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Improving Vocational High School Students' Learning Motivation through the Development of a Deep Learning-Based PAI-BP E-Module

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Abstract:
Write This study was conducted to address the persistently low learning motivation of students in the Islamic Religious Education and Character subject at SMKN 1 Ngasem Kediri, which is largely attributable to the limited interactivity of existing instructional materials and the dominance of teacher-centered pedagogy. The aim of this research was to develop a feasible e-module based on a deep learning approach that integrates mindful, meaningful, and joyful learning, and to examine its effect on students' learning motivation. The study employed a Research and Development design guided by the William W. Lee and Diana L. Owens model, which adapts the ADDIE framework consisting of Analysis, Design, Development, Implementation, and Evaluation. The participants were 35 students of class X TKR 1. Data were gathered through teacher interviews, expert validation sheets (media, material, and language), and a learning motivation questionnaire administered before and after the implementation. Data were analyzed using percentage formulas. The validation stage produced scores of 100% (highly valid) for the media expert, 92.5% (highly valid) for the material expert, and 85% (valid) for the language expert. Pre- and post-test motivation scores increased from 71.5% (high category) to 85.03% (very high category), corresponding to a 13.53% improvement. The increase was most pronounced in the attention and satisfaction indicators of the ARCS motivation framework. These results indicate that the developed e-module is feasible and effective for strengthening learning motivation in PAI-BP at the vocational senior secondary level.

Keywords: E-Module; Deep Learning; PAI-BP; Learning Motivation

Introduction

The quality of learning in Indonesia continues to face various challenges, particularly limited learning resources, insufficient variety in teaching methods, and the mismatch between conventional pedagogical approaches and the characteristics of Generation Z learners. In addressing these challenges, teachers still tend to rely heavily on lecture-based instruction without sufficient innovation in teaching materials or student-centered learning activities. This situation can make learning monotonous and passive, thereby reducing student engagement and learning motivation. The issue is particularly important in Islamic Religious Education and Character Education (PAI-BP), because learning is not only oriented toward mastery of religious knowledge, but also toward the formation of attitudes, religious character, and the ability to apply Islamic values in everyday life (QS At-Taubah: 122). (Wahidin 2018) emphasized that media literacy needs to be integrated into PAI-BP learning so that students are able to understand and actualize religious values within continually changing social contexts. Without relevant learning support, PAI-BP risks being confined to cognitive mastery while giving insufficient attention to affective and practical dimensions. In line with this, (Faradhiba and Inayati 2023) showed that assessment in PAI-BP still needs to be developed to become more contextual and to encompass cognitive, affective, and practical aspects. These conditions indicate the need for learning innovations that connect religious content with students' experiences while simultaneously increasing their engagement in the learning process.

These problems were also identified in PAI-BP learning at SMKN 1 Ngasem Kediri. Field observations showed that many printed PAI-BP textbooks were damaged and had several important pages missing, which disrupted the learning process. As an alternative, the teacher instructed students to use digital books in PDF format, but their use remained suboptimal. In-depth interviews with the PAI-BP teacher also revealed low reading interest, frequent distractions from non-academic smartphone use, difficulty remembering the material, and limited initiative to apply PAI-BP values in everyday life. The teacher had used various learning resources, including printed modules, YouTube videos, and student worksheets, yet no significant improvement in learning motivation had been observed. This finding is consistent with (Wahidin 2018) who reported that PAI-BP instruction still relies heavily on teacher-centered lectures despite their limitations in promoting active student engagement. These conditions show that the learning problems at SMKN 1 Ngasem are related not only to limited instructional materials, but also to the need for media that are interactive, engaging, and supportive of independent learning. Therefore, instructional materials are needed that do more than merely present content in digital form; they should guide students toward learning experiences that are more active and relevant to their characteristics.

E-modules constitute one potential alternative for addressing these needs. Unlike static printed modules, e-modules can integrate text, images, audio, video, quizzes, and navigation within a single learning resource that can be accessed through laptops, tablets, or smartphones. In practical terms, digital module systems can shift classroom focus by reducing students' dependence on teachers, fostering honesty through self-assessment, and accommodating differences in learning pace (Fenni Yuniasari 2025). (Saparuddin 2022) explained that e-modules can serve as an effective solution for increasing motivation and learning independence through flexible digital platforms. (Rahmawati et al. 2025) found that interactive e-modules positively influence student motivation and engagement through multimedia use, while (Belanisa, Amir, and Sudjani 2022) showed that the integration of images, audio, video, and quizzes can increase learning motivation. (Padwa and Erdi 2021) also demonstrated that e-modules can be combined with

innovative learning models such as project-based learning. Nevertheless, their use is not without limitations, including dependence on devices and internet connectivity, the need for digital competence, and the potential for distraction from smartphone use. (Arifin 2020) also highlighted issues related to data security and performance stability when instructional materials are developed through online platforms. Accordingly, e-module development must consider pedagogical aspects in addition to technological ones. Interactive digital media become more meaningful when designed around a learning approach that fosters awareness, connects content with experience, and creates an enjoyable learning atmosphere.

