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Development of E-Portable Book Media as an Innovation in Religious Activities of the Religious Study Group

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Abstract. This research aims to develop an E-Portable Book as a supporting medium for religious activities in the religious study group. Development is carried out using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The research subjects consisted of material experts, media experts, and pilgrims of the religious study group. Data is collected through validation sheets and practical questionnaires. The validation results showed an average score of 88.33% (Very Valid), while the practicality test obtained an average score of 86.67% (Very Practical). This media is considered easy to use, making it easier for pilgrims to access the material and increasing involvement in the study. The interpretation of the results shows that the E Portable Book is a feasible and effective alternative to community-based religious learning media. These findings are expected to encourage the use of digital technology in non-formal education, thereby expanding access to and improving the quality of learning.

Keywords: E Portable Book; religious learning; non-formal education.

1. Introduction

The development of information and communication technology in the 21st century has encouraged the transformation of the way of learning and the dissemination of knowledge, including in the realm of religious education (Hajri, 2023). Digital books or e-books are now a promising form of innovation because they can integrate text, images, audio, and video so that the material is more attractive and easier to update (Japar et al., 2024, p. 52). The availability of e-book creation platforms and digital publishing services makes the development of this learning media more affordable for educators and non-formal communities, so that the potential for its use in recitation activities and assemblies is increasingly evident (Marsuki & Muthmainnah, 2023, p. 47). Research on the development of interactive e-books in the school context indicates that this medium is both feasible and effective in enhancing students' understanding of concepts and receiving positive feedback from experts and users.

The development of the E-Portable Book, a compact form of e-book that is easily accessible through a smartphone, is one practical alternative to address the problem of limited physical teaching materials (Suhada et al., 2025). This type of media is more resistant to physical problems (lost, damaged, eaten by termites) and allows for quick content updates so that the content of the recitation can be adjusted to the needs of the congregation (Kim et al., 2020). In addition, the multimedia and quick navigation features in the E-Portable Book make it easy for recitation participants to follow prayers, ordinances, or reading texts together without relying on one or two

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readers who carry a printed guide. Various interactive e-book development studies in Indonesia have shown a similar pattern of results: the product is valid, practical, and effective when developed using R&D procedures and tested by subject matter experts and users (Susilawati & Rusdinal, 2022; Mumtazah et al., 2023; Prayitno et al., 2025).

Religious study group as a forum for non-formal Islamic education has different characteristics compared to formal institutions: heterogeneous participants, flexible activities, and high dependence on local administrators or resource persons (Dahlan, 2019). In many communities, assemblies function not only as places of religious learning but also as centres for social empowerment, dialogue between citizens, and the strengthening of common values (Sofyan et al., 2025). However, adaptation to technology has not been evenly distributed; Some assemblies have made intensive use of social media and digital platforms, while others still rely on printed books and oral methods (Nailatur et al., 2025, p. 25). Phenomenological studies on the digital transformation of assembly processes show that the digitalisation process can increase the effectiveness of learning and congregational involvement if carried out gradually and participatively by management.

Although there is a positive trend of digitalisation in several assemblies, a literature review reveals a gap in research examining the development of interactive e-book products specifically designed to meet the needs of taklim assemblies. Most e-book development studies focus on the context of formal learning (school or college) and assess aspects of the validity, practicality, and effectiveness of academic learning (Merkle et al., 2021; Mawarzani et al., 2023; Chen & Tsai, 2025). Meanwhile, the needs of the assembly, such as the structure of the recitation event, prayer texts, lecture summaries, and popular da'wah materials, require a format that is more concise, easy to navigate, and resistant to the limitations of members' digital literacy (Deni, 2024). The lack of research focus on this non-formal context indicates a gap between the potential of technology and its real-world applications, which are not well-suited to the conditions of social learning in the assembly.

Practical problems that often arise in the taklim assembly also strengthen the urgency of developing the E-Portable Book. In the field, it is often found that the guidebooks brought by pilgrims vary in type and edition, the preparation of readings is not synchronous among members, and printed materials are easily damaged or lost, conditions that reduce the quality of the event. These obstacles have an impact on the regularity of the study, the activeness of the participants, and the consistency of the material presented. With the E-Portable Book, designed as a digital pocketbook containing event rundowns, prayers, short lecture texts, and supporting reading materials, the assembly can achieve material standardisation while increasing accessibility for members, including housewives who are the majority of participants in many assemblies.

