

DEVELOPMENT OF THEMATIC E-MODULES BASED ON AL-QUR'AN VERSES TO IMPROVE STUDENT LEARNING OUTCOMES

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ABSTRACT

This research was conducted to develop thematic e-module media based on Al-Qur'an verses to improve student learning outcomes. This research uses the Research and Development method with the Borg & Gall model. Data were collected using questionnaires, tests, and documentation and analyzed through the Independent Sample T-test. The results show Sig. (2-tailed) of $0.000 < 0.05$. Then H_a is accepted while H_0 is rejected. It was found that the average student learning outcomes improved to 83.4 and learning completeness by 83.33% after receiving treatment in the form of thematic e-module media based on Al-Qur'an verses. This shows that this subject is feasible to be implemented as a learning medium because it improves the learning outcomes of fifth-grade students of MI Al-Hidayah 02 Betak.

Keywords: development; E-module; student learning outcomes

INTRODUCTION

The lack of attention to the spiritual dimensions of thematic learning for elementary school students is a special urgency in this era. The spiritual dimension is the basis for the formation of student character, besides that the spiritual dimension must be instilled as early as possible in elementary school students so that later when they grow up they have a good spiritual attitude, considering that in the current era the spiritual attitudes of students at all levels of education are getting weaker. this is in stark contrast to the goals and expectations of national education as stated in Law No. 20 of 2003 Chapter II Article 3 concerning the National Education System.¹ This is also in line with Aam Imanudin's opinion that noble character based on faith and piety is the main goal of education, but the facts on the ground show the opposite reality, unethical behavior and actions are increasing and even becoming a common habit in everyday life. Conditions that are very worrying and keep popping up give a sign to make improvements in current educational practices.²

¹ Undang-undang, "UU RI No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional," 2003.

² Aam Imaddudin, "Pengembangan Konstruk Kesejahteraan Spiritual Mahasiswa," *Universitas Islam Bandung* 6, no. 7 (2015).



The spiritual dimension needs to be instilled as early as possible because the beginning of a child's life is the most appropriate period for providing development efforts or encouragement so children can develop optimally. The sensitive period (sensitive period) or also known as the golden age, means that during this time, the child in particular, will be easy to accept the existing stimuli.³ This is in line with Elizabeth B Hurlock's opinion that it is important to lay the foundations of knowledge in early childhood because learning and experience factors play a role in their development.⁴ It can be controlled and directed so that its development parallels the path that makes a good personality possible.⁵

The implementation of the curriculum in elementary schools is very thick with the nuances of thematic learning that is more oriented to character issues, were making teaching subjects must be based on characters that are following each religion. The basis for the formation of quality human resources is closely related to character building.⁶ With the achievement of quality resources, there will be a generation that is cultured, civilized, spiritually and intellectually intelligent, and able to compete globally.⁷ The impact of advances in information technology, namely, the existence of competition in various fields.⁸ The competition is getting fiercer. The field of education faces great challenges. Indonesia is required to be able to create intelligent human resources that can compete globally. Therefore, Indonesia must be able to give birth to a quality generation. A generation that has superior knowledge, attitudes, and skills. Thus, the human resources created have spiritual and intellectual qualities. Prepare human resources related to education, it is related to the learning process.⁹

³ Slamet Suyanto, *Dasar-Dasar Pendidikan Anak Usia Dini* (Yogyakarta: Hikayat Publishing, 2005), 5.

⁴ E. B. Hurlock, *Developmental Psychology* (McGraw-Hill Education, 2001), 76.

⁵ "Implementasi Pendekatan Saintifik Pada Pembelajaran Cinta Lingkungan Pendidikan Anak Usia Dini (Paud) Di Kabupaten Wonosobo | Al-Athfal: Jurnal Pendidikan Anak," January 23, 2017, 13–24, <https://ejournal.uin-suka.ac.id/tarbiyah/index.php/alathfal/article/view/1264>.