The deep learning approach provides a relevant framework through the principles of mindful learning, meaningful learning, and joyful learning. Mindful learning emphasizes students' awareness and active engagement in the learning process; meaningful learning connects instructional content with prior knowledge, personal experience, and real-life contexts; and joyful learning creates an enjoyable learning atmosphere through varied media and activities (Septiana Purwaningrum et al. 2025). (Hariyono et al. 2025) positioned deep learning as a transformative approach for improving educational quality, while (Rahayu et al. 2025) emphasized the importance of integrating these three principles through the processing of direct experience. (Septiana Purwaningrum et al. 2025) further noted that its effectiveness requires teacher creativity, full presence, sensitivity to students' contextual needs, a safe learning environment, and collaboration.

A number of studies have developed digital media for PAI-BP learning, including Canva-based e-modules by (Minarti 2023), and (Andriani 2023). (Deny Khusnul Khotimah 2025) also found that the application of deep learning in PAI instruction at SMKN Pringkuku could increase students' enthusiasm and participation. However, these studies have not yet integrated a PAI-BP e-module with the principles of mindful, meaningful, and joyful learning in a comprehensive manner at the vocational high school level. In addition, existing studies on deep learning have largely been limited to qualitative descriptions and have not specifically examined changes in learning motivation through systematically developed digital instructional materials. Thus, there remains a research opportunity to bring together e-module development, a deep learning approach, and the measurement of learning motivation within a single PAI-BP learning framework.

Based on this gap, the development of a PAI-BP e-module using a deep learning approach for Grade X students at SMKN 1 Ngasem Kediri was directed toward integrating the principles of mindful, meaningful, and joyful learning through Google Sites. The development process used the ADDIE model and involved validation by media, subject-matter, and language experts to ensure product feasibility, while changes in the learning motivation of Class X TKR 1 students were measured after the e-module was implemented. This integration represents the main contribution of the study because it positions the e-module not merely as a substitute for printed instructional materials, but as a medium designed to foster engagement, connect content with students' experiences, and provide enjoyable learning experiences. Through this approach, the use of digital technology is expected to go beyond the presentation of content and support PAI-BP learning that is more active, contextual, and oriented toward improving students' learning motivation.

Methods

This study employed a Research and Development (R&D) approach based on the procedural model of Lee and Owens, adapted into the five structured stages of the ADDIE framework: analysis, design, development, implementation, and evaluation, to develop a PAI-BP e-module using a deep learning approach (Owens 2004). The study was conducted at SMKN 1 Ngasem Kediri with 35 students from Class X TKR 1 (34 male and 1 female) as the trial participants. The analysis stage involved reviewing the Merdeka Curriculum, conducting a needs analysis through interviews with the PAI-BP teacher, and examining students' learning characteristics. The design stage included developing the page-menu structure, learning instructions, YouTube video components, quizzes, and responsive navigation, which were then published on the Google Sites platform. The development stage focused on assessing product feasibility through validation by media, subject-matter, and language experts, followed by revisions based on the validators' qualitative feedback prior to field implementation. The study generated qualitative data in the form of validators' comments and suggestions for improvement and quantitative data in the form of expert assessment scores using a five-point Likert scale (Belanisa et al. 2022) as well as student learning-motivation questionnaire scores based on the ARCS model (Sardiman 2012) administered before (pre-test) and after (post-test) implementation. The data were analyzed descriptively and quantitatively using percentage formulas. Product feasibility was determined using Rustandi's validity criteria (Rustandi 2020), while changes in students' learning motivation were calculated using the aggregate percentage of total scores (Riduwan 2013) and evaluated throughout the model's implementation stages.

