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THE INFLUENCE OF USING E-MODULE TEACHING MATERIALS ON PAI LEARNING OUTCOMES

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ABSTRACT

This study aimed to; describe the learning outcomes of class IV PAI before being taught using the e-module teaching materials, describe the learning outcomes of class IV PAI after being taught using the e-module teaching materials, and analyze differences in student learning outcomes in the PAI class IV lessons before and after being taught using e-module teaching materials. This research is a quantitative Pre-experimental One-Group Pretest-Post-test Design. The population in this study is class IV SD. The research sampling technique uses saturated sampling techniques. The sample in this study was class IV with 30 students. The research instruments used to obtain data in the form of descriptive statistics and inferential statistics are observation and tests. The results of this study indicate that: 1) the scores of students' learning outcomes in PAI subjects before the implementation of e-module teaching materials in class IV students are in a low category with an average value of 47.33, 2) the scores of students' learning outcomes in PAI subjects after applying the material e-module teaching in class IV students is in the high category with an average value of 74.33, 3) there is a positive effect on increasing student learning outcomes in Islamic education subjects in class IV students. This effect can be seen from the average value, which has increased between the pretest value of 47.33 and the post-test value of 74.33, and the results of hypothesis testing using the t-test, the value of Sig. (2-tailed) < α or 0.001 < 0.05, it can be said that H0 is rejected and Ha is accepted.

Keywords: Learning media; learning outcomes

1. INTRODUCTION

In its development, education goes hand in hand with increasingly sophisticated technological developments, so the quality of education must continue to be improved under the progress of the times. To improve the quality of education for the nation's generation, new innovations are needed by utilizing the sophistication of technology (Sholichah, 2018).

Currently, the learning process cannot be separated from the existence of computers, the internet, and products-other technology products. Using technology as a learning tool is one of the innovative steps to improve the quality of education in Indonesia to compete globally. The Indonesian government, in this case, the Indonesian Ministry of Education, has begun to utilize technology as a tool in the world of education that can be used to support the teaching and learning process in schools (A.Ghofur, 2015). In line with this, the Ministry of National Education carried out fundamental reforms to national books by sparking breakthroughs and innovations in Electronic School Books (BSE) for elementary, junior high, high school, and vocational education levels free of charge. This shows that BSE can be used at all levels of education.

In elementary schools, Islamic Religious Education is a field of study that must be given to students at every level of education, where its implementation has become a national commitment. So that its existence becomes an absolute element in the formation of the character and morals of the Indonesian nation which at the same time becomes the provision of students in navigating the progress of the times (Kosim, Nandang, 2015). However, there are many things that need to be considered in the learning process considering that some materials cannot be described or explained orally, so a teacher must use teaching materials that are appropriate to the situation and conditions of students.

Based on the results of observations made by researchers, some students were less active in participating in the learning process in class, so these students had difficulty mastering PAI learning material. This is due to the lack of interest in reading students in the textbooks that have been distributed and participating in learning activities that are less effective can result in students becoming passive, it can be seen that out of 30 students, there are 60% of students whose grades do not meet the completeness standard PAI subjects, in terms of student learning outcomes in the previous material with KKM (Minimum Completeness Criteria), namely 70. This attracted the authors' attention to find solutions to problems to achieve good PAI learning processes and results.

The problem that is faced next in the PAI learning process is how the teacher presents material to students so that they get good learning outcomes with limited time. The teacher is still guided by the textbook after observing the learning process in PAI subjects in grade IV. Basically, textbooks are a basic element in the learning process, but so that learning is more varied and can attract students' interest in reading, they should be combined with technology-based teaching materials in order to stimulate students' thinking power and creativity in the learning process. With the rapid development of technology, school books in the form of paper prints are no longer the era because today's children learn a lot using existing electronic media (Reza Trimahardika, Entin Sutinah, 2017). Based on these problems, a teacher must be good at taking advantage of technological advances by using teaching materials in the form of electronic modules because the use of electronic modules will greatly assist the teacher in the learning process.

E-module is an innovation from technological developments that make it easier for students to learn independently and to eliminate boredom in learning (Nujuah, 2020). Electronic modules have several advantages compared to printed modules and other textbooks because they can display text, images, animations, and learning videos and we also don't need to provide another place because the e-module already has an HTML format (Fajarullah, Andri dan Dendra Fajar Kusuma, 2020). This can make it easier for students to be able to learn anytime and anywhere.

