Inovasi Kurikulum

Development of digital fiqh books to improve learning outcomes at SMP IT As-Sunnah Makassar

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ABSTRACT

Rapid advances greatly influence the world of education in technology, information, and communication. Teachers must be able to use technology to create innovative and effective learning. This research aims to identify the need for digital books, design the development of digital books, and measure the validity, practicality, and effectiveness of digital books. This research uses research and development methods focused on developing digital books. The development model refers to the ADDIE development model with five stages: analysis, design, development, implementation, and evaluation. The research was conducted at SMP IT As-Sunnah Makassar with 30 research students, 1 Fiqh subject teacher, and two validators. The digital book developed was declared very valid by media content/design experts and valid by material experts. The level of practicality was measured from questionnaire responses by teachers and students. Both assessments stated that it was convenient. The level of effectiveness of digital books is measured by pretest and posttest, which shows an increase in learning outcomes and that they are declared very effective. Based on the analysis results, it can be concluded that the development of digital fiqh books can be used in the learning process.

ABSTRAK

Dunia pendidikan sangat dipengaruhi oleh kemajuan pesat dalam teknologi, informasi dan komunikasi. Guru harus mampu menggunakan teknologi untuk membuat pembelajaran inovatif dan efektif. Penelitian ini bertujuan untuk mengidentifikasi kebutuhan buku digital, mendesain pengembangan buku digital dan mengukur tingkat validitas, kepraktisan, dan keefektifan buku digital. Penelitian ini menggunakan metode penelitian pengembangan (Research and Development) yang difokuskan untuk mengembangkan buku digital. Model pengembangan yang digunakan mengacu pada model pengembangan ADDIE dengan lima tahapan; analysis, design, development, implement, dan evaluate. Penelitian dilaksanakan di SMP IT As-Sunnah Makassar dengan penelitian 30 siswa, 1 orang guru mata pelajaran Fiqih, dan 2 orang validator. Buku digital yang dikembangkan dinyatakan sangat valid oleh ahli isi media/desain dan valid oleh ahli materi. Tingkat kepraktisannya diukur dari angket respon oleh guru dan siswa, dari kedua penilaian dinyatakan sangat praktis. Tingkat keefektifan buku digital diukur dengan pretest dan posttest yang menunjukkan terjadinya peningkatan hasil belajar sehingga dinyatakan sangat efektif. Berdasarkan hasil analisis dapat disimpulkan bahwa pengembangan buku digital fiqih dapat digunakan dalam proses pembelajaran.

Kata Kunci: buku digital; fiqih; hasil belajar

INTRODUCTION

Rapid advances greatly influence the world of education in technology, information, and communication. The world of education must keep up with the times so that the educational process is not left behind and can compete with the challenges of each era. Education is the primary key to bridging the gap between the rapid development of technology, information, and communication and society's need for relevant knowledge and skills. Along with this progress, educational institutions must continue to adopt innovative teaching strategies, utilize technology as a tool, and emphasize understanding and applying the latest concepts.

The implementation of education cannot be separated from a process called learning. In the learning process, media is needed to support the implementation of more effective and efficient learning. Pribadi, in the book "*Teknologi Pendidikan Desain dan Konsep Esensial*" learning media are facilities or tools that contain information and knowledge that students can use to learn. The purpose of using educational media is to help students achieve the desired goals or competencies. In the field of education, learning has a very significant positive impact. Learning has a positive impact that is very relevant in the educational context. Through media, students' limited experiences can be overcome, and classrooms can be expanded by presenting learning objects more dynamically. Direct interaction with the environment, a better understanding of concepts, and increased interest and motivation to learn are concrete benefits of using learning media. Thus, media integration is not only a complementary tool but also the key to creating a learning environment that is interesting, effective, and supports students' holistic development.

Learning media can attract students' attention and increase their understanding of the lesson. Therefore, teachers must be able to provide interesting learning media for the learning process to go well. According to Jerold E, Kemp. and D.K, Dayton learning media has an effective and significant contribution to the ongoing learning process, including: 1) The structure of learning becomes better, 2) Increases the attractiveness of learning, 3) Interactivity increases in the learning process, 4) Quality of learning increases, 5) Flexibility of time and place in the learning process, 6) Developing students' positive attitudes towards lesson material, and 7) The role of educators is not only as the only learning source for students (Pradani & Aziza, 2019). An effective teaching and learning process requires a medium that suits the student's character, the subjects taught, the atmosphere, and the supporting infrastructure. Good learning tools will guide students to improve their learning outcomes and vice versa (Pattaufi & Arnidah, 2019).

