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Developing Digital-Based Islamic Religious Education Teaching Modules on the Subject Matter of Duha Prayer in Elementary Schools

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ABSTRAK

Purpose – The purposes of this study are to produce digital-based Islamic religious education teaching module products developed using the eXe-Learning application and to find out whether digital-based Islamic Religious Education teaching module products are feasible to use in learning.

Design/methods/approach – This study used development research (Research and Development) with the 4D development model (Define, Design, Development, and Dissemination). At the design validation stage, the digital-based Islamic Religious Education teaching module was validated by material experts and media experts. Data collection techniques used questionnaire instruments

Findings – The assessment by the material experts, consisting of 16 aspects, was 90% categorized as very feasible. The evaluation by the first media expert, consisting of 20 aspects, was 82% categorized as very feasible. The second media expert validation, as a whole, was 96% categorized as "very feasible." The average value of material and media experts was 89.33% (Very Feasible). Meanwhile, the student response to the digital-based Islamic Religious Education teaching module, consisting of 12 aspects, obtained 67.2%, including the "feasible" category. Moreover, in terms of the module's effectiveness in learning, it had an effect in the form of increasing student skills in performing the Duha prayer.

Research implications/limitations – The implications of this development research practically have contributed to producing digital-based PAI teaching module products on the Duha prayer material used in learning. The main field trial was limited to Class IV of SDIT Al-Furqon Palangka Raya.

Originality/value – This development research supports the implementation of the Merdeka Curriculum in fulfilling the learning tools for the Merdeka Curriculum teaching modules, allowing it to contribute to the world of education

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Pendahuluan

Technological advances in this modern era have a significant impact on various sectors, including education. However, technology utilization by teachers is still less than optimal. Even though, education is the key to building quality human resources (Lira, 2023; Rena, 2023). Various efforts have been made to improve the quality of education, one of which is through curriculum reform. Curriculum is an important part of education, and curriculum renewal is needed when the existing curriculum is no longer effective and relevant to the times (Bakar & Ismail, 2020; Rizal et al., 2022).

Curriculum renewal carries certain risks and consequences (Hamdi et al., 2022). However, it is crucial since the curriculum contains plans and guidelines that include objectives, content, learning materials, and learning methods to achieve educational goals (Sulaiman, 2022). One of the challenges faced is the lack of teacher creativity in preparing learning tools, such as teaching modules in the Merdeka Curriculum - the latest program in the education world. The Merdeka Curriculum aims to provide meaningful and active learning experiences under the Circular Letter of the Minister of Education and Culture Number 4, 2020 (Özcan & Koca, 2019; Basir & Amer, 2022).

Teachers play an important role in successfully implementing the Merdeka Curriculum, including preparing learning tools like teaching modules (Hamdi, 2023). Teaching modules must be tailored to student characteristics to ensure learning quality (Solihin, 2020). Currently, students interact more with digital media than offline reading materials. Therefore, the development of digital-based teaching modules is crucial.

The development of the digital-based learning module in this study used the exe-learning application, which makes it easier for teachers to publish a professional web page for teaching and learning (Silalahi, 2020). Technology use in learning can overcome student boredom and increase learning interests (Cape & Namora, 2022; Azizah et al., 2023). The digital age of the 21st century is characterized by an increase in digitalization, which encourages teachers to integrate technology into learning (Fuadi, 2022).

This research focused on the development of a digital-based teaching module of Salat Duha (Duha prayer) material at SDIT Al-Furqan Palangka Raya. Based on the assessment results, students' understanding of Salat Duha is still lacking, both in terms of readings and procedures. Therefore, the development of a digital-based teaching module is expected to help students understand and perform Salat Duha better.

The study aims to develop a digital-based teaching module on the Islamic Religious Education subject matter for Class IV at SDIT Al-Furqan Palangka Raya, focusing on Duha prayer materials. The expectation is that the study can support the implementation of the Merdeka Curriculum and improve the quality of learning in schools.

Method

The study used a type of development research or Research and Development (R&D), which has the aim of developing a new product or improving a product that has been applied or that already exists. This research used the research and development

method according to Thiagarajan (1974), which suggests that the steps of research and development are abbreviated as 4D (Define, Design, Development, and Dissemination).

