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Development of Islamic Education E-Module on Quran Reading to Enhance Second Grade Students' Learning Interest

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ABSTRACT

Background

The limited availability of interactive learning media in Islamic Religious Education, particularly for teaching Quranic reading to second-grade students, has resulted in low student engagement and learning interest. Traditional teaching methods have proven insufficient in motivating young learners to develop enthusiasm for reading the Quran independently.

Purpose

This study aims to develop an Islamic Religious Education e-module on Quran reading material, assess its feasibility, and evaluate its effectiveness in enhancing second-grade students' learning interest at SDMT Ponorogo.

Design/method/approach

The research employed the Research and Development (R&D) method using the ADDIE model. Twenty-two second-grade students participated in the study. Data were collected through documentation, observation, questionnaires, and tests. The e-module was developed as a flipbook application compatible with Android and PC devices, featuring Surah Al-'Asr material and Prophet Lut's story in text and audio formats.

Results

The developed e-module received excellent validation scores: material experts rated it 4.24, media experts 4.90, and students 3.55. Pilot testing demonstrated significant improvement in student achievement, with posttest scores averaging 88.64 compared to pretest scores of 60.23, yielding an n-gain score of 71% indicating high effectiveness.

Contribution/value

This research provides an innovative, accessible digital learning tool for Islamic Religious Education that successfully enhances student learning interest and achievement. The e-module offers flexible, independent learning opportunities, enabling students to study Quranic reading anywhere and anytime, thereby addressing the need for engaging Islamic educational resources.

Article History

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INTRODUCTION

Education plays a crucial role in human development, directly linked to gaining better experiences and adapting to changing circumstances. Education can serve as a guide for both individuals and society as a whole, providing opportunities for skills training, gaining greater experience, and transitioning from ignorance to broad knowledge (Kirana, 2018). Islamic Religious Education, or PAI, is an educational program that fosters human development based on divine revelation and the words of His Messenger, encompassing fundamental values and skills as a guide for human life in this world. The uniqueness of Islamic Religious Education is enhanced by its balanced dual-pronged approach: developing individuals who possess both knowledge for life in this world and Islamic religious knowledge to guide their lives according to the values outlined in the Qur'an and Sunnah (Nashuddin, 2020).

The need for Islamic Religious Education is increasing in this era, where every society is able to socialize and connect with a wider range of people, both domestically and internationally. Increasingly global interaction has resulted in the intersection of diverse cultures with differing cultural characteristics, so the Muslim generation needs to be strengthened in their Muslim personality to fortify themselves against other cultures with different values and traditions. Not all global cultures are acceptable in Islam, as some are accustomed to freedoms that are actually prohibited by Islam, but they must still be respected, as it is not the authority of the Muslim community to force Muslims to convert to Islam (Hasbullah, 2018).

Besides That there is Lots factor Which influence process learning PIE moment This, various problem And challenge appear along implementation learning distance distance learning or learning that combines distance learning with direct learning. According to Herman, There is a number of factors that are problematic in Islamic Religious Education learning during the Covid-19 pandemic and after the post-pandemic period, including: 1. Educator ability factors, that is limited means infrastructure used by educators, ability to master technology is still not evenly distributed to every educator in an institution or in a wider scope, and the effectiveness of teaching and learning activities has not been able to produce maximum quality. 2. Student factors that influence the culture of literacy that has not yet become a habit in the general public, students' understanding of Islam that is still not evenly distributed in terms of knowledge and abilities with various conditions that occur in students, and students' desire that is not yet high in increasing their understanding of Islamic religious education (A Dinoto, 2019).

SDMT Ponorogo is one of the schools which provides education for elementary school students by having hundreds of students in one class in grade 2. This school always strives make students comfortable in learning both online and offline. Moment online, Lots student Which feel fed up Because process learning distance This distance requires students to learn independently with the guidance of others. parents. Parents are also required to be able to master all the material. Even though with teacher instructions, but not yet as intensive as face-to-face. From student Alone appear a number of problem, among them decrease interest, Interest and responsibility to complete the assigned tasks to them. This condition apparently still persists when students have carry out face advance. Interest Study student decrease along the complexity material lesson And the more lessons there are they learn.

Other factors that influence students' interest in learning according to Ustadzah Chusbah is Not yet smoothly ability read write student. Besides That usage book package Which contents too congested make student difficulty in understand material, so that result on decline interest student (Fadilah, 2017) .

