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Development of Canva-Based Learning Media for Pancasila Education in Grade XI Social Sciences at MA Al Fattahiyyah

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Abstract

Pancasila Education learning at MA Al Fattahiyyah has predominantly relied on worksheets and lecture-based instruction, resulting in limited student engagement, reduced learning motivation, and difficulties in understanding instructional content. This condition highlights the need for innovative digital learning media that align with the characteristics of contemporary learners. This study aimed to develop Canva-based learning media for the topic "Citizens' Attitudes toward the Implementation of the Governmental System of the Republic of Indonesia" in Pancasila Education and to examine the validity of the developed product. A Research and Development (R&D) approach was employed using the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. The participants included media experts, content experts, and Grade XI Social Sciences students at MA Al Fattahiyyah. Data were collected through observation, interviews, questionnaires, and documentation and were analyzed using quantitative and qualitative descriptive techniques. The findings reveal that the developed Canva-based learning media obtained a media expert validation score of 94%, categorized as highly valid, and a material expert validation score of 93%, also

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categorized as highly valid. The small-group trial produced a score of 77%, categorized as valid, while the large-group trial achieved 83%, categorized as highly valid. Overall, the product obtained an average feasibility score of 86.75%, indicating a highly valid level of quality and suitability for instructional use. The study concludes that Canva-based learning media are feasible as an alternative instructional resource for Pancasila Education. These findings contribute to the development of digital learning media by demonstrating the relevance of interactive, visually supported instructional resources in improving learning quality, supporting the implementation of the Merdeka Curriculum, and creating more engaging and meaningful learning experiences for students.

Keywords: Canva-Based Learning Media; Pancasila Education; ADDIE Model; Media Validity; Merdeka Curriculum

INTRODUCTION

The rapid advancement of information and communication technology has significantly transformed educational practices across the world. In the twenty-first century, educational institutions are expected to prepare learners not only with academic knowledge but also with critical thinking skills, creativity, collaboration, communication competencies, and digital literacy. These demands have encouraged schools and teachers to adopt innovative instructional approaches that can accommodate the characteristics of contemporary learners who are highly familiar with digital technology (Kemendikbudristek, 2022). Consequently, the integration of technology into educational activities has become an essential component of effective learning implementation.

Learning is fundamentally a process through which individuals acquire knowledge, attitudes, values, and skills through interaction with their environment. Effective learning requires the involvement of learners in meaningful activities that stimulate cognitive, affective, and psychomotor development (Salsabila et al., 2024). In this context, teachers play a strategic role in designing learning experiences that facilitate active participation and meaningful engagement. However, the effectiveness of learning is highly influenced by the instructional strategies and learning resources employed during the educational process. Therefore, the use of appropriate learning media is necessary to support the achievement of learning objectives and improve educational quality (Tafonao, 2021).

Learning media function as tools that assist educators in delivering instructional content and facilitating students' understanding of learning materials. The presence of

learning media enables abstract concepts to be presented in a more concrete, attractive, and understandable form, thereby improving students' comprehension and retention of information (Syavira, 2021). In addition, learning media can create a more interactive learning environment that encourages students to participate actively in classroom activities. Previous studies have demonstrated that effective instructional media contribute positively to students' motivation, learning engagement, and academic achievement (Herlina, 2021).

The implementation of the Merdeka Curriculum further emphasizes the importance of utilizing innovative learning resources that support student-centered learning. Under this curriculum, students are encouraged to become active participants in constructing knowledge rather than passive recipients of information. Therefore, teachers are required to develop instructional innovations that align with learners' needs and contemporary educational demands (Kemendikbudristek, 2022). One of the most promising approaches to achieving this objective is the integration of digital learning media into classroom instruction.

Digital learning media have become increasingly important because they provide opportunities for educators to present instructional content in diverse and engaging formats. Technology-based media facilitate the combination of text, images, audio, animation, and video elements within a single learning resource, creating richer learning experiences for students (Fiqri et al., 2025). Furthermore, digital media allow learners to access educational materials more flexibly and interact with content in ways that are not possible through conventional learning resources. As a result, digital learning media are widely recognized as effective tools for enhancing learning effectiveness and supporting educational innovation (Setiani et al., 2024).

