

Development of Fiqh E-Modules Based on Contextual Approach for Class X Students of Ma Muhammadiyah 2 Malang

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ABSTRACT

This study aims to develop a contextual approach-based Fiqh E-Module and test its effectiveness in improving student learning outcomes. The research uses the Research and Development (R&D) method which includes the stages of validation by material and media experts, module improvement based on validator suggestions, and implementation through trials using a Quasi Experimental design with Nonequivalent Control Group Design. The research sample consisted of 29 grade X students at MA Muhammadiyah 2 Malang, which were divided into experimental and control classes. The validation results showed that the module was considered very feasible with a percentage of 92% from the material aspect and 88% from the media aspect. The pilot test showed a significant increase in student learning outcomes in the experimental class, which used the E-Module, compared to the control class that followed learning without the module. The average post-test score of the experimental class was 93.29, much higher than the control class with an average of 48.35. The results of the user response questionnaire show that students are very enthusiastic and feel helped by the use of modules in the learning process. In conclusion, the developed E-Module effectively improves student learning outcomes and is suitable for use as learning media.

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INTRODUCTION

The development of the digital world requires many countries to continue to develop and innovate, especially in the world of education and it is no exception for the country of Indonesia. The digital demands in the world of education in question are innovation and creativity in the use of learning media as support in learning. (Munirotus Sa'adahm, et.al., 2020). In the learning process, the presence of media has an important meaning. The obscurity of the material or material conveyed in learning can be helped by presenting the media as an intermediary. Initially, the media only functioned as a tool in learning activities, namely in the form of a means that can provide visual experiences to students in order to motivate learning, clarify, and simplify complex and abstract concepts to be simpler, concrete, and easy to understand. (Wina Sanjaya, 2015)

In addition, the media also has a contribution in improving the quality and quality of learning. The presence of the media not only helps the teacher in delivering the teaching material, but even provides added value to learning activities (Muhammad Ali, 2019) but learning media will not be maximized if the teacher has not determined the basis for using the media in accordance with verification of problems in an institution. There are many theories that can support learning media to be of quality, one of which is the contextual approach or often known as Contextual Teaching

and Learning (CTL), this approach is a learning concept that is learned and presented with real conditions so that students better understand the concept and can relate it in their daily lives. (Hamruni, 2015)

Furthermore, Bern & Ericson state that learning with a contextual approach aims to improve higher order thinking skills, such as problem solving, critical thinking and decision making. Furthermore, this approach can train students in thinking creatively and critically in digging up information. According to Sardiman, the contextual approach applied in the learning process will encourage students to maximize the potential of the mind when connecting the knowledge learned with its application in real life. (Fahrurrozi, et.al., 2017) *Contextual learning the learning process is holistic, aims to make it easier for students to understand the meaning of the material taught and can relate it to the context of their daily lives (both individual, social and cultural), so that they have dynamic knowledge, and help understand meaning flexibly, especially constructing their own understanding of what is learned.* (M. Idrus Hasibuan, 2014) This is in line with constructivistic cognitive theory, which explains learning focuses on development, has social sustainability, and intellectual abilities, which encourage students to build their own knowledge (Hamruni, 2015)

Contextual learning is carried out centered on students (student centered) such as 1) providing opportunities for students to be able to learn according to their respective learning speeds and interests 2) developing the ability of students in the learning process, namely by examining their own knowledge from information sources on the internet 3) virtual learning tools are used to provide flexibility for students in finding quality learning resources so that they do not feel bored 4) developing soft skills such as creative thinking, critical thinking, and problem solving 5) collaboration and social interaction in developing potential as the main approach taken (Runisa. et. al., 2020)

In Contextual-based learning that faces the era of digitalization 5.0, the learning taught to students requires a strategy that is in accordance with educational goals such as making a smart, commendable and humane society. Then there are four mandatory competencies which include knowledge, skill, attitude, and value. Knowledge and skills are closely related to competencies while attitude and values are related to the character building of students. (Magoti Harun, et.al., 2020)

E-modules are one of the solutions in the era of society 5.0. Broadly speaking, E-Modules are one of the products of digital-based non-print teaching materials and media that can be used independently and are designed for use through computers, laptops, tablets, or smartphones. Explaining the use of E-Modules is in line with the development of the curriculum in Indonesia, which makes the learning process more student centered and can assist teachers in adding to the treasury of learning resources. (Nur Aisyah et al., 2021) E-Modules have advantages that include learning content that can be accessed digitally and read at any time, the time given is more flexible, and has a more attractive packaging. (Citra Kurniawan, et al., 2021) or example, students discuss, collaborate and learn in groups with each other in class or remotely through technology and are holistically oriented. This means that what is developed to students is comprehensive both from cognitive, social, and spiritual aspects. (Salma Huwaida Nisrina, et al., 2021)

The development of E-Modules encourages teachers to innovate more and change the learning style that usually uses the lecture method to learning that is more student-centered and there is feedback on the contextual problems faced.

