

Developing Hajj and Umrah Materials Through Canva-Based Interactive E-modules to Improve Student Learning Outcomes

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Abstract. This study aimed to evaluate the validity, feasibility, and effectiveness of Fiqh learning materials on Hajj and Umrah delivered through a Canva-based interactive e-module for Grade VIII students at MTs As-Shiddiqy Pakis Panti Jember. The study followed a systematic instructional design process encompassing analysis, design, development, implementation, and evaluation phases. The effectiveness test was conducted using a One-Group Pretest–Posttest Design in a limited field trial involving 20 students. The research instruments included expert validation sheets for content and media, student response questionnaires, and learning achievement tests that had undergone rigorous validity and reliability testing. Data analysis was performed using the Shapiro–Wilk normality test, paired-sample t-test, and N-Gain calculation. The results indicate that: (1) validation from content, media, and user (student) experts categorized the interactive e-module as highly valid with an average score of 84; (2) the learning materials were found to be highly feasible with an average score of 83; and (3) the interactive e-module significantly improved learning outcomes, as evidenced by an increase in average scores from 43 (pretest) to 82 (posttest)—the N-Gain value of 0.675 falls into the medium–high category. In conclusion, the Canva-based interactive e-module for Fiqh learning is a valid, feasible, and effective tool for enhancing student achievement.

Keywords: interactive e-module, Canva, learning interest, understanding, Fiqh of Hajj and Umrah.

INTRODUCTION

Education is a conscious effort to change human behaviour to form better individuals. Its main objective is to improve the quality of human resources (HR), both in terms of skills and knowledge. Abilities such as critical thinking, creativity, and competitiveness are essential in facing the era of globalisation. Therefore, education plays an important role in improving students' academic achievement, and issues related to education will always be interesting to discuss (Siregar et al., 2024).

The rapid development of digital technology requires innovation in learning systems, particularly through the use of more innovative, engaging, and interactive learning media to

support effective learning processes (Salsabila et al., 2020). The utilisation of technology in education has been proven to enhance the quality of learning in terms of effectiveness, efficiency, and attractiveness (RahmatIlham et al., 2025). In facing the challenges of modernisation with rapid technological advancement, the education sector is required to adapt and utilise technology in the learning process to improve educational quality (Reza et al., 2025).

One of the advantages of technological advancement in education is the ease of access to learning materials. Educators can design learning activities that actively engage students through the development of technology-based teaching materials, such as electronic modules (e-modules). The role of educators is not limited to transferring knowledge but also requires them to keep up with technological developments so that the learning process can be well-received by students. Therefore, educators need to have the ability to design, develop, or modify teaching materials that align with advancements in science and technology (IPTEK) (Indrawati et al., 2022).

One rapidly developing innovation is the use of interactive e-modules that can be flexibly accessed through digital devices. Digital learning media are capable of increasing student engagement, clarifying concepts, and facilitating understanding. In line with multimedia learning theory, students can understand material more easily through a combination of text, images, audio, and video than through text alone (Liliarti&Kuswanto, 2018). Interactive literacy activities such as GELEM, Al-Ghozy awards, and digital content platforms (YouTube, TikTok, Instagram) have been proven to increase student enthusiasm and participation (Mawidha, Rodliyah, &Sahlan, 2023).

The Fiqh subject, particularly the material on hajj and Umrah at the Madrasah Tsanawiyah level, has complex characteristics because it involves both conceptual and practical aspects. Initial observations at MTs As-Shiddiqy Pakis Panti Jember indicate low student interest and suboptimal understanding of Hajj and Umrah material. This condition is influenced by the limited use of learning media, which is still dominated by textbooks and lecture-based methods, making it less effective in attracting students' attention and encouraging active engagement in the learning process.

In practice, learning Hajj and Umrah material in schools still frequently employs conventional, teacher-centred methods dominated by lectures and textbook use. As a result, students tend to be passive and less enthusiastic in learning activities. Consequently, their learning interest is low, and their understanding of the material is not optimal. Interactive learning can foster students' interest and motivation. Interactive features such as quizzes, active links, animated illustrations, or visual simulations provided in Canva-based e-modules can encourage students to actively participate in the learning process (Zein, Muhith, &Wahono, 2024).