⁶ Tri Sukitman, "Internalisasi Pendidikan Nilai Dalam Pembelajaran (Upaya Menciptakan Sumber Daya Manusia Yang Berkarakter)," *Jurnal JPSPD (Jurnal Pendidikan Sekolah Dasar)* 3, no. 1 (November 23, 2016): 85–96, <https://doi.org/10.26555/jpsd.v3i1.a5559>.

⁷ Tientje Nurlaili and Iskandar, *Pendidikan Anak Dini Usia (PADU) Untuk Mengembangkan Multiple Intelegensi* (Jakarta: Dharma Ghaha Press, 2004), 32.

⁸ Purwo Riwayadi, "Pemanfaatan Perkembangan Teknologi Informasi Dan Komunikasi Untuk Kemajuan Pendidikan Di Indonesia," *PLS UM*, 2013.

⁹ Yusep Mulyana, "Peran Sumber Daya Manusia (SDM) / Generasi Muda Dalam Menyongsong Revolusi Industri 4.0," *Prismakom* 16, no. 1 (2020): 36–46.

The success of a learning process is largely determined by the competence of the teacher.¹⁰ Teachers must be able to design and implement the learning that is interesting and follows the needs of students.¹¹ Learning that is managed properly and according to the needs and characteristics of children, can optimize the potential of multiple intelligences that children have from an early age.¹² The process of learning activities is a means to stimulate the potential of children's intelligence.¹³ Therefore, the selection of methods, strategies, media, and approaches in the learning process must be following the themes and learning subjects. Elementary school-age children have moved to the operational stage, this means they need more illustrations, drawings, models, and other active activities. This shows the importance of learning media to facilitate the process of learning activities to achieve goals with maximum results.¹⁴ The availability of media is very useful for educators in explaining the subjects and creating fun learning, fostering curiosity, and increasing student motivation in learning.¹⁵ The application of innovative media is important in thematic learning because students' ability to think abstractly and focus on concrete objects is still lacking. According to Woolfolk, there is a need to package information attractively so that it is easy for students to remember, for example by linking information with pictures or words.¹⁶ Meanwhile, the application of incorrect learning and media that are not following the characteristics and needs of students will trigger the failure of the learning process at the elementary level.¹⁷

¹⁰ Muhammad Afandi, "Kompetensi Guru Sebagai Kunci Keberhasilan Dalam Pembelajaran Sainifik," *Seminar Nasional Pendidikan Dasar*, 2015, <http://research.unissula.ac.id/pages/prosiding.php?id=MTEwNGFwYXlhZW5rcmlwc2lueWE/>.

¹¹ Trianto Ibnu Badar Al-Tabany, *Mendesain Model Pembelajaran Inovatif, Progresif, Dan Kontesual* (Prenada Media, 2017).

¹² Radjiman Ismail, "Pembelajaran Kecerdasan Jamak Pada Anak Usia Dini," *Foramadiahi: Jurnal Kajian Pendidikan Dan Keislaman* 8, no. 1 (December 1, 2016): 113–24, <https://doi.org/10.46339/foramadiahi.v8i1.56>.

¹³ Ismatul Khasanah, Agung Prasetyo, and Ellya Rakhmawati, "Permainan Tradisional Sebagai Media Stimulasi Aspek Perkembangan Anak Usia Dini," *PAUDIA : Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini* 1, no. 1 (2011), <https://doi.org/10.26877/paudia.v1i1.261>.

¹⁴ Fatah Yasin Al Irsyadi, Rifai Annas, and Yogieck Indra Kurniawan, "Game Edukasi Pembelajaran Bahasa Inggris Untuk Pengenalan Benda-Benda Di Rumah Bagi Siswa Kelas 4 Sekolah Dasar," *Jurnal Teknologi Dan Informasi* 9, no. 2 (August 31, 2019): 79, <https://doi.org/10.34010/jati.v9i2.1844>.

¹⁵ Yu-Chun Kuo et al., "Interaction, Internet Self-Efficacy, and Self-Regulated Learning as Predictors of Student Satisfaction in Online Education Courses," *The Internet and Higher Education* 20 (January 1, 2014): 35–50, <https://doi.org/10.1016/j.iheduc.2013.10.001>.