E-modules can be an alternative that teachers can use in utilizing advances in technology so as to arouse students' desire to learn because good learning outcomes can only be obtained from a good quality learning process. Classroom learning is declared as quality learning if the teacher can create creative teaching materials so that all students can be interested and actively involved in the learning process and get learning outcomes that meet KKM standards.

Based on this background, the researcher is interested in carrying out research entitled "The Influence of Using E-Module Teaching Materials on PAI Learning Outcomes" which is tailored to the needs of students in dealing with problems that arise in students' lives and in finding solutions to these problems.

2. METHODS

This research is quantitative research with an experimental form. The experimental design used is the Pre-experimental design. The type of research used is experimental research with the aim of examining the effect of a particular treatment (Sulaiman Saat dan Sitti Mania, 2020). The research design used was the Pre-experimental design

because in this study the samples were not chosen randomly (Sugiyono, 2017). Pre-experimental design includes only one group or class that is given a pre and post-test.

The form of pre-experimental design used by the researcher is the one-group pretest and post-test design because it is only carried out on one group without a control or comparison group. One group pretest-posttest design is a research activity that provides an initial test (pretest) before and after treatment, then gives a final test (post-test). Therefore, the treatment results can be known more accurately because they can be compared before and after being given treatment (Sulaiman Saat dan Sitti Mania, 2020). The research population was fourth-grade elementary school students in the 2022/2023 academic year. The sample selection technique uses saturated sampling in which all population members are used as samples. Data were collected by observation and tests. The instruments used are observation guidelines and learning achievement tests.

Quantitative research uses statistical techniques to process the data based on the type of data and its analysis. The data processing and analysis technique used in this study is descriptive statistics which is a data processing technique used when the researcher intends to obtain a description of the data about the mode, median, mean (average), standard deviation, percentage calculation, maximum and minimum values (Sulaiman Saat dan Sitti Mania, 2020). Furthermore, several tests were carried out for the purposes of testing the hypothesis, first a basic test was carried out, namely the normality test, and after that a hypothesis test was carried out. Testing the research hypothesis using the paired sample t-test to compare the difference between the two means of the paired samples, where if the significance value (2-tailed) <0.05, then Ho is rejected and Ha is accepted. This shows that there is a significant difference between learning outcomes before and after using e-module teaching materials.

3. RESULTS AND DISCUSSION

Based on the results of research data that researchers carried out for the Effect of Using E-Module Teaching Materials on Learning Outcomes of Elementary School Students. The presentation aims to reveal student learning outcomes, which can be observed in the following analysis, which are grouped into two parts: the presentation of pretest data and post-test data.

Description of Students' PAI Learning Outcomes Before the Application of E-Module Teaching Materials

The value of students' PAI learning outcomes before applying the e-module teaching materials was processed using the SPSS program assistance. Based on the analysis of pretest data conducted by researchers on student learning outcomes with a

total of 30 students, it can be seen that student learning outcomes are in the very low category with a percentage of
23% there are 7 students, in the low category with a percentage of 44% there are 13 people students, in the medium category with a percentage of 20% there are 6 students and in the high category with a percentage of 13%, there are 4 students. So based on these percentages, it can be categorized that most of the learning outcomes of students before being taught with e-module teaching materials are in a low category. This can be seen through the following percentage chart:

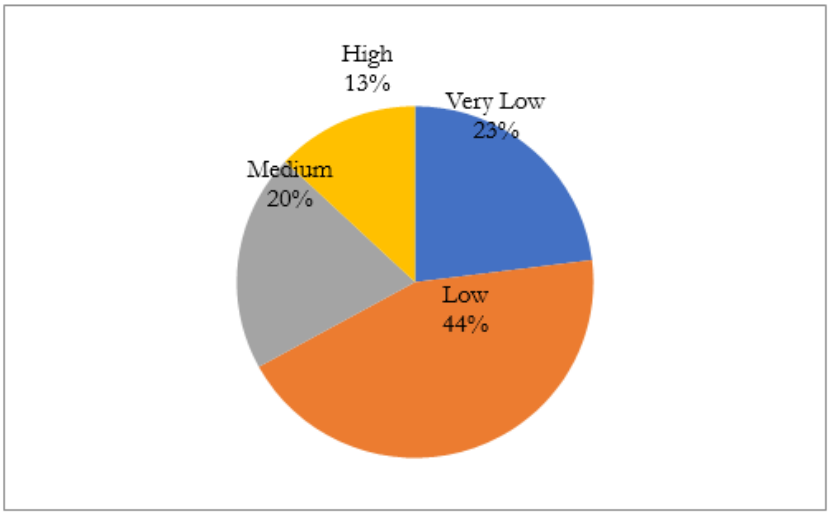

Figure 1. Percentage Diagram of Student Learning Outcomes Before E-module Teaching Materials Are Applied