Several previous studies have developed digital-based learning media. For example, Mufidah (2023) developed an e-module for Fiqh on the topic of Hajj and Umrah at the Madrasah Aliyah level and obtained a validity score of 92.44% and an effectiveness of 89.9%. Rahmah (2024) showed that an interactive Canva-based e-module in Fiqh subjects effectively increased students' learning activities with an N-gain score of 0.8 (high category). Winda et al. (2024) developed a Canva-based digital e-module for Islamic Religious Education (PAI) learning at SD Negeri Porehu, which was declared valid with a material expert validation score of 96% and effective in supporting learning objectives. Vira et al. (2024) found that PAI and Character Education e-modules at the senior high school level achieved very high validity (97–99%) and practicality of 89%, categorised as very practical. Furthermore, Lathifa, Atiqoh, and Sufiana (2022) successfully developed Canva- and Wordwall-based e-modules for the topic of Factors Influencing the Advancement of Islamic Civilisation, which were proven effective in improving student learning outcomes, with material expert validity of 87.31% and practitioner validity of 95.5%. However, there are still limited studies that specifically emphasise the effectiveness of interactive Canva-based e-modules for Madrasah Tsanawiyah students on Hajj and Umrah material, indicating a research gap that this study seeks to address.

To overcome these problems, this study offers a solution through the development and implementation of an interactive Canva-based e-module for Hajj and Umrah material. This e-module is designed with an attractive visual display, multimedia integration (images, videos, animations, and interactive quizzes), and a systematic learning flow to help students understand the procedures of Hajj and Umrah in a structured manner. The motivation for conducting this research arises from the urgent need to present innovative Fiqh learning media that align with the characteristics of today's digital generation. Canva was chosen due to its advantages in accessibility, appealing visual design, and ease of collaboration between teachers and students. By using media that are closely related to students' daily lives, learning Hajj and Umrah material is expected to become more enjoyable and meaningful (Ningtyas & Rahayu, 2022).

Electronic modules can also reduce costs because they do not require paper in the learning process. The use of e-modules is expected to serve as an effective, efficient, and interactive alternative learning resource for both students and teachers, helping to improve students' understanding and learning outcomes (Hadira & Sulisetijono, 2024).

This study aims to: (1) describe the process of developing an interactive Canva-based e-module on Hajj and Umrah material for Grade VIII MTs students; (2) assess the feasibility of the interactive Canva-based e-module through expert validation and student trials; and (3) measure the effectiveness of the interactive Canva-based e-module in improving students' interest and understanding. Theoretically, this research contributes to the development of technology-based learning media in the field of Islamic Education. Practically, it benefits teachers by providing innovative learning media and students by offering a more enjoyable and interactive learning experience. Thus, the interactive Canva-based e-module is expected to enhance the quality of Fiqh learning, particularly in Hajj and Umrah material.

METHOD

This study employed a systematic research-based development approach aimed at designing, implementing, and evaluating educational products. This methodology was chosen because it provides a structured framework for creating effective learning media and instructional materials (Husamah, et al., 2022). The process followed a rigorous five-stage instructional design cycle consisting of analysis, design, development, implementation, and evaluation phases. These systematic stages ensure that the resulting learning tools are not only pedagogically sound but also aligned with specific student learning needs and curriculum standards (Hidayat & Muhamad, 2020). By integrating these procedural steps, the study ensures a comprehensive assessment of the material's validity, feasibility, and effectiveness in a real-world educational setting.

The research procedure consisted of five main stages. The Analysis stage included analysing teacher and student needs, the Fiqh curriculum, and the characteristics of Grade VIII students. The Design stage involved designing the e-module structure, developing storyboards, and creating visual designs using the Canva platform. The Development stage involved realizing the design into an interactive e-module equipped with text, images, videos, audio, and interactive quizzes, followed by validation from material and media experts. The Implementation stage involved applying the e-module in Fiqh learning on Hajj and Umrah material for Grade VIII students at MTs As-Shiddiqy Pakis Panti Jember. The Evaluation stage was conducted to assess product quality and effectiveness through learning outcome tests, student response questionnaires, and teacher feedback.

Product trials were conducted in the form of a limited field trial involving 20 Grade VIII students at MTs As-Shiddiqy Pakis Panti Jember. Expert validation aimed to assess the feasibility of the e-module in terms of content, language, and media aspects, while the limited trial aimed to evaluate feasibility and effectiveness in a real classroom context.

