

Innovative E-Module : Addressing the Challenges of IMTAQ Value Needs in The Digital Era at Serirama YLPI High School Pekanbaru

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Abstract: This study aims to determine the need for an integrated E-Module of IMTAQ values by teachers and students at SMA SERIRAMA YLPI. This E-Module is an electronic-based module presented via a computer or Android device and contains text, images, and videos that include elements of IMTAQ values. This research was conducted at SMA SERIRAMA YLPI Pekanbaru in the 2024/2025 academic year, using a qualitative descriptive research method. From the results of interviews conducted by researchers with biology teachers and 10 grade XI students of SMA SERIRAMA YLPI Pekanbaru, it is known that the teaching materials used by teachers are limited to printed books, and teachers have never integrated IMTAQ values in the biology learning process. Data analysis showed that teachers and students at SMA SERIRAMA YLPI PEKANBARU need an E-Module that integrates IMTAQ values to shape students' character to be better.

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Introduction

Education is a conscious and structured effort to create a pleasant learning environment, enabling students to develop their potential actively. This encompasses the formation of spiritual and religious strength, self-control, personality, intelligence, good morals, and the skills required by individuals and society. Education not only includes teaching specific skills but also provides deeper knowledge, consideration, and wisdom, even if not always physically observable (Pristiwanti et al., 2022). The success of education can be measured by the effectiveness of the ongoing learning process, characterized by the interaction between educators and students. The learning process is an effort to develop students' abilities through various strategies tailored to their needs and conditions (Fahri & Qusyairi, 2019). In this learning process, relevant and high-quality teaching materials are essential, as these materials serve as sources of information that can assist students in understanding concepts more clearly.

Teaching materials are a collection of structured and systematic lesson content that comprehensively describes the competencies students need to master during the learning process. With the availability of teaching materials, students can study these competencies sequentially and systematically, thereby gradually mastering all competencies in a holistic and integrated way (Hernawan et al., 2012). According to Hernawan et al. (2012), several types of teaching materials can be utilized in the learning process, namely: (1) written teaching materials; (2) audio teaching materials; (3) visual teaching materials; (4) audio-

visual teaching materials; (5) interactive teaching materials; (6) practical teaching materials; (7) digital teaching materials; and (8) activity-based teaching materials. Written teaching materials, such as modules, are the most frequently used among these various types.

Modules are a type of teaching material structured to support students' independent learning. By utilizing modules, students can engage in the learning process without the direct presence of a teacher. Modules typically include subject matter, explanations of key concepts, examples, practice questions, and evaluations to assess students' understanding (Marhadi et al., 2023). Currently, modules can be accessed digitally via mobile phones or laptops, referred to as e-modules, allowing access from anywhere. E-modules are an evolution of printed modules converted into digital format, adapting most of the content from the printed modules. E-modules are designed to facilitate independent learning by leveraging existing technology. Typically, e-modules contain text, images, videos, audio, and interactive elements such as quizzes or exercises, allowing students to learn more flexibly (Azkiya et al., 2022). E-modules should contain theoretical content and establish connections between the material and IMTAQ values.

IMTAQ is derived from faith (iman) and piety (taqwa). Faith is a belief manifested in the heart, expressed verbally, and realized through actions. What is said and done must be good and trustworthy (Suparlan, 2023). Taqwa is a fundamental principle in religion that holds significant importance. Taqwa encompasses obedience, compliance, and submission to Allah (Kurniawati & Pratama, 2023). IMTAQ represents a combination of faith, which strengthens belief and acknowledgement in the heart and verbally, and taqwa, which includes obedience in every action to fulfil Allah's commands and avoid His prohibitions. These two elements are the primary foundation for living as a good Muslim and maintaining good relationships with Allah and fellow human beings (Suparlan, 2023).

Previous research has indicated a need for developing attitudes towards moral values among school children today (Robiah et al., 2024). Relevant studies in the field of science demonstrate that teaching materials integrated with religious values can assist students in understanding the material more deeply and contextually. However, research on developing biology e-modules, particularly in reproductive systems integrated with IMTAQ, remains limited. This highlights the necessity for e-modules that support scientific understanding and motivate and inspire students from a faith perspective (Haryadi et al., 2024). Based on this background, the research problem formulated in this study is: Is there a need for e-modules integrated with IMTAQ values at SMA SERIRAMA YLPI Pekanbaru? This research aims to analyze the need for e-modules integrated with IMTAQ values in the reproductive system material, thereby serving as a guide for Islamic schools in providing teaching materials that are not only scientific but also support the spiritual character development of students.

