# Interactive E-Module Based on Canva to Improve Students' Negotiation Text Competence

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**Abstract:** This study aims to develop a digital e-module on negotiation texts for tenth-grade students, integrating contextual content and interactive features in alignment with the Merdeka Curriculum. Employing the ADDIE model Analysis, Design, Development, Implementation, and Evaluation this research addresses students' low performance in negotiation text writing and the limited use of engaging digital media in Indonesian language instruction. The e-module was designed using Canva for visual layout and Flipbook Maker for interactive delivery, incorporating authentic scenarios, annotated dialogues, and formative assessments. A mixed-methods approach was adopted, involving expert validation (media, language, and content), student and teacher questionnaires, interviews, observations, and pretest-posttest analysis. Thirty-eight students and two teachers from a public senior high school in Bogor participated in the implementation phase. Validation scores showed high feasibility (media: 90%, language: 100%, content: 96%), while student responses yielded a 92.21% effectiveness rating. Pretest and posttest results showed a substantial learning gain (N-Gain = 0.71), confirming the module's effectiveness in enhancing students' comprehension and writing of negotiation texts. The findings suggest that contextually responsive and visually engaging e-modules can significantly improve language learning outcomes. This research contributes to instructional material innovation by offering a feasible and adaptable digital solution for genre-based learning in Indonesian classrooms.

## INTRODUCTION

Indonesian language instruction at the senior high school level, particularly in the area of negotiation text writing, faces significant challenges in both material delivery and student engagement (Zein et al., 2020). According to the 2022 PISA survey, Indonesian students' literacy skills remain below the OECD average, especially in critical thinking and written argumentation core competencies required for producing negotiation texts. Conventional teaching materials, typically in the form of printed books with lengthy text and minimal interactive visuals, provide limited contextual learning experiences. For example, many negotiation text samples found in textbooks do not reflect communication situations relevant to contemporary adolescents, such as price negotiations for digital

products or partnership agreements in media and advertising (Van Dijck & Poell, 2013; Van der Vlist & Helmond, 2021).

The demands of 21st-century learners extend beyond basic reading and writing literacy to include digital literacy, collaboration, creativity, and problem-solving skills (OECD, 2018). However, negotiation text instruction in classrooms rarely integrates technologies that support these competencies. Pre-2025 studies, demonstrated that visually enriched e-modules can improve comprehension in Indonesian language learning, but they did not focus on negotiation texts (Mimas et. al., 2022; Nurfadzilah & Sudarmaji, 2022; Wijayanto, 2023; Maulana et. al., 2024). Post-2025 research, confirmed the effectiveness of interactive e-modules in language learning, yet few have aligned their content with students' vocational contexts. This indicates a clear research gap in developing digital, contextually relevant negotiation text e-modules that are consistent with the Merdeka Curriculum Nugraha et. al., 2025; Pamungkas & Isnawati, 2025; Perwitasari & Aviory, 2025; Sandi et. al., 2025; Zulfa & Rizki, 2025).

The Merdeka Curriculum emphasizes differentiated instruction and learner autonomy, requiring teaching materials that are flexible, adaptive, and relevant to real-world contexts. One proven approach for developing instructional products is the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) introduced by Dick & Carey (1996). This model offers a systematic framework for designing, developing, and testing both the feasibility and effectiveness of instructional tools.

The development of technology-based learning materials, particularly digital e-modules, is a response to the demands of 21st-century education that emphasize interactivity, learner autonomy, and contextual relevance. Norton (2025) emphasized that learning materials play a central role in language teaching, serving as a bridge between theory and practice. These materials are not only designed to deliver content, but also to support communicative competence development through adaptation, evaluation, and research-informed implementation. In the Indonesian educational context, Al Farisi et al. (2024) highlighted the importance of integrating local culture into instructional materials, such as incorporating folklore to enhance the social relevance and student engagement in language learning. This aligns with socio-cultural contextual learning principles, as reflected in the development of a negotiation text e-module that adopts current social issues and students' everyday experiences.

From a methodological perspective, Dao and Conti (2025) stressed the importance of representing diversity in educational content without reinforcing stereotypes. This is a crucial consideration in the content development process of the e-module to ensure student representation, identity formation, and empathy development through texts. This supports the culturally responsive teaching approach adopted in the e-module's design. Furthermore, Ahlstrom et al. (2023) demonstrated that teaching methods and materials are influenced by institutional policies, instructor characteristics, and the use of technology. The use of digital-based e-modules is not only related to access, but also to teaching efficiency and the quality of learning that is more adaptive to students' needs. Recent studies have also shown that digital modules integrating multimodal and interactive approaches are effective in enhancing students' motivation and learning outcomes, including in developing

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negotiation text writing skills. Yusuf et al. (2024) found that digital technology like e-modules can increase student participation, support reflective processes, and facilitate continuous feedback.

