

Development of An Interactive Digital Module Using the Canva Application In Traumatic Counselin Course for Students Of Department Guidance and Counseling Faculty of Education, Universitas Negeri Medan

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Abstract. The traumatic counseling interactive module is an important innovation in traumatic counseling that can help students understand and overcome trauma-related problems more effectively. Canva application is a graphic design application that can be used to create attractive and interactive graphic designs. This study aims to develop an interactive module of traumatic counseling using Canva application for students of the Department of Guidance and Counseling, Faculty of Education, Universitas Negeri Medan. The method used in this research is the Research and Development (R&D) method developed by Borg and Gall. Data analysis used is descriptive analysis and inferential analysis. The result of this study is an interactive module of traumatic counseling that can be accessed easily by students and can be adapted according to individual needs. The feasibility test by users was conducted to evaluate the effectiveness and feasibility of the interactive module of traumatic counseling developed from the perspective of experts and users (students). The results of the feasibility test show that the interactive module of traumatic counseling using Canva application is effective and very feasible to be used by students of the Department of Guidance and Counseling, Faculty of Education, Universitas Negeri Medan.

Keywords: Digital Interactive Module, Traumatic Counseling, Guidance and Counseling, Student, Canva.

1 Introduction

The rapid development of information technology has an impact on all fields including education. Therefore, the role of learning media in the learning and teaching process is an inseparable unity of the world of education. Learning media, one of which is in the form of modules [1]. Lisdiyati & Idris harta stated that the module as one of the teaching materials has one very important characteristic, namely the principle of independent learning [2]. With the principle of independent learning, according to Suprawoto, it makes learning more interesting because it can be studied outside the classroom and outside of class hours [3].

As one of the educational units, higher education is accountable for achieving the aims of national education. To produce graduates who are robust in the face of rapid social, cultural, professional, and technological changes in the period of industrial revolution 5.0, student capabilities must be enhanced in accordance with current trends. In the current period of the

industrial revolution 5.0, modules as teaching materials have shifted from using exclusively printed media to digital/electronic media, as digital/electronic media are regarded as being more practical and participatory. Interactive digital modules are defined as modules that combine two or more texts, graphics, audio, video, or animations that are interactive, to control a command, which then causes a two-way relationship between the module and its users [4].

Interactive modules allow students to engage not only the sense of hearing, but also vision. The more senses used to receive information, the more likely the information is to be remembered and understood. Experts prove that there is a significant difference in learning outcomes obtained through the senses of sight and hearing. So that interactive digital modules can make students interact and be active with the content in the digital module [1]. This interactive module is also a prototype in supporting the Merdeka Belajar Kampus Merdeka (MBKM) program..

Merdeka Belajar - Kampus Merdeka (MBKM) is a new policy from the Minister of Education and Culture to accommodate the objectives mandated by Permendikbud Number 3 of 2020 article 3, namely ensuring the achievement of Higher Education goals that play a strategic role in educating the nation's life, advancing science and technology through the application of humanities values, and civilizing and empowering a sustainable Indonesian nation [5, hlm. 3]. Supporting the MBKM policy, the S-1 Guidance and Counseling Study Program, Faculty of Education, Universitas Negeri Medan, adjusted the distribution of existing courses so that in the 2020/2021 academic year it added one new course, namely the traumatic counseling course.

As a new course, various obstacles are experienced in the implementation of traumatic counseling lectures. The unavailability of traumatic counseling modules has an impact on student learning activities and outcomes. The results of Afnibar, et al.'s research show that most students experience difficulties in participating in online lectures due to limited learning resources, such as unavailable books [6]. In line with this research, research by Puspita, et al (2017) that student activity in participating in the learning process without using teaching materials is low and student learning outcomes without using teaching materials are also low [7]. In addition, research conducted by Kong shows that most universities have not provided interactive modules of traumatic counseling as part of counseling courses. This research shows that only a small number of universities provide interactive modules of traumatic counseling as part of counseling courses [8].

