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Development Of E-Modules For Prayer Practice Using Flip PDF Professional

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Abstract

This study aims to produce electronic prayer practice modules using the Flip PDF Professional application. The research was conducted in the form of research and development (R&D). The development model used is the ADDIE model (analysis, design, development, implementation, and evaluation). The electronic module developed by the author contains material presented using images, videos, audio, and animation to increase students' interest in learning the practice of prayer and effectiveness in the learning process. The results showed that the electronic module developed had met the required standards. Validation was carried out by material experts, media experts, and linguists. In addition, the electronic module has also been field tested on a small scale by 8 learners and a large scale by 15 learners. The interpretation of the material expert shows that this e-module is very feasible with a percentage score of 87.50%, the interpretation of the language expert shows feasibility with a percentage score of 89.58%, and the interpretation of the media expert shows feasibility with a percentage score of 80.27%. The results of the field trial also showed that this e-module received a good assessment with a percentage score of 82.50%. Based on the results of the trial, it can be concluded that the electronic module of prayer practice is included in the good category and received positive responses from experts, students, and teachers. Currently, the implementation of the electronic prayer module in the learning process is being carried out, and the results of this research will be published in the next article.

Keywords: Electronic Modules, Flip PDF Professional, Prayer, Worship

Abstrak

Penelitian ini bertujuan untuk menghasilkan elektronik modul praktik ibadah salat dengan menggunakan aplikasi Flip PDF Profesional. Penelitian dilakukan dalam bentuk penelitian dan pengembangan (R&D). Model pengembangan yang digunakan adalah model ADDIE (*analysis, design, development, implementation dan evaluation*). Elektronik modul yang dikembangkan oleh penulis berisi materi yang disajikan dengan menggunakan gambar, video, audio serta animasi untuk

meningkatkan minat peserta didik dalam mempelajari praktik ibadah salat dan efektifitas dalam proses pembelajaran. Hasil penelitian menunjukkan bahwa elektronik modul yang dikembangkan telah memenuhi standar yang dibutuhkan. Validasi dilakukan oleh ahli materi, ahli media dan ahli bahasa. Selain itu, elektronik modul juga telah diuji coba lapangan dengan skala kecil oleh 8 peserta didik dan skala besar oleh 15 peserta didik. Interpretasi ahli materi menunjukkan bahwa e-modul ini sangat layak dengan skor persentase 87,50%, interpretasi ahli Bahasa menunjukkan kelayakan dengan skor persentase 89,58%, dan interpretasi ahli media menunjukkan kelayakan dengan skor persentase 80,27%. Hasil uji coba lapangan juga menunjukkan bahwa e-modul ini mendapatkan penilaian baik dengan skor persentase 82,50%. Berdasarkan hasil uji coba tersebut, dapat disimpulkan bahwa elektronik modul praktik ibadah salat ini masuk dalam kategori yang baik dan mendapat tanggapan positif dari para ahli, peserta didik dan guru. Saat ini, implementasi elektronik modul salat dalam proses pembelajaran sedang dilakukan, dan hasil penelitian ini akan dipublikasikan dalam artikel selanjutnya.

Kata Kunci: Flip PDF Profesional, Ibadah, Modul Elektronik, Salat

Introduction

Education is a conscious and planned effort by humans to create an atmosphere and learning process so that students are able to actively develop their potential to have religious spirituality, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and State ¹. Education today must be able to prepare a generation that is ready to face future challenges². It is important that they have skills and knowledge that are relevant to the times, so that they can compete and adapt quickly in a changing world.

Islamic education is one of the most important in building today's generation ³ a generation that has intelligence and good morals⁴. This emphasizes the importance of Islamic education in building future generations who are intellectually intelligent

and have good morals. A comprehensive Islamic education teaches students about religious teachings, Islamic history, ethics, and develops critical and creative thinking skills. The development of the times is also accompanied by the development of technology and information that can make it easier for humans to carry out any activity including in the learning process. Electronic media today is needed to support learning so that learning is more effective ⁵. Islamic education continues to improve to keep up with advances in science and technology ⁶.

