

ANALYSIS OF THE NEEDS FOR PROBLEM BASED LEARNING (PBL) DEVELOPMENT OF E-MODULES IN MADRASAH TSANAWIYAH (MTS)

Nihlatul Azizah*, Asrowi, Herry Widyastono

**Study Program Master of Educational Technology, Faculty of Teacher Training and
Education, Sebelas Maret University, Surakarta, Indonesia**

****nihlatulazizah@student.uns.ac.id**

Articel Received: 25/09/2023; Accepted: 10/10/2023

ABSTRACT

One of the digital learning resources that can be accessed regardless of space and time is learning media in the e-module format, for example e-modules for Islamic religious education subjects which are expected to be able to make interactive and technology-based learning accessible in the future to enrich student understanding and participation. in understanding the material. Therefore, this study aims to identify the need to develop an innovative learning media in the e-module format for learning Thaharah for junior high school students. This research is included in the type of qualitative research, with the research location namely the Madrasah Tsanawiyah (MTs) Pringsewu, Lampung Province. Data collection techniques in this research used observation and interviews, which were followed by instruments namely observation sheets and lists of questions. The research subjects of course consist of Thaharah subject teachers who teach in junior high schools. Research findings data were analyzed descriptively to describe the phenomena and findings that have been taking place at the research location. The results of this research indicate that the use of e-modules in Thaharah content is really needed to support learning activities, the results of interviews with teachers stated that e-modules can provide flexibility and opportunities to personalize learning according to student needs. The results of observing learning activities also reveal that e-modules can increase student involvement in the teaching and learning process. Material presented in an interactive form will be able to arouse students' interest and help them understand the material better. Therefore, a learning innovation is needed through the application of digital learning media in the e-module format for Thaharah content in junior high schools.

Keywords: e-module; problem-based learning; *thaharah* content; junior high school.

INTRODUCTION

Understanding in learning is the level of ability that understands the meaning or concept, situation and facts that it knows. This is not only memorized verbally, but understanding the concept of the problem or fact being asked, then operations can differentiate, modify, prepare, present, organize, interpret, explain, demonstrate, give examples, estimate, determine and make decisions (Mushlihin, 2013).

One of the materials discussed in the subjects of Islamic Religious Education is thaharah. Taharah material (purification) is very important material to learn, considering that thaharah is a requirement for someone to worship Allah SWT. Not only

as a condition for worship, thaharah is also important for maintaining human health (Maawiyah, 2016). Thaharah itself is used as a basis for a Muslim to protect himself from uncleanness and how to purify himself from hadas. One of the obligatory worship performed by Muslims every day is prayer. Being clean from unclean and hadas is a condition for someone to be able to pray. Understanding thaharah material at school is very important because when worshipping we are required to be in a state of purity. To understand the real thaharah, students are required or encouraged to study and understand the meaning of thaharah and practice it in everyday life (Arifah et al., 2019). Therefore understanding and practicing thaharah needs to be taught and accustomed to children from an early age (Husain et al., 2014).

The importance of understanding thaharah material is inversely proportional to the conditions that occur in the field, some Muslims, especially students, still lack understanding in carrying out thaharah practices properly due to a lack of knowledge and understanding of this matter. As for students, especially at Madrasah Tsanawiyah (MTs) Pringsewu, based on information obtained from interviews with PAI subject teachers, it was stated that students' understanding of thaharah was still low and the methods used in learning still used conventional methods, namely lectures and discussions. This is reinforced by research conducted by Imroatul Arifah, Ika Ratih Sulistiani, Mohammad Afifulloh (Arifah et al., 2019) who mentioned that there were still some students who did not maintain the purity of their clothes for prayer and that wudhu was not perfect. In addition, another problem that is a challenge for the teacher is related to the different levels of student understanding, so that the teacher is required to make efforts so that students' understanding of the material can be in accordance with the teacher's expectations (Rahayu & Rosyid, 2019). Therefore, efforts need to be made to increase students' uniform understanding.