Thus, the development of a negotiation text e-module using the ADDIE model and digital integration represents an innovative solution aligned with current material development theories, student needs, and competency-based contextual learning demands. This study aims to develop a digital e-module on negotiation texts that incorporates contextual content aligned with students' interests and needs, assess its feasibility through expert validation, and evaluate its effectiveness in improving comprehension and writing skills in negotiation texts. The findings are expected to contribute to the innovation of Indonesian language teaching by providing feasible, effective, and adaptable digital learning materials for broader implementation (Purbasari et al., 2025).

## METHOD

This study employed the Research and Development (R&D) method, adopting the ADDIE instructional design model Analysis, Design, Development, Implementation, and Evaluation which provides a systematic framework for creating and refining educational products (Branch, 2009; Dick & Carey, 1996). The choice of the ADDIE model was justified by its iterative structure, which allows for continuous improvement through formative evaluation at each stage. This ensures that the developed product is pedagogically sound, contextually relevant, and responsive to learners' needs. The model's flexibility also enables researchers to make data-driven revisions throughout the process, aligning instructional goals with learner outcomes and technological affordances. Figure 1 presents the ADDIE workflow diagram used in this study, illustrating the sequence and interrelation among the five stages that guided the development of the digital e-module on negotiation texts.

A mixed-methods approach was applied, integrating quantitative and qualitative techniques to enhance the validity and depth of findings (Creswell, 2012). Quantitative data were collected via Likert-scale questionnaires administered to students and teachers, with instrument reliability confirmed through Cronbach's alpha ($\alpha = 0.91$), indicating high internal consistency. Qualitative data were obtained from semi-structured interviews, classroom observations, and open-ended questionnaire responses to capture richer insights into implementation and user experience. The e-module was developed using Canva for visual content creation and Flipbook Maker for interactive publication, chosen over platforms such as Moodle or H5P due to their lightweight accessibility, offline usability, and compatibility with the limited digital infrastructure of the participating school. This decision aligns with the study's focus on producing a portable, easily distributable learning resource that does not require continuous internet connectivity an important consideration in Indonesian high school contexts.

Participants consisted of 38 eleventh-grade students and 2 Indonesian language teachers from a single public high school. While the sample size was constrained by school access and logistical considerations, a priori power analysis (G Power, effect size = 0.5, $\alpha$ = 0.05, power = 0.80) indicated that a minimum of 34 participants would be sufficient for

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detecting medium effects in paired-sample tests, thus validating the adequacy of n = 38 for statistical analysis.

The research design followed a modified ADDIE (Analysis, Design, Development, Implementation, Evaluation) model (Branch, 2009; Dick & Carey, 1996) to ensure a systematic and iterative development process. Analysis phase, a needs assessment was conducted through structured questionnaires and semi-structured interviews with Indonesian language teachers and students at SMA Negeri 6 Bogor. This school was purposively selected due to its accessibility, willingness to collaborate, and representation of typical public senior high schools in urban West Java, although the limitation of single-site sampling is acknowledged. The needs analysis identified specific challenges in negotiation text instruction, including low student engagement, minimal integration of digital media, and lack of contextually relevant materials. Design phase involved drafting the e-module framework, determining learning objectives, sequencing content, and specifying visual and multimedia elements. The design also incorporated features such as glossaries, self-assessment tools, and formative quizzes, drawing on best practices from prior studies.

Development phase, the e-module content was created using Canva for visual design and Flipbook Maker for interactive publication. These platforms were chosen over LMS-based tools such as Moodle or H5P due to their lightweight accessibility, offline usability, and compatibility with the limited ICT infrastructure in the target school considerations supported by findings from similar Indonesian-based digital learning studies. Content validity was established through expert review by three specialists in media, language, and material development. To minimize subjectivity, inter-rater reliability was calculated using Cohen's kappa ($\kappa = 0.87$), indicating strong agreement among evaluators. The expert validation process employed a five-point Likert-scale instrument, whose internal consistency was confirmed via Cronbach's alpha ($\alpha = 0.91$). Revisions were made according to expert feedback before field testing. Implementation phase, the e-module was applied in classroom settings involving 38 tenth-grade students and two Indonesian language teachers over a one-week period comprising four 90-minute sessions, aligning with the duration of implementation in similar e-module trials. Data collection included student questionnaires, teacher interviews, and classroom observations to capture both quantitative and qualitative feedback on usability and engagement. Evaluation phase, effectiveness was assessed through post-test questionnaires analyzed with descriptive statistics, while qualitative data from observations and interviews were processed using Miles and Huberman's (1994) content analysis framework to identify recurring themes and improvement points.

