Educational Journal of Learning Technology
Vol. 1, No. 2, pp. 75-84, January 2024
https://doi.org/ 10.58230/edutech.v1i2.8
Received December 20, 2023; Revised January 03, 2024; Accepted January 27, 2024

Optimizing Aqidah and Akhlak Education: Development of E-Module for 7th Grade Students in Islamic Junior High School

Irma[1], Nirma[2], Kaharuddin[3], Mohammed Zuljalal Al Hamdany[4]
Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palopo
Jl. Cempaka, Balandai District, Bara District, Palopo City
Irma0010_mhs19@iainpalopo.ac.id

Abstract. This research explains the development of the *aqidah akhlak* learning e-module for Mts Satu Atap Datok Sulaeman Palopo grade VII students. This study analyzes the needs, validity, and practicality of the *aqidah akhlak* learning e-module for grade VII MTs one-stop students of Datok Sulaiman Palopo. This type of research is R&D (*research and development)* with the ADDIE model *(Analysis, design, development, implementation, evaluation).* The results showed that the *aqidah akhlak* learning e-module, in terms of validity, had met the very valid criteria with a score of 100% by media experts and 82.14% by material experts. Meeting the criteria is very practical, with a score of 97.75% by educators and 84.89% by students. Thus, the e-module of learning *aqidah akhlak*, commendable moral material in life, deserves to be used in the learning process.

Keywords: Learning Optimization, E-Module Development, *Aqidah Akhlak*.

1. Introduction

Education is a human need (Sada, 2017). Education for human life is an absolute need that must be fulfilled throughout life (Hakim, 2016). Without education, a group cannot live in line with their aspirations (ideals) to progress, prosper, and be happy according to their view of life (Munawarah Sayuti, 2000). Education is recognized as the main means in the formation of individual character. Through education, values, norms, and ethics are instilled in students to form a moral and responsible person (Utama, 2011). Therefore, Islam views character-based education as one of the efforts that go through a long process to advance better students' lives to assume their future duties and responsibilities (Kaharuddin, 2019).

Islamic religious education has a special role in providing a deep understanding of Islamic teachings. This includes *aqidah* (belief) and *akhlak* (behavior) as a basis for students to understand Islamic identity (Maftuhin & Fuad, 2018). Education is sometimes imbalanced between the material world and the afterlife. Therefore, there needs to be an emphasis on balanced education between aspects of the world and the hereafter, especially in Islamic religious education (Giantara & Amiliya, 2022).

Moral and ethical challenges in modern society are important for strengthening Islamic religious education. This relates to the need for strong character-building amid moral pressures and societal temptations (Mulyadi et al., 2023).

Morals are the foundation in the life of a Muslim (Sholihah &; Maulida, 2020). Its position in human life occupies a very important position in the lives of individuals, society, and nations. The rise and fall of a nation depends on the moral quality of the nation (Mahmud, 2019).

©Authors
This work is licensed under a Creative Commons Attribution 4.0 International License (CC BY 4.0).

The formation of one's morals or behavior is the same as one of the specific objectives of Islamic Religious Education, which is to educate pious individuals by paying attention to all dimensions of development: spiritual, emotional, social, intellectual, and physical (Koni, 2017). Elements of Islamic Religious Education include four aspects: the Qur'an and Hadith, *Aqidah Akhlak*, Fiqh, and Islamic Cultural History (Elkarimah, 2018). The focus of researchers here is Akidah *Akhlak* because it is one of the subjects that instills commendable morals through providing examples so that students can emulate, familiarize and practice it in everyday life.

Implementing commendable moral learning is not very easy; it can be seen in the results of observations and interviews with Mrs. Heriyanti as a moral creed teacher at MTs Islam Satu Atap Datok Sulaeman Palopo that some students find it difficult to understand commendable moral material in life. Hence, teachers have to explain it repeatedly while time is limited. During the learning process, students feel bored, and some wander outside the classroom. One of the reasons is that the method used by teachers is only the lecture method and teaching materials used in thick and less varied print books.

