



Improving Student Learning Outcomes Through Hindu Interactive E-Modules

I Ketut Septiyan Kurniawan^{1*}, Alexander Hamonangan Simamora³ 

^{1,2,3} Program Studi Teknologi Pendidikan, Universitas Pendidikan Ganesha, Singaraja, Indonesia

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ABSTRAK

Rendahnya hasil pembelajaran peserta didik pada pembelajaran agama hindu disebabkan karena kurangnya penggunaan media pembelajaran yang interaktif dan menarik bagi peserta didik. Adapun tujuan dari penelitian ini yakni untuk mendeskripsikan rancang bangun dan kualitas hasil validitas E-Modul Interaktif Agama. Penelitian ini tergolong kedalam jenis penelitian pengembangan yang dikembangkan menggunakan model 4-D dengan tahapan pendefinisian, perancangan, pengembangan, dan penyebaran. Subjek yang terlibat dalam penelitian ini yakni 1 ahli isi bidang studi, 1 ahli desain pembelajaran, 1 ahli media pembelajaran, 3 siswa untuk uji coba perorangan, dan 9 siswa untuk uji coba kelompok kecil. Pengumpulan data dilakukan menggunakan metode wawancara, pencatatan dokumen, dan kuesioner dengan instrumen penelitian berupa instrumen ahli isi mata pelajaran, ahli desain, ahli media pelajaran dan uji coba perorangan. Analisis data yang digunakan adalah teknik analisis deskriptif kualitatif. Hasil analisis penelitian menunjukkan bahwa E-Modul Interaktif Agama Hindu dinyatakan valid dengan hasil review ahli isi mata pelajaran menunjukkan E-Modul Interaktif Agama Hindu berpredikat sangat baik (100%). Hasil review ahli media pembelajaran E-Modul Interaktif menunjukkan produk berpredikat baik (87%). Hasil review ahli desain pembelajaran menunjukkan E-Modul Interaktif Agama Hindu berpredikat cukup (68%). Hasil uji perorangan menunjukkan E-Modul Interaktif berpredikat sangat baik (92,3%). Hasil uji kelompok kecil menunjukkan E-Modul berpredikat sangat baik (93,58%). Ini berarti bahwa E-Modul Interaktif dalam mata pelajaran Agama Hindu terbukti memiliki kualitas yang baik dan layak digunakan dalam proses pembelajaran Agama Hindu.

ABSTRAK

The low learning outcomes of students learning Hinduism are due to the need for more interactive and interesting learning media for students. This study aims to describe the design and quality of the results of the validity of the Religious Interactive E-Module. This research belongs to the development research developed using a 4-D model with the stages of defining, designing, developing, and deploying. The subjects involved in this study were one subject matter expert, one instructional design expert, one instructional media expert, three students for individual trials, and nine students for small group trials. Data was collected using interviews, document recordings, and questionnaires with research instruments in the form of subject content expert instruments, design experts, instructional media experts, and individual trials. The data analysis used is a qualitative descriptive analysis technique. The results of the research analysis showed that the Interactive Hindu Religion E-Module was declared valid, with the results of a review by subject content experts indicating that the Hindu Religion Interactive E-Module had a very good rating (100%). The results of the expert review of the Interactive E-Module learning media show that the product has a good rating (87%). The review results by the learning design experts showed that the Interactive E-Module of Hindu Religion had an adequate rating (68%). Individual test results show that the Interactive E-Module has a good rating (92.3%). The results of the small group test showed that the E-Module had a very good rating (93.58%). It means that the Interactive E-Module in Hinduism is proven to be of good quality and is suitable for use in the learning process of Hinduism.

*Corresponding author.

E-mail addresses: septiyankurniawan07@gmail.com (I Ketut Septiyan Kurniawan)

1. INTRODUCTION

Education is the most important part of human life and is the main aspect of creating quality human resources, so the better the quality of education in a country, the better the quality of human resources (Pane & Dasopang, 2017; Sujana, 2019). Education in Indonesia is carried out by developing students' cognitive abilities and spiritual attitudes as followers of religion through religious learning (Arimbawa et al., 2019; Mahayoni, 2020). The Indonesian government consistently stipulates that religious education is one of the compulsory subjects that must be given from elementary school to tertiary institutions. The development of religious education at the higher education level refers to national education standards to achieve national education goals (Astawa, 2021; Lilik & Mertayasa, 2019). The national education standards are also the basis for implementing Hindu religious education in higher education. Dharma or religious education aims to foster a prosperous and happy life or be physically and mentally happy (Agustini, 2020; Pitriani et al., 2021; Tegeh et al., 2019). So that Hindu religious education is not enough to only be studied as knowledge or understanding, but must be practiced by every student so that students can truly reflect a life full of peace and tranquility which is based on and inspired by religious teachings (Handayani & Suardipa, 2021; Kusumawati & Prima, 2019). In its implementation, students are required to always behave and act by religious teachings and have a noble character, attitude, and character as well as a noble personality which is reflected in their lives, both in the life of society, nation, and state (Adnyana & Prima, 2019; Marsini, 2021).

