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DEVELOPMENT OF AL-QUR'AN CONTEXT MATH E-MODULE ON INVERSE FUNCTION MATERIALS USING BOOK CREATOR APPLICATION

Niswaton Hasanah¹, Akhsanul In'am^{2*}, Rani Darmayanti³, Choirudin⁴, Dewi
Nurmalitasari⁵, Usmiyatun⁶

^{1,2*,3,6} Universitas Muhammadiyah Malang, Malang, Indonesia

⁴ Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung, Indonesia

⁵ Universitas PGRI Wiranegara

*Corresponding author. Malang, Indonesia

E-mail: niswa.guru@gmail.com^{*1)}
akhsanul@umm.ac.id^{2*)}
ranidarmayanti90@webmail.umm.ac.id³⁾
choirudiniaimnumetro@gmail.com⁴⁾
dewinurmalitasari31@gmail.com⁵⁾
usmyfeda93@gmail.com⁶⁾

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Abstract

Digital technology can help the learning process in achieving a good and maximum learning process. One of the technologies that can be utilized in learning mathematics is the e-book creator, which is used with learning designs by linking mathematical material to the context in the Al-Qur'an. It was used so students could understand the material well and have religious values from the non-text Al-Qur'an presented. This study aims to create media and resources for learning mathematics in the context of the Qur'an. The used e-module development model is 4D: definition, design, development, and dissemination are all stages of 4D model development. The data collection instrument used a validation instrument as a valuable data collection tool whether or not the e-book creator is being developed. Moreover, the practicality instrument is a practicality aspect test given to students after participating in the learning process using the developed product. However, with 3.61 for material experts and 3.74 for media experts with the criteria of being tested, this e-module is still only at the development stage. The students' responses to the Islamic-based e-module were 84 percent, with the "Very Eligible" criteria fulfilled.

Keywords: Al-Qur'an; book creator application; e-module; invers function.

Abstrak

Teknologi digital dapat membantu proses pembelajaran dalam mencapai proses pembelajaran yang baik dan maksimal. Salah teknologi yang dapat dimanfaatkan pada pembelajaran matematika satunya adalah e-book creator yang digunakan dengan desain pembelajaran dengan mengaitkan materi matematika pada konteks yang ada di Al-Qur'an. Hal ini dilakukan agar siswa mampu memahami materi dengan baik serta memiliki nilai-nilai religious dari nonteks Al-Qur'an yang disajikan. Penelitian ini bertujuan untuk menciptakan module sebagai sumber belajar matematika dalam konteks Al-Qur'an. Model pengembangan 4D digunakan dalam pengembangan e-module. Definisi, desain, pengembangan, dan diseminasi adalah semua tahapan pengembangan model 4D. Instrumen pengumpulan data menggunakan instrumen validasi, sebagai alat pengumpulan data yang valid atau tidaknya e-book creator yang dikembangkan. Dan instrumen praktikalitas yakni berbentuk uji aspek kepraktisan yang diberikan kepada siswa setelah mengikuti proses pembelajaran menggunakan produk yang dikembangkan. Namun dengan skor 3,61 untuk ahli materi dan skor 3,74 untuk ahli media dengan kriteria layak untuk diujicobakan, pengembangan e-module ini masih sebatas tahap develop. Hasil tanggapan siswa terhadap e-module berbasis Islam adalah 84 persen, dengan kriteria "Sangat Layak" terpenuhi.

Kata kunci: Al-Qur'an; book creator application; e-module; fungsi invers.



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INTRODUCTION

The use of technology in learning mathematics is a combination of learning concepts, learning objectives, strategies, and learning media focused on student activities (Capuno et al., 2019; Efendi, 2020; Viberg et al., 2020). So the learning process creates good learning motivation, and children can learn effectively and independently (Friantini et al., 2020; Puspitarini & Hanif, 2019; Winatha, 2018).

In the fact, there are many available media has not been used optimally. Media use does not give students freedom in supporting flexible student learning that can be done anywhere, anytime, so many students are still passive in learning mathematics.