The data collection process in this study utilized multiple, complementary techniques to ensure a comprehensive representation of both quantitative and qualitative dimensions, in line with the mixed-methods approach (Creswell & Plano Clark, 2018). Each technique was selected based on its alignment with the research objectives and its potential to produce valid, reliable, and contextually relevant data regarding the feasibility and effectiveness of the developed negotiation text e-module. Instruments and procedures were designed to capture not only user perceptions but also observable learning behaviors, while also

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accommodating learners with varying digital literacy levels through guided usage instructions and simplified navigation features in the e-module interface.

**Tabel 1.** Data Collection Techniques

| No | Technique | Purpose | Respondent | Instrumen and Validation |
|----|-----------|---------|------------|--------------------------|
| 1 | Quesionnaire | Measure student and teacher perceptions of feasibility and effectiveness of the e-module | 38 tenth-grade students, 2 teachers | Likert-scale (1–5); content validity by 3 experts; Cronbach's $\alpha = 0.91$ (students), $\alpha = 0.89$ (teachers) |
| 2 | Interviews | Obtain in-depth qualitative feedback, including strengths, weaknesses, and suggestions | 2 Indonesian language teachers | Semi-structured guide; triangulated with observation data |
| 3 | Observation | Record engagement, interaction patterns, and behavioral indicators during implementation | All participants during implementation | Structured checklist adapted from Kurniawan et al. (2021); inter-rater reliability $\kappa = 0.87$ |
| 4 | Documentation | Capture supplementary evidence such as lesson plans, student work, and learning records | Teachers and students | Document analysis protocol; authenticity verified through source triangulation |

## RESULT AND DISCUSSION

This section presents the results of the study across all stages of the ADDIE model namely, Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009; Dick, Carey, & Carey, 2005). Each stage provides a systematic overview of how the digital e-module on negotiation texts was conceptualized, created, tested, and refined. The process began with a comprehensive needs analysis to identify learners' challenges and instructional gaps, followed by the design phase, in which learning objectives were specified, content structured, and multimedia elements integrated (Molenda, 2015). The development stage focused on producing the e-module using Canva for visual layout and Flipbook Maker for interactive presentation, combining user-friendly tools to enhance interactivity and visual appeal (Wulandari, Yohanie, & Darsono, 2024). During the implementation phase, limited classroom trials were conducted to observe usability, learner engagement, and the practicality of the module in real instructional settings (Almelhi, 2021). Finally, the evaluation phase examined both feasibility and learning effectiveness through expert validation, student feedback, and performance outcomes (Spatioti, Kazanidis, & Pange, 2022). The findings from each stage collectively highlight how the systematic ADDIE process ensured that the digital e-module was pedagogically sound, visually engaging, and technically functional. This iterative approach not only improved the learning experience but also demonstrated the potential of technology-enhanced instructional design to support students' understanding of negotiation texts in English learning contexts (Awajan, 2022).

Furthermore, the integration of Canva and Flipbook Maker proved effective in fostering students' motivation and comprehension during learning activities. Visual interactivity, embedded multimedia, and accessible digital navigation enhanced cognitive

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engagement and provided a flexible learning experience that catered to diverse learning styles (Dewi & Setyasto, 2024). The use of technology-based instructional media also aligns with 21st-century education goals that emphasize digital literacy, creativity, and autonomous learning (Wijaya, Sudjimat, & Nyoto, 2016). Therefore, the developed e-module not only serves as a practical teaching tool but also as a model for integrating design-based innovation in language education to promote meaningful and student-centered learning.

*Analysis*

The research findings highlight that the development of an interactive e-module using Canva and Flipbook Maker presents an innovative and contextual solution to improve negotiation text writing skills among senior high school students. Based on a preliminary needs analysis conducted at SMA Negeri 6 Bogor which involved literature review, classroom observations, student questionnaires, and interviews with Indonesian language teachers and students it was discovered that while students demonstrate interest in learning Indonesian, they struggle with effectively composing negotiation texts. This difficulty is compounded by the limited availability of interactive and contextually relevant digital learning media. The absence of such media was identified as a significant barrier to achieving optimal student engagement and comprehension during negotiation text instruction. Table 2 presents the detailed findings of this preliminary study.