¹⁶ Mhd Lailan Arqam, "Pengembangan Multimedia Pembelajaran Pada Mata Pelajaran Kemuhammadiyah Bagi Siswa Kelas I Madrasah Mu'allimin Muhammadiyah Yogyakarta" (Tesis, Surakarta, Universitas Sebelas Maret, 2010).

¹⁷ Ali Mudlofir, *Desain Pembelajaran Inovatif: dari Teori ke Praktik* (Jakarta: PT. RajaGrafindo Persada, 2021), 53.

Several previous studies about the development of e-modules were done by some researchers, such as Risdha and Usmeldi, about developing the interactive e-module based on integrated learning for primary school students.¹⁸ Sari etc. also researched preliminary study of guided inquiry-based e-module development based on research results to improve student's creative thinking skills and cognitive learning outcomes.¹⁹ Haryani also discuss in this paper about character values-loaded chemistry module development in redox reaction and compound nomenclature materials to improve learning outcome of high school students.²⁰ In the similar case, but different subject Sukareni and Sukmana also write a paper about the integration of problem based learning model on Indonesian language e-modules.²¹ Logan etc. also did a research about Development of an e-learning module to facilitate student learning and outcomes. In the 21st century, e-modules are also important for use in learning, e-modules can be operated online or offline, and are more flexible.²² The results of previous studies state that student learning outcomes can be influenced by the environment at school and the environment at home.²³ Herrera's research results also explain that student personality characteristics can also affect student learning outcomes.²⁴

¹⁸ Risdha Amini and Usmeldi, "Developing the Interactive E-Module Based on Integrated Learning for Primary School Students," *International Journal of Information and Education Technology* 12, no. 4 (2022), <https://doi.org/10.18178/ijiet.2022.12.4.1615>.

¹⁹ Ilda Sartifa Sari, Sri Rahayu Lestari, and Murni Sapta Sari, "Preliminary Study of Guided Inquiry-Based e-Module Development Based on Research Results to Improve Student's Creative Thinking Skills and Cognitive Learning Outcomes," in *AIP Conference Proceedings*, vol. 2330, 2021, <https://doi.org/10.1063/5.0043320>.

²⁰ H. Haryani, Supriatno, and Sulastri, "Character Values-Loaded Chemistry Module Development in Redox Reaction and Compound Nomenclature Materials to Improve Learning Outcome of High School Students," in *Journal of Physics: Conference Series*, vol. 1806, 2021, <https://doi.org/10.1088/1742-6596/1806/1/012198>.

²¹ Ni Luh Sukareni and Adrianus I Wayan Ilia Yuda Sukmana, "The Integration of Problem Based Learning Model on Indonesian Language E-Modules," *Indonesian Journal Of Educational Research and Review* 4, no. 3 (2021), <https://doi.org/10.23887/ijerr.v4i3.40254>.

²² Daniela Petrescu, Dumitru Enache, and Luminita Duta, "Collaborative Decision-Making in Online Education," *Procedia Computer Science*, The 8th International Conference on Information Technology and Quantitative Management (ITQM 2020 & 2021): Developing Global Digital Economy after COVID-19, 199 (January 1, 2022): 1094, <https://doi.org/10.1016/j.procs.2022.01.138>.

²³ Might Kojo Abreh, "Teaching in Extra Classes Settings in Cape Coast Metropolis: Implication for Improved Learning Outcomes," *Social Sciences & Humanities Open* 7, no. 1 (January 1, 2023): 7, <https://doi.org/10.1016/j.ssaho.2023.100421>.

²⁴ Carmina Fandos-Herrera et al., "The Influence of Personality on Learning Outcomes and Attitudes: The Case of Discussants in the Classroom," *The International Journal of Management Education* 21, no. 1 (March 1, 2023): 100754, <https://doi.org/10.1016/j.ijme.2022.100754>.