Mathematics only applies two core competencies: knowledge core competencies and skills core competencies. In the 2013 curriculum, there are four core competencies. Learning mathematics tends to pursue only cognitive and psychomotor values without including spiritual and social attitudes. Even if there is, the spiritual attitude that is highlighted is only limited to praying before starting and ending learning.

One effort that can be made to include spiritual and social attitudes in learning mathematics is to develop a module that uses the context of the Qur'an to develop into appropriate mathematical material. Students and teachers can use these teaching materials during the learning process so that all core competencies can be adequately achieved.

One media used is an electronic book or e-book in the book creator application. The e-book creator has the advantage of being compact, making it easy for users to store and carry anywhere. The quality remains the same

and can be used anytime, anywhere, by anyone (Asyrofi et al., 2018; Klaehn, 2015; Mulyawati et al., 2022). Besides that, e-book creators can increase interaction between teachers and students. The learning process is interactive, not dull.

Research conducted by Choirudin et al. (2020), Kristanti & Masamah (2022), serta Mastuang et al. (2019) explained that it was done to reinforce mathematics learning integrated with religious values for students. Therefore, one solution that needs to be developed is a module that is still general, in the form of addition, subtraction, multiplication, and the possibility of distribution in everyday life by students. Designing e-book in the book creator application in which Islamic values can be linked to the Qur'an with the understanding of the inverse function in mathematics learning is needed to achieve a learning process that encourages students to play an active role (Choirunnisa et al., 2022; Munandar, 2015).

The integration of Islamic knowledge in learning is a hallmark of educational institutions. This is emphasized that mathematics does not forget the Qur'an, which is believed to be the essential source of all knowledge (Huda, 2020; Mulianda et al., 2019; Rosikhoh et al., 2022; Surur & Puji-lestari, 2021). Abdussakir & Rosimanidar (2017) revealed that mathematics and the Qur'an are interrelated. In learning mathematics (arithmetic science), the source is the Qur'an. Meanwhile, mathematics is needed to understand Kauniyah's verses contained in the Qur'an. Whereas in this study developed a Mathematics module in the context of the Al-Qur'an on inverse function materials using the e-book creator application.

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The use of e-books in the book creator application helps students to be more active in constructing their knowledge according to the demands of the 2013 curriculum (Anggraini et al., 2016). So it can be concluded that it is necessary to develop e-books in book creator applications based on Islamic values through a contextual approach. A contextual approach can help students grow moral, cognitive, and affective attitudes and personalities in religious learning.

RESEARCH METHOD

The research used is Research & Development (R&D) because this research also aims to investigate and

sequence growth or change as a function of time (Zamzam, 2018). Development research is not intended to test the theory but to produce a specific product. The product to be developed in this research is mathematics teaching materials in the context of the Qur'an for class X SMA/MA students in the form of e-modules in the *book creator application* on inverse function material. The model used in this study is the 4-D development model (Four D Models) proposed by Thiagarajan and Semmel, which consists of four stages: definition, design, development, and dissemination (Darmayanti et al., 2022) in Figure 1.



Figure 1. Stage of model *four-D*

Figure 1 is: 1) Define (in this phase, we first perform front-end analysis, then learner, task analysis, concept analysis, and the last phase is developing learning objectives). (2) Design, the process of designing Moodle-based flex model media is synchronized with the three-dimensional material in the 2013 curriculum (this phase first prepares a benchmark reference test, selects the media, selects the format, and finally makes the initial design of the media). (3) Develop, where draft one is produced (the process of verification by experts/practitioners of the media to be develop)

However, the development of this e-module is still limited to the development stage. The research material is inverse function material. The subjects of this study were students of class X SMS/MA, which consisted of six students selected based on their mathematical abilities: two students for

each abilities (high, moderate, and low). The place of this research is the YALC Pasuruan tutoring.

The data collection instrument uses a validation instrument, as a valid data collection tool whether or not the e-book creator is being developed. The practicality instrument is a practicality aspect test given to students after participating in the learning process using the developed product.