One of the efforts that can be made to increase students' understanding of thaharah is to utilize learning media. The learning process will go well, if the teacher can utilize technology as a learning medium, because the use of technology as a learning medium will make it easier for the teacher to deliver material (Bhattacharjee & Deb, 2016; Syahril et al., 2019). It cannot be denied that, in learning in the 21st century, its application has experienced many advances in the field of technology. Therefore the learning media presented are also based on technological advances so that the impact can improve learning processes and outcomes (Sari, 2019).

Along with the times and technology, the form of modules can be presented in different formats, namely packaged digitally or commonly known as e-modules. E-modules are a form of presenting independent learning materials that are arranged systematically into learning units, which are presented in electronic format. E-modules are a practical and effective learning resource compared to printed modules, this is because e-modules can be placed on a computer or laptop. In addition, the weakness of the print module is that it cannot be equipped with videos in its presentation, so that with e-modules it can be equipped with videos in its presentation (Wulandari et al.,

2021; Anak Agung Meka Maharcika et al., 2021). This is in line with what was described by Aurum & Surjono, (2021) who explained that electronic learning or what is often referred to as e-learning has an important role in learning because through e-learning the material in learning can be accessed anytime and anywhere.

Based on some of the descriptions above, it is identified that the application of learning with media is something that needs to be done because in this era of globalization humans are required to be able to keep up with the times where the development of science and technology is developing very fast (Nursamsu & Kusnafizal, 2017). This is known as 21st century learning which is characterized by the increasingly intense use of Information and Communication Technology (ICT) in all aspects of life (Ghavifekr et al., 2014; Sahid Susanto, 2014). Therefore the use of technology, one of which is e-modules or electronic modules, must be properly implemented to support the learning process. Therefore, this study aims to describe the need for electronic modules for Islamic religious learning in junior high schools and discuss opportunities for their use based on the results of identified needs.

METHODOLOGY

Qualitative research methods are used as an approach in this research. With one type of method that is descriptive qualitative (Aini et al., 2020). Meanwhile, data collection techniques were carried out by observation and interviews with informants or research subjects, in this case Islamic religious education (PAI) subject teachers at Madrasah Tsanawiyah (MTs) in the Pringsewu, Lampung. Meanwhile, the instruments used were observation sheets to observe the learning process and a list of interviews in which the instruments referred to similar research regarding the analysis of learning media needs that had been carried out by Widya et al. (2021), Citrawathi et al. (2016), Budiarto (2020).

The sample involved in this research is the *Thaharah* subject teacher at Madrasah Tsanawiyah (MTs) Pringsewu, Lampung was selected using the purposive sampling technique (Miles et al., 2016). Researchers determine the sample criteria in collecting data. Based on the type of data to be collected, researchers determine the objects used as data sources in research in the form of humans, documents, objects and so on. Meanwhile, for the data analysis technique used is data triangulation, through this triangulation technique, the indicator of completion of data collection is when saturated data has been found from the two data collection techniques that are being carried out (Miles et al., 2016).

RESULT AND DISCUSSION

The results of this research will provide an overview of a learning process that has been ongoing, as well as findings from interviews with PAI subject teachers which are used as a basis for needs analysis to create an innovative learning media in

electronic module format. The following is an analysis of the results of observations made during several meetings on *Thaharah* material.

Tabel 1. Analysis of Observation Findings

No.	Analysis of Observational Findings
1.	In the opening part, the teacher provides motivation and conveys the learning objectives firmly.
2.	Sometime after the opening activity, the teacher then conveys the subject matter by utilizing the printed version of the material book, and the blackboard as a means of supporting the delivery of the material. It is not seen that the teacher uses technology-based learning media.
3.	During learning activities, the teacher relates the material to daily life / problems that exist in the everyday environment.
4.	The use of learning media is very minimal, limited to printed versions of material books.
5.	The researcher found that some students used smartphones while the teacher was delivering the material, so they did not focus on what the teachers were saying.
6.	The learning activity is closed by giving conclusions by the teacher and giving a number of questions that must be answered by students.