Using textbooks as a learning resource is considered to only provide theoretical understanding without providing facilities for practice (Febriati et al., 2019). Textbooks are considered monotonous learning sources, less practical, and less suitable for subjects requiring direct training or practice. If the book is interesting, the learning media is adequate, and the explanation is delivered clearly and in detail, it can provide deep meaning to the students' minds. As a result, students tend not to forget the material taught because they involve themselves in the learning process. Students' memories are vital for information that makes an impression on them (Magdalena et al., 2020).

Using technology-based teaching materials creates more exciting learning experiences through images, audio, and video, which can increase student understanding. Access to digital teaching materials also allows students to study independently outside of class hours, providing more flexibility in the learning process. Technology is essential in positively impacting education by applying the paperless concept (Utomo et al., 2021). This means that efforts to reduce dependence on paper use are the main focus. One of the implementation steps is to switch from printed books to digital books. This initiative reduces paper use and provides easier access and more flexibility to learning materials.

Digital books are a collection of learning materials that are collected and then arranged and equipped with features, such as text, images, audio, and video, which are formed into a soft file that can be accessed via electronic devices such as cellphones, tablets, or computers, online or offline. A digital book is a collection of writings and images published in digital form whose use can be accessed through software (Haslinda et al., 2022). Digital books are publications that contain text, images, and audio. They are stored in digital form and can be read by a computer or other electronic device (Ruddamayanti, 2019).

Digital books have several advantages over printed books, where digital books have easy access without considering time and place. Additionally, digital books can be accessed on various electronic media such as cellphones, tablets, computers, and laptops (Pattermann et al., 2022). There are three advantages of digital books, namely: 1) In terms of usability, 2) Ease of reading (readability), and 3) Ease of use. The disadvantages of digital books are: 1) Using internet access to access/download digital books, 2) several features cannot be downloaded in PDF form (Syawaludin, 2019). If a digital book is downloaded in PDF format, the audio and video features cannot be opened; 3) Reading digital books for an extended period makes your eyes tired quickly; and 4) The risk of being lost, deleted, and exposed to viruses.

The use of digital books is essential in theoretical and practical subjects because the availability of learning videos in digital books allows students to understand the subject matter and efficient material better. One of the subjects that combines theory and practice is the subject of Fiqh. Fiqh is a branch of knowledge in Islam that studies the laws and rules of sharia that regulate human life personally, in society, and human life with its creator (Laily & Shofiyani, 2021). Furthermore, Akhiruddin et al. in the book "*Belajar dan Pembelajaran*" stated that Fiqh is part of the identity of life in the Islamic world and is a subject in subject studies. In the educational environment, jurisprudence is developed as a field of knowledge and expertise, especially in the world of education. Therefore, fiqh needs to be studied and developed so that justice and order in life can be adequately maintained. There needs to be regulations and laws that can be implemented perfectly and thoroughly.

SMP IT As-Sunnah Makassar, located in Makassar City, has adequate network infrastructure to enable teachers and students to use technology in learning. Even under strict teacher supervision, students can use mobile phones in school. This policy ensures that technology is effectively used and maintained in the classroom. Students can effectively use digital textbooks and other learning resources through their mobile phones with controlled access. This creates a modern, technology-integrated learning environment. Fiqh learning at this school focuses on in-depth understanding and practical application of what is taught, so digital books enable students to easily access and understand essential concepts in Fiqh lessons. This way, technology becomes a tool that supports Fiqh learning objectives more effectively and efficiently.

Several studies related to the development of digital books have been carried out with the title "*The Development of Multimedia-Based Digital Simulation E-Book for Vocational Schools*", it was found that the research results showed that the development of a multimedia digital simulation e-book was declared valid and practical (accessible to us) in learning (Nurhikmah et al., 2021). The results of expert validation, teacher responses, and individual and group trials are very good. Using multimedia e-books can also improve student learning outcomes effectively. Apart from that, research carried out with the title "*Pengembangan Buku Digital Multimedia pada Mata Pelajaran Matematika*", it was found that the research results showed that this multimedia digital book was very effective to use because it could attract students' interest in the learning process and increase student activity student learning outcomes at SDN 7 Ponjalae could increase (Hardiana et al., 2021).