The reality shows that students' learning outcomes for religion are still relatively low. It aligns with the observations and interviews conducted in fifth grade at SD N 3 Kampung Baru. The observations and interviews showed that the fifth-grade students, totaling 29 people, still needed to meet the set minimum completeness criteria of 75. It was found that the pure average still needed improvement, 75. Internal and external factors from the students themselves caused this. Furthermore, the fifth-grade homeroom teacher revealed a gap between expectations and reality in Hinduism subjects, especially in student learning outcomes as a reference and implementation of the learning process. Some of the problems that cause the low quality of the learning process for fifth-grade Hinduism as research subjects are learning resources based only on textbooks provided by the government, limited interesting learning media in Hinduism lessons, and students tend to be lazy to study. Of the three problems, the second point is the problem that stands out. The lack of use of instructional media in schools tends to make the learning process ineffective, resulting in low learning outcomes. If left continuously, this will certainly impact not achieving the learning objectives of Hinduism.

Efforts can be made to overcome these problems by implementing learning media that suit the needs of students. Learning media is a necessity that cannot be avoided in the context of the success of student learning programs so that the expected changes in behavior can be achieved (Azizah et al., 2022; Maharcika et al., 2021). Consequently, teachers must have a role in choosing the right media and selecting based on the correct techniques and steps. One learning media that can support the learning process of Hinduism is learning modules (Cahayningrum et al., 2017; Fisnani et al., 2020; Ula & Fadila, 2018). The module is a medium for independent learning because it has instructions for learning without assistance (Irawati & Setyadi, 2021; Priantini et al., 2021). Module readers can carry out learning activities without the direct presence of the teacher. The learning modules are systematically designed to help students achieve learning goals. They are arranged in a language students can easily understand according to their knowledge and age to learn independently (Artiniasih et al., 2019; Masruroh & Agustina, 2021).

Learning modules are currently presented in printed and electronic forms, often called e-modules. E-module is part of electronic-based e-learning, whose learning utilizes information and communication technology, especially electronic devices (Dwiqi et al., 2020; Yasa et al., 2018). The operation of the e-module does not only use internet access but can be accessed without an internet connection (offline) via a computer. E-modules arranged in electronic form can save the use of writing instruments such as paper to help reduce paper waste indirectly (Puspitasari et al., 2020; Santosa et al., 2017). E-modules can be compiled with multimedia applications because they can combine various media (file formats) in the form of text, images, graphics, music, animation, video, and interactions into digital files (computerized) and are used to convey messages to users (Qoridatullah et al., 2021; Rasyid & Partana, 2021). Multimedia applications can produce learning media that are more interesting and more interactive. In addition, the amount of teaching time can be reduced, and students can carry out the learning process anywhere and anytime independently with e-modules (Armansyah et al., 2019; Herawati & Muhtadi, 2018). Several previous studies have revealed that e-module media with a contextual approach to science subjects are very feasible and interesting criteria for use in learning (Widiastuti, 2021). The results of other studies reveal that using interactive e-modules can increase learning motivation, scientific literacy, learning outcomes, independence, and students' critical thinking skills (Wulandari et al., 2021). Further research revealed that the Interactive E-module assisted by the anyflip

application on circle material was effectively used as a learning medium during online learning (Haeriyah & Pujiastuti, 2022). Based on some of the results of these studies, an e-module is a feasible medium to be developed and taught to students. In previous studies, no studies specifically discussed increasing student learning outcomes through interactive Hindu Religion e-modules. So this research is focused on this study to describe the design and quality of the results of the validity of Hindu Religion Interactive E-Module media products.

2. METHOD

This research belongs to the development research type developed using a 4-D model. The 4-D development model consists of defining, designing, developing, and disseminating stages or adapted to the 4-P model, defining, designing, developing, and deploying. The application of the main steps in research is following the original version and adapting to the subject's characteristics and the examinee's place of origin. An overview of the development stages using the 4-D model can be seen in Figure 1.