The data used in this study is taken from the validation results of teaching materials using a book creator by experts through trials in the form of media validity data and teaching material users. Researchers obtained data through instruments from material and media expert validation and teachers' and students' questions related to teaching materials. The data obtained were then analyzed and presented using a Likert scale.

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RESULT AND DISCUSSION

1. Definition

This stage aims to establish and determine learning conditions, including learning objectives and learning material boundaries (Rafida et al., 2022). This step includes five steps: preliminary analysis, student analysis, concept analysis, task analysis, and learning objectives. Preliminary analysis, the teaching materials used by students are teaching materials in the form of module es. The activities raise and strengthen the fundamental problems encountered in high school mathematics learning on inverse function material. Researchers feel that the teaching materials used by students in the inverse function material still have many weaknesses, namely in language and content. The language makes it difficult for students to understand the material in the form of algebra, while the contents only provide examples of questions in the abstract, while the material in the form of algebra is material that occurs in everyday life (no concepts application).

In addition, those who have information about fundamental math problems at YALC Pasuruan, such as there are no modules because of the need for appropriate mathematics teaching materials, have the potential to increase student potential, such as a module that can be studied independently. Students also find it difficult to understand mathematics material because it is presented in an independent. The books in YALC do not yet have educational materials such as modules that can help students achieve the 2013 curriculum goals—creating a generation of intellectually and spiritually intelligent Muslims. Primarily modules can be accessed through digital-based technology.

Therefore the researchers developed other teaching materials, such as e-module in the book creator application.

Student Analysis, the activities at this stage examine student characteristics, including knowledge, skills, and initial attitudes to achieve learning objectives based on core competencies. In addition, information related to student characteristics was obtained, especially for mathematics subjects where enthusiasm and understanding of the material presented had not been shown, and students enjoyed problems presented every day.

Task analysis is a collection of procedures for determining content in teaching materials. The activities describe the structure of the content of teaching materials, the steps students must take in teaching materials, and the information obtained. The information in question is the problem that will be presented in teaching materials obtained from the internet or other supporting media.

Concept Analysis the activity at this stage describes the concepts students must find and learn in teaching materials. The concept in question is understanding problems related to inverse functions—e-module in the Islamic-based book creator application that discusses material with algebraic material. The first stage in producing a product is determining the potential and problems by conducting field studies and obtaining information about the potential in schools. Schools of learning have not provided learning tools by utilizing technological developments such as LCDs and projectors in class, so learning media are increasingly diverse, but not many learning media are by the 2013 curriculum.

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The previous objective conditions used at YLAC Pasuruan only used print-outs and printed books in the form of packages and worksheets from schools. This school has not used e-module in the book creator application. In printed textbooks, there is no combination of subjects with Islamic values but only discusses general knowledge. As a result, educators do very little to provide an understanding of Islam. They do not discuss or apply one core competency, competence, regarding students' spirituality. E-module materials based on Islamic values are still rare in the book creator application. Most of the printed teaching materials that can be found are generally packaged. So that in preparing e-book teaching materials for the Islamic-based book creator application, researchers try to integrate or connect the subject matter with Islamic values and the arguments of the Koran to improve students' spiritual competence.

2. Design

After gathering information at the definition stage, the next step is product design. Several things are done at the product design developing stage of a mathematical e-module in the context of the Qur'an on inverse function material in class X. The e-modules are arranged according to the Core Basic

Competencies of the 2013 Curriculum. The e-modules are constructed using contextual learning stages and contain Islamic values through the Al-Qur'an. The design starts from the cover of e-module and it can be seen in Figure 2.

The math e-module was designed with the help of the Canva application. Based on Figure 2, the cover contains the logo of the author's university, the title "Learning the Inverse Function of the Al-Qur'an," the book's contents, the class level, and the author's name. The purpose of writing a title is helpful for: (a) attracting the reader's attention, (b) describing the book's contents, (c) triggering to read the book, (d) the book's beginning, (e) can summarize the book contents, and (f) can describe the book topic (Hawa & Yosef, 2019).

