the novelty of a digital product delivered on their own devices, or the additional teacher attention that accompanied the intervention. The small validator panel further means that the high validity ratings capture individual expert judgments rather than a broader consensus. The improvement should therefore be read as a promising association that warrants controlled testing, not as a confirmed effect of the Magic Canva materials alone.

The findings carry implications for instructional practice, theory, and methodology. For practice, teachers of Qur'an Hadith can use the Magic Canva product as an additional resource that presents religious content in a contextual and scientifically grounded manner, and the validation criteria used here offer a template for developing materials on other themes; schools can support the approach by providing access to devices and internet facilities. For theory, the study extends the literature on interdisciplinary religious and science materials by showing that Qur'an Hadith content can be combined with food-chemistry concepts and packaged as an interactive web product that satisfies expert and user criteria. For methodology, it demonstrates how the ADDIE-stage evidence, namely needs analysis, expert validation, user questionnaires, and pretest and posttest scores, can be combined to document the development of a learning product. It must be noted, however, that the effectiveness evidence derives from a one-group pretest-posttest design without a comparison group, so the gain reflects improvement measured after implementation rather than a causal effect attributable solely to the materials. Future research should therefore employ control-group designs, larger and more diverse samples, additional validators, including a language expert, and longer implementation periods, and should test other subject themes as well as the durability of the learning gains.

4. CONCLUSION

The development of chemistry-integrated Qur'an Hadith teaching materials based on Magic Canva for Phase F at MAN 2 Padangsidimpuan followed the five ADDIE stages of analysis, design, development, implementation, and evaluation, and produced an interactive web-based product accompanied by the teaching module, student worksheet, learning objectives, and teaching tools. The materials are valid: expert ratings averaged 0.94 from the media expert and 0.96 from the material expert, both in the very valid category. The materials are practical: teacher responses averaged 90.85% and student responses 86.96%, both in the very practical category. Effectiveness based on normalized gain was 0.73, a high category, indicating substantial improvement between the pretest and the posttest administered after four meetings; because this one-group design lacks a comparison group, the improvement is associated with, rather than demonstrably caused by, the materials. Within the scope of this single-site, one-group development study, the materials can be used as an additional learning resource for the topic of halal and wholesome food. It is recommended that teachers consider the materials as a supplementary teaching resource, that the school support their use at MAN 2 Padangsidimpuan, and that future developers refine the product as technology develops and extend the approach to other subjects.

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