Research Method

This research was conducted from September 16, 2024, to September 26, 2024, at SMA SERIRAMA YLPI Pekanbaru, utilizing a qualitative descriptive research method to describe the benefits of e-modules in enhancing students' IMTAQ values. Qualitative descriptive research is designed to depict, explain, and detail an event or phenomenon comprehensively. The qualitative approach employed in this study yields descriptive data in the form of words or observed behaviours (Assyakurrohim et al., 2023).

The type of data used in this study is qualitative, collected as words or images rather than numbers (Rohmah & Robiah, 2024). The population in this study consists of all students

in the eleventh grade, totalling 20 students. Meanwhile, the sample comprises a portion of the population, specifically 10 students. The data collection techniques employed include observation, interviews, and documentation:

- a) Observation was conducted by directly observing social interactions, behaviors, and other relevant contexts that are the focus of the study. The researcher observed the learning process carried out by the biology teacher and the eleventh-grade science students at SMA SERIRAMA YLPI Pekanbaru.
- b) Interviews were conducted by posing several questions about the learning process, such as the media used, textbooks, and others, directed at one biology teacher and the eleventh-grade science students at SMA SERIRAMA YLPI Pekanbaru.
- c) Documentation involves collecting data from documents, archives, or other written materials related to the research phenomenon. The researcher gathered the results of interviews conducted with one biology teacher and the eleventh-grade science students at SMA SERIRAMA YLPI Pekanbaru.

The data analysis method used is descriptive statistical analysis, which involves describing the results from the objects studied based on the sample or population data obtained. The steps in analyzing the data are as follows (Fitria & Robiah, 2024):

- a) Data collection in the field is related to aspects that require further exploration regarding the sources and types of data. In qualitative research, the data collected consists of words and actions, while additional data may include documentation.
- b) Data reduction is selecting, determining focus, and simplifying data by categorizing it according to themes and other criteria. Data reduction includes (1) summarizing data, (2) coding, (3) theme tracing, and (4) cluster formation.
- c) Data presentation is analyzing and grouping the collected data, facilitating the drawing of conclusions from the results obtained through matrices, graphs, networks, and diagrams.
- d) Conclusion drawing involves synthesizing several thoughts that begin with data collection, interpreting the meanings of different objects or the objects being studied.

Result and Discussion

Observation Results

Observation is a systematic process of human activities and physical arrangements where these activities occur continuously from the locus of natural activities to produce facts. Therefore, observation is an integral part of the scope of ethnographic field research (Hasanah, 2017). During class, teachers always apply to teach aspects in class from the introduction, core and closing. During learning, teachers only use books as a reference to discuss the material on that day; sometimes, teachers also show videos related to learning and teachers never link that day's learning with IMTAQ values. Teachers have also never used e-modules that integrate IMTAQ values. The results of the observation can be seen in Figure 1.

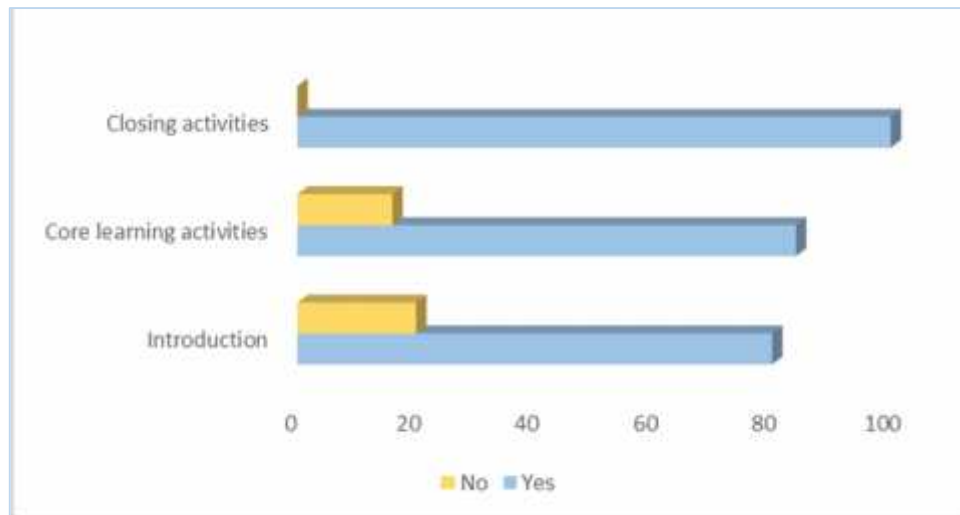


Figure 1. Observation Results Diagram

The observations of the learning process in class XI of SMA SERIRAMA YLPI Pekanbaru found that teaching only conveyed material and used printed books related to the material. Teachers never linked learning materials to the values of the Qur'an and had never used e-modules that integrated IMTAQ values in the learning process. Teachers have not carried out all aspects of teaching that are applied in the classroom in an orderly manner, starting from the introduction, core and closing.