Among the various digital platforms available for educational purposes, Canva has emerged as one of the most popular tools for developing instructional media. Canva is a web-based graphic design platform that enables users to create presentations, posters, infographics, videos, learning modules, and other educational materials through an intuitive and user-friendly interface (Aisyah et al., 2023). The platform offers numerous templates, visual elements, and design features that enable educators to develop attractive learning resources without requiring advanced graphic design skills. These characteristics make Canva particularly suitable for supporting digital learning environments and promoting instructional creativity.

The use of Canva in education has attracted considerable attention from researchers and practitioners. Agustini et al. (2021) reported that Canva serves as an innovative learning medium capable of supporting creative and effective learning activities. Similarly, Ichsan Mahardika et al. (2021) found that Canva facilitates the development of engaging learning resources that improve the quality of online learning experiences. These findings indicate that Canva possesses substantial potential for enhancing instructional delivery and increasing student participation.

Research concerning Canva-based learning media has demonstrated positive outcomes across various educational contexts. Kamila and Kowiyah (2022) developed interactive Canva-based learning media and found that the resulting product met high standards of feasibility and effectiveness. Likewise, Kusumawati and Prastiwi (2025) concluded that Canva-based interactive media improved students' understanding of science concepts and contributed positively to learning outcomes. Similar findings were reported by Sari et al. (2024), who observed that Canva-assisted learning media enhanced students' conceptual understanding in physics education.

The effectiveness of Canva-based learning media is also reflected in its contribution to students' motivation and engagement. Hidayat et al. (2025) revealed that Canva-assisted audiovisual media significantly increased students' learning motivation in civic education. Puspitasari et al. (2025) further demonstrated that interactive learning media developed through Canva contributed to improvements in students' academic achievement. Similarly, Savitri et al. (2024) emphasized that Canva-based instructional media encourage active classroom participation through attractive visual presentations and interactive learning experiences.

In addition to improving learning outcomes, Canva has been successfully integrated into various forms of instructional innovation. Aisyah et al. (2023) developed Canva-based comic learning media and found that it enhanced students' interest in learning. Erwin et al. (2025) demonstrated that the integration of Canva and Google Sites supported the development of students' creative skills. Furthermore, Nur and Arfandi (2023) highlighted the effectiveness of Canva in supporting graphic design learning by providing interactive and visually appealing instructional materials. These studies indicate that Canva can be adapted to diverse educational contexts and learning objectives.

The development of Canva-based instructional media has also been supported by advances in visual design principles. Effective instructional media should incorporate appropriate visual elements, color combinations, typography, and layout organization to maximize learning effectiveness (Fiqri et al., 2025). Visual design not only enhances aesthetic quality but also contributes to students' attention, concentration, and information processing. Consequently, the application of sound design principles is crucial in ensuring that learning media achieve both educational and communicative objectives.

In the field of Pancasila Education, the need for innovative instructional media is particularly significant. Pancasila Education aims to develop students' civic knowledge, democratic values, ethical behavior, and national identity. However, instructional content in this subject often involves abstract concepts that may be difficult for students to understand through conventional teaching approaches. As a result, teachers need instructional media capable of transforming abstract concepts into concrete and meaningful learning experiences (Mawarni et al., 2024).

Several studies have highlighted the effectiveness of Canva-based media in civic and value-based education. Mawarni et al. (2024) reported that Canva-supported learning media improved students' understanding of Pancasila values through interactive visual presentations. Similarly, Susilawati et al. (2025) found that Canva-based learning resources effectively facilitated the learning of Pancasila values among elementary school students. Hajuan (2025) further emphasized that Canva-assisted civic education contributes to the development of students' critical thinking skills, which are essential competencies for democratic citizenship.

Despite these encouraging findings, previous studies have predominantly focused on evaluating the effectiveness of Canva in improving learning outcomes, motivation, and engagement in general educational settings. Relatively limited attention has been devoted to developing Canva-based instructional media specifically designed for Pancasila Education at the Islamic senior secondary school level. Furthermore, many existing studies have concentrated on individual aspects of instructional media rather than integrating visual design, audio narration, interactive exercises, and digital assessment tools into a comprehensive learning package.