The learning outcome test instrument consisted of 20 multiple-choice items measuring students' understanding of Hajj and Umrah material (requirements, pillars, procedures, and

wisdom). Before being used in the limited field trial, the test instrument underwent validation and quality testing. Content validity was assessed through expert and practitioner reviews to ensure alignment with basic competencies and learning indicators. Empirical validity was tested using the product-moment correlation, and all items were declared valid as their calculated correlation coefficients exceeded the critical value. Instrument reliability was tested using Cronbach's Alpha coefficient, yielding a value of 0.82, which falls into the high category, indicating that the instrument is reliable and consistent in measuring student learning outcomes.

Data analysis was conducted using both quantitative and qualitative approaches. Quantitative data included expert validation results, student response questionnaires, and pretest and posttest scores. To statistically measure the effectiveness of the e-module, the following analyses were conducted:

1. Normality testing using the Shapiro–Wilk test to determine whether pretest and posttest data were normally distributed;
2. Hypothesis testing using the Paired Sample T-Test if the data were normally distributed, or the Wilcoxon Signed Rank Test if the data were not normally distributed, to determine whether the difference between pretest and posttest scores was statistically significant;
3. Calculation of the Normalized Gain (N-Gain) score to classify the effectiveness level of learning outcome improvement into low, medium, or high categories.

Meanwhile, qualitative data were obtained through observation, interviews, and field notes, which were used to support and explain the quantitative findings descriptively

FINDINGS

Proses Pengembangan E-Modul

The findings indicate that the development process of the interactive Canva-based e-module for Fiqh learning on Hajj and Umrah material was carried out systematically through the five stages of the ADDIE development model, namely analysis, design, development, implementation, and evaluation. The product developed was an interactive Canva-based e-module intended to support Fiqh instruction on Hajj and Umrah material. The development process followed the ADDIE stages as described below.

Needs Analysis

At the needs analysis stage, the findings revealed that most students experienced difficulties in understanding the stages of Hajj and Umrah rituals (manasik). These difficulties arose because the learning media used by teachers were still limited to textbooks and conventional lecture-based methods, resulting in low student engagement during the learning process. Teachers also acknowledged time constraints in explaining each part of the material in detail, particularly regarding practical aspects and the sequential procedures of the rituals. This condition indicated an urgent need for alternative learning media that are more innovative, interactive, and capable of supporting students' independent learning outside classroom hours.

Design

Based on the identified needs, the research proceeded to the design stage. At this stage, the structure of the e-module was developed, consisting of a cover page, concept map, basic competencies, detailed material explanations on the requirements, pillars, and procedures of Hajj and Umrah, material summaries, practice questions, interactive quizzes, and additional audio recordings of ritual prayers. The module was designed with an attractive visual appearance dominated by green, white, and gold colours. These colours were selected because they reflect religious nuances associated with purity, serenity, and the sacredness of Hajj worship.

Furthermore, the module was designed to enhance student comprehension through the inclusion of illustrations, infographics, and a well-organized, sequential presentation of the material.



Figure 1. Desain E-Modul Berbasis Aplikasi Canva

Development

The next stage was development. The module design was realized using the Canva platform, which allows the integration of text, images, audio, and video into a single learning medium. At this stage, the researcher added short instructional videos, infographics to clarify the stages of worship, and interactive quizzes based on Google Forms that were directly linked to the module. Through this combination, the e-module did not merely present textual information but also offered a richer multisensory learning experience. Material experts and media experts then validated the resulting product to ensure its feasibility in terms of content accuracy and visual presentation.

Implementation

The implementation stage was conducted with Grade VIII students at MT's As-Shiddiqy Pakis Panti Jember. The module was directly applied in Fiqh learning activities involving 20 students as participants in a limited field trial. At this stage, the researcher observed how students interacted with the e-module, their responses to its design and content, and changes in their learning interest and understanding after using the module. Student response data regarding the use of the e-module were summarized in the corresponding table.

Table 1. Percentage of Observed Aspect Scores

Observed aspects	Percentage Score	Category
Small-group trial	83%	highly feasible
Large-group trial	82%	highly feasible

Based on the results presented in the table, the feasibility of the developed interactive Canva-based e-module for Fiqh learning on Hajj and Umrah material obtained a score of 83% with the

criterion of “Very Practical” in the small-scale trial. Meanwhile, in the large-scale trial, the e-module obtained a score of 82%, also categorized as “Very Practical.” Based on these practicality test results, it can be concluded that the interactive Canva-based e-module for Fiqh learning on Hajj and Umrah material is highly practical for use by Grade VIII students.