Along with the development of information technology, the demands of globalization of education and distance learning, various concepts have been developed to replace traditional learning methods⁷. So that renewal is needed from traditional to modern methods to facilitate the learning process in the future. This

includes the use of learning modules that are useful for supporting students' understanding of the subject matter. In today's digital and technological era, the use of printed modules has begun to shift to digital methods or electronic modules (e-modules). Electronic modules or e-modules are part of electronic-based e-learning whose learning utilizes information and communication technology⁸. This is also the case in religious education, where e-modules are an effective and efficient tool in developing religious understanding and practices, such as prayer practice..

Prayer is one of the central acts of worship in Islam. However, challenges often arise in teaching the practice of prayer to the younger generation. Lack of understanding, attention to the correct procedure, and lack of motivation are some of the factors that educators and students often face. Research into the development of prayer practice e-modules can be a very important tool to improve children's understanding and quality of worship. There are several reasons why this e-module of prayer practice should be developed. First, accessibility, in the current digital era and information technology, the use of e-modules allows easier and wider access for children to learn the prayer both from the Movement and the prayer recitation. This is in accordance with the statement ⁹. The benefit of mobile

learning is that it can make a positive contribution to participants to access learning materials or as learning media. E-modules can be accessed through electronic devices such as gadgets, tablets, or laptops/computers, so that children can utilize them anywhere and anytime.

Secondly, interactivity, E-modules can be designed with high interactivity, using images, audio, video and other interactive features that can make prayer learning more interesting and interactive for children. This can help children to be actively involved in the learning and practice of prayer, so that they are more motivated to improve the quality of their worship. In accordance with the statement of ¹⁰ which reveals that electronic books inserted with multimedia features can enrich the book reading experience if used properly.

Third, the content can be adjusted according to age: The research on the development of prayer practice e-modules can enable the adjustment of content to the age and level of understanding of children. Each stage of child development has different needs and characteristics. With e-modules designed specifically for children, prayer learning content and materials can be delivered in a way that is more appropriate and in line with their understanding.

Fourth, independent learning, E-modules for prayer practice can help children to learn independently. They can access the module on their own, follow the steps of the prayer practice, and view the examples provided. This can help children feel more confident in performing prayers independently, improve their skills and understanding, and provide a better quality of worship. Thus, research into the development of prayer practice e-modules can have a positive impact on improving the quality of children's worship. However, it is important to remember that the use of such e-modules should be accompanied by a comprehensive approach, including parental supervision or competent religious teachers, to ensure proper understanding and practice of prayer.

In observations made by researchers, it was found that the dominant Muslim community only has printed modules to learn prayer movements and recitations. Until now, the development of modules or e-modules for the practice of prayer specifically for 3rd grade elementary is still limited, so it is necessary to develop e-modules that are in accordance with the characteristics of 3rd grade elementary students. The development of this e-module is necessary because it is in line with the objectives of the national education system. The creation of this e-module uses a

professional PDF flip that can be accessed anytime and anywhere by students via their smart phones, laptops or computers.

Researchers conducted a survey and obtained the results that out of 20 parents, 35% of parents do not have a prayer guide book, while 65% of parents already have a prayer guide book for children. Children's understanding in reading prayer guide books or modules only shows 62%, while children's interest in reading prayer guide books or modules is only 50%. This means that there are still some children who do not understand and have an interest in prayer guide books or modules provided by parents. The prayer practice e-module is expected to be a solution to these problems by providing learning resources that are interesting, interactive, and facilitate prayer learning at school and at home. The electronic module of prayer practice for children is equipped with pictures and there is also audio of the prayer recitation, and is equipped with a video/tutorial of each movement.