The comparison of previous research with this research is on the product developed where this research developed a product in the form of a digital book on Fiqh subjects. The digital books being developed provide various features that will support the learning process, namely images, audio, and learning videos, which enable students to more easily understand the content of the lesson material and students also feel interested in learning. Images, audio, and video are adapted to the lesson material. This research aims to

determine the level of need, level of validity, level of practicality, and level of effectiveness of digital books for Fiqh subjects. Apart from that, this research was carried out hoping that digital books can be used as learning media. This makes learning more creative and less monotonous and can be a reference in improving quality as technology develops.

LITERATURE REVIEW

Teaching Materials

Teaching materials are all kinds of material arranged systematically so students can learn independently. They are designed according to the applicable curriculum (Nuryasana & Desiningrum, 2020). According to Wajdi in the book "*Buku Ajar Perencanaan Pengajaran: Panduan di Perguruan Tinggi*", teaching materials are all types of tools, information and oral and written materials that teachers can use to help and benefit from learning activities. Meanwhile, various teaching materials are arranged systematically to help students learn independently, per the applicable curriculum (Deliani et al., 2019). Furthermore, Nasruddin et al. in the book "*Pengembangan Bahan Ajar*", teaching materials are all materials (information, tools and texts) arranged systematically and display all the skills students will learn and use during the learning process. Therefore, teaching materials can be defined as complete and systematic learning materials based on the learning principles used during the learning process.

Kosasih in the book "*Pengembangan Bahan Ajar*" apart from textbooks, there are various other types of teaching materials such as modules, student worksheets (LKS), handouts, and displays. Meanwhile, two teaching materials are printed and non-printed (Marhadi et al., 2023). The printed teaching materials are books, handouts, modules, worksheets, brochures, leaflets, wellcharts, and photos/drawings. Meanwhile, non-print teaching materials are audio, audiovisual, multimedia, and displays. Overall, various types of teaching materials can be adapted to learning needs. Combining interesting and diverse teaching materials can improve learning efficiency, enable acceptance of different learning styles, and provide students with unforgettable learning experiences. Rowntree further stated that based on their nature, teaching materials are divided into four groups: (1) print media-based teaching materials, (2) electronic media-based teaching materials, (3) teaching materials for projects, (4) teaching materials for distance education that involve interactions such as distance education conferences (Wahyudi, 2022).

Digital Book

Digital books are a technological innovation within the scope of the education sector, which converts printed books into books in digital format (Etikasari & Mulyaningtyas, 2021). Digital books are a technology that uses computers to display multimedia quickly and dynamically, combining sound, graphics, photos, animation, and films into digital books not found in traditional books (Saputra et al., 2021). Digital books combine electronic technology (smartphones, laptops, notebooks) with printed books, so users can read books in soft files equipped with pictures and easily carry them anywhere (Saputra & Anwar, 2019). Digital books are a collection of learning materials that are collected and then arranged and equipped with features, such as text, images, audio, and video, which are formed into a soft file that can be accessed via electronic devices such as cellphones, tablets, or computers, online or offline.

There are several advantages and disadvantages of digital books. The advantages of digital books are: 1) more practical and easy to carry, 2) environmentally friendly, 3) long-lasting, 4) simpler, 5) cheaper, 6) more portable, 7) small physical size, 8) easy to process, 9) can be used by people who cannot read, 10) easy to copy, and 11) easy to distribute (Ruddamayanti, 2019). The disadvantages of digital books are: 1) using internet access to access/download digital books, 2) several features cannot be accessed if

downloaded in PDF form, 3) reading digital books for an extended period makes the eyes tired quickly, and 4) the risk of being lost, deleted and exposed to viruses.

Constructivist Learning Theory

The constructivist theory emphasizes the active role of students in building an understanding of what they are learning by collecting information, interpreting it, and relating it to their existing experiences (Suryana et al., 2022). Constructivist learning theory is a learning approach that emphasizes students' active role in constructing their knowledge. According to this theory, students not only passively receive information from the teacher or their environment but also actively participate in the learning process. They build their understanding through experience, reflection, and interaction with the surrounding environment. The aim of applying a constructivist approach to learning is so that students can discover, understand, and use what they know.

