

The Effectiveness of Using E-Modules as Digital Learning Media in the Learning of Islamic Education

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Abstract:

The advancement of science and technology, which is increasingly sophisticated today, has caused various kinds of changes in human life, including changes in the learning system. This study aims to determine the extent of the effectiveness of the use of e-modules in learning Islamic religious education. This research method is included in the type of qualitative field study research with a phenomenological approach to reveal facts in order to obtain data by making observations, documentation, and interviews with Islamic religious education teachers and the Science Technology team at Muhammadiyah Al Kautsar High School. Valid data analysis techniques in this study were carried out through observation and interviews with Islamic religious education teachers. In addition, researchers also conducted an official web analysis at Muhammadiyah Al Kautsar High School and then carried out data processing. The document analysis was put together into conclusions that were the results of the study. The results of this study show that the impact of using e-modules is effective in Islamic religious education. This study focuses on the perspective of students on the use of e-modules in Islamic religious education learning as well as the effectiveness of using e-modules in Islamic religious education learning.

Keywords: : E-Module, Learning Innovation, Islamic Education

Introduction

The advancement of science and technology, which is increasingly sophisticated today, has caused various kinds of changes in human life, including changes in the learning system. According to Winkel, learning is a set of actions designed to support the learning process of students, taking into account extreme events that contribute to the series of internal events experienced. Learning is intended as a tool to convey knowledge and set up internal systems so that it can cause changes in itself.

Learning has components in which it has a relationship with one another, namely teachers, students, objectives, materials, methods, media, and evaluation, each of which has characteristics and functions that need to be understood, namely the teacher component functions to educate and the student component functions to understand the material from the teacher called learning. Thus can be formulated the interaction between the two, which greatly determines the effort of learning objectives in accordance with those formulated. (Mutmainnah, 2021)

Learning media's role as a conduit for the information that teachers give to their students is to stimulate thought, diversify learning, and grab attention so that it doesn't seem monotonous. Learning

media is structured and systematic in that it can present material well, not pegged to text only but accompanied by video, images, and audio. (Febrita, 2019) Interactive media can provide space for collaboration between students and team-based learning. Through features such as project-based learning, discussion forums, and groups, learners can maximize their ability to interact, develop ideas, solve problems, and share knowledge with each other. It encourages communication, cooperation, and the learning of social interaction. (Jafnihirda, 2023)

The use of appropriate learning media can increase the focus of student learning, provide teaching effectiveness, facilitate good understanding, and create teaching situations that fill the encounter between teachers and students or students and teachers in an effort to achieve teaching goals.

Education in Law Number 20: 2003 The education system revealed that "education is a conscious and planned effort to create a conducive learning environment so that students can develop their potential." (Pristiwanti, 2022) Education is always evolving and always faced with changing times. For this reason, concepts, materials, processes, functions, and educational objectives must be relevant to today's increasingly sophisticated technological advances. Now that there are many learning activities that use technology by utilizing digital systems, students are easily given good facility services in the use of the digital system.

According to Aryawan, the quality of education can be measured, one of which is through driving education programs focusing on digital systems. Digital education programs involve the use of digital technology in the learning process. Because technological developments begin to grow rapidly, education is getting more advanced. (Aryawan, 2018) With the development of digital education, it provides adequate facilities for students to get knowledge as expected quickly and easily. Along with the development of technology, children can easily access things related to education.

According to Fanreza, education comes from the word "didik" in Bahasa Indonesia, which means teaching, delivery, and formation. Education, in English terms, is called *religion education*. So the meaning of Islamic religious education is a process of guidance and direction for students to know, understand, internalize, apply, and have religious, moral, and spiritual strength so that they become true human beings. The purpose of Islamic religious education is to shape behavior and develop the ability of students who are dignified in their realm to optimize their potential to become human beings who believe and fear Allah, have good morals, are intelligent, skilled, and respect each other. (Fanreza, 2017)

The results of Islamic religious education learning research have now been found using e-modules, which already cover all teaching materials. E-module is a modification of teaching materials that are operated in pdf form through digital media by utilizing electronic devices in which to present text, images, graphics, video, and audio. The content of the e-module makes it easy for students to understand the teaching material, namely by being interactive and mixing multimedia elements into the e-module. Teachers are given the task of making teaching materials in modules efficiently used as support for learning activities.