Overcoming the above problems, the author has developed an interactive digital module using the Canva application in traumatic counseling courses. Students need to study traumatic counseling courses because trauma is a problem that is often faced by individuals, including students. Trauma can have a negative impact on a person's mental and physical health, so it needs to be handled in the right way. Traumatic counseling is one way to overcome trauma-related problems. In addition, learning traumatic counseling can also help students recognize signs of trauma in themselves and others. This will help students deal with trauma-related problems and become more empathetic towards others who have experienced trauma. Students will also learn about effective counseling techniques to overcome trauma-related problems, such as relaxation techniques, cognitive-behavioral counseling, and others. This will help them in overcoming trauma-related problems that they may experience or that are experienced by others.

Some supporting research conducted by several researchers, among others: Hikmah's research, et al. stated that the interactive e-module developed in the computer network course in the PTIK JTIK FT UNM study program is very feasible to be used as a learning medium

and user responses, namely students, are very good at the interactive e-module developed [9]. Furthermore, Farida and Ratnawuri's research states that the interactive e-module developed is feasible and also practical for use by students in statistics courses [10]. Furthermore, Fadilah et al's research states that the CTL-based interactive e-module developed is feasible and practical to use so that it can be used as a source of learning mathematics, especially in transformation geometry material [11].

More specifically, a research study conducted by Lee showed that the use of interactive modules can increase the level of participant satisfaction and improve the effectiveness of counseling. This study involved a group of participants who were divided into two groups, namely the group that participated in traditional counseling and the group that participated in counseling using interactive modules. The results showed that the group that participated in counseling using interactive modules showed a higher level of satisfaction and a higher level of effectiveness compared to the group that participated in traditional counseling [12]. In line with that, a research study conducted by Brown showed that interactive modules can be used to improve participants' coping skills. This study used the same design as the previous study, namely by comparing the group that participated in traditional counseling with the group that participated in counseling using interactive modules. The results showed that the group that participated in counseling using interactive modules showed an improvement in coping skills that was more significant compared to the group that participated in traditional counseling [13].

In line with the two studies above, a research study conducted by Smith showed that the use of interactive modules can increase the level of awareness of participants about the trauma experienced. This study involved a group of participants who were divided into two groups, namely the group that participated in traditional counseling and the group that participated in counseling using interactive modules. The results showed that the group that participated in counseling using interactive modules showed a higher level of awareness about the trauma experienced compared to the group that participated in traditional counseling [14].

Developing an interactive module for traumatic counseling is important because it can increase the effectiveness of counseling and help students overcome their problems. Research has shown that the use of interactive modules can increase participant satisfaction levels and improve counseling effectiveness [12]. In addition, interactive modules can also be used to improve participants' coping skills and increase the level of awareness about the trauma experienced [13], [14].

College students often experience various types of problems, including trauma-related problems. Traumatic counseling can help college students to address these issues in an effective way. However, traditional counseling may not always be effective for all students. An interactive module of traumatic counseling can be a more effective alternative as it can provide a more enjoyable and effective learning experience for participants. Overall, developing an interactive module of traumatic counseling is important as it can increase the effectiveness of counseling and assist students in overcoming their problems [15].

Research on the development of an interactive module of traumatic counseling for students with the Canva application is a new innovation in the field of traumatic counseling. This is because this research tries to combine technology with traumatic counseling by using the Canva application which is an easy-to-use graphic design application.

Canva application is used in this study to create an interactive module that is interesting and easy to understand by students. By using this application, interactive modules can be created with an attractive and fun display so that it can increase student interest in learning. In

addition, this application can also be used to add multimedia elements such as images, videos, and audio that can help in the learning process [16]–[18].

This research is also an innovation in terms of the traumatic counseling methods used. This research tries to combine traditional counseling methods with counseling methods that use technology. This is expected to increase the effectiveness of traumatic counseling for students.