Students are unique individuals. When the learning process occurs in the classroom, teachers will find various characteristics of students. Some students focus when the teacher explains; some leave their seats and even disturb other friends likewise, in terms of cognitive students. Some are quick to understand the lesson, and some are slow to understand the teacher's explanation. This happens because one class consists of various kinds of students with different characters, family backgrounds, and environments (Rahmadani & Hamdany, 2023).

The limited ability to understand students in the classroom, which was originally the teacher as the only source of learning, now leads to a facilitator requiring the presence of teaching material to bridge the problem (Ahmad & Lestari, 2010) and seeing the number of students who have different characteristics so that the presence of teaching materials is very important to understand and provide treatment according to individual student characteristics and overcome the problem of low self-actualization so that poorly understood materials can be explored again through teaching materials. One of the teaching materials that can be developed is the e-module (Makki & Aflahah, 2019).

E-module is a teaching material with a digital form that has the advantage that it can be used anywhere and can be read anywhere and anytime without the need for special space or excessive costs to have it (Suherman, 2019). E-Modules accommodate different student learning speeds because students learn fast and master the subject matter faster. In contrast, students who learn slowly can learn many times without being limited by time (Irma, 2021).

The development of information technology has opened up new opportunities in education. Using e-modules as learning tools can increase student engagement and make learning more interactive (Rajagukguk, 2009). The use of digital technology is increasingly pervasive in society, including among students. Familiarizing students with e-modules can help them develop digital skills early (Siahaan, 2020). There is a need to perfect or complement conventional teaching materials with a more dynamic and modern approach. E-modules can provide variety and support students' understanding of the subject matter (Meithiana & Ansory, 2018).

E-modules allow students to study anytime and anywhere, thus increasing learning flexibility. This can benefit students with busy schedules or unstable attendance rates (Rindaryati, 2021). Technology, such as interactive and interesting e-modules, can increase students' interest and motivation toward learning, especially when the material taught is related to *aqidah* and morals (Widiawati et al., 2023).

Through e-modules, developers can design materials that better suit the needs and characteristics of grade VII students. In addition, e-modules can be better integrated into the applicable curriculum (Azkiya et al., 2022). E-modules can present material in a more structured way and support better understanding (Winatha, 2018). E-modules allow for a more efficient monitoring and evaluation system. Teachers can track student progress and identify areas that require further attention (Noverisa et al., 2022).

In an era where technology continues to evolve rapidly, providing e-modules can help schools keep up with the latest developments in learning methods and Educational technology (Vanchapo et al., 2023). The development of e-modules can be considered a response to changes in the increasingly digital and dynamic educational environment (Feriyanti et al., 2019).

Some of the relevant studies presented by researchers are as follows. First, research conducted by Trisna Hayati examined "Development of Akidah *Akhlak* Learning Modules for Adab Material to Parents by Integrating the Story of Uwais Al-Qarni for Class X MA Ar-Raudhah Seluma Students." This research method is *Research and Development* (R&D). This development process has seven stages: potential and problems, information collection, product design, expert validation, design improvement, product trials, and product revision (Hayati, 2021). Second, Ayu Novita Putri et al. researched "Development of Life Skills-Based E-Modules in Class VI Akidah *Akhlak* Subjects in the First Semester of Madrasah Ibtidaiyah." This research uses the Research and Development (R&D) method using the ADDIE development model with five stages: analysis, design, development, implementation, and evaluation (Ayu, 2021). Third, Sitti Fatimah et al. researched "Development of Teaching Materials for PAI Subject Modules and Class VIII Ethics at the Second Semester of Junior High School." This research model is Dick and Carey With three stages: Analysis, design, and validation (Fatimah, 2020).

2. Method

This type of research is a type of development research or *R&D* (*Research and Development*) with the *ADDIE* version development model, which consists of 5 stages: Analysis, design, development, implementation, and evaluation. *Research and Development* is a method used to produce certain products and test the effectiveness of these products (Purnama, 2016). This research was conducted at MTs Satu Atap Datok Sulaiman Palopo located on Jl. Dr. Ratulangi Kota Palopo. The research time is September 21 – November 21, 2023.