Method

This research uses the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). In the ADDIE development model, it has advantages in its systematic stages of work. The product made by the researcher is an

electronic module (e-module) of prayer practice with the subject of this research is students at SDN PISANGAN TIMUR 13, Pulogadung, East Jakarta. The research instruments used are preliminary analysis questionnaires for students and teachers; material expert, media expert, and linguist test questionnaires and field trial questionnaires. The data obtained from the instrument results of material reviewers, media reviewers, language reviewers were analyzed descriptively by calculating using a rating scale. The limit of good or bad e-module products designed will be determined based on the score interpretation criteria for a scale with a range of 0-100%. A certain value will be used as a reference to determine whether the e-module can be considered good or bad, with predetermined interpretation limits.

The making of the e-module starts from creating an e-module design in the canva application to then be saved in pdf format. The module in pdf format is then entered into the Flip PDF Professional application to become the final result of the e-module in the form of a flip page. Additional media to complement the module, such as audio, video, images and evaluation questions are included using the application. The material made adjusts to the basic competencies of the Ministry of

Education and Culture on prayer chapter material for 3rd grade elementary. After being compiled, the e-module of prayer practice was tested for feasibility by involving material, media and language experts to get feedback and suggestions. The initial product of the e-module was improved according to the responses and suggestions given by the experts. Next, a field test was conducted involving 23 students.

The results of the field test were used as the basis for revising the e-module of prayer practice in accordance with the suggestions and criticisms obtained from the field test with students. The revision aims to improve the quality and effectiveness of the e-module. After operational improvements, the e-module of prayer practice for 3rd grade elementary has been improved and optimized using the Flip PDF Professional application. This e-module has passed the testing and revision stage in accordance with the suggestions and criticisms obtained from the field test. Thus, the e-module is ready to be used as an optimal learning tool to help students in the practice of prayer.

Results and Discussion

Analysis

The analysis stage begins by interviewing PAI teachers at Pisangan Timur 13 State Elementary School,

analyzing the syllabus of PAI subjects in grade III elementary school, analyzing PAI books and other learning resources in grade III first semester PAI learning and studying and understanding the literature about the modules used. Based on the interview that the author conducted with the PAI teacher of grade III of SDN Pisangan Timur 13, 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. As for prayer recitations, each student brings an additional book because the book provided by the school does not have the writings / recitation of prayer. Meanwhile, for the implementation of prayer practice, PAI teachers practice directly in the prayer room without the help of learning media adapted to the times.

Sometimes there are students who pay attention and some are busy joking with their friends. When the teacher explains with the lecture method, there are students who play with their stationery and there are even 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 and prayer rooms, but are still rarely used because the learning process uses more textbooks.

Design

The design stage can be done by the author after the analysis stage has been completed. Because this stage is a follow-up to the previous stage. At this stage the teaching material or material uses the canva application, then after completion of the e-module design it is saved in PDF format and converted into the Flip PDF professional application which is designed and adjusted to the Core Competencies and Basic Competencies used at SDN Pisangan Timur 13. After being converted into the Flip PDF Professional application, the prayer practice e-module has been enriched with additional features such as video, audio, images, and animations that support prayer practice material. This aims to make it easier for educators and students to understand the e-module of prayer practice.

The video and audio in this e-module come from camera recordings taken using a Samsung M31 type cellphone and iPhone XR type. With the use of audio, video, images, and animation in the e-module, it is hoped that educators and learners can more easily understand and engage in the learning process. These features will provide a more interactive and enjoyable learning experience, and help visualize the steps of prayer practice more clearly. Thus, the prayer practice e-module can be an effective tool in assisting the

learning process of prayer practice for students. The following are presented some of the features contained in the e-module that has been developed by the author, which includes several e-module criteria including audio, visual, animation, and images.