According to Cruickshank in Pribadi in the book "*Esensi Model Desain Sistem Pembelajaran: Menciptakan Pembelajaran Sukses*", the implementation of a constructivist approach in learning activities has several important characteristics, namely: (1) Active learning emphasizes the need for students to participate proactively in the learning process, (2) Students are involved in learning activities that reflect authentic situations, (3) Learning activities are designed to be interesting and challenging for students, (4) Students are expected to be able to connect new information with the knowledge they already have through the bridging process, (5) Students should have the ability to reflect on what they have learned, (6) The teacher's role is more as a facilitator who helps students build their knowledge, and (7) teachers must provide support (scaffolding) to students during the learning process. Furthermore, there are several implications of constructivist theory in learning, namely: 1) Curriculum from the whole to the parts, bringing broad concepts closer, 2) Respecting students' questions and ideas, 3) Relying on primary data and manipulation of materials, 4) Students as independent thinkers, 5) Measurement of learning through observations and assignments, 6) Learning in process groups, 7) Non-objective, temporary and changing knowledge, 8) Learn to organize knowledge, teach to organize the environment for learning motivation (Nerita et al., 2023).

Applying digital books in a learning context can support constructivist learning theory by providing opportunities for students to actively construct their knowledge through interaction with authentic and challenging content. Digital books also allow students to link new information with previous knowledge. At the same time, teachers can act as facilitators who support the knowledge-construction process by using technology and providing relevant learning materials.

Learning Outcomes

To assess the effectiveness of learning, it is necessary to evaluate students' achievements in understanding the material taught by the teacher. This evaluation includes learning outcomes, which describe how students have mastered the concepts and skills taught in the learning process. Learning outcomes are the results that students have achieved after studying the material for a certain period (Yandi et al., 2023). Learning outcomes describe mastery of the material and reflect students' level of effort and commitment in understanding and applying the knowledge gained. Furthermore, learning outcomes are the final stage in evaluating student development during the learning process (Muhtar et al., 2021). This includes an assessment of students' understanding, skills, attitudes, and thinking patterns.

Slameto in Sappaile et al. in the book "*Hasil belajar dari perspektif dukungan orangtua dan minat belajar siswa*", it is stated that there are two factors that influence learning outcomes, namely: 1) internal factors consisting of security factors, psychological factors, and fatigue factors, 2) external factors consisting of

family factors, school factors, and community factors. Meanwhile, according to Aunurrahman in the book "*Belajar dan Pembelajaran*" the factors that influence learning outcomes are: 1) internal factors include student characteristics/characteristics, attitudes towards learning, learning motivation, learning concentration, ability to manage teaching materials, explore learning outcomes, self-confidence, study habits, and 2) external factors include teacher factors, social environment (peers), school curriculum, and facilities and infrastructure.

METHODS

This research uses a type of development research called Research and Development (R&D). Sugiyono in the book "*Metode penelitian kuantitatif, kualitatif, dan R&D*" stated that R&D (Research and Development) research is research and development activities carried out to improve the quality, quantity and effectiveness of products, processes or services. R&D (Research and Development) research aims to produce new products, technology, or innovation by developing and improving the quality of existing products or technology. This research applies the ADDIE model design, which consists of 5 phases: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model is one of the learning development models used in learning design. The ADDIE model uses a structured framework in instructional development, which includes evaluation and revision at each stage (Asmayanti et al., 2020). Pribadi in the book "*Esensi Model Desain Sistem Pembelajaran: Menciptakan Pembelajaran Sukses*" stated that "This learning system design model is linear so it is easy to use to create learning programs that can facilitate students in achieving learning goals".

This research was carried out in the even semester of the 2023/2024 academic year at SMP IT As-Sunnah Makassar. The research subjects that will be carried out are class VII students of SMP IT As-Sunnah Makassar for the 2023/2024 academic year with 30 students, 1 Fiqh subject teacher, and validators consisting of 2 people, namely a media/design validator and a material validator. The sampling technique used was the purposive sampling technique. According to Sugiyono in the book "*Metode penelitian kuantitatif, kualitatif, dan R&D*" purposive sampling is a sample selection technique based on special criteria or considerations.

This research focuses on several main objectives: 1) Identifying the need for digital books that suit students' learning needs, 2) Designing interactive and interesting digital books to increase interest in learning, 3) Measuring the level of validity of digital books through assessments by experts and validators, 4) Measuring the level of practicality of digital books based on ease of use by students and teachers, and 5) Measuring the level of effectiveness of digital books in improving students' understanding and learning outcomes. Hopefully, these objectives can contribute to developing innovative and effective learning media at SMP IT As-Sunnah Makassar.

