

Development of a learning model for islamic religious education based on a flipbook e-module for junior high school student achievement

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Abstract

Purpose: This study aimed to develop learning models that aim to determine the need for flipbook e-modules for the Islamic Religious Education (PAI) learning model to improve junior high school student achievement, which is developed clearly and easily understood, so that it is of benefit to teachers and students.

Method: The research and development (R&D) method is used in this Research and Development by adopting a development model with the Analyze, Design, Development, Implementation, Evaluation (ADDIE) approach. The sample in this research was class VII students at Al Madinah Islamic Center Middle School.

Results: The results of this research and development produced a learning media product based on a flipbook emodule in Islamic Religious Education (PAI) Learning to improve junior high school student achievement. The instruments used included observations, interviews, questionnaires, and tests. Product validation in product development was carried out by material experts, media design experts, learning experts, and field tests in the form of pretests and posttests. The validity of the flipbook e-module can be seen from the Material Expert validation results of 91%, Media Design Expert validation results of 90%, and Learning Expert validation results of 95%. The effectiveness test was obtained from the results of the students' pre-test and post-test, which were calculated using the paired sample t-test formula with a significance value of 0.000, meaning there is a difference between before and after using learning media.

Keywords: *Development, Learning Model, Islamic Religious Education, Flipbook Emodule, Achievement*

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1. Introduction

Education cannot be separated from human life because it is a means of forming morals and personality. Education is one of the teachings carried out in schools as a formal educational institution. The urgency of educators in learning is very important to pay attention for educational practitioners, who can play a role in instilling religious values. One effort to instill religious values in students can be made through Islamic Religious Education. Law no. 20 of 2003 in Chapter X Article 37 contains the existence of Islamic Religious Education (PAI) as a whole. The content of the Islamic Religious Education curriculum in the Law states that, "the primary and secondary education curriculum must contain: Religious Education." In fact, PAI is a mandatory subject that must be taught at every level of education, both public and private.

Islamic Religious Education (PAI), as one of the subjects taught in schools, has a very strategic role in forming strong personalities of the people and nation (students), both from a moral perspective and

from a science and technology aspect (Sanjaya, 2016). However, the reality that we see today is that Islamic Religious Education learning in schools is in the spotlight of education experts in that Islamic Religious Education learning is less successful in instilling moral and religious values in students. This can be seen from the widespread occurrence of social pathology among teenagers (students), such as drug abuse, robbery, promiscuity, brawls, and other social ills (Moh, 2015). In fact, if we look at the reality of today's students, they are generally very familiar with digital tools such as smartphones and laptops. As educators, Islamic Religious Education that is responsive to these conditions should be innovative and creative in developing learning strategies that are appropriate to the world of children (students) today (Majid & Andayani, 2005).

Meaningful learning is certainly not easily obtained, and an educator must be able to foster an interest in learning so that students can be interested in learning. Currently, the Internet is widespread in the digital era and can be easily accessed by anyone. However, the facts on the ground show that teachers do not participate sufficiently in curriculum development for several reasons. Among them, there is a lack of time and agreement between the opinions of fellow teachers, school principals, and administrators due to different teacher abilities and knowledge.

The development of Information and Communication Technology (ICT) is very rapid in all fields, such as various fields of business, entertainment, and education. The world of education has had a significant impact. Among other things, it can be seen that digital learning resources can be accessed easily, and the learning system becomes easier because ICT communication can be done at any time and is a medium to help clarify material descriptions.

Technology without faith can lead to misuse of the technology itself. Educators can provide interactive learning e-book modules as a medium for learning activities. Suastika and Rahmawati (2019) said that modules are an important component in learning because they can help students obtain important information about learning material. With the existence of electronic modules in Islamic Religious Education (PAI) lessons, which are made in language that is easy to understand, interesting, and interactive, it will be easier for students to understand the material they are studying. The electronic module can be designed using professional flip-pdf software. The features provided are diverse, such as the combination of text, images, audio, and video, making the creation of electronic modules more interactive and providing interesting results. Flip PDF Professional allows us to create flipbooks with various features and page editors from the PDF files. Flip PDF Professional allows everyone to be creative with interactive effects, such as adding multimedia in the form of videos, animations, images, hyperlinks, YouTube, etc., so that everyone can create good, easy-to-read books.