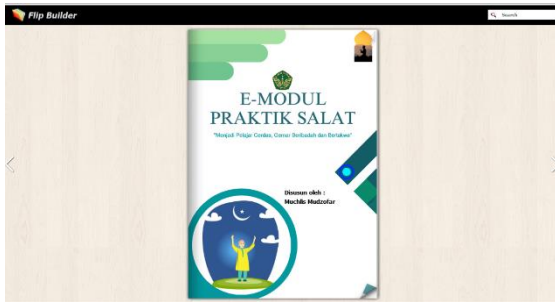


Figure 1. E-Module Home Page

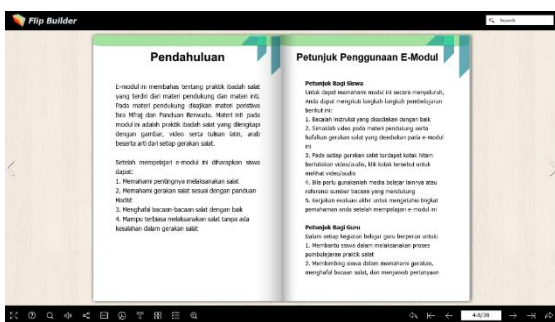


Figure 2. E-Module Instructions page

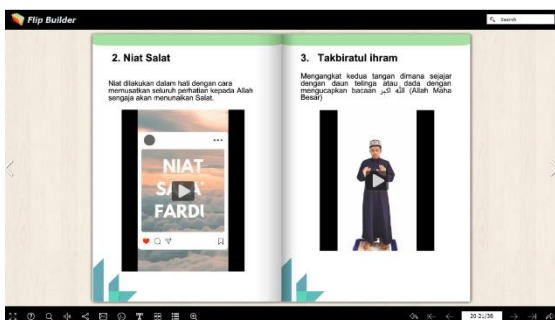


Figure 3. Prayer Procedure Material Page

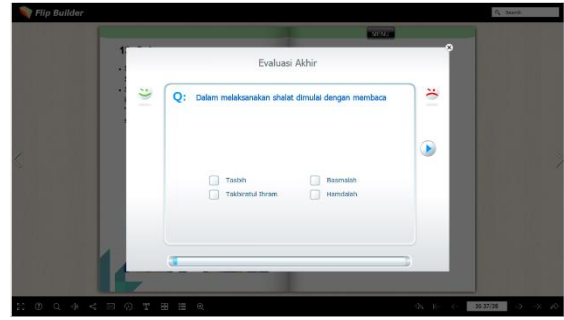


Figure 4. Quiz/Evaluation on E-Module Development

The development stage is carried out with procedures in the assessment stage. The assessment stage is carried out in two stages, namely the validation stage by experts and field tests. Expert validation includes material experts, media experts and language experts. At the expert validation stage, it is expected to get input suggestions so that the e-module that has been developed gets the feasibility to be tested. The next stage is the field trial stage involving the subjects in this study, namely students at SDN Pisangan Timur 13.

Expert Validation Stage

The prayer practice e-module has been designed as a learning resource for the practice of prayer for PAI subjects in grade III SD. This e-module has been consulted with the supervisor and validated by four validators consisting of Islamic Education experts, Basic Education experts, media experts and Language experts.

Material Expert

The results of the material expert validation show that the prayer practice e-module has been assessed in several important aspects. The e-module received an average assessment score of 87.50% which indicates a good level of feasibility. In addition, the interpretation of "very feasible" in the material expert validation indicates that the e-module has met the expected criteria and standards. The aspects assessed in the material expert validation include content suitability, material presentation, and evaluation. Details of the assessment for each indicator in that aspect can be found in the table you have. The results of the material expert validation show that the e-module of prayer practice has been well designed and developed, in accordance with the standards and needs in learning prayer practice. This gives confidence that the e-module can be used effectively as a learning resource that supports the learning process of students in learning the practice of prayer.