Evaluation

The evaluation stage was conducted by analyzing data collected from various instruments, including student response questionnaires, classroom learning activity observations, and learning outcome tests in the form of pretests and posttests. These data provided a comprehensive overview of the module’s quality, student acceptance, and effectiveness in improving learning outcomes.

Feasibility of the Interactive Canva-Based E-Module

Material Expert Validation

Material experts assessed that the e-module aligned well with the basic competencies, contained complete and accurate content, and was presented in a systematic manner. The level of validity was categorized as very feasible. Validation results indicated that the interactive e-module was suitable for use in learning activities. According to material experts, the content of the module was consistent with curriculum competencies, comprehensive, accurate, and well-structured, thereby facilitating students’ understanding. Therefore, in terms of content feasibility, the module was classified as highly feasible.

Media Expert Validation

Media experts evaluated the visual design, text readability, typographic consistency, and overall interactivity of the module as good. The integration of text, images, audio, and video was considered the main strength that made the module more engaging. However, media experts also highlighted the limitations of Canva features, which do not yet support automatic evaluation directly within the module. Nevertheless, this limitation did not significantly reduce the module’s practicality, as evaluation could still be conducted by integrating Google Forms as a supporting tool.

In conclusion, media experts rated the visual design, text readability, typographic consistency, and interactivity of the module as good. The module’s strength lies in its multimedia combination (text, images, audio, and video), while its limitation is related to Canva’s lack of built-in automatic assessment features.

Student Responses

The feasibility of the interactive e-module based on student responses was highly positive. Based on questionnaire results, the average score reached 84%, which falls into the “Very Positive” category. Most students stated that the module was more interesting than printed textbooks or worksheets. They felt that the material was easier to understand due to the inclusion of infographics, videos, and audio recordings of prayers. In addition, the module could be easily accessed via smartphones, allowing students to engage in independent learning anytime and anywhere. Thus, the e-module functions not only as a classroom learning medium but also as a flexible self-learning resource for students. A summary of the expert validation results is presented in the corresponding table.

Table 2. Expert Validation Score Percentage

Expert Validator	Percentage Score	Category
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Subject Matter Expert	81%	highly feasible
Linguistics Expert Validation	82%	highly feasible
Media Expert Validation	90%	highly feasible

Based on the table, the validity results of the interactive Canva-based e-module for Fiqh learning on Hajj and Umrah material showed that the material aspect achieved a “Very Valid” criterion with a score of 81% from 13 assessment items. The language aspect achieved a “Very Valid” criterion with a score of 82% from 15 assessment items. In comparison, the media aspect achieved a “Very Valid” criterion with a score of 90% from 12 assessment items. Therefore, the interactive Canva-based e-module on Hajj and Umrah material is declared valid and feasible for use as a learning medium for Grade VIII students.

Effectiveness of the Interactive E-Module

Students’ learning interest

Students’ learning interest showed a noticeable increase, as indicated by greater enthusiasm, increased confidence in asking questions, and active participation in quizzes and discussions. In terms of effectiveness, the interactive e-module was proven to enhance both learning interest and learning outcomes. During the learning process, students appeared more motivated, actively expressed their opinions, and engaged more actively in the interactive activities provided. Based on the learning interest questionnaire results, there was a significant improvement from an initially moderate level to a higher level after using the e-module. This finding indicates that interactive media are more effective in fostering learning motivation compared to conventional methods.

Learning Outcomes

Test results showed that the average posttest score was higher than the pretest score, indicating a significant improvement in students’ understanding of the requirements, pillars, procedures, and wisdom of Hajj and Umrah. The average pretest score was 43, while the average posttest score increased to 82. The calculated N-gain score was 0.675, which falls into the medium-to-high category, indicating a meaningful improvement in students’ understanding of Hajj and Umrah material. A summary of pretest, posttest, and learning outcome improvement results is presented in the corresponding table.