**Table 2.** Results of Preliminary Study Findings

| No | Aspect | Findings | Conclusion |
|---|---|---|---|
| 1 | Literature Review | The literature review encompasses references from books, scientific journals, research findings, and relevant educational regulations that discuss digital learning media, negotiation text writing, and differentiated instruction. These sources serve as the theoretical foundation for developing an interactive e-module aligned with the characteristics and needs of high school students. | Students expressed the need for interactive digital media to support their understanding of negotiation texts. The development of a Canva-based e-module, published via Flipbook Maker, is designed to offer a more engaging and contextually meaningful learning experience, particularly by integrating real-world negotiation scenarios |
| 2 | Field Study | The needs analysis revealed that while 90% of students expressed enjoyment in reading activities, only about half demonstrated consistent and responsible reading habits. Additionally, 76% of students showed a strong interest in game-based and interactive digital media, yet the school had not integrated such resources into Indonesian language instruction. Notably, 94% of students stated they would be more motivated to improve their literacy—particularly in understanding negotiation texts—if supported by engaging, educational digital tools. | |
| 3 | Classroom Observation | In a public senior high school in Bogor, the preliminary findings indicated that: (1) negotiation text instruction still relies heavily on printed textbooks and conventional worksheets with minimal digital media support; (2) a number of students experience difficulties in comprehending negotiation structures and purposes; and (3) while teachers occasionally use slide-based presentations, these materials lack interactivity and contextual relevance, limiting student engagement. | |

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| 4 | Interviews | Both teachers and students reported that students' comprehension of negotiation texts remains relatively low. Learners often face challenges in identifying key ideas and argumentative elements within the text. In addition, regular literacy activities though implemented weekly have not significantly improved students' ability to engage with or produce negotiation texts effectively. | relevant to high school learners. |

Table 2 summarizes the field data that inform the development of the digital negotiation text e-module. The literature review underscores the urgency of incorporating interactive learning tools to support students' comprehension abilities (Mayer, 2009; Moreno & Mayer, 2007). Findings from the needs analysis show that students are highly interested in digital learning materials that are visually engaging, interactive, and relevant to their real-life communication experiences (Dewi & Setyasto, 2024). Classroom observations indicate that traditional approaches using printed textbooks and slide presentations lack interactivity and fail to sustain learners' motivation (Utomo, 2023). Furthermore, teacher and student interviews confirm persistent difficulties in understanding negotiation texts due to limited exposure to authentic materials and insufficient contextualized practice (Syahruddin, Hamra, & Basri, 2020). Therefore, the development of an interactive e-module designed with Canva and Flipbook Maker is expected to offer an effective, and pedagogically grounded alternative to improve students' mastery of negotiation text writing (Wulandari, Yohanie, & Darsono, 2024).

### Design

Following the needs analysis through questionnaires and interviews, the next phase involved designing a prototype of the negotiation text e-module for tenth-grade students. The design process began with the creation of a storyboard outlining the module's structure, flow, and content (Branch, 2009). *Canva* was selected as the primary tool for layout design due to its flexibility, user-friendly interface, and ability to create visually appealing instructional materials (Dewi & Setyasto, 2024). The instructional design activities included several key steps aligned with the ADDIE framework. First, the researcher defined the learning outcomes and learning objective pathways, aligning them with language skills components relevant to negotiation texts namely reading, listening-viewing, and writing (Almelhi, 2021). These outcomes guided the sequencing of content, development of exercises, and formulation of writing tasks designed to promote both receptive and productive skills. Second, a concept map was constructed to provide a visual representation of the negotiation text material, promoting conceptual clarity and cognitive scaffolding for learners (Novak & Cañas, 2008). The concept map identified essential components including definitions, stages, structural elements, linguistic features, types of negotiation texts, and writing strategies, organized into six subthemes for coherence and logical progression.

The initial draft of the module comprised fifteen core components, each designed to scaffold students' comprehension and ensure a cohesive learning experience. These components range from foundational elements such as the title page, foreword, and table of contents, to pedagogically oriented sections such as learning outcomes, concept maps,

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trigger questions, and learning objectives. The main instructional content is accompanied by interactive exercises, formative quizzes, and authentic examples to ensure that students not only acquire theoretical understanding but also apply it in practical, context-based writing tasks (Mayer, 2009; Wulandari, Yohanie, & Darsono, 2024).