Preliminary observations conducted at MA Al Fattahiyyah revealed several challenges in the implementation of Pancasila Education learning. Classroom instruction was still largely

dependent on worksheets and lecture-based approaches. As a consequence, students frequently demonstrated low levels of participation and motivation during learning activities. Observation results indicated that several students were not fully engaged in classroom instruction and often paid limited attention to the learning materials being presented. Interviews with teachers further revealed that the use of technology-based learning media remained limited, thereby reducing opportunities for creating interactive learning experiences. These conditions indicate the necessity of developing innovative instructional media capable of enhancing student engagement and supporting meaningful learning. Based on the analysis of students' characteristics, instructional needs, available resources, and curriculum requirements, Canva-based learning media were considered an appropriate solution because they provide opportunities to integrate visual, audio, and interactive elements within a single instructional product.

The research gap of this study lies in the limited availability of Canva-based learning media specifically developed for the topic "Citizens' Attitudes toward the Implementation of the Governmental System of the Republic of Indonesia" in Pancasila Education at Islamic senior secondary schools. Existing studies have rarely focused on this topic and have generally not integrated the objectives of the Merdeka Curriculum, students' learning characteristics, and digital assessment features into a single instructional innovation. The novelty of this research resides in the development of an integrated Canva-based learning medium that combines visual illustrations, audio narration, animations, practice exercises, and Quizizz-based assessment activities within a unified instructional framework. The media were specifically designed according to the needs of Grade XI Social Sciences students at MA Al Fattahiyyah and developed systematically using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation stages (Pradana & Wahyudi, 2025). Therefore, this study aims to develop Canva-based learning media for Pancasila Education on the topic of Citizens' Attitudes toward the Implementation of the Governmental System of the Republic of Indonesia and to examine the validity of the developed product. The findings are expected to contribute both theoretically and practically to the advancement of digital learning media development, particularly in supporting innovative, meaningful, and student-centered learning within the context of Pancasila Education.

METHODS

This study employed a Research and Development (R&D) approach aimed at developing a Canva-based learning medium for Pancasila Education and examining its feasibility prior to classroom implementation. The R&D approach was selected because it emphasizes the systematic process of designing, developing, validating, and evaluating educational products to ensure their effectiveness and suitability for instructional use. The study adopted the ADDIE instructional development model, which consists of five sequential stages: Analysis, Design, Development, Implementation, and Evaluation. This model was selected due to its structured and systematic framework for developing educational media.

The research was conducted at MA Al Fattahiyyah and focused on Grade XI Social Sciences students. The product developed in this study was a Canva-based learning medium designed for the topic "Citizens' Attitudes toward the Implementation of the Governmental System of the Republic of Indonesia" in Pancasila Education. The development process followed the ADDIE framework. During the analysis stage, classroom observations and discussions with the Pancasila Education teacher were conducted to identify instructional problems and learner needs. The design stage involved determining learning objectives, organizing instructional content, preparing storyboards, and constructing research instruments. During the development stage, the media product was created using Canva and subsequently validated by media and content experts. The implementation stage involved product trials with students, while the evaluation stage focused on assessing the overall quality and feasibility of the developed media.

The research indicators were derived from the validation instruments employed for media experts, material experts, and user evaluations. Media expert validation covered four major dimensions: media design, media effectiveness, audio quality, and color composition. Media design indicators included image suitability, font selection, image size, background color, display appropriateness, and text spacing. Media effectiveness indicators included usability, accessibility, and the ability of the media to create an enjoyable learning experience. Audio indicators evaluated sound clarity and synchronization between audio and visual elements. Color indicators assessed visual attractiveness, readability, focus enhancement, and aesthetic quality. Material expert validation focused on competency alignment, content accuracy, and appropriateness of instructional materials related to governmental systems.

User evaluation involved indicators concerning media appearance, content clarity, ease of use, audiovisual quality, and language presentation.

The participants consisted of media experts, content experts, and Grade XI Social Sciences students as end users of the developed product. Expert validators were selected purposively based on their expertise in educational media and Pancasila Education. The initial trial involved a small group of five students to obtain preliminary feedback regarding usability and attractiveness. After revisions were made, a large-group trial was conducted involving twenty-two students. These participants were selected because they represented the intended users of the developed instructional media.