2 Research Method

The module development model to be used is using the 4-D development model, where there are four stages in development, namely: 1) Define stage, including: Front-end analysis, student analysis (Learner Analysis) and concept analysis; Task analysis, task analysis is carried out by detailing the course content tasks in outline; Specification of learning objectives (specifying instructional objectives) which are based on concept analysis and task analysis so that they can be more operational and expressed with observable behavior; Design stage, namely the module is created and designed in a format that contains components in the module that has been made. The module components include cover, competency standards, basic competencies, indicators, material descriptions, summaries, formative tests, and glossaries. 2) The Development Stage (Develop) includes: Module Validation At this stage, namely by conducting an expert appraisal stage. In this validity test, it is carried out by validators who are experts in their fields to provide product assessments in the form of interactive digital modules using the Canva application in traumatic counseling courses; Limited Trial conducted on counseling students using 10 people to determine the feasibility of the modules used. 4) Disseminate stage by disseminating products, namely interactive digital modules using the canva application to the Guidance and Counseling Study Program, Faculty of Education, Universitas Negeri Medan [19].

The data collection instrument used in this research is a non-test instrument in the form of a questionnaire. The type of questionnaire used is a closed questionnaire using a Likert measurement scale with four answer options: (very appropriate, appropriate, not appropriate, and very inappropriate). There are two expert instruments used, namely material experts, media experts and users or students. Material experts to determine the level of product feasibility seen from content validation. While media experts to determine the level of product feasibility seen from construct validation.

The data analysis technique used in this module development research is to use quantitative and qualitative data analysis. The product was tested according to the Likert scale [20]. The Likert scale feasibility test uses four options, namely good, sufficient, less, and very less. The data obtained is in the form of a gradation of assessment scores, namely 4, 3, 2, 1. After the data is obtained, the conversion of the assessment scores obtained is then carried out to be categorized as described in Table 6 below.

Table 1. Expert and User Assessment Categorization

Average Answer Score	Category
$M_i + 1,5 S_{di} < X \leq M_i + 3 S_{di}$	Very Feasible
$M_i < X \leq M_i + 1,5 S_{di}$	Feasible
$M_i - 1,5 S_{di} < X \leq M_i$	Less Feasible
$M_i - 3 S_{di} < X \leq M_i - 1,5 S_{di}$	Not Feasible

3 Result and Discussion

Based on the needs study instrument prepared by the researcher, there are 12 (twelve) topics that are considered important and can be used in the traumatic counseling module. The topics are: 1) Covid-19 Virus Pandemic and Learning from Home (LFH) During the Covid-19 Pandemic, 2) Natural Disasters, 3) Traumatic Counseling, 4) Domestic Violence, 5) Various Approaches in Traumatic Counseling Assistance, 6) Ethics of Being a Companion in Traumatic Counseling Assistance, 7) Considerations for Choosing an Approach for Trauma Victims, 8) Preparation of Assistants in Traumatic Counseling Assistance, 9) Media in Conducting Traumatic Counseling Assistance, 10) Practice of Traumatic Counseling Assistance, 11) Traumatic Counseling for Adolescents, 12) Obstacles in the Implementation of Traumatic Counseling.

3.1 Data on Material Expert Assessment Results

After the design is complete, the initial submission of the assessment by the material expert undergoes several product revisions. After the revision was made, the material expert filled out a questionnaire as a basis for the feasibility of the product that had been made. The assessment carried out by material experts includes four aspects, namely the feasibility of content, language, presentation, graphics. The results of the feasibility test by material experts can be seen in Table 1 and Table 2 below.

Table 2. Data from Material Expert Assessment Results for Each Assessment Aspect

No.	Material Expert	Aspect			
		Content Appropriateness	Linguistic	Presentation	Literacy
1	Material Expert 1	91,6%	92,86%	91,67%	100%
2	Material Expert 2	95,83%	89,29%	91,67%	100%
Avarage		93,75%	91,07%	91,67%	100%

Table 3. Data from the Overall Material Expert Assessment Results

No.	Material Expert	Percentage	Description
1	Material Expert 1	92,86%	Very Feasible
2	Material Expert 2	92,86%	Very Feasible
Rata-Rata		92,86%	Very Feasible

Based on the evaluations of the subject matter experts provided in Table 1, it can be observed that both experts agreed that the module graphics received the highest overall score. In addition, according to material expert 1, language rated second, presentation ranked third, and content relevance ranked fourth. Contrary to what material expert 2 claimed, the second highest evaluation was held by content feasibility, followed by presentation in third place and language in fourth place.