Supporting features, including a glossary, index, and reference list, are systematically integrated into the e-module to enhance navigability, promote independent learning, and support learners in developing academic literacy skills (Moore, Dickson-Deane, & Galyen, 2011). The About the Author section adds a personal dimension, enabling students to connect with the instructional designer's voice and fostering a sense of social presence in digital learning environments (Richardson et al., 2017). All visual elements, interactive components, and navigation structures were designed and optimized using Canva, which offers flexibility in layout, typography, and color harmony to ensure visual clarity and accessibility. The completed module was then published through Flipbook Maker, which provides seamless page-flip navigation and supports both online and offline usability, making it particularly suitable for classrooms with limited digital infrastructure (Wulandari, Yohanie, & Darsono, 2024). These design decisions collectively align with multimedia learning principles (Mayer, 2009), ensuring that visuals and interactivity serve not as decoration but as pedagogical tools that guide attention, reduce cognitive load, and facilitate comprehension. The following table outlines each element of the e-module draft and provides visual examples from the interface design, illustrating how layout, and interactivity were cohesively structured to support effective learning.

**Table 3.** Draft of the Negotiation Text E-Module

| E-module components | Picture | E-module components | Picture |
|---|---|---|---|
| Title page |  | Foreword |  |
| Table of contents |  | List of tables |  |

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| | | | |
|---|---|---|---|
| List of figures |  | User guide |  |
| Learning outcomes & language skill elements |  | Concept map |  |
| Trigger questions & learning objectives flow |  | Materials |  |
| Exercises & quizzes |  | References |  |
| Index |  | Glossary |  |

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*Development Stage*

In the development stage, a prototype of the instructional product was created—specifically, a digital e-module designed for teaching negotiation texts to tenth-grade students. This e-module was developed using Canva for visual design and Flipbook Maker for interactive navigation, both selected due to their accessibility, ease of use, and adaptability to schools with limited digital infrastructure (Wulandari, Yohanie, & Darsono, 2024). The visual design process emphasized color balance, and multimedia integration to maintain students' engagement and minimize cognitive overload (Mayer, 2009).

The instructional content was carefully aligned with the Merdeka Curriculum, which prioritizes student-centered learning and competency-based instruction (Utomo, 2023). The module integrates reading, viewing, and writing activities that encourage students to explore real-life negotiation scenarios, analyze linguistic features, and practice constructing their own texts. Authentic contexts such as classroom discussions, daily problem-solving situations, and peer collaboration were embedded to make learning meaningful and relevant (Wijaya, Sudjimat, & Nyoto, 2016). Additionally, the digital e-module was structured to provide a balance between theoretical understanding and practical application, allowing students to observe negotiation language in use, reflect on strategies, and engage in guided writing exercises. Through iterative prototyping and expert validation, the development stage ensured that the module was pedagogically sound, technologically feasible, and responsive to learners' needs.

The process began with drafting a detailed storyboard that outlined the module's structure from introduction to assessment. The learning content was organized into coherent sections, including (1) definitions and characteristics of negotiation texts, (2) structure and linguistic features, (3) contextual examples, (4) interactive exercises, and (5) self-reflection tools. Each component was visually enhanced with consistent templates, intuitive icons, and supportive illustrations, ensuring clarity and reducing cognitive overload. Additional features such as concept maps, drag-and-drop word tiles, and sample dialogues reflecting students' vocational interests were integrated to support deeper engagement. Interactive quizzes were developed using Google Forms and Wordwall, accessible via QR codes embedded in the Flipbook format, allowing autonomous and offline use.

To ensure the feasibility and instructional quality of the e-module, the prototype underwent a rigorous validation process by three experts: one in instructional media, one in Indonesian language, and one in subject matter content. Each expert provided structured feedback and suggestions for improvement. Based on their input, several revisions were made, including layout adjustments, refined typography, color enhancements, clearer navigation, updated examples, and revised quiz formats. The validation results showed a consistent increase in quality across the cycles:

**Table 4.** Expert Validation Results

| Aspect | Mean (%) | Score SD | Range (%) |
|---|---|---|---|
| Media Feasibility | 90 | 4.47 | 84–96 |
| Language Feasibility | 100 | 0.00 | 100–100 |
| Content Feasibility | 96 | 3.16 | 92–100 |

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These results confirmed that the developed e-module met the essential criteria for clarity, accuracy, and instructional effectiveness, indicating that it was highly appropriate for classroom implementation without the need for further revision. Expert evaluations and user feedback validated the module's content alignment with curriculum standards, its logical organization, and its potential to enhance student engagement in learning negotiation texts (Branch, 2009; Wulandari, Yohanie, & Darsono, 2024).