This Fiqh E-Module development research was conducted at MA Muhammadiyah 2 Malang. This is based on the conditions found based on interviews with Mr. Budi, S.Ag. M.Pd., as the teacher of Fiqh material. Mr. Budi explained that related to Fiqh subjects at MA 2 Muhammadiyah, students do not have fixed textbooks owned by the school, modules, and learning methods based on electronic digital media in learning Fiqh, (Budi, 2024) so this causes disruption of the objectives of the fiqh learning outcomes. This can be proven from student learning outcomes, where 64% of students get scores below the average.

In addition, grade X MA Muhammadiyah students also explained that the handbook that has been a reference for the learning process is only owned by the teacher, so that the learning process only revolves around when entering the classroom, outside the classroom students do not have a

printed book of Fiqh learning. On the other hand, the implementation of teaching media digitization in learning can be said to be completely not optimal, this is not proportional to the demands of the times at this time. Because of some of the problems above, the concept of developing E-Modules that researchers try to offer is that researchers choose media that can be reached together and seen together without having to have one by one, namely presenting modules in electronic form using flipbook software. E-modules with several characteristics, can be developed more interestingly while still using applicable teaching materials in this case the MA Muhammadiyah 2 Malang school uses reference books from KEMENAG. In previous research on PAI or Fiqh material, there has been no contextual approach-based E-Module using flipbook software, several studies have used it on general material, researchers compiled it while still paying attention to media design theory.

One of the efforts that can be implemented with the aim of making the process and results of Fiqh learning more meaningful is the development of an E-module flipbook that is related to the lives of students or contextual learning (CTL). (Badiatun Nisail Fadilah, 2021) This is in line with 21st century skills because of the presence of digital technology to disrupt Fiqh learning to make it interesting and fun and can influence the contextual approach. (Okita Maya Asiyah, 2022) Therefore, when students apply contextual-based learning, it will be easier to understand an event or activity after getting information from the teacher. In addition, students will easily solve problems experienced in their lives based on technology and spiritual science knowledge from religious material, namely Fiqh material.

Based on the background above, the researcher concluded that the development of Fiqh E-Modules based on a contextual approach using flipbook media is one part of the needs of the school, especially the teacher of the material concerned. The development of modules based on a contextual approach with the aim of streamlining the teaching and learning process so that learning outcomes can be maximized and students are more motivated and active in participating in teaching and learning activities.

METHODS

The research model used in this study is the Research & Development method, which is a method used to develop a learning product and ensure its level of truth and effectiveness. (Sugiyono, 2017) Another meaning is an approach or method to find out the truth of a product and then develop it. (Sugiyono, 2015) The method used is the ADDIE method, namely (Analysis, Design, Development, Implementation, and Evaluation) The procedure in this study uses the ADDIE model development. The ADDIE model in designing instructional systems uses a systems approach. The essence of the system approach is to divide the learning planning process into several steps, to organize the steps into logical sequences. (A. Januszewski et.al., 2008)

There are several instruments that researchers used in conducting this research, namely interviews, questionnaires and tests. Researchers analyzed the results of questionnaires given to material and media experts to determine the validity level of the module. The data was calculated using the feasibility percentage formula, with the following qualifications: very feasible (81-100%), feasible (61-80%), quite feasible (41-60%), inappropriate (21-40%), and very inappropriate (0-20%). Data was obtained from a questionnaire filled out by experimental class students to find out the extent to which the module was attractive to users. The formula used is the same as the feasibility analysis, with the qualification of user response results from very interesting (81-100%) to very uninteresting (0-20%).

FINDINGS AND DISCUSSION

1. Material Expert Validation Results

The Fiqh E-Module that has been developed then enters the validation stage to ensure the quality contained in it before being tested directly in the classroom. The first validation concerns the material aspects of the module. The material expert validator chosen based on the qualifications that have been determined is Dr. Samsirin, M.Pd.I. Validation by material experts was carried out on Wednesday, March 20, 2024. The material developed in the module is based on the principles of the contextual approach by taking several themes of Wudhu, Prayer, Zakat

and Fasting. The E-Module is equipped with learning practice videos and evaluation of HOTS questions in the E-Module.

Validation conducted by material experts contains 4 aspects of assessment. First, the content eligibility aspect which contains 10 assessment indicators. In this aspect, the validator will assess the feasibility of the content of the material, the examples given in each material delivery, the conclusion and the final evaluation developed. Second, the language feasibility aspect which contains 5 indicators. The assessment in this second aspect focuses on language feasibility, key terms, sentence structure, and conformity with Indonesian language rules.

Third, the material presentation aspect which contains 3 indicators. In this aspect, the validator assesses the feasibility of the instructions for using the module, the overall presentation of the module (systematic and integrated), and the references used in writing the module. Fourth, the self-learning aspect which consists of 2 indicators. In this last aspect, the validator assesses the feasibility of the module in relation to the principles and characteristics of module writing. The validator's assessment of the four aspects can be seen in the table below.

