

Development of E-modules as a Learning Resource for Prayer Practice

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ABSTRACT

Background. This research is motivated by the rapid development of increasingly sophisticated technology in the era of globalization, so educators are also required to have IT skills that can support learning and make teaching materials more creative and innovative.

Purpose. But at SMPN 1 Bungursari in learning Islamic Religious Education still does not utilize the sophistication of technology that is available. This research is a development research consisting of three stages, namely.

Method. the definition stage (define), the design stage (design) and the development stage (develop). This research instrument uses validation sheets and questionnaires. The module was validated by three validators, namely one media lecturer, one Islamic religious education lecturer, and one Islamic religious education teacher. At the stage of practicality and effectiveness of e-modules as a learning resource for prayer practice, it was tested on 26 students of class VII SMPN 1 Bungursari.

Results. Based on the results of data analysis that has been done, it can be concluded as follows: (1) The results of validation of e-modules as a learning resource for prayer practice material developed for class VII SMPN 1 Bungursari are valid with a percentage of 85.3%.

Conclusion. The results of the trial of the practicality of the e-module as a learning resource for prayer practice material developed showed the results of teacher practicality of 90.2% and student practicality of 85.4% with a very practical category that can be used in the learning process.

KEYWORDS

Development, E-Module, Prayer Practice

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INTRODUCTION

The content of the Religious Education curriculum is contained in the Appendix to Law No. 22 of 2006, which includes an Islamic religious education curriculum that aims to produce humans who always strive to perfect belief in (Andersson & Grönkvist, 2019), (Chen dkk., 2020), and (Roh & Park, 2019), and play an active role in building civilization and harmony of (Mazza dkk., 2020), especially in advancing the civilization of a dignified (Clark dkk., 2020). Such humans are expected to be resilient in facing (Zafari dkk., 2019), (X. Yuan dkk., 2021), and changes that arise in the association of society both in the (M. Li dkk., 2019), (Liu dkk., 2019), regional and global (Clyne & Troughton, 2019).

Junior High School (SMP) is one of the formal education levels in Indonesia. One of the educational subjects taught is PAI. PAI is one of the subjects that discusses how to actually practice religion in everyday life through guidance and teaching in the form of the realization of (Gu dkk., 2019), (M. Yuan dkk., 2020), (Watson dkk., 2019), and believing in the verses of Allah SWT.

The government stipulates through the Minister of Education and Culture as the 2013 curriculum has been established as an educational (Bisschops dkk., 2019). Learning is an interaction between (Mukhtar dkk., 2020), educators and learning (C. Li dkk., 2019), all of which are summarized in an activity called (Pokhrel & Chhetri, 2021). Nowadays the rapid development of increasingly sophisticated (Mekki dkk., 2019), educators are required to be more creative and innovative in choosing the model to be applied and the media displayed can attract the attention of (Lindgren dkk., 2020). can attract the attention of students. Learners must also be active in responding to (Pokhrel & Chhetri, 2021), the 2013 curriculum requires active students and the teacher acts as a guide or (Yuen dkk., 2019). Students are the initiative takers and pioneers of the learning process so that the situation will be effective and the material presented is easy to understand.

But the reality in the field in PAI learning is still mostly presented in the form of concepts and only lecture methods that must be (Daelman dkk., 2020). Learning is still teacher centered and teachers do not provide opportunities for students to actively participate in learning (Attia dkk., 2019). PAI learning is seen as a boring (Lelieveld dkk., 2019). On the (Campanale dkk., 2020), the lack of student interest and motivation in learning PAI is due to the absence of varied (Stanton dkk., 2020), media and learning (Ray, 2019). The rapid development of science and technology in this century has made the world give birth to a new (Buse dkk., 2020), namely the knowledge (Knuuti dkk., 2020). (Lee dkk., 2019), life can be affected by its development, some of the main characteristics of globalization are (1) there are no world boundaries (2) science and technology and their applications have progressed in human life (3) human rights have begun to be fought for (4) cooperation and (Marć dkk., 2019). (4) cooperation and competence.

Due to the rapid development of this (Abe dkk., 2019), there has been a lot of learning using sophisticated technology, so it is also required that educators have IT skills that can support learning and make teaching materials more creative and (Karimi-Maleh dkk., 2021). Because teaching creatively can develop the quality of (Murphy, 2020), make lessons more meaningful and open up more fun ways of approaching the curriculum. Students' creative thinking skills will not develop if not supported by teacher (Anwar dkk., 2019).