Figure 1. Flow of the 4D Development Model

The data collection techniques were observation, documentation, interviews, and questionnaires. In line with the research method used, namely research and development, there are two types of data generated in this study, i.e. qualitative data and quantitative data. The data analyzed in this study were (1) document and literature review data, (2) observation data, (3) interview data, and (4) student response data to the digital-based Islamic Religious Education teaching module. The four types of data were processed following the stages in this research. Data Analysis of the Preliminary Study Stage The data obtained in the preliminary study were (1) document review and literature review, (2) observation of the initial conditions of the research setting, namely the development of teaching modules, and (3) interview results with teachers regarding the development of teaching modules. In the development stage, data were obtained from observations during the teacher learning process, both at the limited trial stage and at the broad trial stage. Since data from observations was specific, the data obtained from observation activities were analyzed quantitatively. The data obtained quantitatively were analyzed using SPSS software. Media Validity Data Analysis Testing the validity of the computer-assisted learning game model was performed experimentally. The data validation used source triangulation and technique triangulation. This study was conducted at SDIT Al-Furqan Palangka Raya. The subjects in this study were Class IV of Ibnu Katsir students (totaling 19 students) at SDIT Al-Furqan Palangka Raya.

This study used the percentage technique in analyzing data with the following formula:

$$\text{Percentage of feasibility} = \frac{\sum \mathbf{x}}{\sum \mathbf{xi}} \times \mathbf{100}\%$$

Description:

$\sum \mathbf{x}$ = total obtained scores

$\sum \mathbf{xi}$ = total ideal scores

(Widiastuti & Sagoro, 2017: 45).

The collected data were analyzed using quantitative descriptive analysis techniques expressed in the distribution of scores and percentages against the predetermined rating scale categories. After presenting the results in percentage, the next step was to describe and draw conclusions about each indicator. The suitability of aspects in the development of this teaching device can use the following table:

Table 1. Categories of Product Feasibiltiy

No	Percentage of Assessment	Category
1	76-100%	Very Feasible
2	51-75%	Feasible
3	26-50%	Less Feasible
4	0-25%	Not Feasible

In the above table, there are criteria for percentage assessment and interpretation. To determine the feasibility, the table was used as a reference for assessing the data generated by material experts and media experts (Arikunto, 2010: 44)

The implications of this development research practically have contributed to producing digital-based PAI teaching module products on the Duha prayer material at SDIT Al- Furqan Palangka Raya which are used in learning.

Results and Discussion

Based on the research and development method using the 4D model, the product specification developed in this study was an independent curriculum for Islamic religious education subjects using the exe-learning application for Duha prayer materials. The product was a soft file with a size of 5 KB and 21 pages/slide. The product specification expected in this research and development was in the form of a digital-based Teaching Module containing Islamic Religious Education material based on the Merdeka learning curriculum for grade IV (four) students, namely Salat Duha. The Teaching Module consisted of three parts, namely general information, core components, and attachments. The general information section comprised module identity, initial competencies, Pancasila student profile, facilities and infrastructure, student targets, and learning models. The core component encompassed learning objectives, meaningful understanding, lighter questions, learning activities, assessment, enrichment, and remedial. Meanwhile, the appendix was equipped with student worksheets, reading materials for teachers and students, a glossary, and a bibliography. This teaching module was developed to contain material in learning media equipped with several things, namely Text, Images (still images), Audio, and Video. In digital-based teaching materials, of course, contain things that are being developed, such as materials, exercises, and quizzes.

This study is a research and development (R&D), which is a process or steps to develop a new product or improve an existing product, which can be accounted for. The 4D development research procedure goes through four stages as follows:

1. The Define Stage

The defining stage is a crucial initial activity in determining the product to develop and its specifications. This stage involves the need analysis conducted through research and literature study. This process is divided into several interrelated steps. The first step is needs analysis, where the developer identifies what is needed by the users or the market.

The second step is curriculum analysis, which aims to ensure that the product being developed is in line with established educational standards and objectives. Next, a material analysis is conducted to determine the content to be included in the product, ensuring that all information presented is relevant and supports the learning objectives. Finally, an analysis of student characteristics is carried out to understand the profile of the end users, allowing the developed product to be tailored to their needs and learning styles. By following these steps systematically, developers can ensure that the final product not only meets quality standards but is also relevant and useful to users.