Material Expert Validation Recap

No	Statement	Max Score (xi)	Validator Score (x)	Score per Aspect
Content Appropriateness Aspect				
1	Suitability of material with Basic Competencies (KD and Indicators)	5	5	46
2	Learning materials in each "learning activity" are covered completely	5	5	
3	Contextual approach-based material is described in a systematic order	5	5	
4	The material in the E-Module is easy for students to understand	5	5	
5	The material in the E-Module is developed in accordance with the principles of the contextual approach	5	4	
6	The material presented in the module is in accordance with the ability level of students	5	5	
7	Contextual examples given are aligned with the topic presented	5	3	
8	The conclusion given in each "Learning Activity" is clear	5	5	
9	Exercises in each "Learning Activity" can help students understand and maximize learning outcomes in the learning evaluation.	5	4	

10	Learning evaluation is in accordance with the material and learning objectives	5	5	
Aspects of Language Appropriateness				
11	The language used in explaining the material is easy for students to understand.	5	5	23
12	The keyword terms used are in accordance with the material presented	5	4	
13	The sentences used do not cause double meaning	5	4	
14	Conformity with good and correct Indonesian language rules	5	5	
15	The language used is in accordance with the level of development of students' thinking	5	5	
Presentation Aspect				
16	Instructions for using the module are clearly presented	5	4	13
17	The module is presented systematically and integrated	5	4	
18	The references used in writing the module are in accordance with the material discussed.	5	5	
Aspects of Self-Study				
19	Fiqh Amaliyah E-Modules are stand alone and self contained.	5	5	10
20	Fiqh Amaliyah E-Modules can help students learn independently	5	5	
Total Score		100	92	

2. Media Expert Validation Results

The Fiqh E-Module that has been developed is then validated by media experts to assess the feasibility of the design aspects in the module. The media expert validator chosen based on the qualifications that have been determined is Dr. H. Agus Budiman, M. Pd. Validation by media experts was carried out on Thursday, March 7, 2024. The Fiqh E-Module was developed and designed through Flipbook Maker for Education, which is one of the pro design platforms that can be accessed free of charge for educators under the Ministry of Education and Culture (Kemendikbud). Through this platform, the module that researchers developed can be synchronized with various news links, Youtube, and assessments.

The assessment conducted by media experts targets 4 aspects of assessment. First, the module size aspect which contains 2 indicators. In this aspect, the validator will assess the suitability of the module size and module margins. Second, the module cover design aspect which contains 4 indicators. The assessment in this second aspect includes the feasibility of illustrations, font types, color selection and proportion of font sizes used on the module cover. Third, the module content design aspect which contains 9 assessment indicators. In this aspect, the validator will assess the feasibility and harmony of design on each page, color combinations, letter variations, images, spaces between letters, spaces between lines, general appearance of the module, illustrations on the page, and neatness in the module content.

Fourth, the ease of use aspect which contains 5 assessment indicators. In this last aspect, the validator will assess the ease of module links, video links connected to book links and YouTube links for practice, quota spent to open the module, which is connected in the E-Module and the ease of operation of the E-Module when run on various software. This fourth aspect aims to ensure ease of access for students when the module is tested in the field. The results of the assessment conducted by media expert validators on the four aspects described above can be seen in the following table.

Media Expert Validation Recap

Media Expert Validation Recap				
No	Statement	Max Score (xi)	Validator Score (x)	Score per Aspect
Content Appropriateness Aspect				
1	E-Module size in accordance with ISO standards	5	5	10
2	The suitability of the page margin size on the E-Module with the material described	5	5	
Design Aspect of E-Module Cover				
3	E-Module cover illustration illustrates the content / teaching material	5	5	16
4	Font types used in the E-Module are easy to read	5	4	
5	The cover color chosen does not contrast with the text and images	5	3	
6	The proportion of the letter size of the title, sub title, and supporting text of the E-Module is appropriate	5	4	
Design Aspect of E-Module Content				
7	The harmony of the design used on each page of the E-Module	5	5	43
8	The combination of text color with the background on the E-Module does not contrast	5	4	
9	The use of letter variations is not excessive	5	5	
10	Image suitability with text message (material)	5	5	
11	Spacing between letters is normal	5	5	

12	Spacing between lines of arrangement in normal text	5	5	
13	The attractiveness of the appearance of E-Module Fiqh Amaliyah material Wudhu, Prayer and Zakat	5	4	
14	Selection of images and illustrations in the module page in accordance with what is described	5	5	
15	Simplicity (neat, organized and not mixed with unnecessary materials)	5	5	
Ease of Use Aspect				
1 6	E-Module link can be accessed easily	5	5	19
1 7	E-Modules do not consume a lot of internet quota	5	4	
1 8	Youtube videos on material themes that require practice are connected without problems	5	5	
1 9	Can be run on several devices such as cellphones, laptops and others (compatibility)	5	5	
Total Score		100	88	

In addition to providing an assessment of the four aspects above, the media expert validator also provided some input to improve the design that researchers developed in the module. Based on the suggestions and criticisms given by the validator, there are several parts that must be revised to improve the quality of the developed module.