Results of Interviews with Students and Teachers

Interviews with students and teachers were conducted to see whether or not there were aspects in the learning process; interviews are data collection techniques carried out face-to-face and direct questions and answers between the interviewer and the source/data source (Assyakurrohim et al., 2023). Using several questions, the researcher interviewed with 1 biology teacher at SMA SERIRAMA YLPI Pekanbaru. From the statement above, the results of teacher interviews showed that teachers at SMA SERIRAMA YLPI had never integrated IMTAQ values into biology learning and had never used teaching materials and media that integrated IMTAQ values, so teachers were interested in having teaching materials integrated with IMTAQ values at the school to shape students' spiritual character to be better.

The researcher also conducted interviews with 10 students of class XI SMA SERIRAMA YLPI Pekanbaru randomly, the results obtained were regarding the question of students' interest in learning biology with integrated IMTAQ values, the average answer of students' interest in learning biology and from the question, the average student said that they had an interest in learning biology. Students also noted that so far, teachers have never used IMTAQ-integrated e-modules or linked learning with values in the Qur'an, so students feel interested if someone in the school integrates IMTAQ values in biology learning. In an interview with one of the biology teachers who teaches in class XI, he said that the learning process carried out in this school still uses the 2013 curriculum; during the learning process, the teacher has never linked learning with IMTAQ values, the teacher only teaches to the extent of delivering the material. The teaching materials used by teachers are limited to printed books. The teacher explained the students' attitudes in biology learning in class. Each student has a different character, but their attitudes are very good because they have been

educated from existing regulations, and the teacher said that he felt it was necessary to implement an integrated IMTAQ e-module to shape students' characters to be better (Sumayyah et al., 2024).

The results of student interviews showed that students had a very high interest in learning biology. Still, students only had notebooks to read at home because the printed books available could only be used at school. Students also said that teachers had never used e-modules integrated with IMTAQ values or linked learning with the values of the Qur'an. Students agreed that when learning biology, teachers linked the material with the values of the Qur'an so that they could shape their character better. Teachers only convey the material using e-modules, making it easier for students to access it anywhere and anytime (Marhadi et al., 2023). Learning media is a tool that functions as a place to channel material or an intermediary for learning material messages, so learning in class needs to be supported by learning media to make learning more enjoyable (Hernawan et al., 2012).

Teacher and student responses show that e-modules are practical and helpful in biology learning; e-modules can be used independently by students using smartphone-based equipment. With e-modules, students can access learning materials more easily and flexibly, according to their desired time and place (Linda et al., 2021). With the use of e-modules integrated with IMTAQ values, teaching becomes more interesting and enjoyable for students so that students will be more motivated to learn (Robiah et al., 2022). Not only that, the e-module-based learning approach has also proven to be very effective in conveying information visually. With the use of e-modules integrated with IMTAQ values, teaching becomes more interesting and enjoyable for students so that students will be more motivated to learn (Azkiya et al., 2022). Not only that, the e-module-based learning approach has also proven to be very effective in conveying information visually and auditorily. Using various e-module elements, students can understand and remember information better. This is because information presented in multimedia form tends to be easier for the brain to digest and remember (Haka et al., 2021).

Conclusion

In the contemporary educational landscape, the development of teaching media, particularly E-Modules integrated with IMTAQ values, has become increasingly significant. These E-Modules enhance the learning experience by making it visually appealing and engaging, thereby reducing student boredom and fostering a deeper understanding of religious knowledge by including relevant verses and hadiths. Research findings reveal a gap in current teaching practices, as educators have not linked IMTAQ values to their instruction, focusing primarily on knowledge delivery. This underscores the necessity for educational media that captivates students' attention and promotes a more enjoyable learning environment. Therefore, schools need to implement E-Modules that incorporate IMTAQ values, as this integration not only enriches academic knowledge but also supports students' character development, preparing them to become well-rounded individuals who embody academic excellence and strong ethical principles.

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