Table 1. Percentage of Feasibility of Material Expert Test

No	Aspects	Σ max	Material Expert		
			Σ	%	Interpretation
1	Content Suitability	40	37	92,5	Very feasible
2	Presentation of Material	80	71	88,75	Very feasible
3	Evaluation	16	13	81.25	Feasible
Average				87.5	Very feasible

Media Expert

Media expert validation has several aspects of assessment to test the feasibility of e-modules, including design quality, technical quality and usefulness. The results of media expert validation show that the e-module that has been developed gets an average assessment score of 80.27% which indicates a good level of feasibility. In addition, it received an interpretation of "feasible" in the media expert validation. Details of the media expert validation assessment are presented in the following table.

Table 2. Media Expert Test Feasibility Percentage

No	Aspects	Σ max	Media Expert		
			Σ	%	Interpretation
1	Design Quality	80	58	72.5	Feasible Enough
2	Technical Quality	24	20	83.3	Feasible
3	Usability	20	17	85	Feasible
Average				80.27	Feasible

Language Expert

The results of the linguist validation show that all pages of the prayer practice e-module have been assessed to test the feasibility of the language used. Validation is carried out by considering several aspects of assessment which include straightforward, communicative, suitability for learner development, and conformity with language rules.

In the validation process, linguists assessed the proficiency of the language used in the e-module of prayer practice. The

No	Aspects	Σ_{\max}	Language Expert		
			Σ	%	Interpretation
1	Straightforward	12	10	83.3	Worth
2	Communicative	12	12	100	Very feasible
3	Appropriateness to learner development	12	12	100	Very feasible
4	Conformity with language rules	12	9	75	Very feasible
Average				89.58	Very feasible

straightforward aspect refers to the clarity and accuracy of the language used in explaining the prayer practice material. Communicative aspects include the ability of language to communicate information clearly and effectively to learners. Furthermore, the aspect of suitability for learner development assesses whether the language used is in accordance with the understanding and cognitive level of grade 3 students. Finally, the aspect of conformity with language rules evaluates the use of language in accordance with applicable grammatical rules and norms.

By conducting linguist validation, the prayer practice e-module can be ensured to use language that is straightforward, communicative, in accordance with learner development, and complies with language rules. This ensures that the e-module can provide good understanding to learners and facilitate an effective learning process in the subject of prayer practice. The results of the linguist validation showed that the e-module that had been developed received an average assessment score of 89.58% and received an

interpretation of "feasible" in the linguist validation. Details of the media expert validation assessment are presented in the following table

Table 3. Percentage of Feasibility of Language Expert Test

After validation by experts, the author discussed the validity of the prayer practice e-module designed directly by the author. In the discussion, the author asked for suggestions for improvements that would have an impact on the field test stage and the implementation of the e-module.

Field Test Stage

In the field testing stage, the author collects questionnaire data containing responses from students to the ease of use of the e-module of prayer practice. The purpose of collecting this data is to evaluate the feasibility and effectiveness of the e-module of prayer practice. At this stage, the author involved 23 students from 2 different classes. The results of the feasibility of the field test on the e-module of prayer practice that has been developed show that the e-module of prayer practice gets a percentage score of 82.50% with the interpretation of "feasible". For more details regarding the results of the field test, the following table presents the results.

Table 4. Field Test Feasibility Percentage

No	Aspects	Σ max	Field Test		
			Σ	%	Interpretation
1	View	690	590	85,5	Very feasible
2	Material Presentation	575	474	82,4	Feasible
3	Benefits	460	366	79,5	Feasible
Average				82,50	Feasible

Conclusion

The conclusion from the research results shows that the developed e-module obtained an average percentage of material expert test of 87.50%, media expert test of 80.27%, and feasibility test by linguists of 89.58%. In addition, the average percentage of student responses in the field product test was 82.50%. Based on these results, it can be concluded that the e-module of prayer practice that has been developed is good and feasible to use as a learning tool.

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Endnotes

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