Moreover, a weighted average of the findings of the material experts' feasibility test in terms of four elements, namely content feasibility, language, presentation, and visuals, placed the module in the extremely practicable category for content feasibility with a score of 93.75

percent. Language received a score of 91.07 percent in the category of being highly feasible. Obtaining a Presentation score of 91.67 percent in the area of "extremely doable" In terms of Graphics, the percentage is one hundred percent. The total proportion of material specialists' testing for feasibility was 92.86 percent, including the extremely feasible category.

3.2 Data from Media Expert Assessment Results

After the design is complete and coupled with the declared feasibility of the media based on the material expert, the submission of the feasibility assessment is continued by the media expert undergoing several product revisions. After the revision was made, the media expert filled out a questionnaire as a basis for the feasibility of the product that had been made. Media experts assess aspects of design, convenience, consistency, format, usefulness, and graphical aspects. Data on the results of the assessment given by media experts can be seen in Table 3, and Table 4 below.

Table 4. Data on Assessment Results by Media Experts for Each Assessment Aspect

No	Media Expert	Aspect					
		Display Design	Simplicity	Consistent	Format	Usability	Graphics
1	Expert 1	100%	91,67%	87,5%	100%	100%	93,75%
2	Expert 2	91,67%	95,83%	100%	87,5%	91,7%	87,50%
Avarage		95,83%	93,75%	93,75%	93,75%	95,83%	90,63%

Based on the opinions of the media experts provided in Table 3, it can be seen that the opinions of the two material experts disagree. Media expert 1 awarded the highest score to the module's appearance, while media expert 2 awarded the best grade to the module's consistency. In addition, given the lowest score on each factor, the two media experts have divergent opinions. The first media expert assigned the lowest grade to the aspect of consistency, while the second media expert assigned the lowest score to the module format.

Table 5. Data from Overall Media Expert Assessment Results

No.	Material Expert	Percentage	Description
1	Media Expert 1	95%	Very Feasible
2	Media Expert 2	92,50%	Very Feasible
Rata-Rata		92,86%	Very Feasible

In addition, the results of the feasibility test conducted by media specialists were evaluated and averaged based on six criteria: design appearance, convenience, consistency, format, utility, and graphics. The module received a score of 95.83% in the extremely feasible category for its visual design. In terms of reaching a percentage of 93.75 percent in the category, it is extremely doable. In terms of consistency, a score of 93.75 percent in the extremely feasible category was attained. In terms of format, 93.75 percent falls into the extremely practical category. In terms of practicability, it received a score of 95.83% in the very practicable category. In terms of visuals, 90.63 percent falls into the Very Feasible category. Overall, 93.75 percent of media experts' collected feasibility tests fell into the

extremely feasible group.

3.3 Feasibility Test by Users (Students)

To achieve perfection, 64 students from the Department of Guidance and Counseling at FIP UNIMED underwent feasibility tests in 2020 after the module has been amended based on the expert test. First, the researcher selects a testing sample of consumers (students who will use the interactive module of traumatic counseling). Second, the dissemination of the developed interactive module of trauma therapy to the user sample and the provision of usage instructions. Third, an observation or test to measure the students' level of comprehension and mastery of the module's material. Fourth, data collection through questionnaires to determine the presentation of material, language, and grammar, as well as the benefits obtained by students after reading the developed interactive module of traumatic counseling. Obviously, this evaluation is based on the students' perceptions of the module. Fifth, data analysis of the outcomes of student evaluations of the interactive trauma counseling module, with the output being an evaluation of the module's viability. Sixth, publishing the book in order to acquire an ISBN and intellectual property rights. And eighth, disseminate the generated module and recommend a tested interactive module of traumatic counseling for use by students in courses on traumatic counseling. Regarding the steps that researchers follow, specifically:

Table 6. Overall Assessment Result Data of Respondents (Students)

No.	Aspect	Avarage	Percentage	Description
1	Presentation of Material	1556	86,83%	Very Feasible
2	Language	921	89,94%	Very Feasible
3	Graphics	1576	87,95%	Very Feasible
4	Benefits	1346	87,67%	Very Feasible
Averages		5399	87,87%	Very Feasible

The results of the respondents' feasibility test in four categories: module presentation, language, graphics, and advantages. The module's material presentation received a score of 86.83% in the category of being extremely feasible. The linguistic aspect received a score of 89.94% in the category of extremely feasible. In terms of kegrafikan, a score of 87.95% in the category of extremely possible was attained. While in terms of the module's benefits, a score of 87.63% was obtained for the category "extremely viable."

According to the research findings, the interactive module of traumatic counseling utilizing the Canva application falls within the category of being very viable. This might be understood in terms of the evaluation of material and media specialists and consumers (students). The expert evaluation of the material relates to the viability of the content, language, presentation, and graphics. While media experts evaluated the design's visual appeal, usability, consistency, format, practicality, and graphics, In addition, the evaluation of users is influenced by the presentation of content, language, aesthetics, and advantages. They all agreed that the interactive module for traumatic counseling utilizing the Canva program met the criteria for an interactive module.

Interactive digital modules are defined as modules that combine two or more texts, graphics, audio, video, or animations that are interactive, to control a command, which then causes a two-way relationship between the module and its users [4]. Interactive modules

allow students to involve not only the sense of hearing, but also vision. The more senses used to receive information, the more likely it is that the information is remembered and understood. Experts prove that there is a significant difference in learning outcomes obtained through the senses of sight and hearing. So that interactive digital modules can make students interact and be active with the content in the digital module [1].

Digital learning is not restricted by time, distance, or location, yet it can occur concurrently or synchronously. Important in digital learning is the use of learning variations, such as interactive digital modules, so that students are not bored when engaging in home learning activities [21]–[23]. In addition, the developed traumatic counseling module uses the Canva application which has many advantages and is easy to use. So that it makes the learning atmosphere interactive and fun. This is also in line with the research of Wilujeng, et al., who stated that digital modules developed using canva are very effective and practical for use in learning so that they can increase student interest in learning activities carried out [24].

An interactive module of traumatic counseling that is suitable for use by students must meet several criteria. First, the module should be able to provide sufficient and accurate information about traumatic counseling. The module should be able to provide information about the definition of trauma, risk factors, signs, and effects of trauma as well as effective counseling techniques to overcome it. Secondly, the module should be able to provide an enjoyable and effective learning experience for students. The module should be able to provide interesting interactions such as images, videos, and audio that can help in the learning process. In addition, the module should be able to provide tasks that can test mastery of the material and provide adequate feedback. Third, the module should be easily accessible by students. This module should be accessible through the internet or an easy-to-use application. In addition, the module should be accessible to students with special needs, such as students with hearing or visual impairments. Fourth, the module should be adaptable according to individual needs. This module must be able to be changed according to individual counseling needs, so that it can provide a more effective learning experience for students [8], [25], [26].

4 Conclusion

The interactive digital module product using the Canva application in traumatic counseling courses for students of the Guidance and Counseling Study Program FIP, Medan State University was developed using the 4-D development model, namely (1) Define, (2) Design, (3) Develop, and (4) Disseminate, according to the results of research and discussion. In addition, interactive digital modules utilizing the Canva application in traumatic counseling courses are prepared based on the results of expert assessments that have been deemed suitable for use as learning media, as well as the results of trials by users, namely lecturers and students, following initial field trials, main field trials, and operational field trials that included the excellent category.

In terms of the scope of research subjects and the absence of a full execution, this study is still lacking. Thus, future researchers will be able to work with a broader subject, a broader array of module materials, and a thorough implementation.

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