Research Procedure

The research procedure used in this research refers to the ADDIE development model, which consists of 5 stages (**Figure 1**), namely:

1. At the analysis stage, the aim is to identify needs and problems. Initial observations were conducted by interviewing fiqh subject teachers and distributing questionnaires to students.
2. Design stage, selecting media, creating objectives, materials, and learning evaluation. Create storyboards as initial plans and design on the Canva and Heyzine Flipbooks applications.
3. Development stage: Perfecting the results from the design stage, then measuring the level of validity, which is validated by media/design experts and material experts.

4. Implementation stage: The digital book developed will be applied to class VII students at SMP IT As-Sunnah Makassar.

5. The evaluation stage assesses the quality of digital books. Practicality assessment was obtained through teacher and student response questionnaires. Effectiveness assessment is obtained from the results of the pretest and posttest.
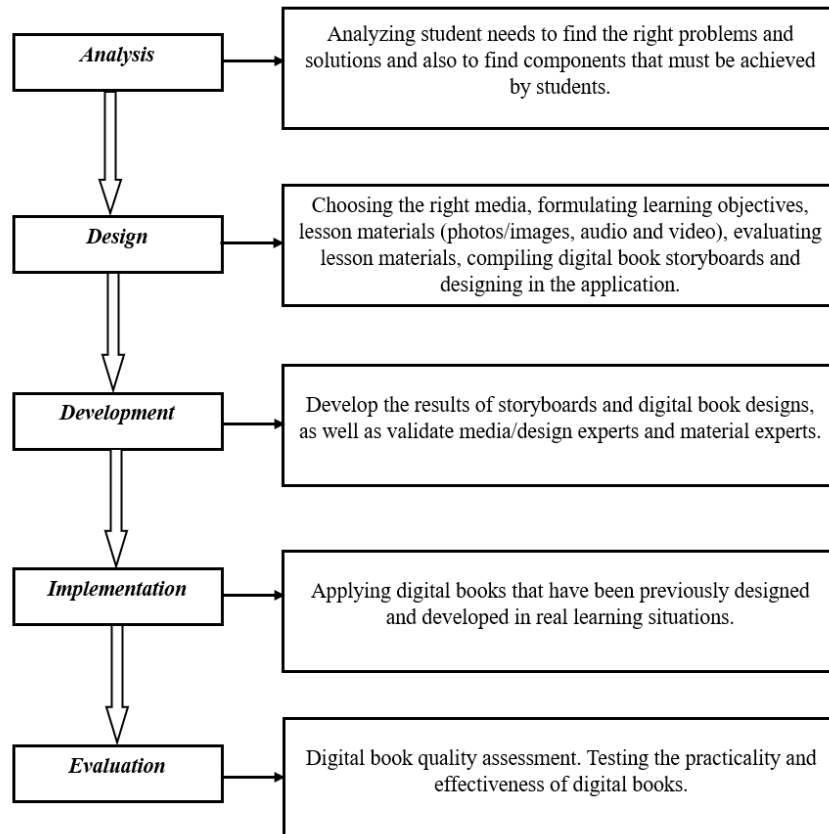
Figure 1. Digital Book Development Flow
Source: Research 2024

Data Collection Technique

The data collection techniques used in this research were observation, interviews, questionnaires, and learning outcomes tests.

1. Observation
   Observations were carried out in two stages: initial observations, which aimed to determine the use of printed books in the learning process, and field observations, which were carried out when digital books were used in the learning process.

2. Interviews
   This research conducted teacher interviews to analyze students' needs for digital books. Interviews are open and structured to obtain direct assessments.

3. Questionnaires
   In this research, a questionnaire was carried out to test validity, which consisted of two, namely media/design validation and material validation, and the test phase for practicality consisted of two, namely teacher response questionnaires and student response questionnaires.

4. Learning Outcomes Tests
    The tests in this research include pretest and posttest. The pretest is intended to determine students' initial abilities before using digital books. In contrast, the posttest is intended to determine the development of student learning outcomes after learning using digital books. The test contains questions regarding Fiqh and the effectiveness of using digital books.