This research collects data through needs analysis, validation, and practicality. Needs analysis is done by distributing questionnaires to teachers and students to determine whether a module is needed in learning. To determine the validity or absence of a module, a validation test is carried out by several experts, namely media and material experts. The practicality test was carried out to determine the level of practicality of the developed e-module obtained from filling out questionnaires of students and educators as a benchmark that the developed media can be utilized in the learning process (Andermi & Eliza, 2021).

The instruments used in this study were needs analysis questionnaires, validation sheets, and practicality questionnaires. The analysis sheet contains several aspects to obtain information, including 1) curriculum, 2) methods, and 3) Akidah *Akhlak* teaching materials. Furthermore, the aspects contained in the media expert validation sheet are the feasibility and graphics of the cover design and content design of the e-module. Material validation contains (1) content eligibility, (2) presentation eligibility, and (3) language feasibility. The practical questionnaire aspects include (1) teacher and student responses to (1) e-module content, (2) e-module presentation, (3) benefits of e-modules, (4) e-module implementation opportunities, and (5) interest in using e-modules. The

research procedures used refer to the stages of the ADDIE development model, including (1) needs analysis and curriculum analysis, (2) product design or design, (3) product validation tests by media experts and material experts, (4) practical trials of using e-modules, (5) evaluations are carried out at each stage of ADDIE development. The data analysis techniques used are qualitative descriptive and quantitative descriptive. Qualitative descriptive analysis is carried out when researchers want to understand a topic not yet known in in-depth data collection, such as observations and interviews (Rahardjo, 2017). Quantitative descriptive analysis is used to manage quantitative data obtained through validation sheets and practicality questionnaires with a scale of four with a range of values of 4 for the strongly agree category, 3 for the agree category, 2 for the disagree category, and 1 for the strongly disagree category. To determine the results of validation and practicality by using the following formula:

$$V = \frac{\sum score\ given\ by\ the\ validator}{skor\ maksimum}\ X\ 100\%$$ (Sari and Wardani, 2021)

To interpret the validity value, the validity classification is used as addressed in the following table:

Table 1. Interval eligibility criteria

Interval	Eligibility Criteria
25% - 43%	Invalid
44% - 62%	Kurang valid
63% - 81%	Valid
82% - 100%	Sangat valid

3. Result

Needs Analysis

Researchers conducted a needs analysis of one *aqidah akhlak* teacher and 33 grade VII B students at MTs Satu Atap Datok Sulaiman Palopo by distributing questionnaire sheets to find out the obstacles faced by teachers and students as well as teaching materials that will be developed according to student needs. Based on the results of the questionnaire, researchers found several problems faced by teachers and students in the process of learning *aqidah akhlak*. The teaching materials teachers use are only printed books, and the method used is only the lecture method, so students feel bored. Students wander outside while the teacher still explains for lack of interest in the classroom. In addition, teaching materials in the form of *learning e-modules* that lead to the use of IT have never been used. Twenty-nine students had difficulty understanding the learning material, especially the commendable moral material in life. In addition, all class VII B students prefer mobile phones in learning rather than printed books because they are less interesting and difficult to understand. So, at this stage, researchers choose to develop teaching materials as *aqidah akhlak* learning *e-modules* using the *Canva* application and current technological developments. E-modules with images, videos, and attractive designs used in the learning process can attract students' attention so that students do not feel bored and make it easier to understand the learning material.

E-module validation test

The e-module is validated by two validators, namely media experts and linguists. The validation results from media experts can be seen in the following table:

Table 2. Media Expert Validation Test Results

No.	Indicator	Validation	Score max	Percentage
1.	Desain sampul	32	32	100%
2.	Design of e-module contents	36	36	100%
	Sum	68	68	
	Score Percentage	100%		
	category	Sangat valid		

Based on the results of media expert validation of the *aqidah akhlak* learning e-module, as seen in Table 2, the acquisition of a validation result score of 100%. This shows that the *aqidah akhlak* learning e-module developed using the Canva application in terms of media meets very valid criteria.