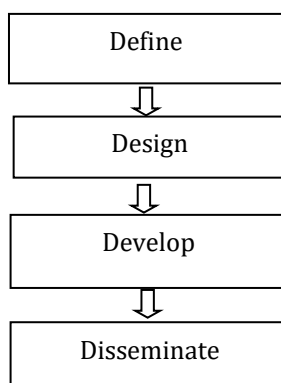


Figure 1. Stages of the 4-D Development Model

The first development stage, the define stage, is carried out to determine and define the learning requirements. This defined stage includes five main steps: front-end analysis, learner analysis, task analysis, concept analysis, and formulation of learning objectives (specifying instructional objectives). The second stage of design aims to design learning devices. Four steps must be taken at this stage, preparation of test standards (criterion-test construction), selection of media (media selection) that is by the characteristics of the material and learning objectives, selection of formats (format selection), examining existing teaching material formats and determining the format of teaching materials to be developed, making an initial design according to the selected format. The third stage of development is producing product development which is carried out through expert appraisal followed by revision and developmental testing. This development stage aims to produce the final form of the learning device after going through revisions based on input from experts/practitioners and data from the trial results. The fourth stage is the dissemination stage which is carried out to promote the development product so that it can be accepted by users, individuals, a group, or a system. The subjects involved in this study were one subject matter expert, one instructional design expert, one instructional media expert, three students for individual trials, and nine students for small group trials. Data collection was carried out using interviews and questionnaires. The interview method was conducted to determine the school's needs for the learning media being developed. In contrast, the questionnaire/questionnaire collected review data from field content experts, instructional design experts, instructional media experts, individual trials, small group trials, and field trials. The instruments used in this study were subject matter expert instruments, design experts, instructional media experts, and individual trials, which can be seen in Tables 1,2,3 and 4.

Table 1. Subject Content Expert Instruments

No.	Aspect	Indicator	Item Number	Total Item
1	Consistency	Systematic e-module	1	1
2	cover design	Image Conformity	2	3
		Use of Fonts, Colors, Spacing, and Font Size	3	
		Object setting precision	4	

No.	Aspect	Indicator	Item Number	Total Item
3	Text message design	Appropriate type, color, spacing, and font size	5,6	8
		Text rendering accuracy	7,8,9,10	
		Clarity of instructions for use	11	
		Background color compatibility	12	
4	Picture message design	Image fit	13,14	8
		Pictures can motivate image clarity	15	
		video suitability	16, 17, 18, 19, 20	
5	Video message design	video clarity	21	3
		video clarity	22, 23	
6	E-Module Organization	Use of E-Modules	24, 25, 26	3
7	Back cover	Synopsis	27	3
		Image fit	28	
		Developer identity	29	
Total				29

Table 2. Learning Design Instruments

No	Aspect	Indicator	Item Number	Total Item
1	E-Module cover	Design attractiveness	1	4
		Title clarity	2	
		Interesting letters	3	
		Color attractiveness	4	
2	Page	View attractiveness	5	6
		Where are the letters	6	
		Use of color	7, 8	
		Use of e-modules	9, 10	
3	Introduction	Clarity of purpose	11	4
		language use	12, 13	
		Clarity of description	14	
4	Learning	Material clarity	15, 16, 17	7
		language use	18	
		image clarity	19, 20	
		Summary determination	21	
5	Evaluation	test suitability	22, 23, 24, 25, 26	6
		language use	27	
6	Back Cover	Synopsis	28	3
		Image fit	29	
		Developer identity	30	
Total				30

Table 3. Learning Media Instruments

No	Aspect	Indicator	Item Number	Total Item
1	Introduction	Title Description	1	5
		Precondition	2	
		Competence	3	
		Learning objectives	4	
		Instructions for using the E-Module	5	
2	Learning	Short description	6	4
		Learning objectives	7	
		Concept maps	8	
		Material description	9	
3	Evaluation	Test	10	3
		Summary	11	
		References	12	
Total				12

Table 4. Individual and Small-Group Trial Instruments

No.	Aspect	Indicator	Item Number	Total Number
1	Purpose/Competencies	Formulation of learning objectives	1, 2	4
		Clarity of basic competency formulation	3	
2	Characteristics of Students	Clarity of indicator formulation	4	4
		Presentation of material	5	
		Sentence use	6	
		Appropriate use of language	7	
3	Method	e-module compatibility	8	7
		Determination of learning strategies	9	
		Serving system	10, 11	
4	Evaluation	Presentation of e-modules	12, 13, 14, 15	3
		test suitability	16, 17	
		Question determination	18	
Total				18