Table 3. Average of Component Scores

Component	Average
Pre-test	43
Post-test	82
N-Gain	0.675
Persentase N-Gain	67.5%

Based on the N-Gain test results, the average N-Gain score between students’ pretest and posttest results was 0.675. This indicates that the N-Gain value approaches the high category ($g > 0.7$). Therefore, it can be concluded that the use of the Canva-based e-module on Hajj and Umrah material is effective in improving students’ learning outcomes, making the e-module a viable instructional resource to support effective learning processes.

These findings demonstrate that the interactive Canva-based e-module is not only theoretically and practically feasible but also effective in real classroom contexts. The module addresses the challenges of conventional learning methods that often result in passive and less motivated students. The presence of an interactive module provides opportunities for students to learn more independently, creatively, and enjoyably. Teachers are also supported, as complex material can be presented in a simpler and more comprehensible manner. Thus, this e-module serves not only as an alternative learning medium but also as an innovative solution to enhance the quality of Fiqh learning, particularly for Hajj and Umrah material that has traditionally been perceived as difficult.

Learning media can enhance instruction by presenting materials in visual and interactive forms that increase student engagement, improve understanding, strengthen memory of concepts, and maintain learning motivation. Research also shows that integrating visual elements with verbal explanations can improve comprehension and learning outcomes because multimedia presentations allow learners to process information through both visual and verbal channels (Sriyani, et al., 2023). Visual media such as images and videos can help students understand abstract concepts more concretely because visual representations clarify information and make learning materials easier to comprehend (Majdi, et al., 2024).

The use of learning media is essential in the teaching process because it facilitates students' understanding of learning materials, increases their motivation and interest, and provides more engaging and interactive learning experiences. Learning media also help clarify abstract information and support independent learning by offering alternative learning resources beyond the teacher (Tafonao, 2018). Digital media play a crucial role in instruction because they enhance student engagement and motivation through interactive and enjoyable learning experiences, simplify complex material through visualization and multimedia, and support knowledge retention due to their attractive and memorable nature. Digital media also enable more personalized and flexible learning and improve students' access to information (Zainal Asikin, 2024).

Digital media offer various advantages in education by providing diverse learning resources that help students understand complex concepts through visualizations such as diagrams, animations, and videos, thereby improving comprehension. In addition, digital media facilitates interaction through the integration of text, audio, and video, which enhances students' engagement and participation in learning. The combination of various multimedia elements such as text, images, sound, and video also makes learning more interesting and increases students' motivation (Fithriyah, et al., 2024).

DISCUSSION

Development Process of the Interactive Canva-Based E-Module

Developing the interactive Canva-based e-module proved to be relevant, as it provides a systematic and reflective framework. This model enables developers not only to produce instructional products but also to conduct continuous evaluation at each stage of development. In the context of Fiqh learning, particularly on Hajj and Umrah material, a systematic approach is essential because the content is procedural, sequential, and rich in symbolic meaning.

At the analysis stage, students' difficulties in understanding Hajj and Umrah material were not solely caused by the complexity of the concepts but also by the lack of direct experience with the rituals. Most students had never directly observed the processes of Tawāf, Sa'i, and Wuqūf; therefore, text-based and lecture-oriented learning was insufficient to build comprehensive conceptual understanding. This situation indicates that the challenge in learning arises not only

from the complexity of the material but also from the gap between abstract concepts and students' learning experiences (Mahardika, et al., 2022).

During the design and development stages, the utilization of Canva enabled the presentation of Hajj and Umrah material in a visual, structured, and contextual manner. Video features and illustrations played a crucial role in simulating worship experiences that could not be directly presented in the classroom. For example, videos of Tawāf and Sa'i helped students understand movement directions, ritual sequences, and the realistic atmosphere of the Grand Mosque (Masjid al-Harām). Thus, visual media functioned as a cognitive bridge between conceptual knowledge and students' practical experiences. The findings support previous research which states that the use of visual or multimedia learning media can facilitate students in understanding abstract concepts and improving conceptual comprehension (Griseldis, et al., 2024).

The implementation and evaluation stages demonstrated that the e-module functioned not only as a content delivery tool but also as a medium for independent learning. The integration of Google Forms as an alternative evaluation tool illustrated the flexibility of Canva in supporting digital learning, despite its limitations in providing built-in automatic assessment features. Previous studies indicate that the effectiveness of a learning product depends not only on technological sophistication but also on how well the media support the delivery of learning messages and facilitate students' understanding of the material (Nurrita, 2018).