The results of validation by material experts can be seen in the following table:

Table 3. Material Expert Validation Test Results

No.	Indicator	Validyes	Score max	Perpercentage
1.	Fill credentials	16	20	80%
2.	Serving eligibility	16	20	80%
3.	Language qualifications	14	16	87%
	Sum	46	56	
	Score Percentage			82, 14%
	Category			Sangat valid

Based on the results of material expert validation of the *aqidah akhlak* learning e-module, as seen in Table 3, the acquisition of the validation result score of 82.14%. This shows that the *aqidah akhlak* learning e-module developed in terms of material meets the very valid criteria. Researchers have processed qualitative data by revising products based on suggestions and criticisms from material experts. The comments and suggestions from material experts can be seen in the following picture:



Maksud ayat tersebut bahwa teguh pendirian yang utama adalah mempertahankan Akidah, yaitu mengakui Tuhan mereka adalah Allah Swt. Selanjutnya, mereka meneguhkan pendirian mereka sehingga para malaikat turun kepada mereka seraya menyampaikan kabar gembira bagi mereka kelak di akhirat.

2. Contoh Istiqamah

Pak Reza terkenal sebagai pedagang pakaian yang cukup sukses di kampungnya. Beberapa toko besar dia miliki dengan usaha yang lancar. Kelancaran usahanya tidak membuat Pak Reza lupa beribadah kepada Allah Swt. Sebagaian usahanya untuk disumbangkan pada tempat-tempat ibadah dan bershadaqah juga karena ingin menjadi hamba Allah Swt. yang mengamalkan ajaran-ajaran- Nya. Semua itu dilakukan Pak Reza atas dasar mengimani aqidah Islam dengan penuh keteguhan hati agar tetap menjadi pedagang yang jujur, tetap rajin beribadah, dan gemar bershadaqah, sesuai ajaran agama.

Sumber: Ebookanak

3. Ciri-ciri Istiqamah

Ciri-ciri orang yang memiliki sifat istiqamah antara lain sebagai berikut.

a. Senantiasa berbuat kebaikan
b. Tidak terpengaruh oleh kemewahan dunia
c. Tenang dalam bersikap dan berperilaku
d. Teguh pendiriannya terutama dalam mempertahankan akidah dan beribadah kepada Allah Swt.

4. Cara Istiqamah

Cara-cara membiasakan diri agar selalu memiliki sifat istiqamah antara lain sebagai berikut.

a. Selalu berlatih beramal shalih
b. Meningkatkan ibadah kepada Allah Swt.
c. Banyak bergaul dengan orang-orang shalih
d. Ikhlas dan sabar dalam menjalankan perintah Allah Swt.
e. Banyak berdzikir menyebut nama Allah Swt. dan Nabi Muhammad Saw.

10 Akhlak Terpuji Dalam Kehidupan

Figure 1. Image before revision



Maksud ayat tersebut bahwa teguh pendirian yang utama adalah mempertahankan Akidah, yaitu mengakui Tuhan mereka adalah Allah Swt. Selanjutnya, mereka meneguhkan pendirian mereka sehingga para malaikat turun kepada mereka seraya menyampaikan kabar gembira bagi mereka kelak di akhirat.

2. Contoh Istiqamah

Ardiansyah adalah siswa Madrasah Tsanawiyah Satu Atap Datok Sulaeman Palopo yang memiliki teguh pendirian dalam belajar. Apapun yang terjadi dia jujur dalam mengerjakan tugas dan belajar dengan rajin dan tekun. Ketika ujian berlangsung dia tidak menyontek.

Sumber: Ebookanak

3. Ciri-ciri Istiqamah

Ciri-ciri orang yang memiliki sifat istiqamah antara lain sebagai berikut.

a. Senantiasa berbuat kebaikan
b. Tidak terpengaruh oleh kemewahan dunia
c. Tenang dalam bersikap dan berperilaku
d. Teguh pendiriannya terutama dalam mempertahankan akidah dan beribadah kepada Allah Swt.