Based on these phenomena, the author found several problems in the schools studied, namely that there were problems in Islamic Religious Education (PAI) learning, including discussing the traditional learning system, so it was not in accordance with current developments, the use of media, sources, and learning facilities. which is inadequate and still oriented towards teacher-centered learning methods. Therefore, the author attempts to innovate by developing learning media based on flipbook e-modules. It is in the form of a flipbook-based digital module, which is equipped with various contents such as text, images, video, and audio. The material is taken from the main book, Islamic Religious Education and Character, and the module developed is Islamic Religious Education (PAI) class VII in Chapter 8, which includes Empathy, Easy, and Beautifulness. It is hoped that this will improve students' achievement.

2. Literature Review

2.1 Development of Learning Models

A learning model is a framework that provides a systematic description for implementing learning to help students achieve certain goals. This means that the learning model is a general description but still focuses on specific objectives. This definition is in line with the opinion of Suprihatiningrum (2013, p. 145), who states that a learning model is a conceptual framework that describes systematic learning procedures to manage students' learning experiences so that certain desired learning goals can be achieved. A learning model is a design that describes the detailed process of creating an environmental

situation that allows learning interactions to occur, so that changes or personal development occur in students (Patoni, 2004).

The function of the learning model is to guide the design and implementation of learning. This statement is in line with the opinion of (Trianto, 2015) which states that the function of learning models is as a guide for teaching designers and teachers in implementing learning. The learning model is greatly influenced by the nature of the material to be taught, the objectives (competencies) to be achieved in the learning, and the students' level of ability. The learning model components comprise the parts that make a learning model a whole. For example, a learning model has a syntax component that is the basic reference for the entire sequence of phases that must be carried out in order for us to apply the concept of the learning model. Nuryasana and Desiningrum (2020): The components of the learning model consist of

- a) Syntax,
- b) Social system,
- c) Reaction principle,
- d) Support system, and
- e) Instructional and accompaniment impact

2.2 Islamic Religious Education

Himmah (2019) defines Islamic Religious Education as matters related to religious subjects taught at Islamic educational institutions. According to Nuryasana and Desiningrum (2020), Islamic Religious Education is a conscious effort in the form of guidance and care for students. After completing their studies, they were able to understand and practice religious teachings and use these guidelines as a way of life. Specifically, the definition of Islamic Religious Education (PAI) as stated in the Government Regulation of the Republic of Indonesia No. 55 of 2007 concerning Religious Education and Religious Education Chapter 1 Articles 1 and 2 emphasize, "Religious and religious education is education carried out through subjects or lectures at all levels of education which aims to provide knowledge and shape the attitude, personality of a person who is faithful and devout. to God Almighty, as well as students' skills and abilities in responding to religious values, as well as to prepare students to become human beings who can carry out and practice the teachings of their religion."

In another sense, Islamic Religious Education is an effort that is more specifically emphasized to develop the nature of diverse subjects in students who are better able to understand and practice the teachings of Islamic religion. In addition, Islamic Religious Education is not only a process of trying to transform knowledge or religious norms, but also trying to create a generation that has character, noble character, and a personality that is perfect physically and spiritually. Thus, it can be concluded that learning Islamic Religious Education can be interpreted as an effort to create students who can learn, are encouraged to learn, want to learn, and continue to study Islamic religion in a sustainable and comprehensive manner, so that some changes in a person remain relatively good in cognitive, affective, and psychomotor aspects.

2.2.1 Islamic Religious Education in Junior High Schools

Educational activities carried out by Muslims, or what is often called Islamic education, cover all educational interactions, both through school and outside school. Islamic education activities through out-of-school channels are reflected, among other things, in the activities of ta'lim assemblies, religious studies, Islamic boarding schools and others. Meanwhile, Islamic education through school channels, among others, is realized in the form of formal Islamic education institutions, such as RA, MI, MTs, MA, IAIN/STAIN/PTAIS, and Islamic Religious Education (PAI) lessons in public educational institutions (schools). The existence of Islamic Religious Education in the entire content of the public school curriculum is guaranteed by Law no. 20 of 2003 concerning the National Education System chapter X article 37 "Primary and secondary education curricula must contain: religious education. Islamic Religious Education is a mandatory subject that must be taught in every pathway, type, and level of education, both public and private.

Islamic Religious Education is an effort to develop and nurture students so that they can always understand the teachings of Islam as a whole, appreciate its goals, and ultimately practice and make Islam a way of life. Therefore, Islamic education includes two things: first, educating students to behave in accordance with Islamic values or morals. Second, educating students to study Islamic teaching materials (the subject of study) in the form of knowledge of Islamic teachings (Winarni, 2018).