The e-module already covers all student learning activities. The material is arranged in such a way that, in learning the material, the objectives that have been formulated in the e-module can be achieved. Islamic religious education is divided into several subjects such as fiqh, Qur'an hadith, Arabic, creed, etc. Of all subjects, teaching materials are already in the e-module, so students just pay attention to the e-module according to the teacher's orders. The existence of learning through e-

modules can minimize teachers so that they are not only lecturing when delivering material, and students do not feel bored during learning activities.

One similar study discussing the use of e-modules is Nurfirdausi, S., Rukajat, A., and Ramdhani, K., with the title Development of E-Module Application-Based Learning Media on Islamic Religious Education Subjects and Class VII Ethics. According to the research, the e-module application on Islamic education topics was created in line with the creation of ADDIE. This application is used to hold teaching materials, pictures, videos, and questions for both individuals and groups. This e-module has been applied to the subjects of Islamic religious education, aimed at helping achieve a learning objective. (Nurfirdausi, 2022)

Based on this presentation, researchers conducted a study on "The Effectiveness of Using E-Modules in Islamic Religious Education Learning". The questions in this study are: First, what is the perspective of students on the use of e-modules in learning Islamic religious education? Second, how effective is the use of e-modules in learning Islamic religious education? The objectives of the study are: First, to describe the opinions of students regarding the use of e-modules in learning Islamic religious education. Second, to describe the effectiveness of the use of e-modules in learning Islamic education.

Research Method

The study is qualitative in nature and reveals facts in order to obtain data by employing observations, documentation, and interviews. (Darmalaksana, 2020) The methodology used in this study uses a phenomenological approach in a qualitative context. Phenomenology is a meaningful approach to obtaining research data in the form of new science and developing existing knowledge analytically, systematically, without perspective, and not based on prejudice. (Tumangkeng, 2022) Valid data analysis techniques in this study were carried out through observation and interviews with Islamic education teachers. Besides that, researchers also conducted an official web analysis at Muhammadiyah Al Kautsar High School and then carried out data processing. The analysis of the document is put together into a conclusion that is the result of the study. Document analysis is the process of studying textual sources not encountered in observations or interviews. (Fadli, 2022) This study was conducted to describe and obtain data related to the effectiveness of using e-modules in the learning of Islamic education.

Result and Discussion

1. Educational Institution Profile

Muhammadiyah Al-Kautsar is a high education institution located in Kartasura, Sukoharjo, Indonesia. Muhammadiyah Al Kautsar High School implements a special program that has been systematically arranged and designed to comprehensively assist students in terms of spirituality, intellectual, emotional, and behavioral aspects of their potential talents. The program used is "Digital School." Increasingly sophisticated technology can be applied to education today, such as the application of e-modules as learning media. The curriculum applied uses the Merdeka curriculum; for Islamic religious education subjects, apply the ISMUBA curriculum (Al Islam, Kemuhammadiyah, and Arabic) because of the background of Muhammadiyah Al Kautsar Junior High School.

2. E-Module

An e-module is a form of presentation of teaching material for students that is arranged systematically and structured according to their respective subjects, with the function of making it easier for students to learn. In the presentation of teaching materials in the e-module, there are not only texts but also images, videos, and audio to make students comfortable with learning. By sharing links to open teaching materials with students, e-modules are accessible through electronic media. (Raqiztya, 2022) The characteristics of e-modules in learning include: self-instruction (able to know himself clearly), self-contained (learning materials can be understood independently), standing alone (the teaching materials used do not depend on other learning materials), adaptability (the modules used can adjust the development of technological science), and being user-friendly (the modules used are easy to apply). (Gufran, 2020) E-modules are designed interactively, which has more varied potential and can present a creative and innovative learning process by optimizing interactions between teachers and students. (Nuriyah, 2023)

Example of Fiqh learning e-module class VII Muhammadiyah Al-Kautsar High School Special Program:

a. Cover

The cover page is the front of the book which contains the module title, subject name, and explains that this module applies to class VII.



Picture 1. Page Cover

b. Table of Contents

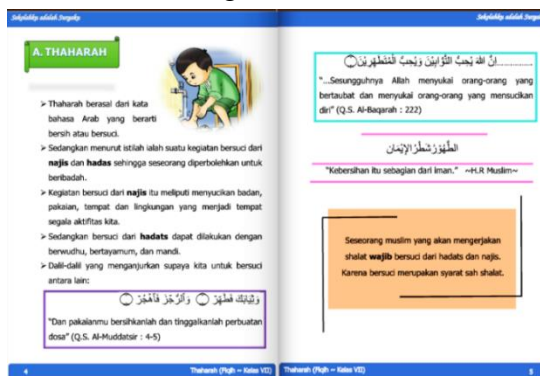
The table of contents section contains pages from the sub-chapter of learning materials and perceptions for the learning lighter to be carried out.