Based on the results of interviews conducted by the author on May 27, 2022 with one of the PAI teachers Mr. Rustam, S.Pd at SMPN 1 Bungursari, information was obtained that in the learning process the teacher only used one package book as a learning resource, there were no varied learning resources used by the teacher such as, LKS, Modules and so on. The number of PAI textbooks owned by the school library is very (Longo dkk., 2019), and not balanced with the number of students, the reading and prayer movements of students are not in accordance with the provisions of (Magnavita dkk., 2021). Therefore, learning becomes boring and monotonous, even often found students who are just sleepy because of the absence of textbooks. And the teacher still uses the lecture method because there is no other media.

To overcome this problem, it is necessary to have a learning resource that not only pours out learning material in written form but can also show how the process occurs which is shown in the form of animations contained in an electronic media. The use of appropriate learning resources will complement and assist teachers in delivering material or information to students. With the use of

innovative learning resources, teachers are expected to be able to build effective communication between teachers and students, so that students easily understand the material presented. Teachers also easily transfer knowledge to students, through learning resources teachers can provide co

"THE DEVELOPMENT OF E-MODULES AS A LEARNING RESOURCE FOR PRAYER PRACTICE ON PAI LESSONS CLASS VII AT SMPN 1 Bungursari Kab. Purwakarta"

RESEARCH METHODOLOGY

This research is research and development. Research and development (R & D) is research that aims to produce new products and test the effectiveness of these products (Erwin Putera Pernama & Desy Nourmavita, 2017). In accordance with the aims and objectives, this research is classified as development research or what is often referred to as Research and Development (Sugiyono, 2010). This development model is divided into 3 stages of development, namely define, design, develop and disseminate, or adapted to 4-P, namely defining, designing, developing and disseminating (Riri Okra & Yulia Novera, 2019). This development model was chosen because this model is easier to understand and this model is often used in research and development (Trianto, 2009). The research step used is the 4D model. The 4D model consists of four stages, namely define, design, develop, and disseminate (Agus Nur Khomarudin, 2018). The first stage is the defining stage, which contains the steps of background analysis and problem identification. The second stage is the design stage, which is designing the initial form of learning media sketches. The third stage is development (develop), this stage is an activity to create learning media. The fourth stage is the disseminate stage which is carried out to promote development products so that they can be accepted by users (Riri Ratna Fadila, 2019).

The test subjects in this study were seventh grade students of SMPN 1 Bungursari. The trial was conducted with a limited trial in one class to test the practicality of the developed module. The practicality trial was carried out using a student response questionnaire on the practicality of the module. In this development research (research and development) researchers use two types of data, namely (Sugiyono, 2010):

1. Qualitative data, namely data in the form of descriptions in sentences. This qualitative data is in the form of criticism and suggestions from experts (technology and Islamic religious education), PAI subject teachers, and students of SMP N 2 Suliki..
2. Quantitative data, which is a type of data that can be measured or calculated directly, is information or explanations expressed in numbers or numbers. This quantitative data is in the form of data on the results of validation, practicalization and effectiveness.

The instruments used in this research are: validation sheet and observation sheet. To determine the validity of the PAI electronic module includes research instruments. The instrument used was a validation sheet. The validation sheet is used to determine whether the module and research instruments that have been designed are valid or not. The observation sheet was used to see the practicality and effectiveness of the PAI module in learning. The observation sheet contains questions about the implementation of learning. Observer learning module will observe the implementation of learning by using e-module practicality questionnaire and e-module effectiveness questionnaire. The data analysis techniques used to express the results of the study are: validation sheet, practicality sheet, and e-module effectiveness (Richard R Hake, 2019)..

RESULT AND DISCUSSION

Defining Stage (Define)

The definition stage began on May 13, 2023, by interviewing PAI teachers at SMP Negeri 1 Bungursari, analyzing the syllabus of PAI subjects in class VII of Junior High School, analyzing PAI books and other learning resources in PAI learning grade VII semester one and studying and understanding literature about modules. Based on the interview that the author conducted with the PAI teacher of grade VII SMPN 1 Bungursari, the information obtained from the teacher was that the PAI teaching and learning process that took place in the classroom had used learning media but was still not varied. For the practice of prayer itself, PAI teachers practice directly in front of the class without the help of learning media adapted to the times. Sometimes there are students who pay attention and some are busy with their friends. When the teacher explains with the lecture method, there are students who sleep. In the teaching and learning process the media used has not been varied, school facilities and infrastructure are quite complete as additional support such as infokus, but it is still rarely used because the learning process uses more textbooks.