In general, the aim of Islamic religious education in schools is to increase the understanding, faith, piety, appreciation, and practice of Islamic values. When the objectives are met, it is hoped that students will have piety and faith in the teachings of the Islamic religion and carry out the commands of the Allah SWT. Understanding the teachings of one's religion will also make humans have good morals or behavior in society or their environment, because religion has regulated various kinds of problems from easy to complex.

Junior high school-age children have their own characteristics, and their ability to think gradually develops. If, in the previous period, children's thinking power was still imaginative and egocentric, then in this period, children's thinking power developed towards concrete, rational, and objective thinking. Islamic Religious Education (PAI) subjects in junior high school are within the scope of the Koran and al-Hadith, faith, morals, jurisprudence, and history. The scope of Islamic religious education includes the realization of harmony and balance in human relationships with God, themselves, fellow humans, other creatures, and their environment (*hablumminallah wa hablumminannas*). Thus, Islamic religious education is a conscious effort made by educators to prepare students to believe, understand, and practice Islamic teachings through predetermined guidance, teaching, or training activities to achieve predetermined goals (Oktaviara & Pahlevi, 2019).

2.3 E-modul

Technological developments have resulted in the development of electronic modules that are attractive as learning media. According to Himmah (2019), the E-module consists of two basic words: e and module. The first word, e, means electronic, and the second word is a module. E-modules as digital learning media that are usually studied independently by students aim to make students more interactive and active in learning.

According to Hidayat and Muhamad (2021), students become more interactive by using e-modules because learning is structured in electronic formats containing audio and video, which will support students in acquiring the desired learning skills. In other sources, it was found that e-modules, according to the Directorate General of Primary and Secondary Education (2017:3), are a form of presentation of teaching materials that can be used independently and arranged systematically and are also equipped with learning videos and audio to enrich the learning experience.

E-modules are learning tools or facilities that contain materials, methods, limitations, and ways of evaluating and are designed systematically and, interestingly, to achieve the expected competencies according to the level of complexity (Prasetya, Wirawan, & Sindu, 2017). In other words, e-modules are a collection of materials that are used as teaching material for students effectively and efficiently independently, because e-modules contain guidelines for the independent learning process. This means that students can carry out their teaching and learning activities independently, even if they are not accompanied by a teacher. Thus, e-modules are a learning resource that can be used in the learning process to increase the achievement of learning objectives in digital or electronic form.

2.4 E-Module Framework

Referring to the Practical Guide for Preparing E-Modules issued by the Directorate of High School Development, the Directorate General of Primary and Secondary Education, it is best to choose a structure and framework that is simple and appropriate to existing needs and conditions. The components in the e-module must contain a cover containing the module title, subject name, class, author, introduction containing learning outcomes/CPs, brief description of material/motivation, prerequisites, instructions for using the e-module, learning that contains learning activities, objectives,

pre-test, material description, summary, assignments, exercises, and self-assessment; evaluation contains answer keys and scoring guidelines; and the last is the bibliography and appendices (if any).

2.5 Flipbook

The use of digital books is becoming increasingly common and commonplace, one of which is the flipbook. In general, a flipbook is a three-dimensional digital book that can contain text, images, videos, music or songs, and moving animations. Therefore, flipbooks fall into the category of digital books or ebooks (electronic books). Digital flipbooks refer to books that can be flipped. Flipbook is the development of a typical e-book. The friendlier capabilities of flipbooks make them one of the most widely used learning media (Agung Dian, 2023).

The first understanding was conveyed by Afriyani, Indrayani, Indrawan, Wibisono, and Ngaliman (2023), where flipbooks are defined as sheets of paper that are similar to albums or calendars measuring 21 x 28 cm. It is said that because a flipbook is actually shaped like a bound printed book. It is composed of several book pages put together and sorted according to scientific order. Regarding size, the majority of flipbooks are presented in calendar size, according to Nurseto's definition. However, it is possible to use other sizes that are the most suitable for the material contained therein.

Quah (2023) explained that flipbooks are digital book technology or three-dimensional e-books that are currently in great demand by the public. It is said to be three-dimensional because, at first glance, this electronic book is able to present many interesting elements. Flipbooks provide a professional way to integrate hyperlinks, videos, images, sounds, and clipcharts (Amanullah, 2020). It is not surprising that flipbooks are now called three-dimensional (3D) ebooks because they can display animations and videos. This makes the ebook more sophisticated and attractive. Since the pandemic, much research has been conducted to determine whether electronic books are suitable as learning media. As a result, many studies have explained that this type of ebook is indeed suitable as a learning medium. Both online and offline.