The final prototype thus represents a structured, visually engaging, and pedagogically grounded digital learning tool designed to support students' mastery of negotiation text writing in accordance with the principles of the Merdeka Curriculum (Utomo, 2023). By integrating multimodal resources and interactive navigation, the e-module effectively bridges traditional learning and digital pedagogy, encouraging learner autonomy and contextualized communication practice (Mayer, 2009; Wijaya, Sudjimat, & Nyoto, 2016). Overall, the module's development demonstrates how technology-enhanced instructional design can strengthen language learning outcomes while maintaining alignment with national educational reforms emphasizing creativity, collaboration, and critical thinking.

**Table 5.** Development Phase Overview

| Phase | Objective | Activities |
|---|---|---|
| Drafting Learning Content | Align materials with curriculum and student needs | Designing content flow; creating examples and exercises on negotiation texts |
| Visual & Interactive Design | Enhance accessibility and motivation | Canva-based layout; illustration and icon design; Flipbook navigation tools |
| Integration of Practice | Reinforce language skills through application | Developing quizzes using Wordwall/Google Forms with instant feedback |
| Expert Validation | Ensure content, media, and language quality | Validation by experts; revisions made based on feedback |

### Implementation Stage

Prior to implementation, the developed e-module underwent a validation process involving three expert reviewers media, language, and content experts. Each expert provided feedback regarding layout alignment, language consistency, and content clarity. Revisions were made accordingly, and validation scores improved significantly: media validation rose from 86% to 90%, language validation reached 100% after three rounds, and content validation increased from 73% to 96%. These results indicated the module's high feasibility and readiness for implementation in classroom settings.

The implementation phase was conducted through limited and broader trials to evaluate the practicality and effectiveness of the negotiation text e-module. A limited trial was conducted with 38 tenth-grade students from at SMA Negeri 6 Bogor over three instructional sessions. During this trial, the e-module was applied in actual classroom learning, allowing students to interact with its content, interface, and embedded activities. After completing the lessons, students were asked to fill out a 15-item Likert-scale questionnaire to evaluate their experience. Ratings were categorized as: 5 (Very Good), 4 (Good), 3 (Fair), 2 (Poor), and 1 (Very Poor).

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The evaluation results showed that students responded positively to the module across all dimensions content, design, usability, language clarity, and interactivity. The total score collected from the 38 students was 2,628 out of a maximum 2,850, yielding an average effectiveness rating of 92.21%, which falls into the "Very Effective" category. These results confirm that the e-module successfully supports student engagement and comprehension in negotiation text learning. The majority of students found the activities enjoyable, the interface intuitive, and the examples relevant to their everyday experiences.

In addition to student feedback, the Indonesian language teacher involved in the classroom trial also completed a separate evaluation form. Her responses produced a total score of 71 out of 75, equivalent to 94%, which falls under the "Very Effective" category. The teacher praised the e-module for its well-structured content, aesthetically appealing design, and alignment with curriculum objectives, particularly its practical applicability in teaching negotiation texts. She further emphasized that the e-module enhanced student motivation, encouraged greater learner autonomy, and effectively supported differentiated instruction in accordance with the principles of the Merdeka Curriculum.

The findings from both student and teacher assessments indicate that the e-module is pedagogically robust, technologically accessible, and instructionally engaging for teaching negotiation texts. Its design effectively integrates visual appeal with clear content sequencing, supporting differentiated instruction and learner autonomy. Minor refinements particularly in navigation flow, interactive guidance, and vocabulary scaffolding may further enhance its usability and inclusiveness across diverse learning profiles. Overall, these results demonstrate that the e-module has strong potential for broader implementation in both vocational and general secondary education settings, reinforcing its adaptability within the framework of the Merdeka Curriculum and the growing movement toward digital literacy-oriented pedagogy in Indonesia.

*Evaluation Stage*

Following the implementation phase, the e-module on negotiation texts underwent an effectiveness evaluation to assess its impact on students' learning outcomes. This stage aimed to determine the extent to which the e-module improved students' comprehension and production of negotiation texts after its classroom application. The evaluation involved 38 tenth-grade students from SMA Negeri 6 Bogor, who participated in three structured learning sessions integrating the e-module. To measure effectiveness, the researcher administered a 15-item student response questionnaire based on a five-point Likert scale ranging from 1 (Very Poor) to 5 (Excellent). The questionnaire assessed key dimensions such as content clarity, visual design, usability, interactivity, engagement, and contextual relevance. Prior to administration, the instrument had undergone empirical validation and demonstrated strong internal consistency, with a Cronbach's Alpha coefficient of 0.840, indicating high reliability and suitability for classroom-based evaluation. This comprehensive evaluation design ensured that both the pedagogical and technological aspects of the e-module were systematically assessed from the learner's perspective, providing a robust basis for determining its instructional effectiveness.