Description of Students' PAI Learning Outcomes After Application of E-Module Teaching Materials

Based on the post-test data analysis conducted by the researcher on the learning outcomes of students with a total of 30 students, it can be seen that the learning outcomes of students in the low category with a percentage of 10% have 3 students, the medium category with a percentage of 20% has 6 participants students, in the high category with a percentage of 43.3% there are 13 students and in the very high category with a percentage of 26.7%, there are 8 students. So based on the percentages above, it can be categorized that most of the learning outcomes of students after being taught with e-module teaching materials are in the high category. This can be seen through the following percentage chart:

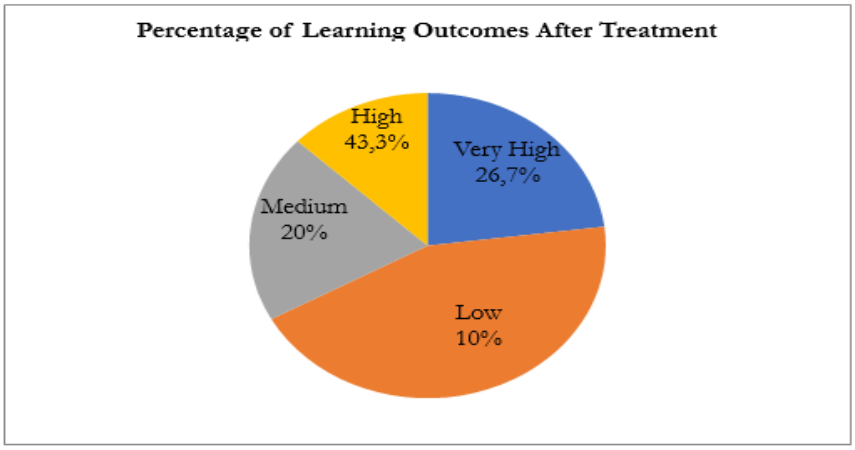

Figure 2. Percentage Diagram of Student Learning Outcomes After the E-Module Teaching Materials are Applied

Based on the learning outcomes before and after using the e-module teaching materials, it can be concluded that the average learning outcomes before treatment were 47.33 in the low category. After treatment, the average value was 74.33 in the high category. This can be seen in the following table:

Table 1. The Average Category of Learning Outcomes Before and After the Application of E-Module Teaching Materials

Average value		**Category**	**%**
Pretest	47,33	Low	44%
Post-test	74,33	Tall	43.3%

Based on the normality test, the data obtained on the learning outcomes of this study are normally distributed. Therefore, hypothesis testing can be done using the paired sample t-test formula. In this study the formula used was the t test to find any differences after applying the e-module teaching materials to PAI learning outcomes. The significance value determines the results of the paired sample t-test. This value then determines the decisions taken in the study: if the significance value (2-tailed) <0.05, then Ho is rejected and Ha is accepted. This shows that there is a significant difference between learning outcomes before and after using e-module teaching materials and if the significance value (2-tailed) > 0.05, then Ho is accepted and Ha is rejected.

The following are the results of hypothesis testing carried out with the help of the SPSS application program:

Table 2. Paired Sample Statistical Hypothesis Test

		Paired Differences					t	df	Sig. (2-tailed)
		Means	std. Deviation	std. Error Means	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-27,000	9.154	1,671	-30,418	-23,582	-16.155	29	,001

Based on the table above, the results of the paired sample t-test obtained a significance value (2-tailed) of 0.001. The significance value obtained is smaller than (0.001 <0.05). So, it can be concluded that there is a significant difference in the average PAI learning outcomes in the pretest and post-test values of the use of e-module teaching materials. The decision maker explains that if there is a difference in O1: pretest scores (before using e-module teaching materials) and O2: post-test scores (after using e-module teaching materials), where if O2 O1, then the use of e-module teaching materials has a positive effect on results learn students.