4. Cara Istiqamah

Cara-cara membiasakan diri agar selalu memiliki sifat istiqamah antara lain sebagai berikut.

a. Selalu berlatih beramal shalih
b. Meningkatkan ibadah kepada Allah Swt.
c. Banyak bergaul dengan orang-orang shalih
d. Ikhlas dan sabar dalam menjalankan perintah Allah Swt.
e. Banyak berdzikir menyebut nama Allah Swt. dan Nabi Muhammad Saw.

10 Akhlak Terpuji Dalam Kehidupan

Figure 2. After Revision

Based on Figure 1 before the revision using abstract examples, validators suggest replacing the examples by connecting students' daily realities so that students can reason. The researcher improved by changing the examples in the e-module, as seen in Figure 2.

Practicality Test

The practicality test of the *aqidah akhlak* e-module is limited to 1 *aqidah akhlak* teacher and 34 students of grade VII B MTs One Stop Datok Sulaeman Palopo. The level of practicality of the e-module can be known through the distribution of questionnaires filled out by teachers and students. The following results of practicality tests by teachers and students can be seen in Tables 4 and 5.

Table 4. Results of Practicality Test by Teachers

No	Assessed Aspects	Scores obtained	Score Max	Presented
1	e-module fill qualification	31	32	96.87%
2	Penyajian	16	16	100%
3	Ease of use	16	16	100%
4	Graphics	15	16	93,75%
	Average		97,75%	
	Category		Very Practical	

Table 4 shows the teacher practicality test on the *aqidah akhlak* learning e-module on commendable moral material in life. Four aspects become teacher assessments: e-module content feasibility, presentation, ease of use, and graphic aspects of e-modules. Table 4 shows the score of the teacher practicality test results, which is 97.75%. This shows that the *aqidah akhlak* learning e-module developed meets practical criteria.

Table 5. Results of Practicality Test by Students

No	Assessed Aspects	Score Obtained	Score Max	Presented
1	Interest in e-modules	1,681	1,980	84,89%
	Average		84,89%	
	Category		Very Practical	

Table 5 shows the student practicality test on the *aqidah akhlak* learning e-module. There are 15 statements, and the student assessment is the aspect of interest in the e-module. Table 5 shows the score of student practicality test results, which is 84.89%. This shows that the *aqidah akhlak* learning e-module developed meets practical criteria. Also, during the e-module product trial, students responded positively to the learning process.

4. Discussion

This research produces products in e-modules for learning *aqidah akhlak* material morals that are commendable. This research refers to the ADDIE development model with five stages: analysis, design, development, implementation, and evaluation. Based on the researcher's analysis, it was found that there are several problems faced by students in the learning process, including students having difficulty understanding learning material, students being less interested in learning because the methods and teaching materials used by teachers are less varied and less interesting, so students feel bored and wander outside the classroom. Therefore, researchers develop teaching materials in e-modules for learning moral beliefs that are more interesting to use to make it easier for students to understand learning material.

After conducting the analysis, the researcher made a product design and collected various references and illustrations that will be used to develop the e-module. Researchers also design instruments. The instruments designed are validation sheets and practicality questionnaires.

The next stage is the development stage; at this stage, an e-module draft is made by combining all the designs made at the design stage. After that, validation is carried out by media experts and material experts. Sarmila, S.Pd. Validated media expert validation, M.Pd., obtained Dr.

Muhaemin, M.A., validated 100% results and material expert validation, obtained 82.14% results. The validation process of media and material experts is carried out to determine the level of validity of the e-module before it is implemented. After being validated by several validators, the researcher revises the validation test results. After being revised and declared valid by validators, the next stage is the implementation stage.

The implementation stage is carried out to determine the level of practicality of the moral creed learning e-module. The practicality test was conducted by 33 class VII B students with a score of 84.89%, and a moral creed teacher, Heriyanti, S.Pd.I., obtained a score of 97.75%. This shows that the e-module of moral creed learning developed meets the very practical criteria. The next stage is the evaluation stage. At this stage, researchers only conduct formative evaluations. Formative evaluation is carried out to collect data at each stage by making improvements.