The other researcher also do a development product in primary school based an interactive e-module of integrated learning,²⁵ and another research is the development of modules that are integrated with ethnoscience.²⁶ Angraeni et al explained that student learning outcomes are important to be improved by utilizing media or modules around them.²⁷ In other institution, Hadi etc. also do a research about the development of e-partograph module as a learning platform for midwifery students: the addie model.²⁸ This research is different from previous research, the focus of this research is the development of a thematic learning model connected to the verses of the Qur'an. Based on observations did by researchers at MI Al-Hidayah 02 Betak indicate that there are problems encountered during the thematic learning process, including thematic books from the government, but their effectiveness is lacking. For example, there is no guide to thematic books based on Islam, the existing thematic books are thick and large and the subjects presented are incomplete. This makes educators repeat the content several times to make sure students understand the subjects. Therefore, it is necessary to develop learning media to ensure a proper and effective understanding of the subject matter. Based on these problems, this research aims to develop learning moduls that are feasible and of high quality so that they can be used in the learning process.

RESEARCH METHODS

The Development research model is research methods used to produce certain products and test the effectiveness of these products.²⁹ And the procedure adopted in this study is the Borg and Gall model. However, this study only focuses on seven of the ten steps proposed from this model which were adapted by Sugiyono including 1) potential

²⁵ Amini and Usmeldi, "Developing the Interactive E-Module Based on Integrated Learning for Primary School Students."

²⁶ Andika Adinanda Siswoyo, "Developing Thematic Learning Module Based On Ethnoscience Oriented Outdoor Learning Strategy To Improve Student's Learning Outcomes In Primary School," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 13, no. 1 (August 4, 2021): 242, <https://doi.org/10.14421/al-bidayah.v13i1.283>.

²⁷ Risqi Fani Angraeni, Ahwy Oktradiksa, and Muis Sad Iman, "The Correlation Between Audio Visual On Blood Circulation Material And Learning Outcomes Of Primary Students In Mi Muhammadiyah Kalikajar Wonosobo," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 12, no. 1 (June 30, 2020): 50, <https://doi.org/10.14421/al-bidayah.v12i1.194>.

²⁸ Selasih Putri Isnawati Hadi et al., "The Development Of E-Partograph Module As A Learning Platform For Midwifery Students: The Addie Model," *Belitung Nursing Journal* 3, no. 2 (2017), <https://doi.org/10.33546/bnj.77>.

²⁹ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan R&D* (Bandung: Alfabeta, 2016), 407.

and problems, 2) collecting information for use as planning subjects, 3) product design, 4) design validation to assess whether the design is valid. visually more effective and better than others, 5) Improvements or design revisions aimed at identifying weaknesses in the product being developed, 6) testing the product for users, and 7) revising the product in field trials.

The product developed in this research is the Thematic e-module based on Al-Qur'an verses for fifth-grade elementary school and the research subjects include learning media experts, thematic learning subjects experts, fifth-grade teachers, and fifth-grade students. using the Non-equivalent Control Group Design, which means that the experimental group and the control group are not selected randomly. In addition, this study uses a non-probability sampling technique in the form of purposive sampling. Data collection was carried out using 1) Questionnaires used to obtain the results of the feasibility test of the developed media, 2) Tests used to measure the effectiveness of the products that had been developed, and 3) Documentation carried out to obtain data that were not obtained in the previous data collection techniques.

Qualitative data that has been obtained from the questionnaire is first converted into quantitative data.. The data were analyzed quantitatively using questionnaire scores and tests based on a Likert scale table. While the t-test was used to compare the improve in learning outcomes between the control class and the experimental class, calculation of t-test using SPSS application. The rating scale used for the questionnaire sheet is based on a score of 1 to 5 as shown in Table 1.³⁰

Table 1.
Questionnaire Data Analysis Scoring Criteria

No.	Achievement Level	Qualification	Information
1	81 – 100%	Very good	Very feasible / very valid / does not need to be revised
2	61-80%	Good	feasible / valid / does not need to be revised
3	41 – 60%	Good Enough	Inappropriate/not valid/needs to be revised
4	21 – 40%	Not good	Invalid/Invalid/needs to be revised
5	<20%	Very Not Good	Very inappropriate/very invalid/needs to be revised

³⁰ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan R&D*.