Referring to the table above, it can be seen that the results of observations during learning activities show that teachers still make very little use of digital-based learning media, plus some students are found not to focus on the delivery of material carried out by the teacher. In addition, the results of observations also show that the electronic module has not yet tried to be implemented into learning activities. The findings from these observations were then supported by triangulation activities carried out through other data collection techniques, such as interviews.

The following are the results of an analysis of the findings during interviews with PAI subject teachers, namely 1) the curriculum used in school curriculum 2013 (latest/revised version), 2) The teaching materials used are printed versions of books and LKPD, 3) teachers also sometimes using YouTube as a learning resource, 4) according to the teacher, the students are very active when asked questions about a problem, where most of the students want to give their opinion, 5) the teacher feels happy if there is digital learning media to make it easier for students to learn , considering that the material he gave contained quite a lot of theoretical information. From the results of these interviews, it was identified that the teachers were actually aware of one learning model that could make students more active and participatory, namely the problem-based learning model. fixated on printed books that contain subject matter without trying to create innovative digital learning media. Besides that, teachers feel happy if there is a learning media that can be a guide for students to study independently considering the characteristics of the material which also contains a lot of theory.

Referring to the findings above, the lack of variation in the use of learning media makes learning activities less dynamic and participatory. Some teachers then feel happy and want the presence of an innovative digital learning media, in the format of an electronic module for example. Electronic modules or e-modules are a form of

presenting independent learning materials that are arranged systematically into the smallest learning units to achieve certain learning objectives, which are presented in an electronic format in which each learning activity in it is connected with links as navigation which makes students be interactive with the program equipped with video, animation and audio presentations to enrich the learning experience (Nurhidayati et al., 2018; Wulandari et al., 2021). The characteristics of the e-module that have been mentioned can certainly accommodate the shortcomings rather than the low innovation of digital learning media that has been taking place in schools, which is evident from the findings during interviews and observations. In addition, teachers are used to associating a problem with learning activities, this can certainly be a new innovation for creating and implementing digital learning media based on a Problem Based Learning (PBL) approach. In line with several research results which show that they have succeeded in developing a digital learning media product that is integrated with various approaches, both case-based approaches, problems, projects and others (Habibi et al., 2022; Sofyan et al., 2019; Hadiananto & Festiyed, 2020). In addition, by utilizing digital learning media such as e-modules, it will actually be able to improve the academic achievement of students (Aufa et al., 2021; Isnaeni & Agustina, 2018). So, it can be said that both in terms of the findings of previous research and the research that has been done, e-modules have enormous potential and benefits if they can be applied during learning activities.

From the various findings and results of the analysis above, the presence and potential of e-modules can later be an option to facilitate learning activities in class or independently for students who will study material outside the classroom (Susantini et al., 2021). Because in the e-module there are learning instructions and a complete description of the material addressed to the target. Based on the various findings and analyzes that have been carried out, it is hoped that the presence of e-modules that have referred to the findings of identifying needs can create a more dynamic and participatory learning climate and be able to optimize ICT tools to support the learning process.

CONCLUSION

Referring to the results of needs analysis and data acquisition from the field, it was concluded that during learning activities, especially in Islamic religious education subjects, teachers were less varied in utilizing ICT-based media, learning activities in class were quite good, it's just that some students were found to be not focused on what the teacher conveyed during learning activities, some of them were seen playing smartphones secretly during learning activities. Limited ICT-based learning resources make it difficult for students to deepen the material independently. Because they are only given printed versions of material book learning resources which they can only access in the library and bring to class. One innovation that has great potential to be

implemented is creating ICT-based learning media in the e-module format in Islamic religious learning. In addition, e-modules can be integrated with various approaches, one of which is problem-based learning (PBL), so that with this PBL-based e-module, it can provide students with a better understanding of the material presented.

This research is still limited to preliminary studies and identification of needs from the teacher's point of view. Therefore, further research is needed to be able to develop e-modules from a student's point of view, and supporting school facilities so that the potential of e-modules as ICT-based learning media can be seen more clearly.