(Hayati, 2021) the development of moral creed learning modules shows that the modules developed are feasible with a high percentage of validation from material, language, and media experts. Likewise, research (Ayu, 2021) on life skills-based E-Modules on the subjects of moral creed in ibtidaiyah madrasah shows that these e-modules are very feasible when tested on students. (Fatimah, 2020; Ismail dkk., 2023) In her research on developing teaching materials for PAI modules and ethics in junior high schools, she found that the e-modules developed have excellent validation values from media and material experts. Overall, this study's findings are consistent with previous studies' results, confirming that developing modules or e-modules as teaching materials can improve the quality of *aqidah akhlak* learning at various levels of education. The results of this study received support from several relevant previous studies.

The results of research on the development of *aqidah akhlak* learning e-modules for grade VII MTs One-Stop Datok Sulaiman Palopo students are suitable to be used as teaching materials in the learning process and by student needs, with the results of media expert validation meeting very valid criteria, material expert validation results meeting very valid criteria, teacher and student practicality test results meeting very practical criteria. From these findings, using E-Modules in learning *aqidah akhlak* can create more practical learning and increase student interest in the material.

The results of this study have positive implications for the development of learning methods in MTs Satu Atap Datok Sulaiman Palopo. Teachers can adopt E-Modules to increase the effectiveness of *aqidah akhlak* learning. School management may also consider integrating technology in the development of teaching materials.

5. Conclusion

This research aimed to develop an E-Module for *aqidah akhlak* learning for grade VII students at MTs Satu Atap Datok Sulaiman Palopo. This research succeeded in developing an e-module on learning *aqidah akhlak* on commendable moral material in life. The validation results show a high level of validity, with improvements through revisions as suggested by validators. The practicality test involving teachers and students showed satisfactory results, with a percentage of 84.89%. These e-modules make a positive contribution to the needs of students and teachers.

Thus, this research succeeded in achieving the objectives of developing e-modules, positively contributing to the needs of students and teachers, and providing a basis for further research in improving the quality of *aqidah akhlak* learning with technology. It needs further research into developing similar e-modules for other materials and involves a wider sample. It is hoped that e-modules can help teachers present moral theology learning that is more interesting and easy to understand through technological developments.

6. References

Ahmad, K., & Lestari, I. (2010). Pengembangan Bahan Ajar Perkembangan Anak Usia SD Sebagai Sarana Belajar Mandiri Mahasiswa. *Perspektif Ilmu Pendidikan*, *22*(XIII), Article XIII. https://doi.org/10.21009/PIP.222.10

Andermi, A. D., & Eliza, F. (2021). Pengembangan E-Modul Pembelajaran Instalasi Penerangan Listrik di Sekolah Menengah Kejuruan. *Jurnal Pendidikan Teknik Elektro*, *2*(2), Article 2. https://doi.org/10.24036/jpte.v2i2.101

Ayu, N. P. (2021). *Pengembangan E-Modul Berbasis Life Skills Pada Mata Pelajaran Akidah Akhlak Kelas VI Semester I Madrasah Ibtidaiyah* [Undergraduate, UIN Raden Intan Lampung]. http://repository.radenintan.ac.id/16543/

Azkiya, H., Tamrin, M., Yuza, A., & Madona, A. S. (2022). Pengembangan E-Modul Berbasis Nilai-Nilai Pendidikan Multikultural di Sekolah Dasar Islam. *Jurnal Pendidikan Agama Islam Al-Thariqah*, *7*(2), Article 2. https://doi.org/10.25299/al-thariqah.2022.vol7(2).10851

Elkarimah, M. F. (2018). Penerapan Saintifik Pada Pembelajaran Pendidikan Agama Islam (SD Islam Bina Insani Muslim Bekasi). *SAP (Susunan Artikel Pendidikan)*, *3*(1), Article 1. https://doi.org/10.30998/sap.v3i1.2740

Fatimah, S. (2020). *Pengembangan Bahan Ajar Modul Mata Pelajaran PAI dan Budi Pekerti Kelas viii Semester ii Jenjang SMP* [Undergraduate, IAIN Palangka Raya]. http://digilib.iain-palangkaraya.ac.id/3148/