RESULT AND DISCUSSION

Product Specifications

The same perspective for educators and parents is that spiritual attitudes need to be instilled from an early age so that later when they grow up they have a good spiritual attitude. They also share the opinion that learning Islamic values is very important for students in advancing the world of education and giving birth to a generation that is cultured, civilized, spiritually and intellectually intelligent, and can compete globally. In addition, learning media is a tool in teaching and learning activities that are used to convey learning subjects from teachers to students to ensure they are effective and efficient.³¹ E-module media can help educators to convey the contents of learning subjects to students easily, facilitate understanding, make learning activities interesting, and also achieve predetermined learning goals.³²

The product that is expected as an alternative to solving the problem of difficulties in applying spiritual attitudes in thematic learning is in the form of a thematic e-module based on Al-Qur'an verses for class V. This product aims to make it easier for students to learn from home and be interested in understanding subjects related to the verses of the Qur'an that have been delivered. The e-module is interesting because it is equipped with learning videos that will make it easier for students to learn from home independently, accompanied by illustrations that match the theme and equipped with simple text and dialogue. The images and texts presented aim to improve students' memory of the subjects that have been presented. One of the advantages of e-modules is that they are more practical and easy to carry because they are not big and not heavy.³³

The product developed in the form of thematic e-module media based on Al-Qur'an verses was developed using the Flip Pdf Professional application. In the form of books that can be presented electronically via hard disk, CD, or flash disk and can be used on computers and mobile phones. The e-module is made in A4 size (21cm x 29.7 cm). Written using a simple font that is easy for users to read (Comic Sans MS font, size 10)

³¹ Sodik Anshori, "Pemanfaatan Teknologi Informasi Dan Komunikasi Sebagai Media Pembelajaran," *Civic-Culture: Jurnal Ilmu Pendidikan PKn dan Sosial Budaya* 2, no. 1 (2018): 88–100.

³² Nurulita Imansari and Ina Sunaryantiningsih, "Pengaruh Penggunaan E-Modul Interaktif Terhadap Hasil Belajar Mahasiswa Pada Materi Kesehatan Dan Keselamatan Kerja," *VOLT: Jurnal Ilmiah Pendidikan Teknik Elektro* 2, no. 1 (April 28, 2017): 11–16, <https://doi.org/10.30870/volt.v2i1.1478>.

³³ Emy Yunita Rahma Pratiwi and Ratih Asmarani, "Kualitas Media Card Dance Untuk Pembelajaran Seni Tari Di Lembaga Pendidikan," *Jurnal Bidang Pendidikan Dasar* 2, no. 2 (July 31, 2018): 1–10, <https://doi.org/10.21067/jbpd.v2i2.2534>.

and Traditional Arabic font, size 16 for Arabic font. It contains text, dialogue, pictures, verses of the Qur'an, and Learning Videos that follow the learning subjects. The structure of the content of the subjects is almost the same as in the book, only the way of presentation is much shorter than in the book. Images are used to stimulate students to obtain maximum learning outcomes. This visual stimulus can help students do better on remembering, recognizing, and recalling tasks.

The e-module product design consists of three parts: introduction, content, and closing. The introductory section includes a preface, a table of contents, and an introductory element. Then the content section covers the subjects from Theme 1 to