2.6 Achievement

Individuals who have a high achievement generally like to create soft risks that can require a fair amount of awe and hope for a worthwhile outcome, the skill and determination of which represent a reasonable possibility rather than an outcome achieved from profit alone. When starting a job, individuals with a high drive for achievement want to know how their work is going; they prefer activities that provide fast and precise feedback. Achievement is the result that has been achieved (from what has been implemented, done, etc.). Achievement can be in the form of knowledge gained or skills developed in lessons at school, which is usually indicated by grades given by the teacher; these grades can be high, medium, or low. Achievement in learning involves trying to gain intelligence or knowledge so that it is an activity that must exist in human life in accordance with human instincts that always want to progress, especially in the formal education process.

Achievement of learning is evidence of success or the maximum potential achieved by someone after performing learning efforts (Darmiah, 2017). Success in the learning process is usually indicated by test scores or grades given by the teacher. As stated by Rosyid, Mansyur, Ip, Abdullah, and Pd (2019) that learning achievement is expressed in the form of symbols, numbers, letters and sentences which can reflect the results that have been achieved by each student in a certain period and it can be said that learning achievement is the result of a learning activities accompanied by changes achieved by students.

3. Research Methods

3.1 Types of Research

This research was conducted at Al Madinah Islamic Center Middle School using a research method called Research and Development (R&D). The research subject was obtained from the conclusions of the research (Arikunto, 2018). Based on this opinion, the subject of this study is an Islamic Religious Education learning textbook emodule in the form of learning media, learning materials, and

assessments. The operational subjects in the research and development of Islamic religious education learning textbook emodules to improve student achievement include experts, teachers, and students.

The expert team included three experts (material, media design, and learning). There were 2 teachers involved as observers, namely teachers at Al Madinah Islamic Center Middle School, and 20 students were class VII students. In this research, a product will be produced in the form of a flipbook e-module for learning Islamic Religious Education (PAI) for Class VII Middle School students.

This development research has three aspects that we must pay attention to: the first is the final goal of the research. The ultimate goal of development research is to produce a product that is considered feasible and effective, because it has passed a continuous review. Second, the product must be in accordance with field needs; therefore, when making a product, it must be in accordance with existing needs in the field. Before making a product, one must first survey or observe the field conditions and see what is needed. The third is product development, which is carried out scientifically by analyzing data so that the product becomes valid and suitable for use.

3.2 Development Model

This study was based on the ADDIE research model. developed by Robert Maribe Branch (2009) The ADDIE model is used in developing learning models that include developing learning tools, teaching materials, evaluation, and learning media. The ADDIE model is relevant for practical applications. First, the ADDIE model can adapt well to various conditions, making it suitable for use today. Second, the level of flexibility in answering problems is quite high, even though the ADDIE model is effective and many people are very familiar with the abbreviation ADDIE. Additionally, the ADDIE model provides a structured general framework for the development of instructional interventions, evaluations, and revisions at each stage. The stages of the ADDIE model are included in the flow diagram to show their interrelationships. The development of the ADDIE model is illustrated in Figure.

Several stages in the development of ADDIE include: 1) analysis, namely, identifying and carrying out analysis with the aim of identifying the problems that occur; 2) design, namely, the process of analyzing needs that have been formulated; and 3) development, researchers create initial products using software and materials that have been formulated. 4) Implementation: The researcher tried the initial product on a sample, and 5) evaluation, which was carried out to test its validity, practicality, and effectiveness.

3.3 Research design

The design used in this research was a one-group pre-test–post-test design. This design is an experiment carried out in one group with measurements using a pre-test before being given treatment, a post-test after being given treatment, and a one-group pre-test–post-test design scheme as follows.

Table 1. One-Group Pre-test-Post-test Design Scheme

Pre-test	Treatment	Post-test
T ₁	X	T ₂

Information:

T₁: Initial test (pre-test) is carried out before being given treatment

X: Treatment is provided with learning media that has been developed

T₂: The final test (post-test) is carried out after being given treatment

3.4 Research Instruments

Research instruments are important for research activities. The acquisition of relevant information or data depends on the instrument used. Therefore, research tools must have adequate validity and reliability. The instruments or tools used for collecting data for this study were as follows:

3.4.1 Interview

Interviews were used as tools to collect information or data from educators and students regarding student needs. This needs analysis was used as a reference for developing the interactive learning module products. Muslim (2023) believe that interviews are a data collection technique used to collect information. This activity was carried out by conducting verbal questions and answers unilaterally, face-to-face, and with a specific aim.