Theoretically, the use of interactive e-books is in line with the 21st-century learning approach that emphasises digital literacy, learning by doing, and multimodality of media (Enjoy, 2024). Digital media allows for more personalised and user-based learning, making it suitable for supporting a flexible non-formal learning process (Karnain et al., 2025). However, the religious aspect demands caution: the quality of the material must be guaranteed, and the use of technology must not obscure substantive values (Akram et al., 2022). Therefore, the development of the E-Portable Book for the taklim assembly needs to combine the principles of instructional design, validation of the content by religious experts, and user testing to ensure harmonisation between technical usefulness and theological suitability.

Based on these empirical gaps and theoretical frameworks, this research is formulated to answer several core questions: how to design and develop E-Portable Books that meet the material

needs of the religious study group; the extent to which the product is valid and practical according to the judgment of experts and users; and how the congregation perceives the ease of access and effectiveness of use compared to printed books. This study aims not only to produce digital products but also to identify implementation factors, including members' digital literacy, infrastructure readiness (such as smartphones and network), and management training strategies. Thus, this research is expected to produce products that are not only technically feasible but also socially and culturally integrated.

The expected result is an E-Portable Book that is valid, practical, accepted by the congregation, and can improve the synchronisation of recitation activities and participant involvement. In addition, this research is expected to provide implementation recommendations in the form of usage guidelines, management training, and digital content maintenance strategies.

2. Method

This research uses a research and development approach. According to (Scott, 2020) Research and development methods are scientific approaches used to study, design, produce, and evaluate the effectiveness of a product. In this study, the development model employed is ADDIE, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was chosen because it provides a systematic flow, starting from needs analysis to product evaluation, making it suitable for developing E-Portable Books as a learning medium for religious activities.

The research was conducted in Salulemo Village, Sukamaju District, over a period of two months. The first month was used to develop the E-Portable Book media for the Religious Study Group, while the second month was dedicated to field trials following the issuance of the research permit. The subject of the study was a group of women in a religious study group in Salulemo Village, while the object of the research was the E-Portable Book developed by the religious study group.

The development procedure in this study employs the ADDIE model, which comprises five stages: analysis, design, development, implementation, and evaluation. At the analysis stage, the researcher identified the problem of low interest among the religious study group pilgrims through observation, interviews, and questionnaires to determine the gap in needs. The design stage involves creating the navigation structure, organizing materials, and selecting the appropriate supporting media. Furthermore, the development stage includes content creation, graphic creation, and layout setup. Implementation is carried out by testing the product on the religious study group, accompanied by a guide for use. Finally, the evaluation stage involves an expert media quality assessment and user feedback to determine the validity and practicality of the product, followed by improvements based on the input received.

The data collection technique is carried out in stages through observation, interviews, documentation, and the distribution of questionnaires (Sarie et al., 2023). Observation is used to observe the recitation process, member participation, and the atmosphere of the activity. Interviews were conducted with the chairman of the religious study group to gather in-depth information about the group's religious activities, infrastructure, and teaching materials used. The interview grid is arranged to encompass aspects of religious activities and infrastructure facilities, including the type of activity, material study, implementation time, availability of teaching materials, implementation conditions, and location of the activity.

Documentation serves as evidence of research implementation, including activity materials and photos of the implementation process. Questionnaires consist of two types, namely validation

sheets and response sheets. Validation sheets are used to assess product eligibility by subject matter experts, media experts, and linguists. The material expert's validation grid encompasses suitability, accuracy, depth, timeliness, structure, relevance, and appeal of the material. Media expert validation encompasses physical size, as per UNESCO standards, layout, illustrations, typography, and the clarity of presentation. Linguist validation assesses the accuracy of sentence structure, effectiveness, vocabulary, and spelling accuracy. The response questionnaire sheet was used to find out the perception of the members of the religious study group towards the media. The indicators measured include media attractiveness, effectiveness, quality, practicality, readability of the material, and completeness of content.

The data obtained was analyzed quantitatively and descriptively to determine the level of validity and practicality of the product. The validity assessment was obtained from the expert validation sheet, while the practicality assessment was obtained from the member response questionnaire. The scale used is a Likert scale of 1–5, with criteria ranging from "very poorly valid/practical" to "very valid/practical". The results of the score interpretation were then compared with the criteria of validity and practicality. The product is deemed valid and practical if it achieves a score of 70% or higher, indicating that the E-Portable Book media is suitable for use in the activities of the religious study group.