1.1 The Needs Analysis

The needs analysis stage was carried out by analyzing the results of observations and interviews with Islamic Religious Education subject teachers at SDIT Al-Furqan Palangka Raya. Observations were made by observing learning activities, especially on teaching modules, media, and learning models applied in class IV. The aim was to assess the extent to which teaching and learning activities run and identify the obstacles faced.

In addition to observations, researchers also conducted interviews with Islamic Religious Education subject teachers to explore more in-depth information about ongoing learning activities, not to mention obstacles encountered in applying existing methods. The key information sought was about SDIT Al-Furqan's follow-up in implementing the Merdeka Curriculum, especially regarding the development of teaching modules in the curriculum.

An additional interview was conducted with the Deputy Head of Madrasah to get more information about the implementation of the Merdeka Curriculum in this school. Given the advancement of technology, the use of traditional teaching modules can make students feel bored, especially as they are more accustomed to digital interactions. Therefore, in the *Merdeka Belajar* policy, proximity to technology is required, such as the application of digital-based teaching modules.

At SDIT Al-Furqan Palangka Raya, the application of digital-based teaching modules is still limited, only been tried in Grades 1 and 4. This is because teachers have not fully developed digital teaching modules according to the Merdeka Curriculum. This condition encourages researchers to develop teaching modules as part of the Merdeka Belajar Curriculum implementation. Moreover, since schools have not fully implemented curriculum changes independently, learning tools like digital-based teaching modules have not been optimally developed. Based on the assessment results, students had not yet mastered the Duha prayer material well, so researchers were interested in developing a digital-based Islamic Religious Education teaching module in the Merdeka Curriculum.

1.2 The Curriculum Analysis

The researchers carried out this stage by analyzing the applied curriculum at SDIT AL-Furqan Palangka Raya. Additionally, researchers also analyzed the ATP (Learning Objectives Flow) and CP (Learning Outcomes) in the Fourth Grade's Islamic Religious Education subject at SDIT Al-Furqan Palangka Raya. In this curriculum analysis, information

was obtained from interviews with curriculum representatives regarding the Merdeka curriculum implementation. Various schools in Indonesia have started implementing the Merdeka Curriculum, not to mention in Palangka Raya City. One of the schools that has implemented the Merdeka Curriculum is SDIT Al-Furqan Palangka Raya.

Based on the interview results with one of the Grade IV Islamic Religious Education subject teachers, Mrs. Laila Hayati, S. Pd. I on December 8, 2022, the Merdeka curriculum implementation at SDIT Al-Furqan Palangka Raya in the odd semester of the 2022-2023 school year was still in the form of an independent learning curriculum (IKM). This was because they were still not fully implementing the Merdeka curriculum. However, as they entered the even semester of the 2023-2024 school year, they implemented the Merdeka curriculum, which was originally in the form of the independent learning curriculum. Even though they have implemented an independent curriculum, teachers still did not use teaching modules in the learning process. Therefore, it was essential to adjust the learning tools, namely the development of teaching modules. From the field observations, SDIT Al-Furqan Palangka Raya is a school that has supporting facilities and infrastructure, such as the availability of projectors in each class, and students have been equipped with knowledge about computers. Therefore, developing digital-based teaching modules will be truly helpful in the learning process, which is realized through their learning outcomes.

1.3 The Material Analysis

After understanding the applicable curriculum, ATP (Analysis of Learning Objectives), and CP (Learning Outcomes), the next step was to perform the material analysis stage. This stage is important to determine the right material to be developed under Merdeka Belajar policy. Based on this analysis, researchers chose the material "Duha Prayer" as the focus of development for the assessment results showed that students still had not mastered the duha prayer, both in terms of memorization and skills in the prayer procedures.

This material was chosen after the researcher analyzed the teaching methods usually used, which have generally been only presentations and questions and answers using books or PowerPoint. This approach is considered less effective in helping students truly understand and master the material. Moreover, the "Duha Prayer" material is also included in the Jurisprudence element, which is expected to instill positive attitudes and behaviors in students in everyday life.

At SDIT Al-Furqan Palangka Raya, Duha prayer is a habit instilled in the upper grades, namely grades III, IV, V, and VI. Students in these classes are accustomed to praying Duha together, while students in grades I and II have not been programmed to pray Duha together in the school mosque. Therefore, it is essential to instill an understanding of the importance of Duha prayer through the development of appropriate teaching modules, allowing the habit of Duha prayer to be well implemented and become an integral part of student life at SDIT Al-Furqan Palangka Raya.