Results and Discussion

Deep Learning in PAI-BP Instruction

Deep learning is an adaptive and innovative pedagogical approach that shifts the conventional linear learning paradigm toward instructional activities centered on learner awareness, meaningful connections, and enjoyment in learning (Septiana Purwaningrum 2025). Through this approach, students are given broad opportunities to explore religious concepts independently outside school hours using various interactive digital media before attending face-to-face classroom sessions (Saparuddin 2022). Classroom activities can then focus on deeper understanding, collaborative discussion, the resolution of moral dilemmas, and the practical internalization of akhlakul karimah values (Deny Khusnul Khotimah 2025). Fundamentally, this learning model positions students as active subjects in the process of constructing religious knowledge (Uci Suriani, Netti Herawati, M. Apriliansyah R., Winata Nugraha 2025).

In addition, within a deep learning ecosystem, PAI-BP teachers no longer dominate the classroom as the sole authority of knowledge. Instead, they become facilitators, mentors, and reflective guides who provide timely, data-informed feedback to help students analyze social phenomena around them (Wahidin 2018). By moving basic theoretical content outside the classroom through digital devices, face-to-face time in vocational schools can be used more effectively to develop critical-thinking skills, interactive discussion, collaborative group work, and the application of moral concepts in practical professional contexts (Yogi Fernando, Popi Andriani, and Hidayani Syam 2024).

This responsive deep learning approach is also aligned with the characteristics of Generation Z learners, who require convenient access to learning resources anytime and anywhere (Belanisa et al. 2022). This creates opportunities for more personalized, adaptive, and contextual learning experiences for vocational high school students

(Septian Triatmaja 2024). Therefore, integrating the pillars of mindful, meaningful, and joyful learning into digital instructional materials can not only increase the effectiveness of religious-content mastery but also foster students' independence as lifelong learners who are capable of responding wisely to digital disruption (Hariyono et al. 2025).

In this study, the concept of deep learning was specifically adapted into the structure of a PAI-BP e-module for Phase E in the second semester. Particular emphasis was placed on self-awareness activities through interactive quizzes, analysis of real-life consequences in adolescents' lives, and collaborative digital bulletin-board projects as central elements of the learning process. These reflective activities were intentionally designed to help students actively sharpen their critical and analytical thinking skills while strengthening the spiritual understanding they had developed independently outside the classroom (Rahayu et al. 2025). This adaptation also sought to maintain a healthy balance between the use of technology, such as Google Sites as a digital learning resource, and efforts to strengthen students' character and social independence in the classroom. In this way, internet use does not become students' sole learning orientation and can reduce excessive dependence on digital devices for consumptive, non-academic purposes. This approach ensures that, while digital technology is used optimally to improve the efficiency of instructional-material delivery, the main focus of learning remains on interactive and reflective classroom discussion that empowers students to think independently and deeply.

Content Structure of the E-Module within a Deep Learning Approach

To ensure that the presentation of material was aligned with the product specifications described in the introduction, the e-module content was carefully reviewed and organized within the scope of Phase E for the second semester, covering five core areas of Islamic studies. The researchers reconstructed static religious content from printed textbooks into interactive, project-based media that were directly contextualized to the learning environment of students in the Light Vehicle Engineering (TKR) vocational specialization.

Operationally, the content of each component in the e-module was organized according to the integration of the deep learning pillars as follows:

1. The Qur'an and Hadith (Prohibition of Free Association and Adultery)

   In this area, Qur'anic verses are presented not only in written form but are also accompanied by tartil recitation audio and illustrative videos on their social consequences. To promote mindful learning, students engage with a "Self-Awareness Practice" menu through Zep Quiz containing case studies of adolescent moral dilemmas in urban settings. These activities encourage them to reflect on the long-term consequences of their choices for their future professional reputation (Deny Khusnul Khotimah 2025).
2. Aqidah (The Meaning of Loving Allah, Khauf, Raja', and Tawakkul)

   These abstract religious concepts are made more concrete through the meaningful learning pillar. The e-module integrates biographical videos of Sufi figures and connects the concept of tawakkul with work ethics. For example, TKR students are taught that proper tawakkul in an automotive context means first repairing a vehicle engine accurately in accordance with Standard Operating Procedures (SOPs), and only then entrusting the outcome of their work to Allah. (Septiana Purwaningrum 2025).
3. Akhlaq (Avoiding Blameworthy Traits and Developing Self-Control)

   This component was designed using the joyful learning pillar to reduce fatigue from dense subject matter. Canva was used to create comparative infographics of

positive and negative character traits with dynamic visual schemes. Students participated in collaborative activities to create group digital bulletin boards promoting self-control and responsible smartphone use (Pebrina and Annisa 2023).