3. Result Pre-Test and Post-Test

After going through the validation stage by experts and improvements based on the suggestions given, this development research will proceed to the implementation or trial stage. In the trial stage, this research will use a Quasi Experimental design with the form of Nonequivalent Control Group Design, which involves an experimental class and a control class. In this Quasi experiment, sampling is not done randomly or random sampling. The involvement of external parties, such as educational institutions, makes it difficult to randomize one class as a research sample. This is adjusted to the policies that apply in the Madrasah Aliyah involved, including observation time, trial schedule, and other factors.

The selected population consisted of all grade X students at MA Muhammadiyah 2 Malang. The sample for this pilot test was taken using purposive sampling technique, which is one type of nonprobability (non-random) sampling. Purposive sampling is a method of selecting samples based on certain considerations and objectives. Based on the basis of development research (RnD), the trial stage must be adjusted to the needs analysis stage. Given that the needs analysis of this research was carried out at MA Muhammadiyah 2 Malang, it includes trials conducted at the school, with samples taken from class X which were then divided into experimental and control groups. The experimental class consisted of 15 students, while the control class consisted of 14 students. The number of students used in this trial is in accordance with the opinion of Gay and Diehl who state that the minimum number of samples in experimental research is 15 people. This opinion is also supported by McMillan and Schumacher. In addition, Roscoe argues that the minimum sample size for experimental design is 10 people.

Both experimental and control classes will be given a pre-test before learning and a post-test after completion of learning activities to measure their learning abilities. The difference lies

in the treatment given. Learning in the experimental class uses E-Modules that have been developed and managed directly by the researcher. Meanwhile, the control class followed normal learning without the development module, which was taught by the Fiqh material teacher of MA Muhammadiyah 2 Malang. The pre-test and post-test results of students in these two classes will be compared to evaluate the achievement of the development objectives.

There was a difference in scores between the experimental class and the control class based on the results of the pre-test and post-test they did. The experimental class showed a significant average increase. The following is a table of pre-test and post-test results of the experimental class (class X students of MA Muhammadiyah 2 Malang) consisting of 15 students.

Table Value Pre-Test and Post-Test Class Eksperimen

No	Name	Value	
		Pre-Test	Post-Test
1	Dini Laras	52	100
2	Naufal As'ad	34	95
3	Dihya Royhan	49	88
4	Ilham Syauqi Imran	43	89
5	Muhammad Akmal	55	91
6	Azzam	51	90
7	M. Roihan Amin	36	100
8	Abim Dwinanda	42	96
9	M. Renal Novendra	50	95
10	Muhammad Isa Dawud Safaruddin	43	88
11	Oyong Margi Andila	41	90
12	Salwa Aulia Lathifa Akbar	46	100
13	Damian Zaky Handriyanto	34	84
14	Erra Sanchez Zaneta	52	100
15	M. Alhaedar	49	90
Amount		677	1396
Average		44,86	93,29

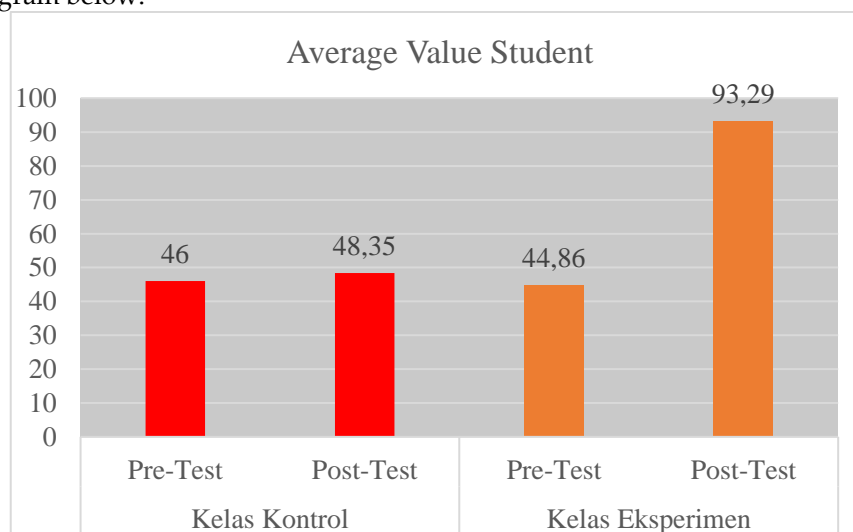
The improvement achieved by the control class students was low after going through the normal learning process and working on HOTS type questions and questions using a contextual approach. The following is a table of pre-test and post-test results from the control class (class X MA Muhammadiyah 2 Malang) consisting of 14 students.