Research Instrument

Teacher response questionnaire sheets, student response questionnaire sheets, and learning outcomes tests.

1. Device and instrument validation sheet
    The validation sheet is used to obtain information regarding the validity of the research devices and instruments. The validator's suggestions and comments on the validation sheet are considered in revising it so that the research tools and instruments are appropriate for measuring what will be measured. The validator team provides several assessments on aspects or indicators: feasibility, content, and language.

2. Teacher questionnaire sheet
    The teacher response questionnaire was used to obtain data supporting the practical use of digital books. After the learning process, a questionnaire is given to the teacher to fill in according to the instructions. This response includes the teacher's opinion regarding the learning process using digital books. Data from teacher response questionnaires can help determine what aspects of digital books need to be revised.

3. Student questionnaire sheet
    Student responses to digital books are known through student response questionnaires. Student response questionnaire as one of the data supporting the practicality of using digital books. After the learning process, a questionnaire is given to students to fill in according to the instructions. These responses include students' opinions regarding the learning process using digital books and students' interest in learning.

4. Test learning outcomes
    Learning outcomes tests in multiple-choice are used to measure students' mastery of the subject matter obtained after using digital books. The learning outcomes test was created to obtain information about the learning outcomes of class VII students after using digital books. Learning outcome test data is used as one of the criteria for the effectiveness of digital books.

Data Analysis Technique

Data analysis techniques in this research include qualitative and quantitative data analysis.

1. Qualitative data analysis
    Qualitative data analysis was used to manage data from the results of needs analysis interviews with one Fiqh subject teacher and suggestions/criticisms from validators, namely media/design validators and material validators. This technique groups qualitative information into input, responses, criticism, and suggestions for improvement in the questionnaire. The results of data analysis are used to revise digital book products.

2. Quantitative data analysis

Table 1. Assessment Criteria

Value Achievement Criteria (%)	Criteria		
	Needs Analysis	**Validity Analysis**	**Practicality Analysis**
81% - 100%	Very good	Very Valid	Very Practical
61% - 80%	Good	Valid	Practical
41% - 60%	Pretty good	Fairly Valid	Quite Practical
21% - 40%	Not good	Less Valid	Less Practical
0% - 20%	Very Not good	Invalid	Impractical

Sumber: Wijaya (2021)

a. Analysis of student needs questionnaires
   Determine the ideal percentage

$$Ideal\ Percentage = \frac{Score\ obtained}{Ideal\ maximum\ score} x\ 100\%$$

   If the test results reach a value of 61%-100% or a good to very good level, the product is declared ideal (**Table 1**).

b. Validity data analysis
   Digital books that experts have validated will be used to calculate the average score from the experts' assessments. The assessment sheets filled in by experts are then analyzed to determine the quality of the products made by researchers. The formula used is as follows:

$$Validity\ Value = \frac{Total\ score\ obtained}{Highest\ score\ total} x\ 100\%$$

   If the validity test results are in the interval 61% - 100% or the criteria are valid to very valid, then the product is declared valid.

c. Practicality data analysis
   This data was obtained from teacher and student response questionnaires, filled out after using digital book products. This questionnaire aims to determine the practicality of using digital books in the learning process. The formula used is as follows:

$$Practical\ Value = \frac{Average\ score}{Maximum\ score} x\ 100\%$$

   If the practicality test results are 61%- 100% or in the practical to very practical interval, then the product is declared practical.

d. Analyze effectiveness data
   This data was obtained from student learning outcomes tests, which aim to determine the effectiveness of using digital books to improve student learning outcomes. The formula used is as follows.

$$Grade = \frac{Score\ obtained}{Maximum\ score} x\ 100\%$$

   The average values obtained are then categorized as follows:

Table 2. Average Value Criteria

Mastery Level	Category
80%-100%	High
61%-79%	Currently
<60%	Low

Source: Wijaya (2021)

If the effectiveness test results are at a mastery level of 61% -100% or in the medium to high category, the product is declared effective (**Table 2**).

RESULTS AND DISCUSSION

Results of Digital Book Needs Analysis

The results of initial observations conducted through interviews with a Fiqh subject teacher show that to improve the quality of learning, it is necessary to develop more interactive and in-depth learning resources, such as multimedia, additional materials, or digital learning resources that are more comprehensive and interesting for students.