Based on the statistical analysis carried out, the results of the research will be presented. The results of the observations made at the time of the study showed that there was an effect after the application of the e-module teaching materials on the learning outcomes of PAI. this can be seen in the descriptive analysis and inferential analysis as follows:

Description of Students' PAI Learning Outcomes Before the Application of E-Module Teaching Materials

The results of the descriptive analysis of the research that was carried out before the use of e-module teaching materials with 30 students as respondents showpretest data analysis with an average value of 47.33. Mark the highest score obtained was 70 and the lowest score was 20. Based on the data obtained, it can be said that the learning outcomes of students in class IV SD Inpres Palompong before being taught using e-module teaching materials were in a low category. This is due to students' lack of

interest in reading in the textbooks that have been distributed and the way the teacher presents material to students that is not too varied or does not keep up with the times that all utilize technology which can make students less attractive in the learning process.

Deep Vaughan (Prihantana, Made Agus Suryadarma, I. Wayan Santyasa, dan I. Wayan Sukra Warpala, 2014) states that the use of interactive teaching materials with multimedia technology in the learning process can increase efficiency, and motivation, and facilitate active learning, experimental learning and is consistent with student-centered learning for better learning. This is also in line with Gilakjani's theory which states that multimedia technology is a dynamic learning resource, facilitating various student learning styles. Thus, to increase student learning outcomes, interactive teaching materials such as e-modules should be used in learning to increase student attention, interest, and learning performance.

Description of Students' PAI Learning Outcomes After Application of E-Module Teaching Materials

The results of the descriptive analysis of the research that was carried out after using the e- module teaching materials with 30 students as respondents and 10 multiple choice questions showed post-test data analysis with an average score of 74.33. The highest score obtained was 100 and the lowest score was 50. Based on the data obtained, it can be said that the participants' learning outcomes were classified as good and included in the high category. This is proven by the average value which has increased significantly and the results of student observations on their learning activities when using e-module teaching materials.

The results of this study are also in line with the results of research conducted by Wildawani Siregar and Adilah Wirdhani Lubis with the title "Use of E-Module Problem Based Learning (PBL) on Student Learning Outcomes in Material Colligative Properties of Solutions." This research explains that based on learning outcomes (post-test) given to students obtained a value of 82% which is in the good category which is defined above the KKM. Thus, it can be concluded that the use of Problem-Based Learning (PBL)-based learning e-modules on colligative properties of solutions can have a good influence on student learning outcomes.

Description of Differences in Students' PAI Learning Outcomes Before and After the Application of E-Module Teaching Materials

Based on the discussion above, it can be seen that the learning outcomes before and after the use of e-module teaching materials in class IV SD Inpres Palompong have differences, this can be seen in the average values before and after being given

treatment or e-module teaching materials. Of the 30 students, the average score before the e-module was implemented was 47.33 and after the e-module was implemented, it was 74.33. The results before (pretest) and after (post-test) applied the e-module teaching materials can be concluded that the hypothesis is accepted. From the paired sample t-test analysis, a significant value of 0.001 <0.05 was obtained, thus it can be concluded that there are differences in learning outcomes before and after the use of e-module teaching materials on PAI learning outcomes.

Based on the average value of learning outcomes before (the pretest) of 47.33 which is in the low category and the average learning outcomes after (the post-test) is 74.33 which is in the high category. This shows that the average learning outcomes have increased, so it can be concluded that the application of e-module teaching materials positively influences student learning outcomes. This is in line with research that has been conducted by: Eldha Inke Hadiana with the title "The Influence of Science Technology Society Method-Based Learning E-Module on Learning Outcomes of Class IV SD Muhammadiyah Pringsewu", explaining that the results of t-test calculations in this study tested data using SPSS V. 20 For Windows, a Sig value of <0.05 (5%) was obtained. On Sig. (2-tailed) obtained 0.000 < 0, 05, e-learning modules based on the science technology society method significantly influence student learning outcomes. Then the hypothesis is accepted. So, it can be concluded that there is an effect of applying the Science Technology Society-based e-module to the learning outcomes of fourth-grade students at Muhammadiyah Pringsewu Elementary School.

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