Feasibility of the Interactive Canva-Based E-Module

The feasibility of the interactive Canva-based e-module was demonstrated not only through expert validation results and student responses but also through the alignment between media characteristics and the nature of Hajj and Umrah material. This subject requires visual comprehension, logical sequencing, and an appreciation of religious values; therefore, multimedia-based media are more appropriate than conventional instructional tools.

The integration of text, images, audio, and video in the e-module supports the principles of multimedia learning, where information is delivered through multiple sensory channels. Such a presentation helps students construct stronger mental representations of ritual stages while simultaneously increasing focus and learning engagement. This finding reinforces multimedia learning theory, which states that learning is more effective when students receive information through both verbal and visual channels simultaneously (Widianita & Sujana, 2024).

From the perspective of student responses, the highly positive reception indicates that the e-module successfully addressed students' learning needs. Accessibility through mobile devices enabled flexible learning, while multimedia elements created a more engaging and vivid learning experience. Previous studies also show that the use of visual and audiovisual learning media can increase students' engagement, understanding, and learning outcomes, making the learning process more active and meaningful. Therefore, the e-module is feasible not only as a classroom learning medium but also as an independent learning resource" (Nurcahyanti & Tirtoni, 2022).

Effectiveness of the Interactive Canva-Based E-Module on Students' Interest and Understanding

The effectiveness of the interactive Canva-based e-module should not be assessed solely based on differences in average learning outcome scores but also through the level of improvement in students' understanding. Therefore, the use of the Normalized Gain (N-Gain) score serves as a more appropriate indicator to evaluate the extent to which the e-module enhances learning outcomes.

The N-Gain results indicated that students' improvement in understanding fell within the medium-to-high category. This suggests that the e-module did not merely produce short-term

gains but generated meaningful learning impacts. This category indicates that most students experienced substantial improvement after using the e-module, particularly in understanding the sequence of rituals, requirements, and pillars of Hajj and Umrah.

This improvement can be explained by the characteristics of Canva-based media, which support contextual and visual learning. Instructional videos helped reduce students' cognitive load when learning procedural material, while infographics assisted students in understanding the relationships among ritual stages in a structured manner. Previous studies also show that multimedia-based learning, which combines visual and verbal information, can enhance conceptual understanding and improve students' retention of learning material (Azman & Johari, 2022).

In addition to improving cognitive outcomes, the e-module also contributed to increased student learning interest. Interactivity through quizzes, prayer audio and ritual visualizations encouraged active student engagement in learning activities. Previous studies have shown that attractive and interactive learning media can increase students' intrinsic motivation and encourage more active participation in the learning process. Therefore, the Canva-based e-module proved to be effective not only cognitively but also affectively (Tafonao, 2018).

Overall, the findings of this study reinforce previous research (Mufidah, 2023; Rahmah, 2024; Jumriani, et al., 2024), which concluded that Canva-based e-modules are feasible and effective learning media. The primary contribution of this study lies in emphasizing that Canva's visual and multimedia features are particularly well-suited for procedural Fiqh material that involves limited direct experience, such as Hajj and Umrah. Therefore, the interactive Canva-based e-module can be recommended as an innovative solution to improve the quality of Fiqh learning at the Madrasah Tsanawiyah level.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the implementation of the Canva-based interactive e-module for Fiqh learning on Hajj and Umrah was conducted through a systematic instructional design process. The resulting e-module successfully integrates text, images, audio, video, and interactive quizzes, specifically designed to be engaging, accessible, and aligned with students' pedagogical needs. The feasibility of the e-module was rated very high based on evaluations by material experts, media experts, and student trials. Material experts assessed that the content was complete, accurate, and systematically aligned with the curriculum. Media experts evaluated the visual design, text readability, and interactivity of the module as good, despite limitations related to Canva's automatic evaluation features. Validation results from material experts, media experts, and users (students) indicated a "very valid" category with an average score of 84. At the same time, feasibility testing also yielded a "very feasible" category with an average score of 83. Furthermore, the use of the interactive e-module was proven to be effective in improving students' learning outcomes, as indicated by an increase in the average score from 43 on the pretest to 82 on the posttest. Therefore, the interactive e-module for Fiqh learning on Hajj and Umrah material can be declared valid, feasible, and effective as a learning medium to enhance students' learning outcomes.

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