REFERENCE

- Aini, Q., Budiarto, M., Putra, P. O. H., & Rahardja, U. (2020). Exploring E-learning Challenges During the Global COVID-19 Pandemic: A Review. *Jurnal Sistem Informasi*, 16(2), 57–65. <https://doi.org/10.21609/jsi.v16i2.1011>
- Anak Agung Meka Maharcika, Ni Ketut Suarni, & I Made Gunamantha. (2021). PENGEMBANGAN MODUL ELEKTRONIK (E-MODUL) BERBASIS FLIPBOOK MAKER UNTUK SUBTEMA PEKERJAAN DI SEKITARKU KELAS IV SD/MI. *PENDASI: Jurnal Pendidikan Dasar Indonesia*, 5(2), 165–174. https://doi.org/10.23887/jurnal_pendas.v5i2.240
- Arifah, I., Sulistiani, I. R., & Afifulloh, M. (2019). Keterampilan Bersuci Siswa Melalui Pemahaman Materi Thaharah Kelas VII MTS. *Wahid Hasyim 01 DAU Malang. Vicratina: Jurnal Pendidikan Islam*, 4(1), 65–71. <http://jim.unisma.ac.id/index.php/fai/article/download/3132/2885>
- Aufa, M. N., Rusmansyah, R., Hasbie, M., Jaidie, A., & Yunita, A. (2021). The Effect of Using e-module Model Problem Based Learning (PBL) Based on Wetland Environment on Critical Thinking Skills and Environmental Care Attitudes. *Jurnal Penelitian Pendidikan IPA*, 7(3), 401–407. <https://doi.org/10.29303/jppipa.v7i3.732>
- Aurum, E. V., & Surjono, H. D. (2021). The Development of Mobile Base Interactive Learning Multimedia For Critical Thinking Improvement. *Journal of Educational Science and Technology*, 7(2), 174–187. <https://doi.org/https://doi.org/10.26858/est.v0i0.15265>
- Bhattacharjee, B., & Deb, K. (2016). Role of ICT in 21 st Century's Teacher Education. *International Journal of Education and Information Studies*, 6(1), 1–6. https://www.ripublication.com/ijeis16/ijeisv6n1_01.pdf
- Budiarto, M. K. (2020). Identification of Students' Needs for Multimedia Development in Craft and Entrepreneurial Topic: Information Technology-Assisted Learning. *COUNS-EDU: The International Journal of Counseling and Education*, 5(4). <https://doi.org/10.23916/0020200525740>
- Citrawathi, D. M., Adnyana, P. B., & Santiasa, M. P. A. (2016). ANALISIS KEBUTUHAN UNTUK PENGEMBANGAN MODUL INKUIRI BERBASIS PERTANYAAN (MIBP) DI SMP. *JPI (Jurnal Pendidikan Indonesia)*, 5(1), 1–11. <https://doi.org/10.23887/jpi-undiksha.v5i1.8289>
- Ghavifekr, S., Razak, A., Ghani, M., Ran, N., Meixi, Y., & Tengyue, Z. (2014). ICT Integration in Education: Incorporation for Teaching & Learning Improvement. *Malaysian*