Table Value Pre-Test and Post-Test Class Control

No	Name	Value	
		Pre-Test	Post-Test
1	Azmi Firdaus	44	44
2	Alysa Putri Amelia	46	45
3	Grace Aghnia Ilmi	43	50
4	Dharma Prasetya	56	58
5	Muhammad Imam Muslih	55	57
6	Muhammad Maulana Yusuf	41	44
7	Fajar Gunawan	44	45
8	Satria Raifan	55	56
9	Lubna Farhanah	51	55
10	Muhammad Arazaki Mannan	43	47
11	Firhat Akhzan	41	44

12	Aldyno Virga Yuwono	46	48
13	Muhammad Alfino Fatoni	39	41
14	Subliansyah	40	43
Amount		644	677
Average		46	48,35

Based on the data in the table, it can be seen that the pre-test results for the experimental and control classes are not much different, with an average of 44.86 and 46.00 respectively. However, significant differences appeared in the post-test results. The experimental class obtained an average post-test of 93.29, while the control class obtained 48.35. A comparison of the average pre-test and post-test scores between the experimental and control classes can be seen in the histogram below.



4. User Response Questionnaire

The student response questionnaire aims to evaluate the attractiveness of the Fiqh E-Module developed using the contextual approach. This questionnaire was distributed to students in the experimental class after they underwent the learning process using the module. Completion of the questionnaire by experimental class students was carried out on Saturday, March 9, 2024, after the implementation of the post-test. This questionnaire contains various statements that are in accordance with the learning experience of students using the E-Module. The purpose of this questionnaire is to get user feedback during the trial. The assessment given by students will be a feedback for researchers in assessing the module that has been made. Through this questionnaire, researchers can evaluate various aspects of the module, so as to identify its strengths and weaknesses to make improvements if needed.

The questionnaire includes 5 aspects of assessment. First, the general aspect of the module content with 5 statement indicators. This aspect includes statements regarding the level of enthusiasm, interest, difficulty, the ability of the module to support independent learning, as well as the level of student satisfaction when using the module developed by the researcher. Second, the language aspect used in the module with 2 statement indicators. This aspect assesses whether there are difficult or double-meaning words and the clarity of the language used in explaining the material in the module.

Third, the display aspect of the module includes three assessment indicators. This aspect assesses the readability of the module, presentation, and supporting images displayed in the module. Fourth, the material aspect with five assessment indicators. This aspect assesses the relevance of the material to the contextual approach in improving students' ability to understand and practice the material in learning activities. Fifth, the exercise and evaluation aspect with four assessment indicators. This aspect assesses the various forms of assignments given in the module.

The following is the form of assessment given by students in this user response questionnaire, consisting of 4 criteria. First, SS (Strongly Agree) with a value of 4 if the student strongly agrees with the statement given. Second, S (Agree) with a value of 3 if the student agrees with the statement. Third, TS (Disagree) with a value of 2 if the student disagrees with the statement. Fourth, STS (Strongly Disagree) with a value of 1 if the student strongly disagrees with the statement given.

Students are given the freedom to choose the appropriate assessment criteria based on their experience when trying the Fiqh learning E-Module. The results of the assessment from students in the experimental class on the user response questionnaire are presented in a table containing 19 statements covering the 5 aspects previously described.

5. Material Expert Validation Data Analysis

Based on the assessment given by the material expert validator on the contextual approach-based Fiqh E-Module for the theme of Wudhu, Prayers, Fasting and Zakat that has been developed by researchers (see table 4.1), the feasibility of the module can be analyzed using the following formula:

$$\text{Percentage} = \frac{\sum x (\text{jumlah skor validator})}{\sum xi (\text{jumlah skor maksimal})} \times 100 \%$$

Then, the overall percentage value of the material aspects given by the validator based on the formula above is as follows:

$$\text{Percentage} = \frac{92}{100} \times 100 \% = 92$$

S Overall, the contextual approach-based Fiqh E-Module is considered very feasible in terms of material with a feasibility percentage of 92%. Therefore, this module can be continued to the implementation or field trial stage without the need for revision. This conclusion is supported by the assessment of the material expert validator at the end of the validation questionnaire which states that the module is very feasible to be tested. The interpretation of the data in table 4.1 regarding the assessment components per aspect is as follows:

Content Appropriateness Aspect

Percentage = $46/50 \times 100\% = 92\%$ (Very decent qualification)

Language Feasibility Aspect

Percentage = $23/25 \times 100\% = 92\%$ (Very decent qualification)

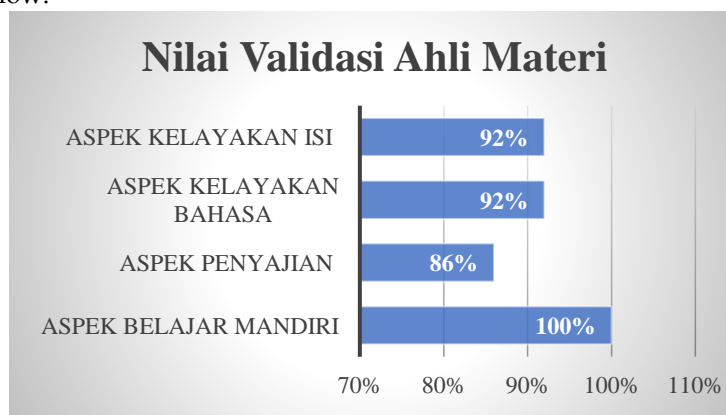
Presentation Aspect

Percentage = $13/15 \times 100\% = 86.7\%$ (Very decent qualification)

Self-learning Aspect

Percentage = $10/10 \times 100\% = 100\%$ (Very feasible qualification)

The details of the validation assessment per aspect above can be seen in the histogram image below.