Interviews in this research were conducted before the product was made to obtain information regarding problems that occurred with the available teaching materials, and to determine the Islamic Religious Education (PAI) learning process that has been implemented so far.

3.5 Data Analysis Techniques

Qualitative data can be obtained from criticisms and suggestions that have been written in questionnaires created by researchers and given to experts. Interview data were collected and analyzed. In quantitative research, researchers act directly as the main instruments related to learning materials. Quantitative data in this research were obtained from a questionnaire that will be on a Likert scale, as well as from the pre-test and post-test of class VII students at Al Madinah Islamic Center Middle School, whose data will be managed, and conclusions will be drawn.

3.6 Qualitative Analysis

Qualitative analysis aims to analyze the qualitative data resulting from validation, observation, and interview results. Researchers use this technique to complement the validity and effectiveness of learning media. The data obtained by researchers through expert validation questionnaires are qualitative data that have been quantitatively used on a Likert scale with a percentage score for each response to each question in the questionnaire.

The Likert scale is composed of five levels containing the score for each answer, which is then analyzed to determine the Likert scale percentage using the following formula:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

Information:

P = Percentage of eligibility

$\sum X$ = total score of validator answers (real value)

$\sum Xi$ = highest number of values (expected value)

100% = constant number

Qualifications based on the Likert scale are presented in the following chart to make it easier to make decisions on revising learning media using qualifications and criteria as below.

Table 2. Likert Assessment Criteria

Value Scale	Percentage	Validity Level
5	90-100	Valid/not revised
4	70-89	Valid/Partial revision
3	50-69	Quite valid/requires revision
2	30-49	Invalid/requires revision
1	0-29	Invalid

Based on the above standards, learning media is said to be appropriate or passed if it obtains a minimum score of 69 on all components of the evaluation questionnaire for material experts and learning media design experts. These standards must be met by the learning media used in this research, and revisions are required if acceptance requirements are missing.

3.7 Quantitative Analysis

This technique was carried out by the researcher based on the results of the pre-test and post-test question data. The researcher used the gain normality test technique and paired samples t-test because they were considered suitable for use in this research, referring to the experimental design used, namely the one-group pre-test-post-test design.

The normality test itself is a research test carried out to find out the effectiveness of the products used in the learning process. Based on the pre-test and post-test results obtained and applied to students, this gain normality test can help determine the amount of increase in students' knowledge before and after using products that have been made in learning activities.

According to (Hake and Sundayana, 2014: p. 151) "The Gain Normality Test is a test that can provide a general idea of the increase in learning outcome scores between before and after the implementation of a treatment." The obtained data scores were then assessed using the normality gain formula, as follows:

$$\text{Normal Gain} = \frac{\text{Post Test Score} - \text{Pre Test Score}}{\text{Ideal Score} - \text{pre Test Score}}$$

Based on the normality test analysis, the gain is then placed into the normalized gain category to show the magnitude of the increase or decrease in student knowledge. The normalized gain categories are listed in table below.

Table 3. Gain Normality Categories (Syah, 2006)

Normalized Gain Value	Interpretation
$0,70 \leq g \leq 1,00$	High
$0,30 \leq g \leq 0,70$	Currently
$0,00 \leq g \leq 0,30$	Low
$g = 0,00$	No Upgrade

Researchers also used a paired samples t-test by examining one group, giving one treatment, and taking two different means, namely from the results of the pre-test and post-test that had been carried out.

This stage was also assisted by SPSS.24 application. The t-test criteria are used to strengthen the data, and formulas that can be used with a level of 0.05 are as follows:

$$t = \frac{D}{\sqrt{\frac{d^2}{N(N-1)}}}$$

Information:

- t = t-test
- D = difference ($X_2 - X_1$)
- d^2 = variance
- N = number of samples

This t-test is used to determine whether there is a difference between before being given treatment, namely before being given learning media, and after being given treatment or given learning media. The test results were then compared with t_{table} using a level of 0.05 or 5% with the following information:

- H_0 = there was no difference (5%) between before and after providing learning media.
- H_1 = There is a difference (5%) between before and after providing learning media.

Therefore, the decision-making process is as follows:

- 1) If $t_{\text{count}} > t_{\text{table}}$, then H_1 is accepted.