Feriyanti, N., Hidayat, S., & Asmawati, L. (2019). Pengembangan e-Modul Matematika Untuk Siswa SD. *JTPPm (Jurnal Teknologi Pendidikan Dan Pembelajaran) : Edutech and Intructional Research Journal*, *6*(1), Article 1. https://jurnal.untirta.ac.id/index.php/JTPPm/article/view/7406

Giantara, F., & Amiliya, R. (2022). Urgensi Kebijakan Pendidikan Islam sebagai bagian dari Kebijakan Publik (Analisis Teoretis). *Madania: Jurnal Ilmu-Ilmu Keislaman*, *11*(2), Article 2. https://doi.org/10.24014/jiik.v11i2.15773

Hakim, L. (2016). Pemerataan Akses Pendidikan Bagi Rakyat Sesuai Dengan Amanat Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, *2*(1), Article 1. https://doi.org/10.30596/edutech.v2i1.575

Hayati, T. (2021). *Pengembangan Modul Pembelajaran Akidah Akhlak Materi Adab Kepada Orang Tua Dengan Mengintegrasikan Kisah Uwais Al-Qarni Untuk Siswa Kelas X MA Ar-Raudhah Seluma* [Diploma, UIN Fatmawati Sukarno Bengkulu]. http://repository.iainbengkulu.ac.id/8584/

Irma, J. (2021). *Pengembangan E-Modul Bermuatan Kearifan Lokal Dengan Exe-Learning Untuk Pembelajaran Fisika SMA* [Undergraduate, UIN Raden Intan Lampung]. http://repository.radenintan.ac.id/16109/

Ismail, H., Hasriadi, H., & Thaha, H. (2023). Enhancing Islamic Religious Education at SMPN 03 Palopo: Validity and Practicality of E-Modules Utilizing Canva and Heyzine Applications. *Educational Journal of Learning Technology*, *1*(1), Article 1.

Kaharuddin, K. (2019). *Konsep Pendidikan Agama Dan Karakter Anak Dalam Hadits Riwayat Abu Daud* (1). *3*(1), Article 1. https://doi.org/10.52266/sangaji.v3i1.456

Koni, S. (2017). Pendidikan Karakter Dalam Tinjauan Islam. *Tadbir: Jurnal Manajemen Pendidikan Islam*, *5*(2), Article 2.

Maftuhin, M., & Fuad, A. J. (2018). Pembelajaran Pendidikan Agama Islam Pada Anak Berkebutuhan Khusus. *Journal An-Nafs: Kajian Penelitian Psikologi*, *3*(1), Article 1. https://doi.org/10.33367/psi.v3i1.502

Mahmud, A. (2019). Ciri dan Keistimewaan Akhlak Dalam Islam. *Sulesana: Jurnal Wawasan Keislaman*, *13*(1), Article 1. https://doi.org/10.24252/sulesana.v13i1.9949

Makki, M. I., & Aflahah, A. (2019). *Konsep Dasar Belajar dan Pembelajaran* (M. Affandi, Ed.). Duta Media Publishing. http://repository.iainmadura.ac.id/880/

MEITHIANA, I., & Ansory, H. A. F. (2018). *Manajemen Sumber Daya Manusia*. Indonesia pustaka. http://repository.unitomo.ac.id/891/

Mulyadi, R., Sartika, D., & Setiawan, H. R. (2023). Pendidikan Agama Islam Sebagai Sarana Membentuk Identitas Keagamaan dalam Masyarakat Multikultural. *Khazanah : Journal of Islamic Studies*, 90–99. https://doi.org/10.51178/khazanah.v2i3.1554

Munawarah Sayuti, 9630318. (2000). *Pemikiran Syekh Muhammad Arsyad Al-Banjari Tentang Pendidikan Islam*. http://repository.iiq.ac.id//handle/123456789/3020

Noverisa, E. J., Setiawati, N., & Prasetio, V. M. (2022). Pengembangan E-Modul Interaktif Berbasis Android Dalam Mata Kuliah Bunpou I. *Kagami : Jurnal Pendidikan dan Bahasa Jepang*, *13*(1), Article 1.