1.4 The Analysis of Student Characteristics

The stage of analyzing student characteristics is conducted with the aim of understanding how students interact in their learning environment and how to organize students during learning. In this stage, researchers directly observed learning in Class IV of SDIT Al-Furqan Palangka Raya. This observation is pivotal, allowing researchers to design development products that suit the needs of students.

The learning outcomes in phase B are listed in the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 033/H/KR/2022. In the fiqh element, students are expected to be able to perform fasting, Friday prayers, and sunnah prayers well, as well as understand the concept of puberty and the responsibilities that come with it (taklīf).

This research focused on the development of materials about sunnah prayers, especially Duha prayer. The Duha prayer material needs to be developed to improve students' understanding and support the habit of praying Duha at school. Based on previous assessments, students' understanding of Duha prayer was still lacking, both in terms of memorization of recitations and procedures for implementation. This deficiency can affect the implementation of Duha prayer, which does not follow the Sharia.

Therefore, it is necessary to update the Duha prayer material, which is implemented in the form of a technology-based teaching module. This approach is expected to provide a better understanding to students so that they can perform Duha prayer correctly and in accordance with religious guidance.

2. The Design Stage

The next stage is the design stage, which aims to design the product to be developed in detail. At this stage, researchers focused on creating teaching modules using the eXe Learning application, a tool that allows the creation of interactive and easily accessible digital learning content. Furthermore, the researcher also designed the data collection instruments, which included questionnaires, tests, and other evaluation tools. All these designs were then submitted to experts for validation. These expert validators assessed the feasibility and effectiveness of the module design and data collection instruments, providing feedback and suggestions for improvement if needed. With validation from experts, researchers can ensure that the designed teaching modules and data collection instruments are of high quality, relevant, and ready to be implemented in the next stage of development.

3. The Development Stage

At this stage, researchers will design the module into a product that is ready for use and test the validity of the product repeatedly until the product meets the specified specifications. This process involves adjusting and refining the module based on the trial results and feedback received. After the teaching module is designed, the product will go through two important stages, namely expert appraisal and developmental testing.

At the expert assessment stage, the module will be assessed by experts in the field of education and technology to ensure that the content and format of the module match the expected quality standards. The experts will provide constructive feedback to further improve and refine the module. This stage is crucial to ensure that the module is not only accurate and relevant but also effective in delivering the material to students.

After the expert assessment stage, the module will enter the development testing stage. At this stage, the module is tested in a real-life environment by involving end users, namely students and teachers. This testing aims to identify problems that may arise when the module is used in actual learning situations. Feedback from end users will be used to make final adjustments to the module.

The following are the results of material validation and media validation in the development of the Digital-Based Islamic Education Module, which includes an assessment of the content, appearance, interactivity, and ease of use. These results indicate the level of effectiveness and quality of the module in meeting the expected learning objectives.

Table 2. Validation Results of Material Experts

No	Learning Aspect	Score
1	Material compatibility with basic competencies	4
2	Material compliance with indicators	5
3	Material compatibility with the learning objectives	5
4	Student interaction with the media	5
5	Growth of learning motivation	4
6	Actualization of the material presented	4
7	Adequacy of vocabulary	4
8	Completeness of vocabulary coverage	4
9	Vocabulary difficulty level according to the material	5
10	Depth of vocabulary in accordance with the material	5
11	Ease of learning to understand	5
12	Easy to understand vocabulary language	5
13	Clarity of learning instructions	4
14	Vocabulary correctness according to theory and concepts	4
15	Accuracy of vocabulary usage	4
16	Provide feedback on the evaluation results	5
	Total	72

$$\boldsymbol{P = \frac{\sum x}{\sum xi} \times 100\%}$$

$$P = \frac{72}{80} \times 100\% = 90\ \%$$

Based on the results of the above calculations, the assessment results from the material experts consisted of 16 aspects. The result of the validation assessment by material experts was, in total, 90%. From this calculation, 90% of teaching modules have been categorized as very feasible.