Based on the percentages above, it can be concluded that the self-learning aspect received the highest assessment, followed by the content feasibility aspect, the language feasibility aspect, and the lowest was the presentation feasibility aspect. Although overall the module is considered very feasible to be tested, there are some notes from validators that need to be corrected (see previous data). These suggestions from the validators are important to consider in an effort to

improve and refine the developed module. After further consideration, the input or notes for improvement focused on two aspects, namely language aspects and presentation aspects with the following details:

- a. Language Aspect Improvement Notes
- b. Presentation Aspect Improvement Notes

6. Media Expert Validation Data Analysis

Based on the assessment given by the material expert validator on the contextual approach-based Al-Qur'an Hadith Module for the theme of Wudhu, Prayers, Fasting and Zakat that has been developed by researchers (see table 4.1), the feasibility of the module can be analyzed using the following formula:

$$\text{Percentage} = \frac{\sum x (\text{jumlah skor validator})}{\sum xi (\text{jumlah skor maksimal})} \times 100 \%$$

Then, the overall percentage value of the media aspects given by the validator based on the formula above is as follows:

$$\text{Percentage} = \frac{88}{100} \times 100 \% = 88 \%$$

Overall, the contextual approach-based Fiqh E-Module is considered very feasible in terms of material with a feasibility percentage of 88%. Therefore, this module can be continued to the implementation or field trial stage after revision. This conclusion is supported by the assessment of the material expert validator at the end of the validation questionnaire which states that the module is very feasible to be tested. The interpretation of the data in table 4.1 regarding the assessment components per aspect is as follows:

Module Size Aspect

Percentage = $10/10 \times 100\% = 100\%$ (qualification is very feasible)

Module Cover Design Aspect

Percentage = $16/20 \times 100\% = 80\%$ (decent qualification)

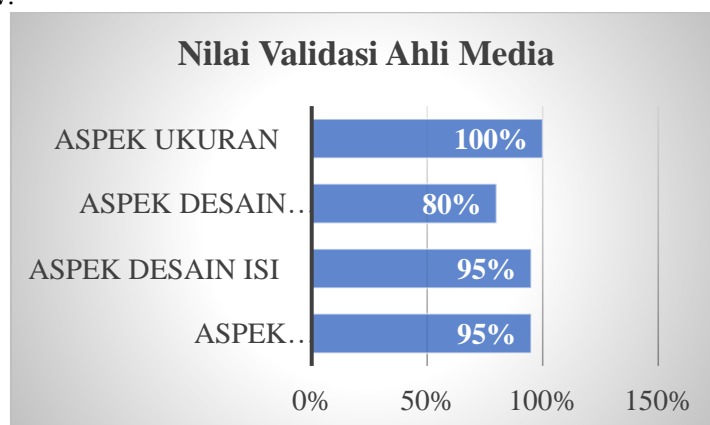
Module Content Design Aspect

Percentage = $43/45 \times 100\% = 95\%$ (very feasible qualification)

Ease of Use Aspect

Percentage = $19/20 \times 100\% = 95\%$ (very feasible qualification)

The details of the validation assessment per aspect above can be seen in the histogram image below.



Based on the percentage results above, it can be concluded that the highest assessment is in the user-friendliness aspect, followed by the content design aspect, module size, and finally the module cover design aspect. Overall, this module is feasible to use but needs to be revised before proceeding to the trial stage. These revisions are based on notes and suggestions from the media expert validators, and will cover three aspects (in addition to the user-friendliness aspect) with the following details:

- a. Aspect Revision
- b. Aspect Revision
- c. Aspect Revision

7. Analysis of Pre-Test and Post-Test Results

No	Value Pretest	Value Posttest
1.	60	80
2.	55	75
3.	70	85
4.	65	78
5.	58	82
6.	62	79
7.	75	90
8.	50	70
9.	68	88
10.	72	86
11.	66	80
12.	61	77
13.	57	73
14.	74	89
15.	69	84
Average	64,13	81,07

The results showed that the use of learning modules in class X Muhammadiyah 2 Malang had a significant impact on improving student understanding. Data obtained from the pre-test recorded an average student score of 64.13, with the lowest score of 50 and the highest score of 75. After the implementation of the module, a post-test was conducted and the results showed a striking improvement, where the average student score increased to 81.07, with the lowest score of 70 and the highest score of 90. This average increase of 17 points indicates that the implemented module has succeeded in improving learning effectiveness.

Further analysis was conducted to evaluate the effectiveness of using the learning module in the context of improving student learning outcomes. In this analysis, data was categorized based on the change in scores from pre-test to post-test. Out of a total of 15 students, 83% experienced a significant increase in grades, indicating that they were able to understand the material better after the use of the module. For example, some students showed considerable improvement, with the difference in post-test and pre-test scores reaching more than 17 points.

