

DEVELOP A DIGITAL MODULE OF PAI LEARNING USING ANYFLIP WEB TO INCREASE LEARNING MOTIVATION

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Abstracts

PAI learning is still general and has not improved other teaching materials so the learning motivation of students is low. This study aims to 1) develop teaching materials, namely the PAI and Budi Pekerti learning modules using the anyflip web for class III students at SD Negeri 1 Sekaran, and 2) increase students' learning motivation. This research and development use the R&D (Research and Development) method with the ADDIE research model. The results of research and development of PAI and Budi Pekerti learning modules use the anyflip web. The module gets a student response test of 97.9% from the small group test and 98.1%, which means that students are interested in interesting pictures and like to listen to audio. The percentage before using the module was 69.6% and the percentage after using the module by distributing questionnaires to find out an increase in students' learning motivation by 82.9% which showed students were more diligent in facing assignments and tenacious in facing difficulties. The result shows significant results in increasing learning motivation because, in the anyflip web, there are audio and also interesting images that are adapted to the age of students in grade 3 elementary school, where the age of grade 3 elementary school children is included in the operational thinking category, which means being able to think logically with the help of concrete objects. So to create students who can think logically, concrete objects are needed, one of which is the anyflip web in the learning process.

Keyword:

Digital Module of PAI Learning, Anyflip Web, Learning Motivation

Introduction

Fundamental problem faced by the world of education today is the weak learning process as a result of the lack of mastery of teachers in the use of various strategies, learning methods, teaching materials, and up-to-date learning resources. One example of this problem is that teachers still experience problems in increasing student activity, this happens because the methods used in learning are considered less attractive by students, so they are less enthusiastic and active in participating in learning activities which results in students becoming

inclined to ignore the material presented. In addition, other inhibiting factors are also caused by the lack of various forms of teaching materials used by teachers and students in KBM (Teaching and Learning Activities), which generally still rely on one type of teaching material in the form of textbooks recommended by local institutions.

The importance of developing the module needs to be implemented at SD Negeri 1 Sekaran. Based on observations at SD Negeri 1 Sekaran, PAI and Budi Pekerti learning activities are still general and have not improved other teaching materials. Teaching materials applied by an educator only refer to lks books and only use LCD media several times, resulting in low student motivation and from the school there is no effort to develop teaching materials, especially learning modules. The use of PAI learning modules using the anyflip web is expected to increase student motivation in understanding PAI material in even semesters. E-book is a digital version of a book. One application to develop e-books is to use anyflip web. Web anyflip contains digital information in the form of text, images and audio packaged in a file. The anyflip web can be opened using a computer or other electronic device depending on when developing it. The advantages of anyflip web include being very easy to use and can be accessed anywhere.

From some of the descriptions above, several problem formulations can be drawn as follows: 1) How is the development of PAI and Ethics learning modules using anyflip web?, 2) How can PAI and Ethics learning modules using anyflip web increase the learning motivation of grade III students at SD Negeri 1 Sekaran?

Based on the formulation of the problem above, researchers can conclude several research and development objectives. The objectives of this study are as follows: 1) Developing PAI and Ethics learning modules using anyflip web, 2) Increasing the learning motivation of grade III students at SD Negeri 1 Sekaran.

Methods

The type of research carried out is research and development (Research and Development or commonly also called R&D). Research and development methods are research methods used to produce a particular product, and test the effectiveness of that product. In this research & development using the ADDIE model developed by Dick and Carry in 1996. There are 5 phases in the ADDIE model used in this research & development, namely: (1) analysis, at this stage an analysis of the curriculum, needs, and characteristics of students is carried out. (2) design, at this stage the researcher designs or designs the learning module product to be developed. (3) development, at this stage produce products according to design, conduct tests of media experts, material experts. (4) implementation, at this stage conducting expert trials, group trials, and field trials. Expert trials were carried out on 1 media expert lecturer and 1 material expert lecturer, group tests were carried out on 5 grade III students of SD Negeri 1 Sekaran, while field trials were carried out on 21 grade III students of SD Negeri 1 Sekaran, and evaluation, at this stage made product improvements if there were still shortcomings and weaknesses.

Data collection instrument is a tool that shows data measurement in helping data collection based on a stage used by the researcher to be used. Data collection instruments in this study include data collection in the form of validation questionnaires by experts or validators such as media experts, material experts, student responses, and learning motivation questionnaires for grade III students of SD Negeri 1 Sekaran.

This type of data in research and development is quantitative and qualitative. Quantitative data is data that is processed by formulating numbers, namely quantitative data in research and development in the form of validation assessment questionnaire scores of media experts, material experts, student response questionnaires, learning motivation questionnaires.

Furthermore, qualitative data is data in the form of descriptions or sentences. Qualitative data in this research and development is in the form of interviews, responses, notes, criticisms and inputs based on expert assessments.