- Online Journal of Educational Technology, 2(2), 24–45.
<https://files.eric.ed.gov/fulltext/EJ1086419.pdf>
- Habibi, M., Sunardi, & Sudiyanto. (2022). Identification of Opportunities for Utilizing E-Modules with a Problem Based Learning Approach to Facilitate Learning in Vocational High Schools. *Jurnal Edutech Undiksha*, 10(2), 311–322.
<https://doi.org/10.23887/jeu.v10i2.52722>
- Hadianto, A., & Festiyed. (2020). Meta analysis the use of e-modules based on research based learning models. *Journal of Physics: Conference Series*, 1481(1).
<https://doi.org/10.1088/1742-6596/1481/1/012067>
- Husain, F. N., Endang, B., & Awal, P. P. (2014). Model elaborasi bahan ajar thaharah untuk kecakapan bersuci melalui multimedia. *Pendidikan Dan Pembelajaran*, 3(10), 1–14.
- Isnaeni, I., & Agustina, Y. (2018). AN INCREASE IN LEARNING OUTCOME STUDENTS IS THROUGH THE DEVELOPMENT OF ARCHIVE E-MODULE BASED ON THE FLIPBOOK WITH DISCOVERY LEARNING MODEL. *Jurnal Pendidikan Bisnis Dan Manajemen*, 4(3), 125–129. <https://doi.org/10.17977/um003v4i32018p125>
- Maawiyah, A. (2016). Thaharah Sebagai Kunci Ibadah. *Sarwah: Journal of Islamic Civilization and Thought*, 1–17.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2016). *Qualitative Data Analysis A Methods Sourcebook Edition 3*. In *SAGE Journal* (Vol. 30, Issue 25).
- Mushlihin. (2013). *Pengertian Pemahaman dalam Pembelajaran*. Referensi Makalah.
- Nurhidayati, A., Putro, S. C., & Widiyaningtyas, T. (2018). PENERAPAN MODEL PBL BERBANTUAN E-MODUL BERBASIS FLIPBOOK DIBANDINGKAN BERBANTUAN BAHAN AJAR CETAK PENGARUHNYA TERHADAP HASIL BELAJAR PEMROGRAMAN SISWA SMK. *Teknologi Dan Kejuruan: Jurnal Teknologi, Kejuruan, Dan Pengajarannya*, 41(2), 130–138.
<https://doi.org/10.17977/um031v41i22018p130>
- Nursamsu, N., & Kusnafizal, T. (2017). PEMANFAATAN MEDIA PEMBELAJARAN ICT SEBAGAI KEGIATAN PEMBELAJARAN SISWA DI SMP NEGERI ACEH TAMIANG. *Jurnal IPA & Pembelajaran IPA*, 1(2), 165–170.
<https://doi.org/10.24815/jipi.v1i2.9691>
- Rahayu, T., & Rosyid, M. (2019). Upaya Guru Fikih Dalam Meningkatkan Pemahaman Siswa. 1(2), 13–17.
- Sahid Susanto. (2014). *Pembelajaran Abad Ke-21: Project Based Learning*.
- Sofyan, H., Anggereini, E., & Saadiah, J. (2019). Development of E-Modules Based on Local Wisdom in Central Learning Model at Kindergartens in Jambi City. *European Journal of Educational Research*, 8(4), 1137–1143.
<https://doi.org/10.12973/eu-jer.8.4.1139>
- Susantini, E., Puspitawati, R. P., Raharjo, & Suaidah, H. L. (2021). E-book of metacognitive learning strategies: design and implementation to activate student's self-regulation. *Research and Practice in Technology Enhanced Learning*, 16(1).
<https://doi.org/10.1186/s41039-021-00161-z>
- Syahrial, Asrial, Kurniawan, D. A., & Piyana, S. O. (2019). E-Modul Etnokonstruktivisme: Implementasi Pada Kelas V Sekolah Dasar Ditinjau Dari Persepsi, Minat Dan

- Motivasi. JTP - Jurnal Teknologi Pendidikan, 21(2), 165–177.
<https://doi.org/10.21009/jtp.v21i2.11030>
- Widya, Maielfi, D., & Alfiyandri. (2021). Need Analysis for Physics E-Module Based on Creative Problem Solving Integrated 21st Century Skills. Journal of Physics: Conference Series, 1940(1).
<https://doi.org/10.1088/1742-6596/1940/1/012110>
- Wulandari, F., Yogica, R., & Darussyamsu, R. (2021). Analisis manfaat penggunaan e-modul interaktif sebagai media pembelajaran jarak jauh di masa pandemi covid-19. Khazanah Pendidikan, 15(2), 139.
<https://doi.org/10.30595/jkp.v15i2.10809>