4. Fiqh (Sources of Islamic Law and the Principle of Al-Kulliyatu Al-Khamsah)
   In this section, the e-module systematically presents the protection of life, intellect, lineage, property, and religion through branching concept-map navigation. Real cases involving violations of property rights or contemporary digital transactions in fiqh muamalah are used as material for critical group discussion so that students can understand the importance of Islamic law in protecting human and economic stability (M, Latifah Budiaty, Lia Nur Atiqoh Bela Dina 2022).
5. History of Islamic Civilization (Da'wah Strategies of Muslim Scholars and the Wali Songo in Indonesia)
   Historical content is presented in an audio-visual format through embedded documentary videos illustrating moderate da'wah approaches (bi al-hikmah wa al-mau'idlatil hasanah). The meaningful learning pillar is applied by inviting students to analyze exemplary values, perseverance, and local-cultural adaptation strategies demonstrated by historical figures and to apply these lessons in developing a tolerant Muslim identity in the modern era (Jainiyah et al. 2023).

Implementation of the Deep Learning E-Module at SMKN 1 Ngasem

The e-module developed using a deep learning approach was implemented in Class X TKR 1 at SMKN 1 Ngasem Kediri to create a PAI-BP learning process that was more interactive, independent, and critical, while addressing low student motivation associated with damaged and limited printed textbooks (Septian Triatmaja 2024). The learning process began with the provision of pre-learning materials on Google Sites containing interactive concept maps, introductory YouTube videos, and learning objectives that students were expected to study independently on their smartphones before the face-to-face session. This independent preparation ensured that students entered the classroom with an initial overview and basic conceptual understanding, allowing face-to-face time to be devoted directly to deeper exploration of the material, exchange of arguments concerning Islamic law, and clarification of the contextual meaning of religious morals (M, Latifah Budiaty, Lia Nur Atiqoh Bela Dina 2022).

During classroom activities, the main focus was placed on intensive collaborative discussion of case studies related to adolescent morality, followed by open question-and-answer sessions between groups. Students actively exchanged opinions, presented naqli evidence, and responded to their classmates' questions, creating a productive and enjoyable learning atmosphere (Jainiyah et al. 2023). Based on an in-depth interview with the PAI-BP teacher, implementation of the model not only improved students' cognitive understanding of religious content but also encouraged them to broaden their social perspectives, sharpen higher-order thinking skills, and learn to respect differing opinions constructively. The teacher reported that students felt better prepared and more confident to participate actively in classroom argumentation because they had prepared in advance using the e-module on their smartphones.

The teacher plays a central role in this model as a facilitator and moderator who manages classroom dynamics, ensures that every student has an opportunity to speak, provides theoretical reinforcement, and presents case studies or critical prompting questions that encourage students to think more deeply from multiple perspectives within Islamic scholarship (Ardiansyah and Nugraha 2025). At the end of the classroom session, the teacher provides conclusive explanations for critical questions that remain unresolved during group discussion, thereby ensuring that students' understanding

remains consistent with appropriate theoretical and theological principles. The results of the expert evaluation of product feasibility are presented systematically in Table 1 below:

Table 1. Summary of Quantitative Expert Validation Scores for the PAI-BP E-Module

No.	Expert Validator Category	Aspects Assessed	Score Percentage	Qualitative Criterion
1.	Media Expert	Typography, layout, cover design, and illustrations	100.0%	Highly Valid
2.	Subject-Matter Expert	Content relevance, pedagogical alignment, and language	92.5%	Highly Valid
3.	Language Expert	Sentence effectiveness, spelling accuracy, and text clarity	85.0%	Valid

Source: Processed Research Data (2026)

As shown in Table 1, the feasibility assessment conducted by the three groups of experts indicates that the developed e-module met a very high level of theoretical feasibility for implementation in a vocational school context. The media expert awarded a score of 100.0%, confirming the quality of the Google Sites layout and typography, while the subject-matter expert gave a score of 92.5% for alignment with the Merdeka Curriculum. Although the language expert gave the lowest score, 85.0%, due to several minor notes concerning typographical and spelling errors, the score still fell within the valid category and indicated that the product was suitable for field testing without requiring major reconstruction (Rustandi 2020). After revisions were made based on the validators' recommendations, the e-module was implemented in the classroom to measure empirical changes in students' psychological learning motivation, as presented in the motivation statistics in Table 2 below:

Table 2. Pre-Test and Post-Test Learning Motivation Scores of Class X TKR 1 Students

Evaluation Stage	Minimum Score	Maximum Score	Total Accumulated Score	Average Percentage	Descriptive Category
Before Intervention (Pre-Test)	60%	81%	2,504	71.50%	High Motivation
After Intervention (Post-Test)	70%	96%	2,976	85.03%	Very High Motivation