From a number of condition in on, clear that process learning requires creative teachers who can adapt to students' conditions and surrounding conditions in order to realize effective and efficient teaching and learning activities. Therefore The author tries to provide a solution by developing a product. Through this research, the author lift a title of E-Development Module Education Religion Islam And Budi Character on Material Like Can Read Al-Qur'an For Increase Interest Study Student Class II in SDMT Ponorogo.

With existence module based this electronics expected can increase student interest and activeness in studying Islamic religious knowledge with an interesting and engaging learning package innovative. With existence media learning Which load material Like Can Reading the Qur'an is expected to make it easier to explain material through combination picture, video And audio, so that can better stimulate students' vision during learning and students' hearing to be able to focus with the hope that the learning process will be more enjoyable and effective (Farida & Ratnawati, 2021) .

A number of reason importance development material teach: 1. Module learning is tool help in process learning so that interesting And important For developed. 2. With existence module In this learning, students can be directed, guided, and their learning can be controlled. 3. There is a diversity of students who have different abilities, one of which is... literacy skills, making it important to develop modules This learning. 4. There is no electronic-based learning module yet for the subjects of Islamic Religious Education and Character Education at school level base so that researchers are interested For develop product new For adding to the treasury of effective, creative, innovative and varied scientific knowledge educational institutions through Education Islam (Damarsasi, DG, & Saptorini, 2018) .

LITERATURE REVIEW

The conceptual foundation of this research rests on understanding education's transformative role in human development and societal progress. As Kirana (Kirana, 2018) emphasizes, education serves as a fundamental guide that transitions individuals from ignorance to comprehensive knowledge while providing essential skills training and experiential learning opportunities. Within the Islamic educational framework, Nashudeh (Nashuddin, 2020) articulates that Islamic Religious Education (PAI) uniquely integrates dual dimensions worldly knowledge and spiritual guidance rooted in Qur'anic values and Sunnah. This balanced approach becomes increasingly vital in contemporary globalized contexts where cultural intersections demand strengthened Muslim identity. Hasbullah (2018) reinforces this necessity, highlighting how Islamic education must fortify learners against conflicting cultural values while maintaining respectful coexistence with diverse traditions and belief systems.

Contemporary educational challenges necessitate innovative pedagogical approaches, particularly following pandemic-era disruptions that exposed significant gaps in

distance learning infrastructure and implementation. Adinoto (2019) identifies critical factors affecting Islamic Religious Education effectiveness, including educators' limited technological proficiency, inadequate infrastructure, and students' insufficient literacy culture and Islamic knowledge foundation. These challenges manifest through decreased student interest, engagement, and task completion rates. Fadilah (2017) observes that traditional textbook-based instruction, particularly materials with congested content layouts, contributes to students' comprehension difficulties and declining learning interest. This situation demands creative educators capable of adapting instructional strategies to diverse student conditions while maintaining effective and efficient teaching-learning activities that accommodate both online and face-to-face modalities.

E-module development emerges as a promising solution addressing these pedagogical challenges through technology-enhanced learning experiences. Damarsasi and Saptorini (2018) advocate for electronic-based learning modules that offer interactive, engaging content delivery systems absent in traditional educational materials. Farida and Ratnawati (2021) demonstrate that flipbook-assisted interactive e-modules effectively combine visual elements, videos, and audio components, stimulating multiple sensory channels to enhance focus and comprehension. These multimedia-rich modules enable independent learning flexibility, allowing students to access materials anytime and anywhere through Android or PC applications. The ADDIE development model provides systematic framework for creating, validating, and implementing such educational innovations, ensuring products meet quality standards through iterative analysis, design, development, implementation, and evaluation phases that incorporate expert validation and user feedback.

METHOD

This In this research process, the researcher applied the R&D method. This method is commonly used in the process of producing learning products and testing their effectiveness. In this research and development, the researcher created an android-based e - module product. The product was then tested on students to assess its effectiveness. This article adopts the ADDIE model in the process.

RESULTS

In the research and development conducted by the researcher, a product in the form of an e-module (electronic module) has been created that contains material on the subject of Islamic Religious Education and Character Education, namely the material "Happy to be able to read the Qur'an" in order to increase the learning interest of second-grade students at SDMT Ponorogo. The stages in this process are:

1. Analysis, In the analysis phase, the researcher used observation and interview methods. Observations were conducted during teaching and learning activities in Islamic Religious Education and Character Education. In addition to observations, the researcher also interviewed second-grade Islamic Religious Education and Character Education teachers. The purpose of these observations and interviews was to determine the curriculum used, learning activities, and the use of learning media. Specifically,

problems encountered in the learning process and media use. The data obtained from this initial research are as follows:

- a. Curriculum, stage in the product analysis process involves analyzing the curriculum currently being used at SDMT Ponorogo. This ensures a clear direction for the *e-module development process*. *This analysis is then conducted by seeking information related to the material to be used in the e-module development process* and aligning it with the Core Competencies and Core Materials based on the 2013 curriculum already used by the school.
 - b. Learning activities, the first process carried out is learning activities in class consisting of 3 activities, namely introduction, core and closing. The learning time allocation is 40 minutes x 4JP, but the utilization of this time is still not optimal. The learning media used by teachers in class are only textbooks. Teachers expressed the need to develop learning media. The goal is to make learning more engaging, make the material clearer, and enable students to understand the material easily and apply it independently.
 - c. Measuring the feasibility of learning media. The learning media that undergoes the development process must be tested for its suitability, so that it can function well, be on target and can be accounted for.
2. Design, The design stage is the process of designing an e-module and designing an instrument to determine whether or not the e-module that has been developed is suitable.
- a. Compiling an outline of the contents of the e-module. This process is the stage that includes the initial design of the content to be included in the e-module and the process of sequencing the material to be presented. The e-module currently being developed by the researchers includes three processes, learning Activity 1 explaining the material about Surah Al-'Ashr. Learning Activity 2 explains the material about the story of the Prophet Lut (peace be upon him). Learning Activity 3 evaluation.
 - b. Developing an e-module framework, e-module consists of several sections: an introduction, a concept map, materials, an evaluation, and a bibliography. The materials themselves contain two sections: Surah Al-Asr and The Discipline of the Prophet Lut (peace be upon him). This e-module uses a professional Flip PDF application that can be operated on PCs and Android devices.
 - c. Compiling e-module learning content, the material presented in the e-module is Surah Al-'ashr and the Discipline of the Prophet Luth as., which is presented in a summary of the material, audio, and mind mapping.
 - d. Developing research instruments, The research instrument is a tool to measure the feasibility of the e-module which is arranged in a questionnaire model based on 5 answers in a score of 5, 4, 3, 2, 1 which means Very Good, Good, Fairly Good, Less Good and Not Good.
3. Development
- This development process has 3 stages, namely (1) e-module development, (2) instrument development, and (3) e-module assessment. The results of the development

stage of the Islamic Religious Education and Character Education e-module are as follows:

- a. *E-module* development, this electronic module was developed using Microsoft Office Word 2013 to compile the material and the professional Flip PDF application to create the e-module. The e-module was then uploaded into an application.
- b. *Instrument* development, in this process, the assessment instruments for the material, media, and student response questionnaires were validated to determine whether the resulting instruments were valid or not, so that the instruments were suitable for use in the research process. The validator lecturers for the material assessment instruments were Dr. Bambang Harmanto, M.Pd. and Dr. Anip Dwi Saputro, M.Pd. The results of the corrections from the validators were then revised and subsequently used by the researchers as validation tools.
- c. *E-module* Asesment, Stages Next is validation by material experts and media experts using the e-module assessment sheet. Material validation was carried out by Dr. M. Zainal Arif, MA and Mr. Effendi Qosim, M.Pd.I. Media validation was carried out by Dr. Anip Dwi Saputro, M.Pd. and Mr. Ahmad Yuda Fauzi, S.Kom. The purpose of validating material experts and media experts is to find out how suitable the product being developed can be used by the general public, and criticism and suggestions are also obtained to make this e-module better.

- 1) Subject Matter Expert Validation, process from material experts includes aspects of self-instruction, self-contained, stand-alone, adaptive, and user-friendly. The results of the assessment carried out by material experts were 4.23 out of a maximum value of 5.00, which means it is in the very good category. The suggestions received by researchers from two material experts are as follows: a) It is necessary to add illustrated stories, moral messages such as the Prophet's hadith or words of wisdom, b) It is necessary to develop learning models that are in accordance with developments in science and technology,
- 2) Media Expert Validation, Media expert validation includes several aspects, including Module Size, Cover Design, Content Design, and Application aspects. The assessment carried out by material experts resulted in an average score of 4.90 out of a maximum score of 5.00 in the very good category. The suggestions received by researchers from two material experts are as title needs to be fixed, need to add a back cover. Based on the validation results of material experts and media experts, it can be concluded that the PAI and Budi Pekerti *e-module* is suitable for use and continued to the implementation stage.