On the other hand, another 17% of students maintained the same score, indicating that although they did not improve, they at least managed to maintain their existing understanding. This may be due to a variety of factors, including differences in learning styles, individual motivation, or initial understanding of the material.

This analysis confirms that although some students did not improve, the majority showed substantial progress, reflecting that the implemented learning module had a positive contribution to the teaching and learning process in the classroom. Therefore, it can be concluded that the use of learning modules in class X Muhammadiyah 2 Malang is effective in improving student learning outcomes.

8. Analysis of User Response Questionnaire (Students)

Experimental class students (XI MIPA) who have received learning using the Al-Qur'an Hadith Module Based on the Contextual Approach are then asked to fill out a user response questionnaire. This questionnaire is given to assess the level of attractiveness of the E-Module for its users. Based on the assessment given by the experimental class students (see Table) the level of attractiveness of the module can be calculated by the following formula:

$$\text{Percentage} = \frac{\sum x (\text{jumlah skor validator})}{\sum xi (\text{jumlah skor maksimal})} \times 100 \%$$

Then, the level of attractiveness of the E-Module given by E-Module users (students) is as follows:

$$\text{Percentage} = \frac{1014}{1140} \times 100 \% = 88,95 \%$$

The results of the above calculations show that the level of attractiveness of the Fiqh E-Module based on the Contextual Approach according to the assessment of all experimental class students is 88.95% which is included in the very interesting category. The assessment is done by choosing the statement that best suits each student. There are 4 assessment options that students can give to statements, namely SS (Strongly Agree, score 4), S (Agree, score 3), TS (Disagree, score 2), and STS (Strongly Disagree, score 1). The details of the assessment for each aspect can be described as follows:

a. General Module Content Aspects

$$\text{Percentage} = \frac{260}{300} \times 100 \% = 86,66 \%$$

Overall, the content aspect of the module generally obtained a percentage of 86.66% with very interesting qualifications. This aspect contains 5 indicators with the following statements:

1. The statement that the module increases students' enthusiasm for learning obtained 53 scores out of a maximum total of 60 scores (88.3%). A total of 46.67% (7 people) agreed and 53.33% (8 people) strongly agreed.
2. The statement that the module can increase interest in learning Fiqh obtained 52 scores out of a maximum total of 60 scores (86.67%). A total of 53.33% (8 people) agreed and 46.67% (7 people) strongly agreed.
3. The statement that students have no difficulty in operating the module obtained 50 scores out of a maximum total of 60 scores (83.33%). 66.67% (10 people) agreed and 33.33% (5 people) strongly agreed.
4. The statement that the module helps students learn independently obtained 52 scores out of a maximum total of 60 (86.67%). A total of 53.33% (8 people) agreed and 46.67% (7 people) strongly agreed.
5. The statement that students feel happy when learning using modules obtained 53 scores out of a maximum total of 60 scores (88.33%). A total of 46.67% (7 people) agreed, 53.33% (8 people) strongly agreed.

b. Language Aspect

$$\text{Percentage} = \frac{111}{120} \times 100 \% = 93 \%$$

Overall, the language aspect of the module obtained a percentage of 93% with very interesting qualifications. This aspect contains 2 statement indicators with the following details:

- 1) The statement regarding students not finding words or terms with multiple meanings in the module obtained a score of 56 out of a maximum total of 60 scores (93.33%). A total of 26.67% (4 students) agreed, and 73.33% (11 students) strongly agreed.
- 2) The statement that the language used to explain the material can be understood well received a score of 55 out of a maximum total of 60 scores (91.67%). A total of 33.33% (5 people) agreed, and 66.67% (10 people) strongly agreed.

c. Display Aspect

$$\text{Percentage} = \frac{161}{180} \times 100 \% = 89,44 \%$$

Overall, the display aspect of the module obtained a percentage of 89.44% with very attractive qualifications. This aspect contains 3 assessments as follows:

- 1) The statement that the font type and size can be read clearly received a score of 56 out of a maximum total of 60 scores (93.33%). A total of 26.67% (4 people) agreed, and 73.33% (11 people) strongly agreed.
- 2) The statement that the module presentation is not boring received a score of 53 out of a maximum total of 60 scores (88.3%). A total of 46.67% (7 people) agreed, 53.33% (8 people) strongly agreed.
- 3) The statement that the supporting images in the module increase students' interest in the material obtained a score of 52 out of a maximum total of 60 scores (86.67%). A total of 53.33% (8 people) agreed, and 46.67% (7 people) strongly agreed.

d. Material Aspect

$$\text{Percentage} = \frac{272}{300} \times 100 \% = 90,67\%$$

Overall, the material aspect in the module was given a percentage of 90.67% with the qualification as very interesting. This aspect includes 5 statement indicators with the following details:

1. The statement that Fiqh material with a contextual approach using E-Modules helps students practice the theme of the material in everyday life properly and systematically obtained a score of 56 out of a maximum total of 60 scores (93.33%). A total of 26.67% (4 people) agreed and 73.33% (11 people) strongly agreed.
2. The statement that the module material with a contextual approach makes students more active in the learning process received a score of 55 out of a maximum total of 60 scores (91.67%). A total of 6.67% (1 person) disagreed, 20% (3 people) agreed and 73.33% (11 people) strongly agreed.
3. The statement that the use of modules helps students draw conclusions in learning activities received a score of 55 out of a maximum total of 60 scores (91.67%). A total of 33.33% (5 people) agreed and 66.67% (10 people) strongly agreed.
4. The statement that learning activities using E-Modules help students in improving the quality of student understanding obtained a score of 52 out of a maximum total of 60 scores (86.67%). A total of 6.67% (1 person) disagreed, 40% (6 people) agreed and 53.33% (8 people) strongly agreed.
5. The statement that the examples in the module help students in practicing directly in everyday life received a score of 53 out of a maximum total of 60 scores (88.3%). A total of 46.67% (7 people) agreed, and 53.33% (8 people) said strongly agreed.

e. Exercise and Evaluation Aspect

$$\text{Persentase} = \frac{211}{240} \times 100 \% = 87,92\%$$

Overall, the display aspect of the module received a percentage of 87.92% with very attractive qualifications. This aspect includes 4 assessments with the following details:

1. The statement that the exercises in each "Learning Activity" help students understand the material taught gradually obtained a score of 55 out of a maximum total of 60 scores (91.67%). A total of 33.33% (5 people) agreed, and 66.67% (10 people) said they strongly agreed.
2. The statement that group discussions in "Learning Activities" train students to express their opinions in the learning process obtained a score of 49 out of a maximum total of 60 scores (81.67%). A total of 73.33% (11 people) agreed, and 26.67% (4 people) said they strongly agreed.
3. The statement that the final evaluation questions (post-test) given can be understood by students well obtained a score of 55 out of a maximum total of 60 scores (91.67%). A total of 33.33% (5 people) agreed, and 66.67% (10 people) strongly agreed.
4. The statement that the evaluation questions given were in accordance with the material explained obtained a score of 52 out of a maximum total of 60 scores (86.67%). A total of 53.33% (8 people) agreed, and 47% (7 people) strongly agreed.

Thus, in general, the data analysis above shows that the use of the contextual approach-based Fiqh E-Module developed with Flipbook Maker received positive feedback from experimental class students. This can be seen from the average of each aspect which obtained a percentage above 80% with very interesting qualifications. Some students also commented in the "Critics and Suggestions" column on the questionnaire, stating that they were happy with the learning that was different from usual and felt more excited in learning. In addition, there were 2 students who stated that they would prefer if the module was given in printed form. One of the reasons is the limitations or quota constraints they have. Nevertheless, they remained enthusiastic in the process of learning activities.

CONCLUSION

The result of this development research is “Contextual Approach-Based Islamic Education E-Module aimed at improving learning effectiveness for grade X students at MA Muhammadiyah 2 Malang. This module focuses on Fiqh material, especially the chapter of ablution, prayer, zakat and fasting. The product development process involves analyzing two main aspects, namely design and material/content. The module is produced through a thorough analysis of both aspects, which includes an in-depth description of the visual design and structure of the material. This module was created using Flipbook Maker by paying attention to various aspects, such as size (A4: 21 cm x 29.9 cm), appropriate page margins, use of proportional fonts, selection of background colors, relevant illustrative images, and variations that match the material and student characteristics. In addition, this module also incorporates examples from various credible news sources on the website and Youtube to ensure diversity and attractiveness as effective teaching materials.

The results of the PAI E-module development showed that the average N-Gain score of the experimental class was 67.65% or 67.6%, including in the moderately effective category. The minimum N-Gain score in the experimental class was 0%, while the maximum score was 100%. On the other hand, the average N-Gain score of the control class was 37.94% or 37.9%, which is included in the ineffective category. The minimum N-Gain score in the control class was 0%, while the maximum score was 78.57% or 78.5%. The use of Fiqh E-Modules developed by researchers proved to be quite effective in improving the learning outcomes of Fiqh material for grade X students at MA Muhammadiyah 2 Malang. On the other hand, the use of LKS or other books is not effective in improving the quality of Fiqh learning outcomes. (subliansyah)

The Fiqh module that has been developed and tested at MA Muhammadiyah 2 Malang has a number of advantages and disadvantages. Some of the advantages of the module include:

- a. E-Modules are designed with students' intellectual development in mind, and the materials included aim to optimize their intellectual potential.
- b. Learning with E-Modules can encourage students to be more active because the principle of the contextual approach applied in E-Modules emphasizes direct student involvement in discovering material, finding material connections to real life and its application in everyday life.
- c. Providing unique learning experiences to students, especially in rural or regional schools, can increase interest in learning. This is evidenced by the positive response from students (88.95%) who have used the module.
- d. Learning using E-Modules has high flexibility and access, including using E-Modules anytime and anywhere.
- e. In addition to having a number of advantages, the Contextual-Based Fiqh E-Module also shows some shortcomings as follows:

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