Source: Processed Student Questionnaire Data (2026)

Taken together, the data from Tables 1 and 2 show an increase of 13.53 percentage points in students' learning motivation following implementation of the e-module. This improvement occurred alongside the high feasibility ratings of the developed media. The increase in motivation was particularly evident in the attention and satisfaction dimensions of the ARCS framework. The e-module's interactive visual presentation supported students' attention, while instant quiz feedback on Google Sites provided a sense of satisfaction during learning (Sardiman 2012). The combination of strong expert validation and the empirical increase in learning motivation indicates that the e-module

functions not merely as a supplementary digital resource, but as a pedagogical instrument that can support a more active, meaningful, and independent learning environment in vocational education.

Contributions and Pedagogical Implications of Deep Learning for Vocational Education

Integrating a deep learning approach into the PAI-BP e-module offers important practical implications and theoretical contributions to the transformation of vocational education (Uci Suriani, Netti Herawati, M. Apriliansyah R., Winata Nugraha 2025). The development of religiously oriented digital media in vocational schools should be grounded in strong humanistic and contextual values. E-module technology is not intended to displace or replace the teacher's role; rather, it should function as a collaborative partner within a hybrid learning ecosystem that encourages students to develop independent thinking (Hariyono et al. 2025). An e-module system that presents interactive content, provides immediate personalized feedback, and supports students in monitoring their own understanding will function most effectively when combined with guidance from teachers who understand students' social, emotional, and psychological contexts (Septiana Purwaningrum 2025).

Nevertheless, the realization of these pedagogical implications in practice is accompanied by genuine digital-infrastructure challenges. One of the main obstacles encountered during the trial was the digital divide and limited access to a stable internet connection in the school environment (Septian Triatmaja 2024). These technical constraints can disrupt equitable learning, particularly when all students access multimedia-rich e-module features simultaneously, resulting in slower platform performance. Students without sufficient mobile data or access to reliable school Wi-Fi may experience technical difficulties when loading YouTube learning videos or submitting responses through interactive quiz forms (Arifin 2020). Therefore, optimizing this technology requires strong institutional commitment to providing adequate internet infrastructure in classrooms.

In addition to technical constraints, the use of e-modules for independent learning also presents challenges related to self-regulated learning and students' internal discipline. The use of technology in the classroom cannot function optimally without appropriate teacher guidance and behavioral regulation (Saparuddin 2022). Independent learning through smartphones carries a substantial risk of distraction, as students may be tempted to access non-academic entertainment platforms while working with the module. Excessive dependence on device screens may also reduce the intensity of warm social interaction among students in the classroom (Isti'anah et al. 2025). To address these risks, teachers need to balance the use of the deep learning e-module with healthy, collaborative, and humanistic face-to-face social interaction throughout the learning process.

Ultimately, the development of inclusive, equitable, and meaningful instructional materials must be accompanied by curriculum adaptation that is relevant to the culture and future needs of vocational high school students (Wahidin 2018). The learning content was designed to take students' vocational specialization into account by integrating examples of industrial work ethics that are contextualized to their real-life experiences. To support digital transformation while responding to infrastructure and self-regulation challenges, schools need to develop participatory strategic policies. Such policies may include professional development in technology-enhanced pedagogy for teachers, regulations concerning the protection of students' personal data in digital forms, and a shift from linear memorization-based assessment toward process-oriented assessment and collaborative creative products (Ramadhan 2023). This comprehensive approach

enables educational institutions to maximize twenty-first-century digital learning innovation without sacrificing human values, social justice, or students' spiritual depth.

Conclusion

This study successfully developed a PAI-BP e-module using a deep learning approach on the Google Sites platform through the systematic application of the Lee and Owens R&D model. Expert validation indicated that the product was highly feasible, with validity scores of 100% from the media expert, 92.5% from the subject-matter expert, and 85% from the language expert, demonstrating its readiness for implementation in vocational education. Empirically, the e-module, which integrated the principles of mindful, meaningful, and joyful learning, was effective in addressing the limitations of printed instructional materials and increased the learning motivation of Class X TKR 1 students at SMKN 1 Ngasem by 13.53 percentage points, from 71.50% in the pre-test to 85.03% in the post-test, which was categorized as very high. The largest gains were observed in the attention and satisfaction indicators. These findings suggest that meaningful digital transformation in vocational education should move beyond rigid, text-based instructional materials toward adaptive digital learning environments that support critical thinking, independent collaboration, and the sustained development of students' religious character.

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