4. Implementation

The next stage is a pilot test of the module on 22 second-grade students at Ponorogo's SDMT. The results of this pilot test can be used as input for improvements. Students were given an explanation of the material "Happy to Read the Quran." After completing the material, they were given an e-module assessment questionnaire. The students' response to the e-module resulted in a score of 3.55, categorized as very good.

Therefore, this e-module can be used as a learning tool for Islamic Religious Education (PAI) and Character Education (Culture).

5. Evaluation

After going through the process of the previous stages, and based on the results of the assessment by material experts, media experts, and student responses, the development of this e-module has received several improvements that must be made so that it is suitable for use by the general public.

DISCUSSION

Based on the research that has been conducted, a learning media was obtained in the form of an E-Module for Islamic Religious Education and Character Education on the material Enjoying Being Able to Read the Qur'an to Increase Learning Interest of Class II Students at SDMT Ponorogo. The process of developing this e-module was carried out by applying the Addie development model by carrying out several development stages. Data analysis from the results of this study is explained as follows:

E-Module Development This was taken from several Islamic Religious Education and Character Education books from the 2013 curriculum. Then, the researchers created a new product containing the material "Happy to Read the Quran" in the form of a module. This module is important to create. so that students' interest in studying the material increases.

1. Product Feasibility Analysis

- a. **Product Feasibility by Experts**, this product has been analyzed by 2 material experts and 2 media experts. The material experts consist of Lecturers of Islamic Religious Education Study Program and Teachers of Islamic Religious Education and Character Education. While the media experts consist of Lecturers of Islamic Religious Education Study Program and Operators and Admins of school applications. Based on the assessment of material experts, the score obtained was 4.24 which means this product is in the very good category. So it can be concluded that the material listed in the developed *e-module* has met the eligibility as learning material in accordance with the provisions of Basic Competencies and Main Materials of Islamic Religious Education and Character Education applied in SDMT Ponorogo. Furthermore, based on the analysis of 2 media experts, the average score obtained was 4.90 which means the product is in the very good category. The scores above indicate that the learning media from the results of the development of this *e-module* is suitable for use by students and teachers. The results of the scores of the material and media are very good even though they need to carry out a product improvement process as suggested by the media experts and material experts.
- b. **Product Feasibility Analysis by Students**, based on the answers to Student Responses, the Feasibility of this E-Module was also tested on 22 students in class II SDMT Ponorogo. The results of this e-module feasibility test can be concluded that this E-Module is suitable for use as a learning medium. The value obtained is 3.55 which means it is in the very good category. In addition, researchers have observed the process of teaching and learning activities in the classroom with the use of the e-module by students. The results are that students can participate in teaching and

learning activities actively and independently. The practice questions listed in the e-module can also be done well. In addition, students can also use this e-module anywhere and anytime because it can be accessed via Android applications or PCs. Based on the discussion above, the feasibility test results from the material experts, media experts, and student responses were categorized as very good. Therefore, this e-module is a suitable medium for use as a learning tool in the teaching and learning process by teachers and students in class II of SDMT Ponorogo.

2. Product Effectiveness

e-module product has been tested on 22 students in grade 2. The trial was conducted twice, namely *pretest* and *posttest*. The average *posttest result* was 88.64 from the initial *pretest* only had an average of 60.23. Then the calculation of the *n-gain score* was 71% which is included in the *N-gain category* > 0.70 with high success criteria. So it can be concluded that the use of this *e-module* is declared very effective and feasible to use.

CONCLUSION

This research and development process has succeeded in producing a product in the form of learning media, namely the E-Module of Islamic Religious Education and Character Education on the Material Enjoying Reading the Qur'an to Increase Learning Interest of Class II Students at SDMT Ponorogo. This research and development process is based on the ADDIE development model. The developed e-module contains material on Surah Al-'ashr and the discipline of the Prophet Lut as. and is adapted to the Basic Competencies and Core Materials of Islamic Religious Education and Character Education for Class II that have been implemented at SDMT Ponorogo. This e-module is in the form of a flipbook and can be used on Android or PC applications. This e-module contains material in the form of text and audio that can increase students' interest in learning independently anywhere and anytime.

The results of this study indicate that the developed e-module is good and suitable for use as a learning medium for teachers and students in the learning process. This is evidenced by the average score obtained by material experts of 4.24, categorized as very good, and the average score obtained by media experts of 4.90, categorized as very good. Meanwhile, the average score from student responses was 0.90. of 3.55 with a very good category. Student trials showed an average posttest score of 88.64, compared to a pretest average of 60.23, and an n-gain score of 71%, which falls within the high success criteria. The use of this e-module was deemed highly effective and feasible.

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