- 2) If $t_{\text{count}} < t_{\text{table}}$ then the result is that H1 is rejected.

4. Research Results and Discussion

4.1 Interview Results

For interview activities with Islamic Religious Education teachers at Al Madinah Islamic Center Middle School, researchers asked several related questions, including the following:

- a) Problems encountered by teachers during learning
- b) Teacher mastery in technology as a support for teaching materials in the learning process.

From the results of interviews with Islamic Religious Education teachers at Al Madinah Middle School regarding learning using the flipbook e-module, the author concludes the following:

- a) Hope to increase students' interest in and motivation for PAI learning materials.
- b) We hope that the flipbook e-module will make learning more interesting and relevant for students.
- c) The effectiveness of the flipbook e-module in helping students understand PAI concepts better and the e-module as a tool that supports deeper understanding, flexibility in accessing, and teaching PAI material in various learning situations, both in class and online.
- d) Ability to access and use e-modules across multiple devices.
- e) Can monitor student progress more effectively by seamlessly monitoring features integrated in e-modules within the daily teaching structure.

Researchers also conducted interviews with class VII students, who were used as research samples regarding learning Islamic Religious Education using the flipbook e-module. The responses obtained from these students can be summarized as follows:

- a) Students hope that the use of flipbook e-modules will increase their involvement in learning
- b) Students hope that the flipbook e-module can be easily accessed on various devices, both at school and home.
- c) Students hope that the flipbook e-module will help them understand PAI concepts better and that the learning material will be presented in a clearer and easier way to understand.
- d) I hope for a fun and inspiring learning experience that creates a positive and motivating learning environment.

Through understanding and positive responses from students and teachers, we hope that the use of flipbook e-modules will be a valuable tool for improving the quality of Islamic Religious Education (PAI) learning. Therefore, researchers developing this product adapt it to the characteristics of students who like and are more interested in learning flipbook e-modules.

4.2 Development of an Islamic Religious Education Learning Model Based on Flipbook Emodules to Improve Student Achievement

The learning media developed in this research aims to produce a product in the form of learning media in the form of a flipbook emodule. The development design process was carried out based on the results of the needs analysis that had been carried out, namely, interview observations and administering validated questionnaires. This flipbook emodule learning medium has been equipped with written concept maps, learning materials, learning videos, glossaries, student activities, and evaluations, making it easier for users to apply them to learning. The material developed in this learning media is taken from the main book, Islamic Religious Education and Character Class VII, as well as additions from several other books. The material presented is that Empathy is Easy, Respect is Beautiful.

4.2.1 Learning Implementation Plan

The Learning Implementation Plan is a planning document prepared by the teacher before conducting the learning process in class. The Learning Implementation Plan includes various aspects required in the learning process such as learning objectives, learning methods, learning resources, assessments, and steps to be taken during the learning process. The Learning Implementation Plan helps teachers to have a clear and structured picture of the learning process that will be implemented so that it can increase the effectiveness of learning in the classroom. The following is a model of the Learning

Implementation Plan contained in the learning steps of the Islamic Religious Education flipbook e-module.

4.2.2 Product Design

The development of this flipbook emodule learning media was designed using the "Canva Pro" application to create a layout design, which was then saved in PDF format. The developer also included an interesting learning video and several illustrative images that fit this theme. The core application for creating flipbook emodule designs uses "Flip Builder (Flip PDF Professional)" which packages the final results into digital "Html" format that can be used on smartphones, computers, and laptops.

4.2.3 Validity of the Flipbook E-module Based Islamic Religious Education Learning Model to Improve Student Achievement

This development research aims to create a learning media product based on a flipbook emodule that focuses on learning Islamic Religious Education (PAI) material, Empathy is Easy, and Respect is Beautiful for class VII Al Madinah Islamic Center Middle School. If learning media is said to be suitable for use, it must go through several stages of validation. This stage includes the validation of material experts, learning media design experts, learning experts, and field trials with students. The names of the expert validators are as follows:

Table 4. Name of Expert Validator

No	Name	Position	Status
1	Dani Mohammad Ramdani, M.Ag	Director of Education at the Madani Scholars School	Materials Expert
2	DR. Agus Wahyudi, MM, IPU	Lecturer at Muhammadiyah University, Tangerang	Media Design Expert
3	Nuruddin, S.Pd	PAI teacher at Al Madinah Islamic Center Middle School	Learning Expert

4.2.4 Practicality of the Islamic Religious Education Learning Model Based on Flipbook Emodules to Improve Student Achievement