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The overall student response yielded a total score of 2,628 out of a possible 2,850, resulting in an average effectiveness percentage of 92.21%, which falls into the "Very Effective" category. These results demonstrate that the e-module successfully supported students in understanding the structure, features, and purpose of negotiation texts, while also fostering motivation and engagement. In addition to student responses, a teacher of the participating class also completed a separate evaluation consisting of 15 indicators assessing content, instructional design, visual layout, and language appropriateness. The teacher's total score was 71 out of 75, corresponding to a 94% effectiveness rating, also classified as "Very Effective." This confirms the module's strong alignment with curriculum goals and its practical applicability in classroom teaching.

To further substantiate the module's effectiveness, a pretest-posttest design was applied using the N-Gain formula to measure the magnitude of learning improvement. Students completed an assessment on negotiation texts before and after using the e-module. The average pretest score was 65.3, while the posttest average increased to 91.21, reflecting significant learning gains. The calculated N-Gain score of 0.71 classifies the learning improvement as high criteria. The percentage gain of 39.7% further supports the claim that the module had a substantial and positive impact on student achievement. In conclusion, the combination of response-based evaluations and learning outcome data affirms that the developed e-module is not only feasible but also effective in enhancing students' skills in writing and understanding negotiation texts. These findings support broader implementation across similar educational contexts.

The development of a negotiation text e-module using *Canva* and *Flipbook Maker* followed the ADDIE model, encompassing five systematic stages: analysis, design, development, implementation, and evaluation. This structured approach facilitated the creation of a digital learning product that is both pedagogically grounded and aligned with students' learning needs as well as national curriculum standards (Branch, 2009). Unlike previous studies that primarily emphasized the implementation phase, this research provides a comprehensive account of the entire instructional design process from initial needs assessment to empirical evaluation of effectiveness resulting in a classroom-ready instructional tool (Wulandari, Yohanie, & Darsono, 2024).

The validation process, which involved media, language, and content experts, produced consistently high scores, each exceeding 90%, indicating that the e-module fulfilled the criteria of instructional quality, clarity, and feasibility (Mayer, 2009). These findings corroborate previous studies emphasizing that visually engaging, technology-supported modules enhance learners' motivation and comprehension, particularly in language learning contexts (Utomo, 2023; Wijaya, Sudjimat, & Nyoto, 2016). Consequently, the developed e-module not only demonstrates sound instructional design principles but also serves as a replicable model for integrating digital media into language pedagogy under the Merdeka Curriculum framework.

A key strength of the developed e-module lies in its contextual integration and responsiveness to students' real-world communicative experiences. The negotiation scenarios embedded in the module are not generic but authentically adapted from vocational and everyday communication contexts, such as pricing design services,

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proposing project collaborations, and responding to client inquiries. This contextualization aligns with the principles of situated learning, which emphasize that knowledge is best acquired when learning tasks mirror real-life practices (Lave & Wenger, 1991).

Accompanying visual and interactive elements, including simulated chat screenshots, mock advertising materials, and embedded multimedia, function not merely as decorative features but as multimodal supports that enhance meaning-making. These elements activate learners' prior knowledge, facilitate comprehension of pragmatic and persuasive language, and foster deeper engagement through dual coding and multimedia learning principles (Mayer, 2009; Moreno & Mayer, 2007). Consequently, the e-module serves as both a language learning resource and a communication literacy tool, equipping students with the linguistic and socio-pragmatic competence needed to navigate negotiation in authentic, vocationally relevant contexts (Richards, 2015).

During the implementation phase, both students and the participating teacher provided highly positive responses toward the developed e-module. Quantitative results revealed a total score of 2,628 out of 2,850 from 38 students, indicating a 92.21% effectiveness rate and classifying the e-module as "Very Effective" in supporting learning. Similarly, the teacher evaluation yielded a 94% effectiveness score, emphasizing the module's structured content, aesthetic layout, and alignment with learning objectives. The teacher further noted that the e-module successfully promoted greater learner autonomy, encouraged self-paced exploration, and facilitated differentiated instruction, aligning with the principles of learner-centered pedagogy (Branch, 2009; Mayer, 2009).