The data obtained in the study were then analyzed using qualitative descriptive analysis techniques and quantitative descriptive analysis methods. The descriptive analysis method analyzes or processes data by systematically compiling it in sentences/words and categories regarding objects to obtain a general conclusion. This method is used in processing data in the form of input, criticism, and suggestions in questionnaires used in revising interactive learning multimedia products from the results of subject content expert trials, instructional design expert tests, instructional media expert tests, individual test subjects, and small group trial subjects. At the same time, the quantitative descriptive data analysis method is a way of processing data that is carried out by systematically compiling numbers and percentages regarding an object studied so that general conclusions are obtained. The results of the percentage analysis are then converted into a table of the level of attainment on a scale of 5, as shown in Table 5.

Table 5. Conversion of Achievement Level Scale 5

Achievement Level (%)	Qualification	Description
90-100	Very good	No need to revise
75-89	Good	Slightly revised
65-79	Enough	Adequately revised
55-64	Not enough	Many things were revised
1-54	Less	Repeated product creation

3. RESULT AND DISCUSSION

Results

The development of e-modules for learning Hinduism uses the 4-D development model. The results of each development stage are as follows: The first stage is the Define stage. At this stage, three things are analyzed: needs analysis, Competency analysis, and media analysis. The needs analysis stage was carried out through interviews with Hindu religion teachers. The results of this needs analysis are that Hindu Religion textbooks still need to be completed, as they are very limited and narrow. At the same time, the range of material available is very broad, and material needs to be added from other sources to support the learning process amid this pandemic. Then an analysis of basic competencies, knowing the teachings of the teacher's chess, which deserves respect, and knowing the sacred places in Hinduism and indicators, which include, among others: Formulating the meaning of Catur Guru, Detailing the parts of Catur Guru, Identifying the meaning of each part of Catur Guru, Formulating the meaning of Sacred Places, Detailing the requirements to enter the Sacred Place, Mentioning the names of the temples in the vicinity and Determining which temples include general temples and special temples. Then media analysis based on field observations during the implementation of Online-based Schooling Field Introduction activities, it can be seen that there is a lack of facilities and infrastructure in the form of media images, learning media both from learning videos and from books used by teachers during the Covid 19 pandemic to support the online learning process. The need for more media is a reference for developing interactive Hindu Religion

e-modules in SD Negeri 3 Kampung Baru. The Hindu Religion interactive e-module that was developed is guided by practical aspects and effective aspects of its use.

The second stage is the design stage (design). The initial step is to make a concept map of the E-module, which aims to be a reference in developing the contents of the entire e-module. The next step is to create an e-module framework which includes an outline of the e-module and the systematic preparation of the material and content to be used in the e-module. Next, determine the e-module display design, create flowcharts and storyboards to understand the e-module content flow, and develop e-module assessment instruments. The results of the Hindu Religion Interactive E-Module development process can be seen in Figure 2.

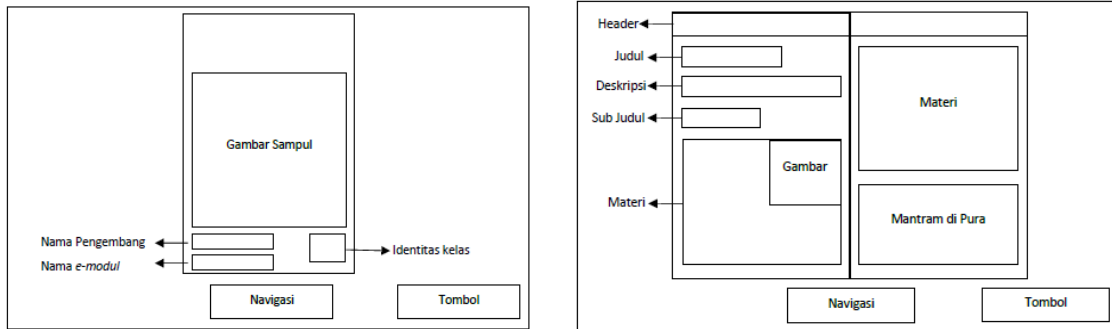


Figure 2. Display of Interactive E-Module

The third stage is the development stage. This stage is the stage where all the learning resources used in the preparation of e-modules, such as text, images, audio, and video, are combined into one complete learning media product using the PageFlip Professional 3D application as the main program with the help of several programs such as Microsoft Word 2013, Adobe Photoshop CS6, Corel Draw X7. The results of media product development can be seen in Figure 3.