Purnama, S. (2016). Metode Penelitian Dan Pengembangan (Pengenalan Untuk Mengembangkan Produk Pembelajaran Bahasa Arab). *Literasi : Jurnal Ilmu Pendidikan*, *4*(1), Article 1. https://doi.org/10.21927/literasi.2013.4(1).19-32

Rahardjo, M. (2017). *Studi Kasus Dalam Penelitian Kualitatif: Konsep dan Prosedurnya* [Teaching Resources]. http://repository.uin-malang.ac.id/1104/

Rahmadani, E., & Hamdany, M. Z. A. (2023). Implementasi Nilai-Nilai Penguatan Pendidikan Karakter (PPK) di Sekolah Dasar. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, *6*(1), Article 1. https://doi.org/10.54069/attadrib.v6i1.368

Rajagukguk, B. (2009). Paradigma Baru Dalam Meningkatkan Mutu Pendidikan. *Jurnal Tabularasa*, *6*(1), Article 1.

Rindaryati, N. (2021). E-Modul Counter Berbasis Flip Pdf pada Mata Pelajaran Penerapan Rangkaian Elektronika. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, *5*(2), Article 2. https://doi.org/10.23887/jipp.v5i2.31240

Sada, H. J. (2017). Kebutuhan Dasar Manusia dalam Perspektif Pendidikan Islam. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, *8*(2), Article 2. https://doi.org/10.24042/atjpi.v8i2.2126

Sari, L. D. K., & Wardani, K. W. (2021). Pengembangan Buku Cerita Bergambar Digital untuk Meningkatkan Karakter Tanggung Jawab Siswa di Sekolah Dasar. *Jurnal Basicedu*, *5*(4), Article 4. https://doi.org/10.31004/basicedu.v5i4.1138

Sholihah, A. M., & Maulida, W. Z. (2020). Pendidikan Islam sebagai Fondasi Pendidikan Karakter. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, *12*(1), 49–58. https://doi.org/10.37680/qalamuna.v12i01.214

Siahaan, M. (2020). Dampak Pandemi Covid-19 Terhadap Dunia Pendidikan. *Jurnal Kajian Ilmiah*, *1*(1). https://doi.org/10.31599/jki.v1i1.265

Suherman. (2019). *Penggunaan Aplikasi Qur'an Digital Pada Mahasiswa Tafsir Hadis (Studi Kasusu Mahasiswa Semester Iv)* [bachelorThesis, Jakarta : Fakultas Ushuluddin Dan Filsafat UIN Syarif Hidayatullah]. https://repository.uinjkt.ac.id/dspace/handle/123456789/45693

Utama, A. M. B. (2011). Pembentukan Karakter Anak Melalui Aktivitas Bermain Dalam Pendidikan Jasmani. *Jurnal Pendidikan Jasmani Indonesia*, *8*(1), Article 1. https://doi.org/10.21831/jpji.v8i1.3477

Vanchapo, A. R., Halik, A., Arifin, N. Y., Pahmi, P., & Prabowo, I. A. (2023). Pemanfaatan Media Youtube Channel Untuk Mendukung Pembelajaran Elektronik Learning pada Mata Kuliah Teknologi Pendidikan. *Innovative: Journal Of Social Science Research*, *3*(5), Article 5. https://doi.org/10.31004/innovative.v3i5.5072

Widiawati, I., Azzahra, A. R., Fadila, R. I., & Aeni, A. N. (2023). Pemanfaatan MODITIF (Modul Digital Kreatif) Untuk Pembelajaran PAI Kelas 6 SD Mengenai Zakat. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, *7*(2), Article 2. https://doi.org/10.35931/am.v7i2.2088

Winatha, K. R. (2018). Pengembangan E-modul Interaktif Berbasis Proyek Mata Pelajaran Simulasi Digital. *Jurnal Pendidikan Teknologi Dan Kejuruan*, *15*(2), Article 2. https://doi.org/10.23887/jptk-undiksha.v15i2.14021