However, some initial challenges were encountered among students with limited digital literacy, particularly during early navigation and interaction with embedded features. These findings resonate with prior research emphasizing that digital onboarding and guided orientation are essential to ensure accessibility and equity in technology-enhanced classrooms (Moore, Dickson-Deane, & Galyen, 2011). To address this, brief onboarding sessions or tutorial videos are recommended for future implementation to enhance user familiarity, reduce cognitive barriers, and optimize instructional outcomes. Overall, the implementation results affirm the module's practicality and effectiveness while highlighting critical considerations for sustainable digital integration in EFL learning environments.

From a learning outcome perspective, the developed e-module demonstrated a significant impact on students' ability to compose negotiation texts effectively. Statistical analysis revealed a notable improvement in students' performance, with mean scores increasing from 65.3 (pretest) to 91.21 (posttest) and an N-Gain score of 0.71, which falls within the high improvement category. This result indicates that the e-module effectively enhanced students' mastery of negotiation text structures, linguistic features, and communicative strategies, confirming its pedagogical value in EFL writing instruction (Wulandari, Yohanie, & Darsono, 2024).

An integral feature contributing to this outcome was the inclusion of reflective prompts at the end of each section, which encouraged students to connect lesson content with their personal goals and everyday experiences for instance, managing online stores, proposing freelance design projects, or engaging in peer negotiations. Such reflective

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engagement aligns with constructivist learning principles, which emphasize learner reflection and contextual application as drivers of deep learning and motivation (Kolb, 1984; Schunk, 2012). Moreover, this reflective element fostered intrinsic motivation by helping students recognize the real-world relevance of negotiation skills, thereby transforming language learning from a purely academic task into a personally meaningful and transferable competence (Ryan & Deci, 2000).

Overall, the developed digital e-module demonstrates excellence in visual clarity, linguistic accessibility, interactivity, and contextual relevance, all of which contribute to a more engaging and meaningful learning experience. The use of Canva and Flipbook Maker proved to be both effective and practical, particularly for schools operating within limited digital infrastructures where resource efficiency and offline accessibility are critical (Wulandari, Yohanie, & Darsono, 2024). The e-module's design not only addresses learners' cognitive and motivational needs but also aligns with the Merdeka Curriculum's emphasis on creativity, collaboration, and critical literacy (Utomo, 2023).

Future development could expand this instructional design model to cover other text genres such as exposition, recount, or report texts or adapt it for various educational levels and disciplines, thereby broadening its pedagogical impact. The findings affirm that interactive, multimodal, and context-driven digital learning media can serve as a powerful solution for enhancing students' literacy and communicative competence, especially in mastering negotiation texts within English as a Foreign Language (EFL) contexts (Mayer, 2009; Wijaya, Sudjimat, & Nyoto, 2016). Ultimately, this research underscores the transformative potential of technology-enhanced instructional design in fostering learner autonomy, engagement, and deeper understanding in 21st-century classrooms.

## CONCLUSION

This study has successfully developed and evaluated a digital e-module on negotiation texts for tenth-grade students using the ADDIE model. The integration of Canva and Flipbook Maker resulted in a visually engaging and contextually relevant learning product that supports student autonomy, motivation, and comprehension. Grounded in a thorough needs analysis, the e-module was designed to address specific instructional gaps particularly the lack of interactive, real-world negotiation materials aligned with the Merdeka Curriculum. The e-module demonstrated high feasibility based on expert validations in media, content, and language, with all scores exceeding 90%. Student and teacher feedback during implementation trials indicated strong effectiveness, with students reporting increased confidence and engagement, and teachers recognizing improved learning outcomes and lesson continuity. Quantitative data further confirmed its impact, showing a significant learning gain (N-Gain = 0.71) and a 39.7% increase in posttest scores. Importantly, the e-module's contextual approach featuring authentic negotiation scenarios from students' vocational interests successfully enhanced relevance and learner connection. Its multimodal elements, such as audio narration, drag-and-drop tasks, and annotated dialogues, facilitated deeper understanding and differentiated instruction. Moreover, its offline usability supports equitable access across diverse school settings. The developed negotiation text e-module is not only feasible and effective, but

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also pedagogically robust, technologically accessible, and responsive to the demands of 21st-century learning. It offers a promising model for the development of other genre-based instructional materials, especially those aiming to foster higher-order thinking and communication skills within Indonesia's evolving curriculum landscape.

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