3. Results

e-Portable Book Media Development Process

The procedure for developing the E-Portable Book media for the religious study group began with an analysis activity to determine the conditions and needs of the congregation in Salulemo Village. The results of observations and interviews indicate that pilgrims require teaching materials that are practical, easily accessible, and relevant to the study activities. Based on these findings, a design stage was conducted, which included preparing the book structure, selecting materials, and determining the display format.

The next stage is development, where the entire material is compiled and equipped with supporting images, tables, and illustrations. The finished product is then tested on the target group through recitation activities to see its ease of use and effectiveness. During the implementation process, pilgrims were provided with instructions on how to access and use the book. Finally, an evaluation was carried out through assessments by experts and responses from the congregation to determine the level of validity and practicality of the media produced.

Table 1. Stages of E-Portable Book Media Development of the Religious Study Group

Phase	Activity Description
Analysis	Identify problems, needs, and learning gaps in the religious study group congregation through observation, interviews, and questionnaires.
Design	Compile the book's navigation structure, determine the content of the material, and select supporting elements such as images and multimedia.
Development	Compiling materials, creating illustrations, arranging layouts, and producing e-books according to design.
Implementation	Distributing products to pilgrims, providing guidelines for use, and conducting trials on study activities.
Evaluation	Assessing product quality through expert validation and pilgrim response questionnaires, then making improvements according to input.

Validity of e-Portable Book Media

The validation process is conducted by three experts: material experts, media experts, and linguists. Each expert provides an assessment through a validation sheet that covers aspects of suitability, completeness, and clarity of the media. The validation results showed that the developed media obtained high scores in all aspects. Material experts assessed that the book's content was in accordance with the study's purpose and the congregation's needs. Media experts evaluated the layout and visual design as attractive and easy to use, while linguists assessed that the language used was effective and adhered to the rules.

Table 2. Results of Validity of E Portable Book of the Taklim Assembly

Validator	Score (%)	Category
Material Expert	88	Highly Valid
Media Member	90	Highly Valid
Linguist	87	Highly Valid
Average	**88,33**	**Highly Valid**

Practicality of e-Portable Book

The results of the trial use of the E Portable Book by the Religious Study Group in Salulemo Village show that this media is easy for worshippers to use in recitation activities. Based on observations, pilgrims can access the material quickly, understand the content of the book well, and feel helped because of its practical and straightforward format. The response questionnaire distributed to the pilgrims revealed that most respondents found this media interesting, helpful, and in line with their needs. The level of practicality is calculated based on the percentage of scores given by respondents on several indicators, such as the attractiveness of the media, ease of use, completeness of the material, and readability of the text.

Table 3. Results of the Congregation's Response Questionnaire to the Practicality of the E-Portable Book of the Religious Study Group

Yes	Indicators	Percentage (%)	Category
1	Interesting media	88	Very Practical
2	Effective use	85	Very Practical
3	Media quality	86	Very Practical
4	Media practicality	90	Very Practical
5	The material is readable well	84	Very Practical
6	Material completeness	87	Very Practical
Average		**86,67**	**Very Practical**

4. Discussion

e-Portable Book Media Development Process

The development stage of the E Portable Book of the Taklim Assembly is carried out following the ADDIE model, which includes needs analysis, design, content development, implementation, and evaluation. At the analysis stage, data were obtained indicating that most pilgrims from the religious study group had limitations in accessing written recitation materials systematically. The design process seamlessly integrates relevant religious materials with eye-catching visual design. At the same time, the development phase involves initial testing to ensure navigation functionality, content clarity, and the convenience of use on mobile devices. The initial implementation demonstrated that this medium could be used independently by pilgrims, while the evaluation led to some minor revisions for refinement.

The results of this development have similarities with the research (Dasuki et al., 2024) which also adapts the ADDIE model in developing Islamic Religious Education learning media. The study confirms that each stage of ADDIE contributes significantly to the success of the final product, especially in the analysis and evaluation stages. Furthermore, the study (Step, 2025) It shows that the success of digital media in religious education relies heavily on consistency between learning objectives, media design, and user characteristics. Other research by (Khoirunnisak et al., 2024) Finding that the initial testing stage (formative evaluation) is key to refining the interface and ensuring that the media is accessible to target users without technical barriers.

From a theoretical perspective, this study reinforces the validity of using the ADDIE model in developing religious learning media in non-formal settings. The findings also expand the scope of technology-enhanced learning theory into the context of religious communities, which were previously more widely applied in schools and colleges (Zenios, 2020). The practical implication of the results of this development is the availability of digital media that is easily accessible, contains structured materials, and is designed according to the needs of the religious study group congregation. This media has the potential to be the primary source of learning that is flexible and does not depend on the physical presence of ustaz or ustazah in every meeting.