Table 3. Validation Results of The First Media Experts

No	Assessment Aspct	Score	Percentage
1	Media Engineering Aspects	28	80%
2	Visual Communication Aspects	54	83.07%
	Total	82	82%

$$\sum \mathbf{x} = 82$$

$$\sum \mathbf{xi} = 100$$

Percentage of Feasibility:

$$\boldsymbol{P} = \frac{\sum \mathbf{x}}{\sum \mathbf{xi}} \times \mathbf{100}\%$$

$$P = \frac{82}{100} \times 100\% = 82\ \%$$

Based on the above calculations, the media expert's assessment comprised 20 aspects. The validation result of the material experts was 82 percent. From the calculations of 82%, the teach module has been categorized as very feasible.

Table 4. Validation of The Second Media Experts

No	Assessment Aspect	Score	Percentage
1	Media Engineering Aspects	35	100%
2	Visual Communication Aspects	61	927%
	Total	96	96%

$$\sum \mathbf{x} = 96$$

$$\sum \mathbf{xi} = 100$$

Percentage of Feasibility:

$$\boldsymbol{P} = \frac{\sum \mathbf{x}}{\sum \mathbf{xi}} \times \mathbf{100}\%$$

$$P = \frac{96}{100} \times 100\% = 96\ \%$$

Based on the above calculation, the media experts' assessment result consisted of 20 aspects. The validation result of all media experts reached 96 percent. The obtained 96% means that the teaching module is categorized as "very feasible."

Table 5. Validation Average Value of Material and Media

No	Assessment Aspect	Percentage	Total Average (%)
1	Material Expert	90%	89.33%
2	First Media Expert	82%	
3	Second Media Expert	96 %	

4. The Dissemination Stage

The following is a fully equipped and ready-for-propagation-and-use school teaching module. This module can be accessed online through the following link: (https://rohmadi.info/mhs/hamdi/). This module is designed to support teachers to effectively and interactively deliver materials and to facilitate students in better understanding the lesson through the use of digital technology. Through the dissemination of this module, it is expected to improve the quality of Islamic religious education in various schools

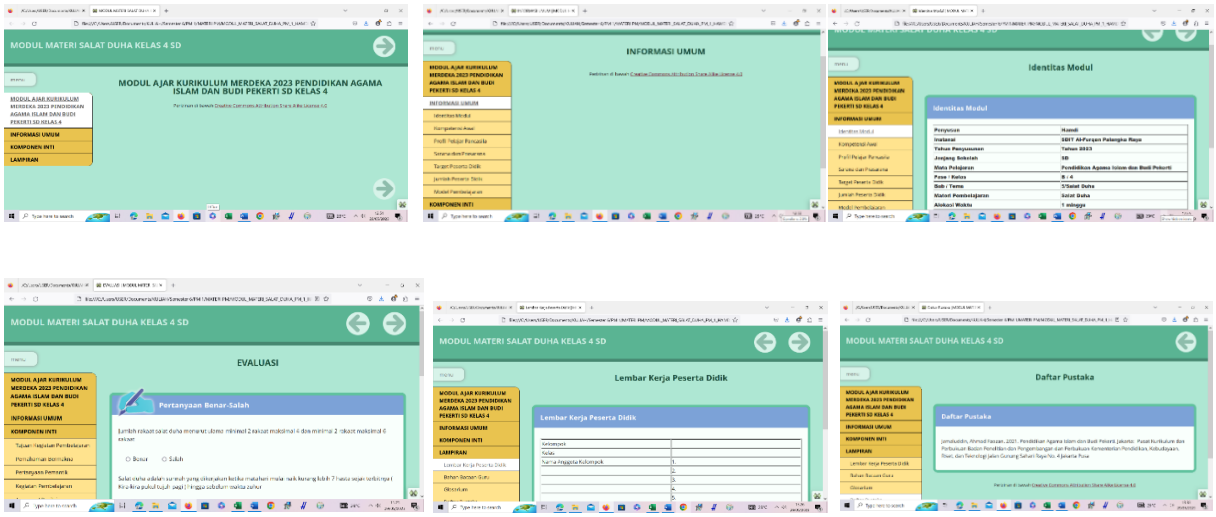

Figure 2. Digital-Based PAI Teaching Modules

After conducting a trial at SDIT Al-Furqan Palangka Raya, the researchers looked for testimonials to know students' responses to the digitized Islamic religious education module. Before disseminating the trial questionnaires, they had to be validated beforehand by the questionnaire validators, which had been categorized as very feasible to use.