The results of interviews with several students of SMPN 1 Bungursari, said that PAI learning is a lesson that is difficult to understand, difficult to understand and also less interesting. Because it has not been explained in its entirety, the PAI textbook held by each student uses language that is difficult for students to understand and understand, so it requires direct explanation from the teacher. However, because the media used by the teacher is not varied, it is difficult for students to remember the explanation given by the teacher. The teacher only uses the blackboard and markers to explain, so it is difficult for students to remember the black and white writing on the blackboard. This is the reason for the laziness and often sleeping of students in class during class hours. The display of black and white writing that students see every day is the cause of students' boredom in class. The results of the analysis of the syllabus of PAI class VII semester 1 SMPN 1 Bungursari with KI as follows: (1) Appreciate and appreciate the teachings of the religion they adhere to, (2) Demonstrate honest, disciplined, responsible, caring (tolerant, mutual cooperation), courteous, confident behavior in interacting effectively with the social and natural environment within the range of association and existence. The following are the results of the KD analysis of the PAI syllabus for class VII semester 1 SMPN 1 Bungursari: (1.8) Performing obligatory prayers as an implementation of understanding the pillars of Islam. (2.8) Demonstrate democratic behavior as an implementation of the implementation of mandatory prayers.

Based on the needs analysis of SMPN 1 Bungursari students, it can be seen that students with an average age of twelve years have difficulty focusing and understanding lessons if the teacher only uses the lecture method. Students will be more hooked on their memory and reasoning if the media used is interesting and in the form of impressions. Moreover, many students are seen to have permission to leave the class, many are telling stories in the classroom, and many are disturbing other classmates. PAI learning will be more effective if the media used utilizes sophisticated technology and is in accordance with the times. The content of the module is designed and developed in accordance with KI, KD, learning indicators with a more attractive appearance and in it there is also motivation and cartoon videos that can entertain students. The modules compiled and designed have been validated by media experts and material experts who are experienced in their fields.

A. Design Stage

The design stage (Design) can be done after the definition stage (Define) has been completed. Because this stage is a follow-up to the previous stage. At this stage the teaching material or

material is typed in word and then copied and pasted into the module design that has been made in word before, then the word file is made into a PDF and converted into the kvisoft flipbook maker application which is designed based on the KI and KD used at SMPN 1 Bungursari. After being converted into the application, the e-module is added with video and audio that supports the material presented, to make it easier for educators and students to understand the e-module, the video included comes from the video recorded on the Xiaomi Redmi 9 cellphone, but because the video recorded is not clear and the sound produced is not loud, validator 2 suggests that the video included is sourced from videos on YouTube only.

So that educators and learners can more easily understand the emodules used.

B. Development stage (Develop)

The development stage (Develop) is carried out with procedures in the assessment stage. The assessment stage is carried out with three stages, namely the validation stage, the practicality stage and the effectiveness stage.

1. Validation Stage

The E-module as a learning resource for prayer practice in class VII PAI subjects at SMPN 1 Bungursari Purwakarta City Regency which has been designed and discussed with the supervisor is then validated by an expert consisting of 3 validators. After being validated, the researcher discussed directly with the validator about the validity of the designed E-module and asked for suggestions for improving the E-module..

2. Practicality Stage

The practicality of this module can be seen through limited trials in class VII SMP Negeri 1 Bungursari. Data about whether or not the module that has been designed is practical is obtained from the results of the student response questionnaire, and the teacher response questionnaire. Researchers collect data on student response questionnaires and teacher response questionnaires regarding the ease of use of e-modules of prayer practice to find out whether the modules used are practical or not. Here the author distributes the questionnaire after the module creation process is complete and it is valid for further use.

3. Effectiveness Stage

The effectiveness test carried out in the learning process is carried out by comparing the value of the seventh grade prayer practice before and after using the e-module which is carried out in one class only. After the learning takes place using the e-module prayer practice, the learning results are processed by comparing with the formula so that in the end it can be seen that the developed e-module does contribute to student learning outcomes and understanding because the e-module is very simple and easy to understand. So that e-module development research as a learning resource for prayer practice material provides benefits and supports the learning process. From the data on learning outcomes obtained between before and after using the prayer practice e-module, it can be understood that the value of learning outcomes after using the module is higher than before using the e-module as a learning resource for prayer practice material. The value of learning outcomes of class VII before using e-modules is 84.03%, while the value of learning outcomes of class VII after using e-modules is 86.26%. Thus it can be understood that the e-module of prayer practice has an influence on the learning outcomes of students. The correlation value also shows the number 0.84%, meaning that there is 84% strong influence between the e-module of prayer practice and learning outcomes.