The e-book contents begin with a cover page in Figure 3 emphasizing the type and material to be discussed in the e-book, namely the inverse function. This section is designed with a small checkered background synonymous with learning mathematics. The next page is the instructions for use which are positioned at the beginning so that readers can better understand the elements in the e-book and use the e-book properly and correctly. Furthermore, the e-book also contains a preface and a table of contents.



Figure 2. E-module cover

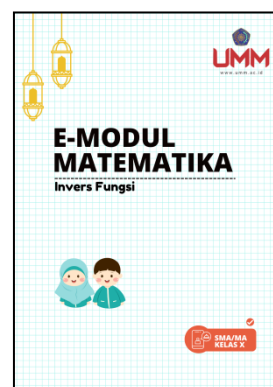


Figure 3. Cover

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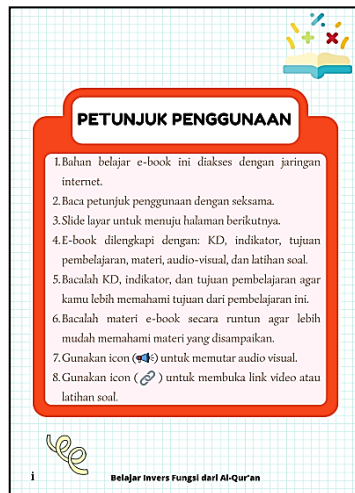


Figure 4. Instructions for use

Figure 4 explains the instructions for use which contain the learning sequence, materials, explanations, and material in the module so that students can use the module to learn independently.

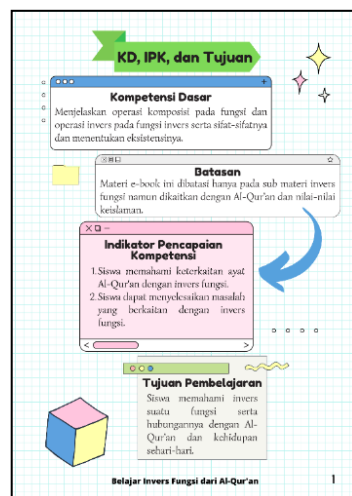


Figure 5. KI, KD, IPK, dan Learning Outcome

The e-book is also equipped with basic competency (KD), competency achievement indicators (GPA), and learning objectives so that readers know and understand the learning objectives. The basic competence used in this e-book is KD 3.6 class X SMA/MA in the 2013 curriculum: "explaining compositional operations on functions and

inverse operations on inverse functions and their properties and determining their existence." However, in this e-book, the authors limit learning to material inverse functions only to strengthen the Qur'an's linkage to material inverse functions. Figure 5 Shows the KD, GPA, and Learning Objectives pages.

Figure 5 describe the presentation of the material is constructed using contextual learning stages, namely invitation, exploration, explanation, and solution, as well as taking action (Sa'ud & Suherman, 2010). The invitation stage contains a stimulus in the audio-visual Q.S. Al-Ankabut: 57. At this stage. Students are invited and attracted to learn mathematics in Figure 6.

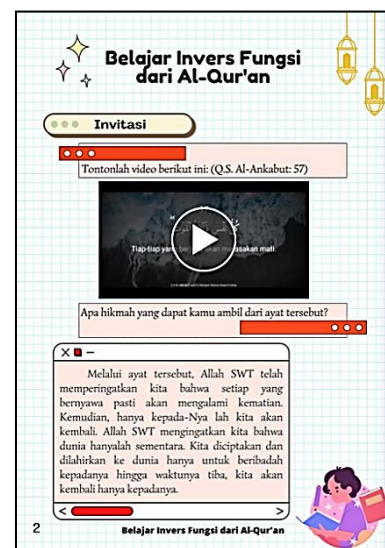


Figure 6. Invitation

In the exploratory, students can analyze the illustration of life and death as a function. Students are asked to write their answers in the form provided. After that, at the explanation stage, the teacher can validate students' opinions at the exploration stage. A relationship between the concept illustrations of life and death with inverse functions has been provided in the e-book. Moreover, in the end,

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teachers and students both make conclusions about the inverse function. An overview of the activities in the

exploration and explanation stages as well as the conclusion stage is described in Figure 7.