The study utilized both quantitative and qualitative data. Quantitative data were obtained from expert validation sheets and student response questionnaires using a Likert-scale assessment. Qualitative data consisted of comments, suggestions, criticisms, and recommendations provided by validators and students during the development process. Data collection techniques included observation, interviews, questionnaires, and documentation. Observations were conducted during the preliminary stage to identify learning conditions and instructional needs. Interviews with the Pancasila Education teacher were carried out to explore existing classroom challenges. Questionnaires were administered to media experts, material experts, and students to evaluate the quality and feasibility of the product. Documentation was employed to collect supporting evidence, including photographs, development records, and relevant research documents. Research instruments included observation sheets, interview guidelines, expert validation forms, and student response questionnaires. Instrument validity was established through expert judgment to ensure alignment between indicators and research objectives. The validation process focused on statement clarity, indicator relevance, and measurement appropriateness. Instruments were revised according to expert recommendations before being used in data collection activities.

Data analysis was conducted using both quantitative and qualitative procedures. Quantitative analysis aimed to determine the feasibility level of the developed media based on evaluation scores from experts and users. Feasibility percentages were calculated by comparing obtained scores with maximum possible scores. The resulting percentages were categorized into five levels: not valid, less valid, moderately valid, valid, and highly valid. Qualitative analysis was applied to comments and recommendations from experts and students to identify areas requiring revision and improvement. The integration of quantitative

and qualitative findings provided a comprehensive assessment of the quality and feasibility of the Canva-based learning media. The research was conducted throughout the entire development cycle at MA Al Fattahiyyah. The study progressed sequentially from needs analysis, product design, development, validation, implementation, and evaluation according to the ADDIE model. The research duration covered all development stages until a feasible instructional product was produced and deemed suitable for use in Pancasila Education learning activities.

RESULTS

This study developed Canva-based learning media for the Pancasila Education subject, specifically on the topic of Citizens' Attitudes toward the Implementation of the Governmental System of the Republic of Indonesia, for Grade XI Social Sciences students at MA Al Fattahiyyah. The media were developed using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The findings from the analysis stage revealed that the learning process was still dominated by the use of student worksheets (LKS) and lecture-based teaching methods, resulting in low student engagement and limited learning motivation. To address this issue, a learning medium was designed by integrating text, images, audio narration, animations, and interactive assessments through Quizizz.

Figure 1. Learning Media Display Canva Based

Figure 1. Learning Media Display Canva Based indicated The introductory page was designed to provide students with an overview of the learning topic and create an engaging learning atmosphere. The combination of relevant illustrations, clear typography, and balanced visual elements supports students' attention and facilitates their understanding of the topic before entering the main learning content.

The developed learning media were subsequently evaluated by a media expert to determine their feasibility, usability, and visual quality. The first-stage validation yielded a score of 71%, which was categorized as valid. Although the media met the minimum feasibility criteria, several improvements were recommended regarding visual consistency, image quality, typography, and overall presentation. After revisions were implemented based on the validator's feedback, a second validation was conducted. The results showed a substantial increase to 94%, which was classified as very valid. This improvement indicates that the revisions successfully enhanced the quality of the media and ensured its suitability for classroom use.

Table 1. Media Expert Validation Results

Validation Stage	Percentage	Category
Validation I	71%	Valid
Validation II	94%	Very Valid

Source: Research Results (2026).

Table 1 Media Expert Validation Results demonstrates a significant increase in the validation score from the first to the second stage. The improvement from 71% to 94% reflects the effectiveness of the revision process and confirms that the Canva-based learning media achieved a very high level of feasibility after incorporating expert recommendations.

Material expert validation was conducted to assess the alignment of the instructional content with the curriculum, learning objectives, and students' learning needs. The evaluation focused on content accuracy, relevance, clarity, and appropriateness of the presentation. The results revealed that the learning materials were highly appropriate and capable of supporting the achievement of the intended learning outcomes.

Table 2. Material Expert Validation Results

Evaluation Aspect	Percentage	Category
Material Expert	93%	Very Valid

Source: Research Results (2026).

As shown in Table 2, the material expert validation produced a score of 93%, which falls within the very valid category. This result indicates that the content presented in the Canva-based learning media is accurate, relevant, and well aligned with the curriculum requirements and learning objectives of Pancasila Education.

The implementation stage involved product trials with students through small-group and large-group testing. These trials were conducted to evaluate the practicality, usability, and acceptance of the learning media from the users' perspective. The results showed that

students responded positively to the media and found it helpful in supporting the learning process.