The practicality test of this flipbook emodule was carried out by analyzing the results of observations of the implementation of Islamic Religious Education learning. The researcher and Islamic Religious Education (PAI) teacher at Al Madinah Islamic Center Middle School communicated first regarding the learning that would be carried out. The teacher also acted as a learning expert in the validation test for the learning model used in this study. In addition, the researcher was assisted by two observers to strengthen the practicality of the learning model developed. The name of the observer is as follows:

Table 5. Names of Practicality Test Observers

No	Name	Position
1	Yeti Ruwaidayati, S.Pd (Headmaster)	Observer
2	Rian Indra Gunawan, M.Pd (Deputy Principal for Curriculum Division)	Observer

The learning activity observed was the Islamic Religious Education learning process with the following learning stages (syntax).

- a) social system
- b) reaction principle
- c) support system
- d) instructional impact

The following are the results of observations on the implementation of Islamic Religious Education learning using the flipbook e-module:

Table 6. Observation Results of the Implementation of the Islamic Religious Education Learning Model Using the Flipbook Emodule

No	Observed aspects	Observer		Average
		1	2	
1	Social syntax:			
	• Teacher to student relationship	5	5	5
	• Student to student	4	5	4,5
2	Reaction principle:			
	• Students towards learning media	5	5	5
	• Students towards learning material	5	4	4,5
3	Support system:			
	• Instructional Media	5	5	5
	• Learning tools	4	5	4,5
	• Learning instruments	5	5	4,5
	• Learning resources	5	5	5
4	Instructional impact:			
	• Teacher understanding of teaching materials	5	5	5
	• Student assessment results	5	5	5
Total Average Value				48

The results of the questionnaire above each point had a value of 1–5; therefore, the highest value obtained was 50. The questionnaire values were then calculated using the following formula:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

Information:

P = Percentage of eligibility

$\sum X$ = total score of validator answers (real value)

$\sum Xi$ = highest number of values (expected value)

100% = constant number

then the calculation obtained is: $P = \frac{48}{50} \times 100\% = 96\%$

The results of the quantitative data analysis of the results of the practicality test obtained a value of 96%, which, if seen from the practicality criteria, means that the flipbook emodule learning media is said to be very practical for use by students.

Based on the results of the observer's observations on the implementation of Islamic Religious Education (PAI) learning using the flipbook e-module, the teacher's ability to manage learning is stated to be very practical for application to learning media that is integrated into subjects.

4.2.5 Effectiveness of the Islamic Religious Education Learning Model Based on Flipbook Emodules to Improve Student Achievement

Researchers have tested the effectiveness of Islamic Religious Education (PAI) learning media based on flipbook e-modules to determine the impact of learning media on improving student learning outcomes. Data were taken from the pre-test and post-test results of class VII students at the Al Madinah Islamic Center Middle School. Next, the results are processed and tested using the N-Gain normality test and Paired Test so that it can help to determine the amount of increase in students' knowledge before and after using the product that has been made in learning activities. This stage uses SPSS-24. The results are as follows.

1) Gain Normality Test (N-Gain)

A gain normality test analysis will show the magnitude of the increase or decrease in students' knowledge. The normalized gain categories are listed in the table below.

Table 7. N-Gain Assessment Results

	N	Descriptive Statistics			
		Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	20	.50	1.00	.7643	.13158
Ngain_Persen	20	50.00	100.00	76.4345	13.15806
Valid N (listwise)	20				

Based on the table and description above, it can be seen that the Islamic Religious Education (PAI) learning model based on the flipbook e-module applied by researchers has a positive influence on student learning outcomes. The N-Gain test results in the pre-test results (minimum) have a value of 0.5,0, which is in the medium category, whereas the N-Gain value in the post-test results (maximum) has a value of 1.00, and is in the high category. This shows that there is a significant increase in this assessment because the post-test results (maximum) have a greater N-Gain value than the pre-test results (minimum).

2) Paired Sample Test

Testing the effectiveness of this product is based on whether this learning medium really has an impact on learning outcomes. The data used were taken from the pre-test and post-test results of the VII Al Madinah Islamic Center Middle School students. Next, the results were tested using a paired sample t-test with the help of SPSS-24, and the following results were obtained:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	67.5000	20	6.38666	1.42810
	Post-test	92.2500	20	4.43521	.99174

The results of the analysis showed that the average pre-test score was 67.5 and the average post-test score was 92.2. This means that there is an increase of 24.75 from the previous value. It is known that the pre-test was carried out before being given learning treatment using media, and the post-test was the score after they learned using the flipbook e-module learning media. Therefore, the next step is to determine the hypothesis by analyzing the results of the following table.