Figure 1 Cover e-module



Figure 2 Preface and List

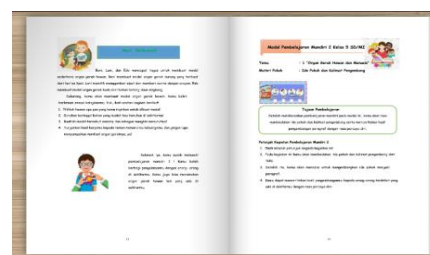
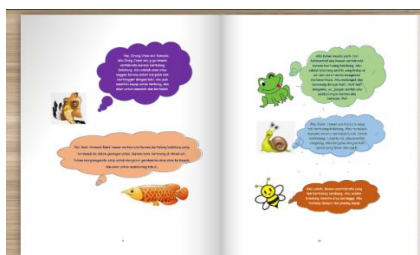
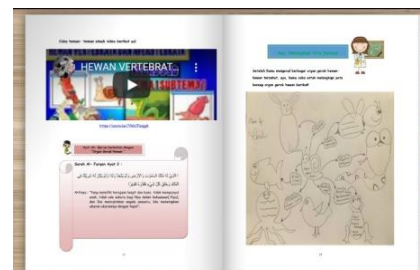
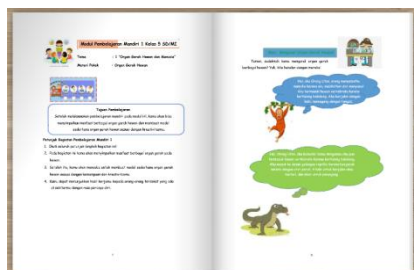


Figure 3. Thematic Subjects



Figure 4.
Bibliography

Theme 5. The closing section contains a bibliography.

E-modules can help students learn independently anytime and anywhere, without being accompanied by other people.³⁴ In addition, the developed e-module does not depend on other media, the e-module can be used as a complete medium independently without having to use other media to effectively complete learning according to the speed of each individual.

Product Eligibility

The product is validated through two tests, namely the media expert test and the subjects expert test. The media expert validation test was carried out with one learning technology teacher and two lecturers in the Islamic Basic Education Learning Design course. while the experts for the subjects validation test are thematic lecturers. The data obtained at the trial stage are verbal and nonverbal, with verbal presented in the form of responses and suggestions written by media experts in the column provided in the

³⁴ Moh Fausih and Danang, "Pengembangan Media E-Modul Mata Pelajaran Produktif Pokok Bahasan 'Instalasi Jaringan Lan (Local Area Network)' Untuk Siswa Kelas XI Jurusan Teknik Komputer Jaringan Di Smk Negeri 1 Labang Bangkalan Madura," *The Journal of Universitas Negeri Surabaya* 1, no. 1 (2015): 1–9.

questionnaire. In contrast, nonverbal information comes from responses to questions in the questionnaire in the form of assessment scores for certain aspects.

Table 2.
Media Expert Validation Results

Indicator	Average Score	Information
Graphic Eligibility	87.84%	feasibility to implemented
Full View	87.5%	feasibility to implemented
The Effect of Using Learning Media	91%	feasibility to implemented
Average	88.78%	feasibility to implemented

The graphic feasibility test, overall display assessment, and the effect of using learning media got an average score of 88.78% from media experts. Which means the product can be implemented as a learning medium.

The e-module media products that have been developed are tested for not only the feasibility of the media but also the feasibility of the subjects, whose aspects include the feasibility of content, presentation feasibility, linguistic feasibility, and the effect of using learning media. The results presented in the table show the average score is 93% which means the product is feasible to use.

Table 3.
Subjects Expert Validation Results

Indicator	Average Score	Information
Content Eligibility	84%	Feasibility to implemented
Serving Eligibility	100%	Feasibility to implemented
Language Eligibility	88%	Feasibility to implemented
The Effect of Using Learning Media	100%	Feasibility to implemented
Average	93%	Feasibility to implemented

The product trial was carried out by simulating the use of learning media after the media and teaching subjects feasibility test was carried out by experts. The trial was conducted with fifth-grade teachers and fifth-grade students of MI Al-Hidayah 02 Betak

who were considered users. The following data presents the results of field trials conducted on teachers.

Table 4.
Results of Field Trials with Class V Guru Teachers

Indicator	Average Score	Information
Graphic Eligibility	89.41%	Feasibility to implemented
Eligibility Overall view	82.5%	Feasibility to implemented
Content eligibility	89%	Feasibility to implemented
Language Eligibility	88%	Feasibility to implemented
Serving Eligibility	100%	Feasibility to implemented
Effect of using learning media	100%	Feasibility to implemented
Rata-rata	91.48%	Feasibility to implemented

Field trials were conducted on 18 fifth-grade students using three aspects: the appearance aspect, the presentation aspect of the subjects, and the benefit aspect with 15 items, and the results are presented in the following table.