Result

This research and development is carried out with the aim of increasing student motivation through learning module development activities using the anyflip web in PAI and Ethics lessons. The design procedures carried out based on the ADDIE development model are as follows:

Analysis Phase

This analysis stage is carried out based on needs analysis, curriculum analysis, and analysis of student characteristics. The sequence carried out at this stage of analysis is as follows: a. Needs analysis, from this needs analysis activity, researchers then concluded that the development of learning modules in PAI and Ethics subjects is needed so that the teaching and learning atmosphere becomes more interesting and can increase student learning motivation so that the learning process becomes more optimal. Therefore, researchers chose to develop learning modules using anyflip web. b. Curriculum analysis is carried out to determine the material to be presented in the learning module using anyflip web. At this stage, it is known that the curriculum applied at SD Negeri 1 Sekaran is the 2013 or K-13 curriculum and basic competencies (KD) found in PAI and Ethics subjects in even semesters. c. Analysis of student characteristics is carried out to find out how the nature or character of grade III students at SD Negeri 1 Sekaran. Based on the results of interviews with students, it is known that grade III students are classified in the age range of 8-9 years. This indicates that in that age range is included in the category of operational thinking where in this phase students are able to think logically using the help of concrete objects.

Design Phase

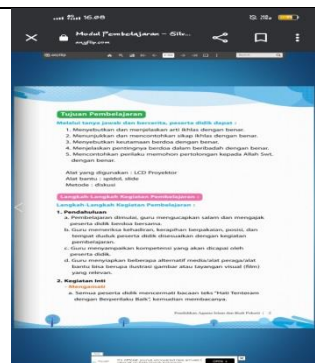
This design stage is the stage that will be carried out to make a product design that will be produced. At this design stage, there will be several steps that researchers will take in developing learning modules using anyflip web. The steps in question are as follows: a. Compile PAI and Ethics materials for even semesters. b. designing the appearance of the media from the cover to the cover cover.

Development Phase

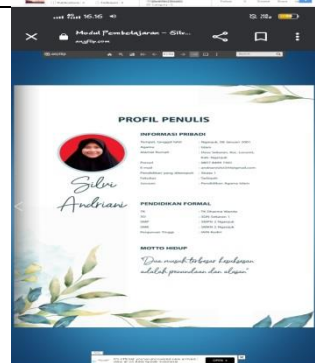
At this stage of development, researchers take several steps, namely: a. Media Expert Validation Test Data, Product feasibility data is obtained from the results of validation carried out on media experts and material experts. The media expert who was presented to provide an assessment of the PAI and Ethics learning module using anyflip web was Mr. Mochamad Desta Pradana, M.Pd as a media expert. This validation activity to media experts is carried out in two stages, this is done because in the first stage the assessment results show criteria that are feasible to use but need to be improved based on criticism, suggestions, and input given by media experts before being tested.

No	Aspect of Revision	Before Revised	After Revised
1	Cover repairing		
2	Picture addition		
3	Text color corection		
4	Giving information about the benefits and instruction for use		

5 Giving information about aspects of lesson plan



6 Author profile addition



7 Cover corection



Material expert validation test result data. Product feasibility data is obtained from the results of validation carried out on media experts and material experts. The material expert who was presented to provide an assessment of the PAI and Ethics learning modules using the anyflip web was Mr. Ariyadi, S.Pd as a material expert.

Implementation Phase

At this stage implementing module users can be done online and offline, in research conducted when product trials research conducts product trials online. In this study, respondents and researchers were in the same room and carried out face-to-face.

- 1) Results of the Learning Motivation Questionnaire before using the module. From the data from the student learning motivation questionnaire instrument obtained with a percentage of 69.6%, it can be stated that student learning motivation is included in the high category with criteria of $0 \leq 69.6\% \leq 80$.
- 2) Results of student response trials.
 - a) small groups. The module trial on the responses of small group students has an interest in the module of 97.9%, which means that student responses are very valid and do not need to be revised with criteria of $85\% < 97.9\% < 100\%$.

- b) large groups. The large group trial had a student response of 98.1%, which means an increase of \pm one percent from the response of small group students. From 97.9% it rose to 98.1%, which also stated that students' responses were very valid and did not need to be revised with criteria of $85\% < 97.9\% < 100\%$.
- c) Results of learning motivation questionnaire after using the module. From the data from the results of the student learning motivation questionnaire instrument obtained with a percentage of 82.9%, it can be stated that student learning motivation is included in the very high category with criteria of $0 \leq 82.9\% \leq 100\%$.

Conclusion

This research and development has produced a learning module product that uses anyflip web in PAI and Ethics subjects in the even semester of grade III SD Negeri 1 Sekaran. There are several things that can be presented, first is about the development of learning modules in research and development can be seen from several aspects of feasibility, learning modules get a feasibility rate from media validators of 97.6% which means the validity level is "Very Valid" without revision with criteria of $85\% < 97.6\% < 100\%$. While the eligibility rate of material expert validators is 95%, which means the validity level is "Very Valid" without revision with criteria of $85\% < 97.6\% < 100\%$. Based on these results, it can be said that a decent learning module must be in accordance with the material and learning objectives to be achieved.

To determine the increase in student learning motivation, researchers use questionnaires, namely pre-tests conducted before students use modules made by researchers, while post tests are carried out after using modules that have been made by researchers. To determine the level of motivation to learn students use descriptive tests to find out the results of the pre test and post test that have been tested on students. In this case, the percentage of $0\% \leq$ the final score is $69.6\% \leq 80\%$ of the pre-test with the "High" category and $0\% \leq$ the final score of $82.9\% \leq 100\%$ of the post-test with the "Very High" category. Thus, students' learning motivation increased from 69.6% to 82.9% with the category "Very High" which shows students are more diligent in facing tasks and tenacious in facing difficulties.

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