Picture 2. Table of Contents and Apperception page

c. Learning Materials

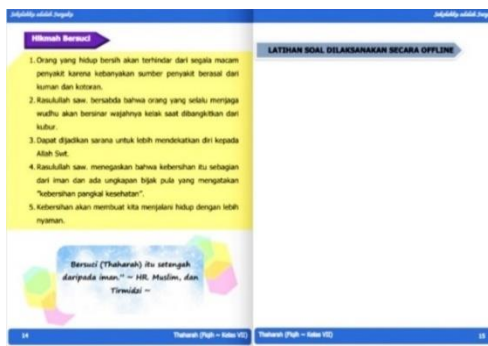
The material page contains learning materials also with relevant images.



Picture 3. Material Page

d. Learning Summary

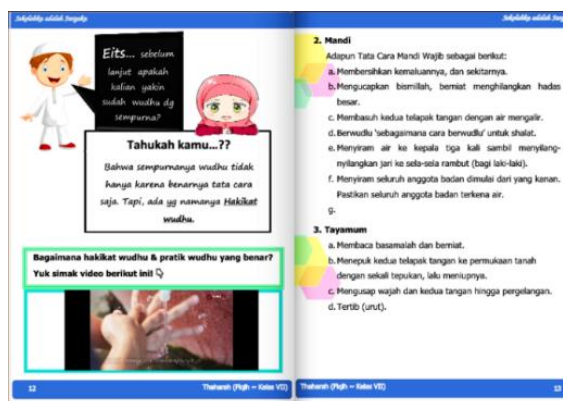
The last page of chapter 1 contains wisdom from learning materials along with practice questions that are carried out offline (through questions from the teacher and links).



Picture 4. Summary Page

3. E-Module Learning Video

The use of learning media in the form of e-modules is able to increase student knowledge. In learning, students have different learning models. The learning models of students are visual, auditory, and kinesthetic. Auditory is learning that relies on hearing; students prefer to listen to explanations from teachers and watch teaching materials through videos. (Salim, 2021) There are many features in the e-module, one of which is that the video serves to complement teaching materials with text and images. Videos help students easily understand the learning material, making the media more interesting and popular. For example, the e-module of fiqh subjects of thaharah material is equipped with videos that discuss the true nature of ablution and the correct practice of ablution. The advantage of video is that it can present something that is impossible to present in class so that it can be seen. Video can also manipulate space and time. (Kurniasari, 2020)



Interview results on Thursday, December 7, 2023, at 10:00 WIB

What Students Are Saying About E-Modules

1. Students opinions on the use of e-modules

The following are the results of interviews with school students. When asked about their perceptions about the use of e-modules, the informant (A) stated:

"The application of e-modules provides convenience in learning, providing easy-to-apply features such as when viewing a video just click the video directly to YouTube, pemberian soalnya tidak hanya pilgan dan essay tetapi juga dilengkapi dengan quiz dilain sisi juga lebih gampang untuk mencari tambahan materi. So e-modules are more practical and efficient. While using the e-module, students are more enthusiastic in learning, because the e-module is easy to apply and the explanation is easy to understand if you don't understand, it is equipped with videos to help students learn. The disadvantages of the e-module are typos in writing".

The use of e-modules in Islamic education subjects is very helpful for students in learning. They learn through e-modules with the aim of providing learning comprehension assistance, increasing student independence both individually and in groups, and using learning media that can encourage students to focus on learning. (Khairat, 2023) Seeing the response from students that the application of this e-module makes students enthusiastic about learning, more responsive, active, and developing to support the learning process of Islamic religious education. Thus, the quality of education using e-modules can be categorized as "excellent." (Yusuf, 2022) The learning process of Islamic religious education using e-modules provides teacher relief so that they do not continue to lecture, because in the e-module there are relevant explanations, one of which is that through video, students will be more active in learning. Therefore, e-modules need to be developed in accordance with the development of science and technology. Based on the results of research at Muhammadiyah Al Kautsar High School, students who have been able to apply learning using their e-modules are very interested in this learning. Children are required to be more independent and not constantly depend on teachers when learning using electronic media. If students find it difficult to understand Islamic religious education material, the teacher gives students the freedom to find out from other sources that, if accurate, can provide understanding for students, or it could

also be by the teacher displaying a power point containing additional material that is not in the e-module. (Hasibuan, 2023)

2. Things that make students comfortable when using e-modules

When asked about what makes it convenient to use the e-module Informant (A) stated:

"Learning through e-modules can encourage students to be active in learning, also equipped with interesting features and adequate enough to learn. Based on the results of the interview, things that make students feel comfortable using e-modules as learning are for example fiqh subjects, in which there are material texts, interesting images so that students learn while understanding, not only that but there are videos related to the material so that students master every chapter in the material".