Figure 3. The Results of the Development of Interactive Hindu Religion e-Modules

The fourth stage is the dissemination stage, the final stage of development. The dissemination stage is carried out to promote product development so that it can be accepted by users, individuals, a group, or a system. Due to time constraints, this development research did not carry out the implementation phase. Based on the results of the Hindu religious interactive E-Module product validity test carried out by subject content experts obtained a percentage of 100% with very good qualifications, learning design experts obtained a percentage of 68% with sufficient qualifications, learning media experts obtained a percentage of 87%, with good qualifications, individual trials obtain a percentage of 92.3%, with very good qualifications, small group trials obtain a percentage of 93.58% with very good qualifications. With very good validity, the product developed can be applied to the learning process in Hindu Religion lessons. Through the results of the product validity of the interactive E-Module, Hindu Religion gets suggestions, input, and comments which will then be used as a reference for consideration in revising the product for the perfection of the developed E-Module product.

Discussion

Based on the results of the data analysis, several important experts influence the validity of the developed Interactive Hindu Religion E-Module. Judging from the learning content experts, this Hindu Religion Interactive E-Module is in very good qualification validity. This interactive e-module influences the acquisition of very good qualifications for learning content experts through core competencies, basic competencies, and learning objectives. In addition, the material presented is complete, and the examples are very clear to help students understand the material (Kimianti & Prasetyo, 2019; Wijayanti et al., 2016). Furthermore, the review results from learning media experts found that the e-module obtained good qualifications. The quality of the e-module is good because one of the reasons is that the text message design on the e-module has paid attention to message design principles. It is important to note because it can make it easier for students to understand the material (Azizah et al., 2022; Maharcika et al., 2021). Texts designed based on message design theories will provide meaningful information for students (Artiniasih et al., 2019; Fisnani et al., 2020). Vice versa, if the text presentation pays attention to the message design principles, it tends to make it easier for students to understand it (Irawati & Setyadi, 2021; Priantini et al., 2021). The message must be packaged properly to have meaning and not confuse students. Each image displayed must have meaning and use fonts, colors, lines, spacing, shape, scale, balance, and texture (Artiniasih et al., 2019; Masruroh & Agustina, 2021). These things combine to create a visual language that communicates concepts to users. A learning media is said to be good if it has an attractive physical appearance, the accuracy of using the design/plan of presenting the material, the suitability of the presentation format with the target characteristics, the clarity of the media instructions, the clarity of the material exposure, the suitability of the evaluation with the material (Qoridatullah et al., 2021; Rasyid & Partana, 2021).

The review results from learning design experts show that the e-module has a fairly good qualification. E-module is a learning tool or tool that contains materials, methods, limitations, and ways of evaluating designed systematically and interestingly to achieve the expected competencies by the level of complexity electronically (Hastari et al., 2019; Santosa et al., 2017). Furthermore, individual and small group trial assessments show that weaknesses may still exist in e-modules or e-module components students like to use in learning. Based on the results of individual trials, it was found that the e-module obtained very good qualifications, and the small group trials obtained very good qualifications. The e-module has very good qualifications because several things make students interested and enthusiastic about learning, the provision of several interactive learning resources such as videos and pictures in this e-module. Applying e-modules in the learning process can make students more active and independent, create a pleasant learning atmosphere, and increase learning outcomes (Dwiyiqi et al., 2020; Yasa et al., 2018). In addition, learning media in the form of e-modules can help teachers gain new experiences so they do not always distance themselves from the media because it helps teachers communicate material better to their students, especially when teaching online with the help of e-modules (Puspitasari et al., 2020; Santosa et al., 2017).

The results obtained in this study align with previous research results, which revealed that e-module media with a contextual approach to science subjects are the criteria of very feasible and very interesting to use in the learning process (Widiastuti, 2021). The results of other studies reveal that using interactive e-modules can increase learning motivation, scientific literacy, learning outcomes, independence, and students' critical thinking skills (Wulandari et al., 2021). Further research revealed that the Interactive E-module assisted by the anyflip application on circle material was effectively used as a learning medium during online learning (Haeriyah & Pujiastuti, 2022). Based on the research analysis results supported by previous research, e-modules are feasible media to develop and teach students.

4. CONCLUSION

Based on the results of the analysis of the discussion data, it can be concluded that the Hindu religious interactive E-Module is in good qualification and declared feasible based on the results of the expert validity test and product test, so it is very suitable for use in the learning process in class. Interactive Hindu religious E-Modules in the learning process are very effective in independent learning. It provides an attractive learning experience for students so that learning becomes more interactive to improve student learning outcomes.

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