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Post-test	-24.75000	5.95487	1.33155	-27.53697	-21.96303	-18.587	19	.000

The table above shows a mean difference of -24.75, which is the result of the difference between before and after using the flipbook emodule learning media, obtained from the results of the pre-test (before) and post-test (after). Next, we prepared the paired-sample t-test testing steps as follows:

a) Formulate a Hypothesis

There are significant differences before and after the use of Islamic Religious Education (PAI) learning media based on flipbook e-modules.

b) Determining Significance

The resulting significance that is already in the Paired Sample Test table above is .000

c) Testing Criteria

1) If the probability value (sig.) > 0.05 , indicating no significant difference.

2) If the probability value (sig.) < 0.05 , indicating a significant difference.

Based on the test criteria and the results of the analysis in the SPSS table, it was found that the significance value was .000, which means it was significant. $.000 < 0.05$, indicating that there is a real difference between the pre-test and post-test data. Therefore, it can be seen that the use of Islamic Religious Education (PAI) learning media based on flipbook e-modules has an impact on student learning outcomes, and this media has been effective in improving learning outcomes.

5. Conclusions and Suggestions

5.1 Conclusions

Based on the results of the research conducted by researchers, the following conclusions can be drawn:

- 1) This development research produced a product in the form of flipbook e-module-based learning media for learning Islamic religious education with a material focus on Empathy is Easy and Respect is Beautiful, which was applied to class VII students at Al Madinah Islamic Center Middle School. The material contained in this flipbook emodule learning media has been adapted to the RPP, KI, and KD that apply to Islamic Religious Education (PAI) subjects for junior high schools.
- 2) This learning media was created using the Flip Builder application (Flip PDF Professional) which produces a final format in the form of "html," so that it can be published easily on smartphones, laptops, or can be shared online. Professional Flip PDF software is an application that can be used to convert PDFs to digital flipping pages, which allows us to create interactive learning content with several supporting features, with image content and layout design, as well as learning videos.
- 3) Overall, the flipbook e-module-based Islamic Religious Education learning model is deemed valid based on expert assessment. The validity of the flipbook e-module can be seen from the Material Expert validation results of 91%, Media Design Expert validation results of 90%, and Learning Expert validation results of 95%. If this value is confirmed according to the validity criteria, it is in the very valid category and suitable for use.
- 4) Based on the results of the observer's observations on the implementation of Islamic Religious Education (PAI) learning using the flipbook e-module, the teacher's ability to manage learning is stated to be very practical to apply to learning media that is integrated into subjects. The results of the quantitative data analysis of the results of the practicality test obtained a value of 96%, which, if we look at the practicality criteria, the flipbook emodule learning media is said to be very practical for use by students.
- 5) The results of the learning media effectiveness test also showed good results, and the flipbook emodule learning media was said to have an effect on student learning outcomes. This can be seen from the increase in the post-test results, which are higher than the pre-test results. This was also confirmed by the results of the N-gain and PairePretest tests.

The pretest results (minimum) have a value of 0.50, which is in the medium category, while the N-Gain value in the post-test results (maximum) has a value of 1.00 and is in the high category. This shows that there is a significant increase in this assessment because the post-test results (maximum) have a greater N-Gain value than the pre-test results (minimum).

Thus, the results of this research show that there are significant differences between students before and after using media. Based on the test criteria and the results of the Paired Test analysis in the SPSS-24 table, it was found that the significance value was .000. $.000 < 0.05$, which indicates that there is a real difference between the pre-test and post-test data. Thus, the results of this research show that there is a significant difference between students before and after using the flipbook e-module learning media, and it is stated that it is very effective.

5.2 Suggestions

The suggestions for using the flipbook e-module-based Islamic Religious Education learning model to make it more effective in the learning process include the following.

- 1) Educators should first explain the product and its use and convey learning objectives, and educators should re-explain the material or practice questions contained therein.
- 2) For students; So that the product used is effective, study all the components contained in the flipbook e-module-based Islamic Religious Education learning model, starting with studying the table of contents, instructions, competencies, material descriptions, exercises and competency tests; study well the instructions for operating the learning module; It's best to use a cellphone with an internet quota so that the digital module runs well.
- 3) For future researchers, so that the developed product has significant effectiveness, it is necessary to add a psychological approach so that the results achieved are more optimal.

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