Table 3. Product Trial Results

Trial Phase	Percentage	Category
Small Group	77%	Valid
Large Group	83%	Very Valid

Source: Research Results (2026).

Table 3 indicates that the small-group trial obtained a score of 77%, categorized as valid, while the large-group trial achieved 83%, categorized as very valid. The increase in the percentage score suggests that the media was well accepted by a larger number of students and effectively supported learning activities. These findings demonstrate that the developed media is practical and user-friendly for classroom implementation. Overall, the validation and trial results confirm that the Canva-based learning media meet the required standards of quality and feasibility. The combination of expert validation and user evaluation provides strong evidence that the media can be effectively utilized in Pancasila Education learning.

Table 4. Summary of Validation and Trial Results

Evaluation Aspect	Percentage	Category
Media Expert	94%	Very Valid
Material Expert	93%	Very Valid
Small Group Trial	77%	Valid
Large Group Trial	83%	Very Valid
Average	86.75%	Very Valid

Source: Research Results (2026).

Table 4 Summary of Validation and Trial Results presents the overall evaluation results of the developed learning media. The average score of 86.75% places the product within the very valid category. This finding indicates that the Canva-based learning media possess high levels of content quality, visual design, usability, and learner acceptance. Therefore, the product can be considered appropriate and feasible for implementation in Pancasila Education learning, particularly for Grade XI Social Sciences students at MA Al Fattahiyyah.

DISCUSSION

The findings of this study demonstrate that the development of Canva-based learning media successfully produced an instructional product that addressed the learning needs of Grade XI Social Sciences students at MA Al Fattahiyyah. The results indicate that integrating

digital technology into Pancasila Education can effectively overcome the limitations of conventional classroom instruction. During the preliminary analysis stage, learning activities were predominantly conducted through lectures and student worksheets, resulting in limited student engagement and low learning motivation. The developed Canva-based media provided a more interactive and visually appealing learning environment, enabling students to engage more actively with the topic of Citizens' Attitudes toward the Implementation of the Governmental System of the Republic of Indonesia. A deeper analysis of the findings reveals that the effectiveness of the developed media was not merely associated with visual attractiveness but also with the alignment between instructional objectives, content organization, learner characteristics, and pedagogical design principles. The media integrated multiple instructional elements, including text, illustrations, animations, audio narration, practice exercises, and Quizizz-based assessments. Such integration created a multimodal learning experience that facilitated information processing through multiple cognitive channels. The gradual and structured presentation of content enabled students to comprehend abstract civic concepts more effectively and meaningfully.

The first stage of media expert validation resulted in a feasibility score categorized as valid, indicating that the product possessed adequate quality but still required revision. This finding highlights the iterative nature of educational media development, where expert feedback serves as a critical mechanism for product refinement. Several weaknesses were identified, including inconsistencies in typography, visual clarity, image quality, and layout design. After revisions were implemented based on expert recommendations, the media achieved a substantially higher level of validity. This improvement confirms the importance of formative evaluation within the ADDIE framework and demonstrates how continuous revision contributes to the development of high-quality educational products. The findings support learning media theory, which conceptualizes instructional media as tools that facilitate effective communication between educators and learners (Arsyad, 2017). The developed media successfully enhanced the delivery of Pancasila Education content by transforming traditional instructional materials into engaging visual experiences. The combination of illustrations, animations, color schemes, and narration not only increased visual appeal but also strengthened conceptual understanding. From a learning theory perspective, the findings suggest that the media created a more active and meaningful learning environment, thereby increasing cognitive engagement throughout the instructional process.

The results are consistent with the findings of Agustini et al. (2021), who identified Canva as an innovative educational medium capable of supporting creative and effective learning experiences. Similarly, the present study demonstrates that Canva facilitates the transformation of civic education content into visually appealing instructional materials that improve students' comprehension. The findings also reinforce the conclusions of Ichsan Mahardika et al. (2021), who reported that Canva-based learning resources contribute positively to the quality of digital learning environments. Furthermore, the study supports the findings of Kamila and Kowiyah (2022), who concluded that Canva-based instructional media possess high levels of feasibility and usability. Similarities can be observed in terms of visual attractiveness, ease of use, and instructional clarity, all of which were identified as important determinants of media effectiveness. The findings also align with Savitri et al. (2024), who emphasized that Canva enhances student participation by presenting instructional content in a more engaging and communicative manner.