Table 6. Validatiion of Student Response Questionnaires

No	Assessment Aspect	Score	Percentage
1	Format	12	80%
2	Content	20	80%

3	Language	16	80%
	Total	48	80%

Table 7. Student Response

Total Indicator	Total Score	Percentage	Category
20	759	67.2%	Feasible
	Category		**Feasible**

After conducting a trial, the researcher disseminated questionnaires to obtain the students' response assessment of the digital-based teaching modules that had been developed. The results of this validation were calculated with SPSS AIDS and later in analysis using the formula as follows:

$$\boldsymbol{P = \frac{\sum x}{\sum xi} \times 100\%}$$

$$P = \frac{\mathbf{484}}{\mathbf{720}} \times \mathbf{100\%} = \mathbf{67,2\ \%}$$

Based on the result of the above calculation, the assessment of the student's response comprised 12 aspects. The validation result of the media expert was 67.2%. Based on the calculation of 67.2%, the teaching module has been categorized as "feasible."

The Potential Scalability of the product of the teaching module for digitally-based Islamic Religious Education needs to be given more attention, seeing the student characteristics that prefer digitization. Therefore, it requires digitization in learning, such as the digital development of the teaching module. This scalability, of course, requires supportive infrastructure that leads to improving student capabilities. Providing adequate infrastructure to support creativity or creative results in education and as a means to keep in pace with the age's advances in the digitization of learning.

The adaptive ability of the digital-based Islamic Religious Education teaching modules has become something that supports the implementation of the Merdeka curriculum. While the renewal of the curriculum, namely the Merdeka curriculum, is certainly closely related to the teacher's ability to provide modules. In developing them, the teachers need to consider the aspect of usefulness, not to mention the creation of products for learning, as well as the effort to help students understand through the modules. Based on observations, interviews, documentation, and questionnaire dissemination for student responses, they showed that students were excellent and enthusiastic when learning using digital media, namely the digital-based Islamic Religious Education module at SDIT Al-Furqan Palangka Raya.

In addition to the students' response to the teaching module, there were also teacher testimonials about the teaching module that had been developed. The following table presents the results of teacher response testimonials regarding the development of digital-based teaching modules.

Table 8. Teacher Response Testimonies

No	Assessment Aspect	Score	Percentage
1	Interest	24	100%
2	Material	24	100%
3	Language	16	100%
	Total	64	80%
	Category	Very Feasible	

The above table shows favorable testimonials of the implemented digital-based Islamic Religious Education teaching modules.

5. The Merdeka Curriculum

Merdeka Curriculum is a curriculum with diverse intracurricular learning, allowing sufficient time for the students to explore concepts and strengthen competencies. In the learning process, teachers have the flexibility to choose various learning tools to adjust teaching-learning to student learning needs and interests. In this curriculum, there is a project to strengthen the achievement of the Pancasila student profile, which is developed based on specific themes set by the government. This project does not aim at achieving specific learning outcome targets, making it untied to subject content. Various national and international studies have shown that Indonesia has been experiencing a learning crisis for a long time. Those studies revealed that many Indonesian children cannot understand simple reading or apply basic math concepts. The findings also disclosed a sharp education gap between regions and social groups in Indonesia. The situation has further worsened due to the outbreak of the Covid-19 pandemic. Changes are needed to overcome the crisis and these challenges, one of which is through the curriculum. The curriculum determines the material taught in the classroom. It also affects the teaching pace and methods the teachers use to meet the student needs. Therefore, the Ministry of Education and Culture developed the Merdeka Curriculum as an essential part of the effort to recover learning from the crisis that has been experienced (Kemdikbud, 2022). Accordingly, it is crucial to implement the Merdeka Curriculum as a renewal of more advanced education through planned programs.

The independent curriculum was initiated by Ki Hajar Dewantara and later was appointed by the government to become a policy that would be implemented in schools throughout Indonesia (Irawati et al., 2022) As for the principles of the curriculum based on the Decree of the Minister of Religion Number 183 of 2019 concerning the PAI and Arabic Language Curriculum in Madrasahs, there are four principles used as a foundation, namely philosophical, sociological, psycho-pedagogical, and juridical principles (Qolbi &Hamami, 2021). The Merdeka Curriculum has characteristics of (1) Soft Skill and Character Development, this development refers to the Pancasila student profile strengthening project, (2) Focus on essential materials, where in an independent curriculum related to essential, relevant, and in-depth materials, allowing sufficient time to build student creativity and innovation in achieving basic competencies, such as numeracy and literacy, and (3) Flexible learning, where in the Independent Curriculum, there is teacher flexibility

in carrying out learning according to the achievements and development of each student. The Merdeka Curriculum has three (3) options in its independent implementation, namely:

(1) Mandiri Belajar, is an independent curriculum implementation that follows the education unit in the 2013 curriculum and also applies several Merdeka Curriculum principles in carrying out learning and assessment.