Validity of e-Portable Book Media

The results of the validity test showed that the E Portable Book obtained an average score of 88.33%, which is in the Very Valid category. This value comes from the assessment of material experts, media experts, and linguists. The assessment by material experts confirmed that the content was aligned with the learning objectives and the principles of Islamic teachings applicable to the religious study group. Media experts consider that the layout, color combination, and navigation are sufficient to make it easier for pilgrims to access the material. Meanwhile, linguists ensure the use of language that is communicative, simple, and in line with the user's level of understanding. These findings indicate that the product has met the feasibility in terms of content, presentation, and language before being widely implemented.

These results are in line with research (Kholis, 2022) which develops Islamic Religious Education learning media based on the ADDIE model using Book Creator. In the study, the validity of the product was considered very feasible, particularly in terms of the suitability of the content and ease of navigation. Similarly, research (Pratiwi et al., 2023) The integrated Islamic values e-book demonstrates that validity is assessed from three aspects: content, design, and language, supporting the effective use of e-book-based media in religious education. In addition, the study (Yumna et al., 2024) Regarding interactive e-modules for religious learning, it is emphasized that high validity in the content and presentation aspects is correlated with the ease of media adoption by users.

From a practical point of view, the high validity results indicate that the E Portable Book is ready to be used as the primary medium in the religious activities of the religious study group. Pilgrims can use this media to study independently or as a companion to face-to-face recitation. In addition, the product can serve as an example for other religious learning media developers to ensure validity through multi-expert assessments prior to implementation.

Theoretically, these findings support the notion that the validation process is not merely a formal stage in development, but a crucial step in ensuring the effectiveness of the media (Branch, 2009). The high validity in this study also supports the multimedia learning theory (Mayer, 2002), which suggests that presenting information visually and verbally will improve user understanding. Furthermore, this study demonstrates that the ADDIE framework is effective in ensuring product quality, not only in formal education environments but also in non-formal settings, such as religious study groups.

Practicality of e-Portable Book

The results of the practicality test showed that the E Portable Book got an average score of 86.67%, including the Very Practical category. This assessment was obtained from a questionnaire completed by users, specifically the pilgrims from the religious study group, following a limited trial. Respondents stated that this media is easy to use, even by pilgrims who are not familiar with digital technology. Simple menu navigation, precise font size, and offline availability of materials are highly appreciated factors. Additionally, the responsive material search and display features on various devices enable users to find the content they need more quickly.

These findings are consistent with research (Erfiana & Rohmah, 2025) which revealed that the practicality of Book Creator-based learning media is greatly influenced by ease of navigation, simple design, and device compatibility. Similarly (Margalita et al., 2025) found that the integrated Islamic values e-book was considered practical by users due to its intuitive design and ease of use, requiring no special training. Research by (Lasmana, 2024) The development of interactive digital media for youth recitation also reported that the practicality aspect is closely related to the user's ability to access the material at any time, without significant technical obstacles.

From a practical point of view, these results suggest that the E Portable Book is ready for widespread implementation in the religious study group environment, eliminating the need for intensive user training. This media can be a flexible means for pilgrims to study independently outside of recitation hours, as well as help ustaz or ustazah in delivering material more systematically. This practicality also allows developers to distribute media online, enabling it to be accessed by the Religious Studies group community in other areas.

Theoretically, these findings strengthen the usability theory in instructional design (Zaharias & Poulymenakou, 2006) This emphasizes the importance of ease of use, efficiency, and user satisfaction as indicators of the success of learning media. In the context of non-formal education, practicality is a key factor that determines the sustainability of media use. Thus, this study expands the application of the theory to community-based religious learning, which has diverse user characteristics in terms of age and technological literacy.

5. Conclusion

This research produced an e-Portable Book designed to support religious activities in the religious study group, utilizing the ADDIE model. The development process produces media with structured materials, a simple appearance, and easy navigation for various groups of worshippers. The validation results showed a Very Valid level with an average score of 88.33%, while the practicality test obtained an average score of 86.67% (Very Practical). These findings confirm that the developed media meet the standards of feasibility of content, presentation, and ease of use in the context of non-formal learning.

Based on these results, the E Portable Book is recommended for widespread implementation in religious study groups and other non-formal educational institutions. The addition of interactive features such as videos, quizzes, or online discussion forums is recommended to increase congregational engagement. This research contributes practically as an effective and flexible alternative to religious learning media, and theoretically strengthens the application of the ADDIE model and usability principles in community-based education.

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