The existence of e-modules provides relief for students because learning is all-digital and does not use package books. Students bring laptops and notebooks only as learning media. (Agustina, 2021) The presentation of e-modules gives a good impression to students. Animated images with eye-pleasing color selections demonstrate how the presentation of material can hold students' attention. The preparation of material is presented in the form of a page flip, similar to print media. The "paging" facility of system settings supports readers so that what is read and understood can be included in memory, so that the knowledge that has been gained can last for a long time, inviting students to learn optimally in order to be able to apply their knowledge. The content of the e-module is presented using language that is easy for students to understand in everyday language; this will affect their reading comprehension of students. The delivery of materials through e-modules also inserts interesting information related to Islamic religious education subject matter in order to broaden the horizons of students.

Learning using e-modules provides facilities for students to explore new things to increase students' knowledge and critical thinking attitudes. The average increase from day to day, specifically with teachers providing evaluation questions to see the learning progress of students, demonstrates that the use of e-modules has a positive impact on students. (Winatha, 2018)

The Effectiveness of E-Modules in Learning Islamic Religious Education

Islamic education Teachers' perspective about the use of e-module learning

1. The effectiveness of using e-modules on Islamic religious education learning

Informant (A) provides an explanation of the question of the effectiveness of using e-modules in Islamic education learning as follows:

"The assessment of teachers is more effective in learning using e-modules because e-modules are made to be really in accordance with the criteria and it is the result of making from the teachers and fathers, before this e-module was implemented schools used modules and it is unfortunate that almost all of Indonesia can be the same so that many irrelevant questions are found, many questions that are not in accordance with

school conditions. In addition, it also provides waivers so that children do not bring Islamic religious education module books to school."

The choice of learning media depends on the results of the decisions of each school at Muhammadiyah Al-Kautsar High School. E-modules are used as learning media. This interactive medium provides facilities for students so that it is easy to understand the material well. (Fitriyah, 2022) E-modules have a significant influence on the learning process and outcomes of students in Islamic religious education subjects. In addition, practical and efficient e-modules can be used independently as learning tools equipped with interesting features, as well as improving student learning outcomes. (Wahidah, 2022) The results of the e-module criteria with regard to the feasibility of the material and aspects of display as a source of Islamic religious education are as follows:

Table 1. Research results of aspects of learning materials

No	Indicator	Description
1.	Suitability of teaching materials with the formulation of learning objectives	Teachers make teaching materials in accordance with the guidebook from the educational institution adjusted to the learning objectives to be achieved.
2.	Presentation of material that is easy for student to understand	In the process of making e-modules of Islamic religious education teaching materials, teachers use language that is easily accepted by students.
3.	The truth of the given material	Islamic religious education teaching materials that are made must meet competency standards which in the e-module not only focus on teaching materials but also add pictures or illustrations and videos to make it easier for students to understand the material.
4.	Assignment rate	The questions in the e-module include multiple choice tests, short descriptions, and long descriptions, each of which has a level of difficulty. There is also a question link that contains quiz questions.

Table 2. Research results of aspects of learning media display

No	Indicator	Description
1.	The attractiveness of each page	At the beginning of making e-modules, they must be smart in choosing the design, size and style of letters, and colours in order to attract the attention of students in an effective learning interest.
2.	Convenience in reading the body of the text	The writing from the e-module is easy to read by learners

2. Application of e-modules in Islamic education

The informant (A) briefed on a question related to the implementation of e-modules in Islamic religious education stating:

"The application stage begins with the teacher making an Islamic religious education e-module with items that must be fulfilled including cover and objectives, table of contents, in the table of contents there are standards determined by the curriculum so for example you want to find a sub-chapter about thaharah directly clicked directly to the next page. The criteria for making e-modules are (1) learning materials, (2) student activities, one of which is in the form of quizzes either in the e-module itself or can be from quiziz by creating a link and later the teacher sends the link to students through documents so that it is easy to apply, (3) learning videos, (4) practice questions, (5) enrichment. For the application of Islamic religious education subjects in the e-module, the initial slide contains understanding and is reinforced with arguments related to the chapter discussed next, select the next material page button containing learning videos".