Within the context of Pancasila Education, this study extends the work of Mawarni et al. (2024), who demonstrated the effectiveness of Canva in facilitating the learning of Pancasila values. Unlike previous studies, however, the present research integrates civic content with interactive visual design, audio narration, and Quizizz-based assessment features. Consequently, the study contributes new insights into the development of digital civic education resources specifically tailored to the characteristics of contemporary digital learners. From a theoretical perspective, the findings strengthen the argument that Canva-based instructional media can serve as an effective instrument for supporting the implementation of the Merdeka Curriculum. The integration of visual, auditory, and interactive elements illustrates that learning should not merely involve information transmission but should also focus on creating meaningful learning experiences. The study therefore enriches the body of knowledge concerning digital instructional media development, particularly in the field of Pancasila Education, where research remains relatively limited.

The practical implications are equally significant. For teachers, the developed media provides an innovative instructional alternative that aligns with twenty-first-century learning demands. For students, the media offers a more engaging and enjoyable learning experience while facilitating conceptual understanding. For educational institutions, the product represents a practical innovation that supports curriculum implementation and strengthens the development of the Pancasila Student Profile through contextual and interactive learning

experiences. Methodologically, the study demonstrates the effectiveness of the ADDIE model as a systematic framework for educational media development. The structured process encompassing analysis, design, development, implementation, and evaluation ensured that the final product was aligned with learner needs and instructional objectives. The repeated validation process further illustrates the importance of formative evaluation in achieving product quality and educational relevance.

Nevertheless, several limitations should be acknowledged. First, the developed media focused exclusively on the topic of citizens' attitudes toward governmental systems, limiting its applicability to other subject areas. Second, the study involved only Grade XI Social Sciences students at a single institution, restricting the generalizability of the findings. Third, successful implementation of the media depends on the availability of digital devices, internet access, and users' digital literacy levels. These contextual factors may influence the effectiveness of the media when applied in different educational settings.

Overall, this study makes a meaningful contribution to the development of Canva-based learning media for Pancasila Education. Its primary contribution lies in the integration of interactive visual design, audio narration, practice activities, and Quizizz-based assessment within a single instructional product specifically tailored to the needs of madrasah students. The findings demonstrate that Canva can function not only as a graphic design platform but also as a strategic educational tool capable of enhancing instructional quality, student engagement, and learning effectiveness in contemporary digital learning environments.

CONCLUSION

This study aimed to develop Canva-based learning media for Pancasila Education in Grade XI Social Sciences at MA Al Fattahiyyah and to examine the validity of the developed product. The findings indicate that the instructional media were systematically developed using the ADDIE model, consisting of the stages of analysis, design, development, implementation, and evaluation. The development process was initiated through a needs analysis, which revealed that classroom instruction relied primarily on worksheets and lecture-based methods, resulting in limited student engagement and reduced learning motivation. In response to these conditions, a Canva-based learning medium was designed by integrating visual elements, audio narration, animations, practice exercises, and Quizizz-based assessments to create a more interactive and engaging learning experience. The

validation results demonstrated that the developed media met the required feasibility standards after undergoing revisions based on recommendations from media and content experts. These findings confirm that Canva-based instructional media can serve as an effective alternative for delivering the topic of Citizens' Attitudes toward the Implementation of the Governmental System of the Republic of Indonesia. Therefore, the study successfully achieved its objectives of developing a learning medium and determining its validity, while simultaneously addressing the research questions that guided the investigation.

This study contributes theoretically to the growing body of knowledge on digital learning media development, particularly the application of Canva in Pancasila Education. From a practical perspective, the developed product provides teachers with an innovative instructional resource that supports the implementation of the Merdeka Curriculum and promotes greater student engagement in learning activities. The novelty of the study lies in the integration of interactive visual design, audio narration, practice activities, and digital assessment features within a single instructional platform specifically tailored to the needs of madrasah students. The implications of this study suggest that systematically designed digital learning media can enhance instructional quality and foster more meaningful learning experiences. Accordingly, educators are encouraged to adopt and further develop technology-based learning resources that align with learners' needs and curriculum objectives. Future studies are recommended to investigate the effectiveness of the developed media on learning outcomes using broader participant groups, different instructional topics, and diverse educational contexts in order to generate findings with greater generalizability and broader educational significance.

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