Table 5.
Field Trial Results with 18 Respondents

Indicator	Average Score	Information
Display Aspect	87.99%	Feasibility to implemented
Presentation Aspect	88.09%	Feasibility to implemented
Benefit Aspect	86.66%	Feasibility to implemented
Average	87.58%	Feasibility to implemented

Tables 4 and 5 show field trials with teachers getting an average score of 91.48% while students have 87.58% and this means that the product is practical and feasible to implement. Some of the responses from students about the products developed are 1) The thematic e-modules are very practical, and easy to carry everywhere, 2) The e-modules are very good, easy to understand and learn, 3) Are useful and make it easier to learn independently 4) The e-module is very interesting equipped with verses from the Qur'an and it would be better if the Figure and text size were slightly enlarged.

The developed e-module media is categorized as feasible to be implemented by the validator with some suggested improvements as follows:

1. Media experts suggest on the cover to correct the font and figure sizes so that they are balanced,
2. Adjust the composition of the figure and narration so that it is precise, at the bottom of the cover it should be filled, so that the top-bottom, right-left, and middle parts have characters.
3. The selection of colors in the text makes it more contrast with the background so that the text will be more visible than the contents of the reading.
4. The expert also suggested on the subject "The Role of the Economy in Society" the verse used is less relevant, replace it with QS. A Naba': 9-11; b) add QS. Al Alaq: 3-5 on the subject "Knowing the question word" and the expert also suggests that the Pancasila precepts need to be added to the Qur'anic verse in each item.

The product was revised based on the results of the trials carried out and following the recommendations and suggestions of media experts, subjects experts, and users including teachers and students, after using learning media. Therefore, thematic e-modules continue to be revised based on existing deficiencies until they are finally ready to be used as learning media.

Many teachers still have difficulty using technology to develop teaching materials that can facilitate students' learning. This has an impact on student learning outcomes are low. Sukareni and Sukmana aims to develop E-module with a problem-based learning model. The study's result study were the assessment given by the subject matter expert, which was 96.47 (very good). The assessment of learning design experts is 93.33% (very good). The assessment of learning media experts is 97.5% (very good). Individual trial results, that is 95.53% (very good), and the result of small group trial is 95.53% (very good). It can be concluded that E-modules with problem-based learning models are valid and feasible to be applied in the learning process. This research implies that the E-module with the PBL model can be used by teachers in learning.³⁵

According to Amini and Usmeldi, In the 2013 curriculum subjects in primary schools were organized with themes, namely combining all subjects that reflect students' everyday lives. However, the themes in the student's book do not integrate one subject with the others and do not reflect the students real life. Therefore, it is hard for many

³⁵ Sukareni and Sukmana, "The Integration of Problem Based Learning Model on Indonesian Language E-Modules."

primary school teachers to implement the integrated learning using the textbooks. In this research about the development the interactive e-module based on the principles of integrated learning that can facilitate students in carrying out learning process, so it can improve students' competency. That research concluded three main results obtained from the research, first, according to expert judgment the interactive e-module is valid. Second, based on teacher and student's responses the module is very practical. Third, based on the student learning outcomes the interactive e-module is effective.³⁶

Analysis of Learning Outcome Data

The students' pretest and post-test data were analyzed to determine the effectiveness of the thematic e-module media based on the verses of the Qur'an in improving the learning outcomes of the fifth-grade students of MI Al-Hidayah 02 Betak. The post-test was conducted to test the level of students' mastery of the subjects after using the thematic e-module media based on the verses of the Qur'an.

The t-test belongs to the class of parametric statistics which is usually used to test the significance of the difference between two means of two distributions. Usually carried out on subjects who were tested before and after the process on paired subjects. In addition, pre-requisite tests were conducted before the t-test formula was applied to analyze the data and its purpose was to determine whether the data met the analysis requirements. While the basis for the decision of the t-test is as follows: (1) If Sig. (2-tailed) value > 0.05, then Ho is accepted and Ha is rejected and (2) if Sig. (2-tailed) value < 0.05, then Ho is rejected and Ha is accepted.