The first stage of implementing the e-module starts with the teacher making a design consisting of learning materials, images or illustrations, and videos. The design made must be attractive; type, font size, and color selection are also considered so that the e-module can attract students to learn more comfortably. The e-module includes a title page, main menu page (table of contents and preface), material page, and assignment page. Students easily apply e-module applications to learning Islamic education. If students do not understand the material, they can immediately select the learning video menu button. (Nurfirdausi, 2022)

The interest in learning among students is higher using e-module learning media compared to printed modules. So that the Islamic education e-module is further developed in terms of the content of the e-module and its appearance so as to provide convenience for students in individual and group learning. Individual assignments can be in the form of description questions, and group assignments from e-modules can be in the form of quizzes. Students join using the link that is already available and conduct learning together, guided by Islamic religious education teachers. Learning is like giving students a cycle so as not to seem monotonous. The results of research that has been conducted at Muhammadiyah Al Kautsar High School provide evidence that the use of technology and information that has been applied has a positive impact on students' application of e-modules in Islamic religious education. (Latifah, 2022)

3. Advantages and disadvantages of e-modules

Informant (A) provides an explanation of the advantages and disadvantages of the Islamic religious education learning e-module as follows:

"The advantages of e-modules are not only limited to material, but there are also items that are minimum curriculum standards that must be met, if they have not met they must be revised again, motivating students to be more diligent in learning, the facilities in the e-module are adequate for student learning, provide space for students to explore exploring learning resources with their curiosity, teaching materials are adequately used in one semester, Learning is more fun and does not seem monotonous, because digital-based

learning in the e-module there are many features that make students more active in learning the presentation of material that was originally through textbooks has now been changed through e-module learning media to be more interactive and dynamic, making it easier for teachers to evaluate student learning outcomes.

The obstacles faced by teachers when making e-modules are time, energy, thought, and creativity. Because teachers not only teach but other administrative instruments must also be fulfilled. At that time, one of the rhythms for the school that wanted to be said to continue to develop well, the rhythm of workers must continue to progress and not stop. The problem of obstacles in students is that some parents think that if their children do digital learning continuously, what is not sorry for their eyes, the solution to the obstacles faced by teachers is very helpful for subject teacher deliberation, as for the solution for students, which is to be given the freedom to wear anti-radiation glasses and convey that this e-module learning is like a book, Even if learning through e-modules, not every Islamic religious education subject must fully use e-modules, but there is interaction between teachers and students, conducting discussions and group assignments.

Now there are many schools that apply e-modules as learning media, one of which is Muhammadiyah Al Kautsar High School. The advantages of e-modules are that the design and appearance of the e-modules are made attractive so that students have a serious interest in learning; the shape and size of letters can attract students; interesting images and illustrations; the colors and appearance of images are clear and varied; and the selection of citizens is also what can attract the attention of learners. The advantage of applying e-modules is that children are not left behind. The contents of the e-modules are more complex, not only material but also practice questions for individuals and groups, videos related to the material, quizzes, student activities, and summaries. (Azkiya, 2022)

The obstacles that often occur when e-modules are used are internet interference, the display of e-modules is less supportive, and they can be lacking in design and color choices, so that students find it difficult to understand the teaching material and do not focus on learning because the unstable internet network makes students unable to access other sites. These problems can be overcome by ensuring the internet network cable is well connected, and display problems can be fixed with a user-friendly and clear display. (Padwa, 2021)

Conclusion

Education is currently experiencing development, one of which is the facilities of education, which previously used modules are now starting to develop by implementing e-module applications as learning media. An e-module is a modification of teaching materials that are operated in pdf form through digital media by utilizing electronic devices that present text, images, graphics, video, and audio. The content of the e-module makes it easy for students to understand the teaching material, namely by being interactive and mixing multimedia elements into the e-module. The material is arranged in such a way that, in learning the material, the objectives that have been formulated in the e-module can be achieved. E-modules are made as attractive as possible so that students are comfortable learning, and the features in the e-modules have a good impact on student learning outcomes. Muhammadiyah Al Kautsar High School for the Special Program has

implemented a learning system using e-modules. The effectiveness of the e-module makes it easier for teachers to assess and evaluate student learning outcomes. Providing waivers for students to bring digital media (laptops), which contains one of the e-module applications covering all subjects. Students are active in learning through e-modules, for example, Islamic religious education subjects in which there are learning materials, images, and videos. If students do not understand the teaching materials, they can directly open the video menu in addition to understanding the material.

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