The formula is
$$N \text{ Gain} = \frac{2.243 - 2.185}{2.600 - 2.185} = \frac{58}{415} = 0,13$$

Based on the test results, it can be concluded that the developed e-module of prayer practice is very effective because the coefficient value is 0.13.

D. Discussion of Validation and Revision of E-Module as a learning resource for PAI material Prayer Practice

The statement on the formulation of the problem "What is the validity of the development of e-modules as a learning resource for prayer practice in PAI subjects of class VII SMPN 1 Bungursari?" has been answered based on the validation of e-modules as a learning resource for prayer practice in PAI subjects from the validator. The validation results state that the e-module as a learning resource for prayer practice in PAI subjects that researchers design is valid based on the revisions suggested by the validator. In the aspect of content requirements has a validation value of 85.1% so that in that aspect it is very valid to use. In the aspect of construction requirements has a value of 89.8% in that aspect is very valid to use. For technical requirements with a value of 79.7 which means that the aspect is valid to use. While overall for the value is 85.3 which means it is very valid to use in the learning process. The results of the validation of the e-module as a learning resource for prayer practice, researchers received suggestions from validators, including :

1. One definition of prayer is enough, because before the revision the author made three definitions of prayer
2. The obligatory conditions for prayer are added to "conscious" and "not in a state of unconsciousness".
3. The conditions for valid prayer are added to "entering the time of prayer and facing the Qibla".
4. The sunnah of prayer is adjusted to the title, which in the module is made sunnah of praying in congregation while what is discussed is the sunnah of compulsory prayer.
5. Video of prayer recitation is titled.

Researchers revised the e-module as a learning resource for prayer practice in PAI subjects in accordance with the suggestions and input from the validator.

E. Discussion of the Practicality Results of E-Modules as a PAI learning resource for Prayer Practice material According to Akon and Riduwan that the product developed is said to be very practical if it obtains a practicality percentage of 81%-100%. From the response questionnaire given to teachers and students of SMPN 1 Bungursari, there is a percentage of practicality that is not too far away, namely 85.4 for students and 90.2 for teachers. From this it can be seen that the difference between the percentage of teacher and student response questionnaires is only 5.2%. This is in accordance with the design of the e-module as a learning resource for prayer practice material in PAI subjects that is interesting, easy to understand, and operate and practical in its use so that it makes it easier for students to learn independently or in groups.

F. Discussion of the Results of the Effectiveness of E-Modules as a source of PAI learning material for Prayer Practice

Effectiveness is a series of assessments that can be known after a product has been tested, effectiveness can summarize the goals achieved with enough time which can be interpreted as, not exceeding and reducing the time limit.

interpreted as, not exceeding and reducing the time limit. The effectiveness of using e-modules as a learning resource for prayer practice material in PAI subjects, can be seen from comparison of learning outcomes before and after using e-modules. E-module prayer practice has an influence on student learning outcomes. The correlation value shows

The correlation value shows 0.84%, meaning that there is 84% strong influence between the prayer practice module and learning outcomes. The results of this study are in line with research (Mahirotul Husniah), the results of which show that this development product has proven effective.

The results show that this development product has proven effective for increasing students' critical thinking based on the results of questionnaires obtained from validator responses and student responses.

student responses. This research is also in line with Helna Satriawati's research, the results of this study indicate that the quality of interactive E-modules as a basic electronics learning resource at SMKN 3 Yogyakarta is feasible to use.

CONCLUSION

Based on the results of the data analysis carried out, it can be concluded as follows:

- A. The results of the development of E-Modules as a Learning Resource for Prayer Practice Material in PAI Class VII SMPN 1 Bungursari, Purwakarta district, based on the data obtained and the research conducted can already be used in the learning process..
- B. The results of the validity, practicality, and effectiveness of the E-Module Development as a Learning Resource for Prayer Practice in Grade VII PAI Subjects at SMPN 1 bungursari, Purwakarta Regency.
 1. The results of the validation of the e-module development stated valid results with a percentage of 85.3%. from the aspects of content validity, instructional validity, and technical validity.
 2. The average percentage results of the e-module practicality test show the results of the teacher's practicality of 90.2% and the results of the students' practicality of 85.4% with a very practical category, which means that it has met the criteria for practicality, which can be used in the learning process.
 3. The average percentage result of the e-module effectiveness test shows a correlation of 84% with a very practical category.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

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