Table 6.
The Independent Sample T-test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Hasil	Equal variances assumed	-5.256	34	.000
	Equal variances mot assumed	-5.256	18.184	.000

³⁶ Amini and Usmeldi, "Developing the Interactive E-Module Based on Integrated Learning for Primary School Students."

In the Independent Sample T-test table that has been presented, we can see in the Equal Variances Assumed section, that it is known that the value of sig. (2-tailed) is $0.000 < 0.05$, so as the basis for decision making in the Independent Sample T-test, it can be concluded that there are there is a significant difference between learning outcomes between students in class V-B who use the thematic e-module media based on Al-Qur'an verses and class V-A students who do not use the thematic e-module media based on Al-Qur'an verses.

Table 7.
Comparison of Pretest and Posttest Results

Criteria	Pretest	Posttest
Total students	18	18
Total Score	1542	1750
Average	85.6	97.2
Lowest Value	79	90
The highest score	94	100
Completeness Presentation	36.37%	41.10%
Percentage of incompleteness	63.63%	58.9%

Learning activities using thematic e-module media based on Al-Qur'an verses are considered to make a positive contribution to improving student learning outcomes. This is indicated by the pretest average of 85.6 and improved to 97.2 in the post-test after being given treatment. In addition, the percentage of completeness and incompleteness before using media was also recorded at 36.37% and 63.63%, respectively. While the percentage of students' completeness improved to 41.10% while completeness decreased to 58.9% after receiving treatment.

Sari etc, also said in their paper that the advancement of the educational paradigm in the 21th century requires individuals to become qualified Human Resources. Qualified individuals are individuals who are able to organize, utilize, and be able to develop their skills, one of which is creative thinking skills. How to optimize the application of creative thinking skills, it is necessary to implement learning by integrating creative thinking skills in each course. In accordance with one of the achievements of the profile of the Human Anatomy and Physiology course, which is being able to plan investigations

independently, creatively and innovatively by finding, analyzing, and solving problems in the field of Human Anatomy and Physiology.

The results of the study in the form of giving test questions to see the initial ability of creative thinking skills and student cognitive learning outcomes showed that the mean score of creative thinking skills was 4.28 and the mean score of cognitive learning outcomes was 41.42, including in the low category. Low creative thinking skills and student cognitive learning outcomes are related to student difficulties in understanding the concepts contained in the teaching materials used. Teaching materials in the form of e-modules have never been used by students in learning (65%). The learning method that is often applied is the presentation and discussion method (96%). Based on the preliminary study conducted, it can be concluded that guided inquiry-based e-modules can be developed based on the results of research to improve students' creative thinking skills and cognitive learning outcomes.³⁷

CONCLUSION

This research and development process resulted in a thematic e-module media based on the verses of the Qur'an, which was declared feasible to be implemented as a learning medium. The analysis results also show a significant difference with the use of thematic e-modules based on the verses of the Qur'an in improving student learning outcomes as evidenced by the value of sig (2-tailed) of 0.000 at the level of sig 0.05 which indicates sig. (2- tailed) of $0.000 < 0.05$, The average student learning outcomes and the percentage of mastery learning were also observed to improve to 97.2 and 41.10% respectively after using the thematic e-module media based on the verses of the Qur'an.

The thematic e-module media based on Al-Qur'an verses developed for thematic learning can be utilized or disseminated in the school concerned and several others by taking into account the characteristics of students. In addition, further product development can be carried out in all classes by adjusting the Core Competencies and Basic Competencies in each class.

³⁷ Sari, Lestari, and Sari, "Preliminary Study of Guided Inquiry-Based e-Module Development Based on Research Results to Improve Student's Creative Thinking Skills and Cognitive Learning Outcomes."

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DECLARATION OF CONFLICTING INTERESTS

I would like to confirm that there will be no potential conflict of interest in connection with the research, authorship, and publication of the article.

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