(2) Mandiri Berubah, is the implementation of the Merdeka Curriculum in education units using an independent curriculum structure and has applied the principles of an independent curriculum in conducting learning and assessment.

(3) Mandiri Berbagi, is the implementation of an independent curriculum in education units by using the Merdeka Curriculum structure in developing the curriculum and applying the principles of an independent curriculum in implementing learning and assessment and is committed to sharing practices with other education units.

6. Learning Outcomes and Learning Objectives

Learning outcomes contain a set of competencies and a scope of material that is comprehensively arranged in the form of a narrative (Badan Penelitian dan Pengembangan dan Perbukuan kementerian Pendidikan Kebudayaan, Riset, 2021). Customization. Learning outcomes in primary schools are divided into phase A learning outcomes for grades 1 and 2, phase B for grades 3 and 4, and phase C for grades 5 and 6. Learning outcomes in phase B, in the element of fiqh, for example, students are familiarized with fasting and prayer, as well as understand the rukhshah in prayer. In phase B, students also prepare themselves to face the taklif period by understanding the provisions of circumcision and signs of puberty. Based on the Decree of the General of Islamic Education Number 3211 of 2022 concerning the learning outcomes of Islamic Religious Education and Arabic Language in madrasas, some learning outcomes in the elements of religious fiqh are students allowed fasting, Friday prayers, and various kinds of sunnah prayers (tarawih, witr, rawatib, tahajud, duha, and idain) rukhsah in prayer include Jamaah, qashar, and sick conditions so that the obligation of istiqamah worship is carried out in any condition and anywhere. Students analyze the signs of puberty and how to purify the great hadas (menstruation and ihtilaam) as a prerequisite for performing worship properly and correctly according to the requirements and harmony in the context of daily life. Furthermore, the learning outcomes in phase B are also listed in the Decree of the Head of the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 033/H/KR/2022. In the fiqh element, students can perform fasting, Friday prayers, and sunnah prayers properly and understand the concept of puberty and the responsibilities that come with it (taklīf).

This study has learning objectives to achieve, namely, students are expected to be able to apply the procedures of Duha prayer so that it is embedded in obedient behavior, worship, and surrender to God. Learning objectives are developed from Learning Outcomes which have three phases of education in elementary schools: phase A for grades I and II, phase B for grades III and IV, and phase C for grades V and VI (Ina Magdalena, Fitria

Nurjanah, 2023). According to a study (Solihin, Rahendra Maya, 2020), there have been efforts by Islamic Religious Education and Ethics Teachers to improve religious character through congregational prayer and Duha prayer. Therefore, the existence of learning planning in this study was carried out to achieve optimal results, there are always various alternatives in planning a lesson so that the learning process can run effectively. According to (Hikmah et al., 2022), in tune with (Yip *et al*., 2019; Lumbantoruan &Manalu, 2024), module development provides significant changes to student learning outcomes. One of the factors that influence the success of learning outcomes is good learning activities since learning activities are quite important and can help to determine the learning outcomes of a student. Will provide the success that will be achieved, teachers will be able to predict student learning difficulties so that there are teacher efforts to anticipate problems that arise, teachers can determine appropriate learning resources based on scientific and technological advances, will make learning systematic, directed, inclusive, participatory and organized (Bozdağ, 2022).

Conclusion

Based on the results of the discussion above, it can be concluded that the development of a digital-based Islamic Religious Education teaching module through the eXe-Learning application has been a concrete effort to support the implementation of the Merdeka Curriculum with the aim of improving the quality of learning in schools. This module has gone through an assessment from material experts covering 16 aspects, with overall validation results reaching 90%, making it categorized as very feasible. Meanwhile, the assessment from the first media expert reached 82% and the second media expert reached 96%, with the average value from both media experts reaching 89.33%, resulting in categorized as very feasible. Learners' responses to this module, which included 12 aspects, reached an overall of 67.2%, making it categorized as feasible. Therefore, this teaching module proved to be effective in supporting the learning process at school.

Declaration

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