Figure 7. Exploration, explanation, and conclusion

The e-book then provides examples of functional inverse contextual problems that contain Islamic values. The problem begins with the Quranic verses' stimulus about spreading benefits and kindness. An example is someone trying to spread benefits by making YouTube videos.

This adjusts to the development of the current world conditions. Presentation of problems that are contextual and close to students is expected to increase students' understanding and interest in mathematics. Figure 8 is an example of a contextual problem presented in an e-book.

Figure 8. Contextual problems

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The e-book also has inverse illustrations of everyday life, for example, entering and leaving the mosque. Suppose that the activity starts from point A, outside the mosque, to point B, inside the mosque. From point A to point B, one has to go through three stages: opening the door, stepping on the right foot while praying, and

closing the door. Then the inverse is the activity from point B to point A. Starting with opening the door, stepping left foot first while praying, and closing the door again. The following shows an inverse illustration of everyday life. Figure 9 is an inverted illustration of everyday life presented in the e-book.

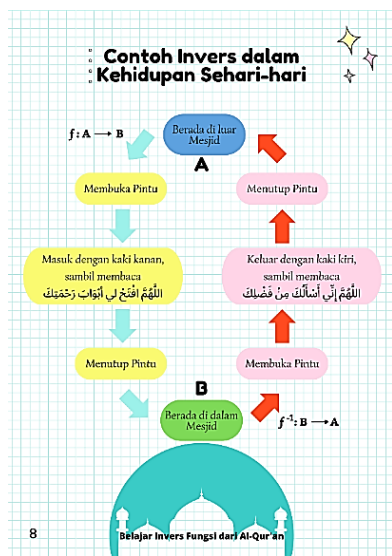


Figure 9. Examples of inverses in everyday

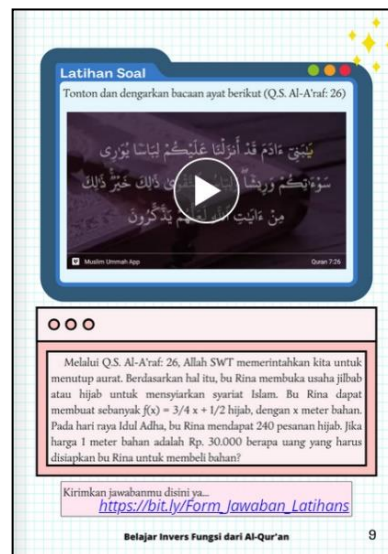


Figure 10. Exercises

Furthermore, Figure 10 is the final display of the contents of the e-book. The contents of the e-book end with practice questions for students to work on, and the results are sent via the form link provided.

After the appearance of the e-book to be developed has been designed in Figure 10, the next stage is the validation stage. Research and development of the designed e-module e, which was then validated by a panel of experts: Mr. Rian Ariyansyah, S.Pd., high school class X teacher at YALC Pasuruan, and Mr. Dr. Choirudin, M.Pd, lecturer at IAIM NU Metro Lampung. Validation is also carried out to obtain input, suggestions, opinions, and evaluation of the developed e-module e.

The material experts' validation, media experts, linguists, and practitioners in the material experts produce the results and it can be seen in Table 1.

Table 1. Material experts validation

Indicator	Value	Criteria
Indicator	3.53	Very Eligible
Competences		
Material accuracy	3.67	Very Eligible
Material update	3.73	Very Eligible
Encourage	3.45	Possible to do curiosity
Integrated Islamic Values	3.67	Very Eligible
Rata-rata	3.61	Possible to do

Table 1 shows the material expert's stage 1 validation results for the feasibility of Islamic-based e-module as

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teaching materials. On the suitability indicator of the material with KI and KD, the results obtained a score of 3.53; on the accuracy of the temporal indicators, obtained results with a score of 3.67; and on the assessment indicator, encouraging curiosity results obtained a score of 3.73. The integrated assessment of Islamic values obtained a score of 3.67, so a total average material validation percentage was obtained at stage 1 of 3.61. It was included in the category worthy of being tested and receiving suggestions for improvement.

Media expert validation aims to test the presentation of Islamic-based e-module es. Mr. Dr. Agus Setiawan, M.Pd, lecturer at IAIM NU Metro Lampung, became a validator who became a media expert. The results of phase 1 media validation data can be seen in Table 2.

Table 2. Media validation expert

Indicators	%	Criteria
E-Module Size	3.81	Very Eligible
E-Module Cover Design	3.73	Very Eligible
E-Module Contents Designing	3.67	Very Eligible
Average	3.74	Very Eligible

Table 2 is the stage one validation result by media experts for the feasibility of Islamic-based e-module as teaching materials. The e-module size results were obtained with a score of 3.81, and the results for the design of the e-cover module were obtained with a presentation of 3.73. The e-module contents results were obtained with a presentation of 3.67, so the total percentage of media validation stage 1 was 3.74, included in the excellent category.

Following is the product design validation by material experts, media experts, and class X teachers. Based on

expert feedback, the researchers revised the product design.

3. Develop

After going through the validation stage by material experts, media experts, and linguists, the product was tested on a small-scale trial of six students. While the product trial produced the following results:

Students in this small-scale trial looked at the e-module provided, which was intended to test the product's attractiveness. Moreover, six students were selected based on their mathematical ability at the end of the product trial: two high-ability students, two moderate-ability students, and two low-ability students. After that, students were given a questionnaire to assess the attractiveness of the e-module. YALC Pasuruan High School conducted a small-scale trial. The results of students' responses to the Islamic-Based e-module were 84 percent with the criteria fulfilled, namely "Very Eligible" this shows that the e-module developed by researchers has attractive criteria to be used as a tool in teaching and learning activities in class X SMA YALC Pasuruan.

The application of learning mathematics with the Al-Qur'an context module for class X SMA YALC Pasuruan is said to be excellent and exciting where it fulfills the criteria, namely: (a) module can be studied independently (self-instruction); (b) the module can contain all documentation in general (self-contained); (c) the module is independent depending on other means (stand-alone); (d) module can be adapted to developments in science and technology (adaptive); (e) module users can easily understand the contents of the module (user friendly). In addition, as part of the

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communication process between students and teachers, learning resources such as modules must be able to clarify the message conveyed by the teacher, be able to adjust the time, save costs, and effort, create enthusiasm for learning and create conditions so that children can learn effectively independently (Friantini et al., 2020; Winatha, 2018).

CONCLUSION AND SUGGESTION

A mathematical e-module in the Qur'an context was developed with the title in media, "Learning the Inverse function of the Qur'an." The e-module was designed using the Canva application and integrated into the book creator application. The e-module is intended for class X SMA/MA equivalent students. A mathematical e-module in the context of the Qur'an was developed to support the urgency of instilling and increasing student morale through Islamic religious values and the Qur'an. The development was carried out with a 4D model by (Thiagarajan 1974) but is still limited to the development stage.

The product developed is then tested for its feasibility by using validity and product tests to determine the attractiveness of Islamic value-based e-module media on inverse function material. Based on the research and discussion results, an Islamic Value-Based e-module for class X was developed with a score of 3.61 for material experts and 3.74 for media experts, with criteria testing worthy.

The students' responses to the Islamic-Based e-module were 84 percent with the criteria fulfilled, namely "Very Eligible" this shows that the e-module developed by researchers has attractive criteria to be used as a tool in teaching and learning activities

in schools. Class X SMA YALC Pasuruan. Hopefully, this research will be carried out on a larger scale at the trial stage, testing the feasibility and effectiveness of e-module media based on Islamic religious values to improve student performance.

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