The needs analysis results show that students see the importance of developing digital books that support the learning process, especially in Fiqh subjects. These efforts are hoped to increase the effectiveness of teaching Fiqh in the classroom, thereby enriching students' learning experiences and supporting the achievement of learning goals.

Digital Book Design Results

The first step is to determine the right media. This is done to identify media appropriate to the learning material so that it can support the achievement of learning objectives. The media used in designing digital book products is the Canva application (**Figure 2**).

The second step is to create learning objectives and prepare material for digital books. To reinforce the learning material, photos/images, audio, and video are also provided.

The third step, initial design, involves designing the media used in the development process. This initial design aims to produce a digital book storyboard that will be developed at the development stage.

In **the fourth step**, design a digital book using the Canva application. The design will be based on the storyboard that has been prepared previously.
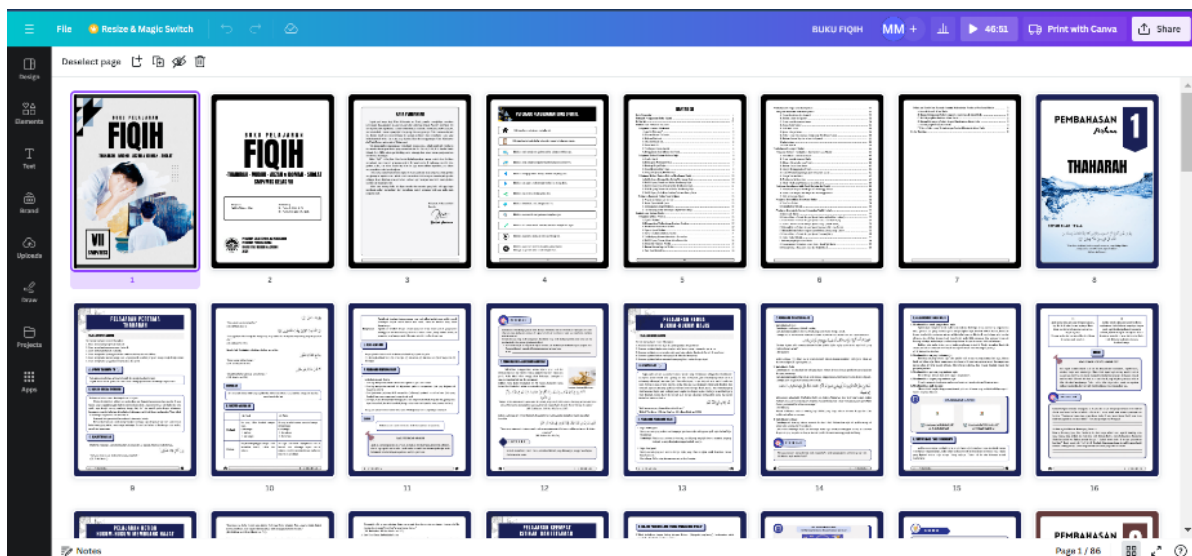

Figure 2. Canva Document View
Source: Research 2024

In the fifth step, the design created is then published in the next application, the Heyzine Flipbooks application. In the Heyzine Flipbooks application, complementary digital book items, such as learning audio and videos, will be included (**Figure 3 & 4**).
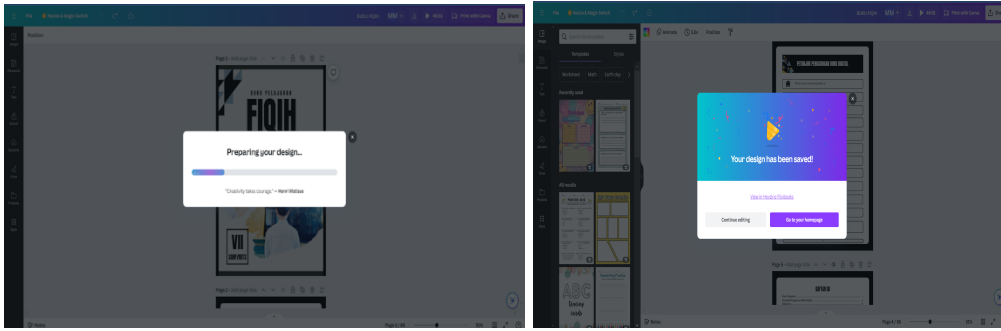
1624

Figure 3. Publish Process from Canva to Heyzine Flipbooks
Source: Research 2024
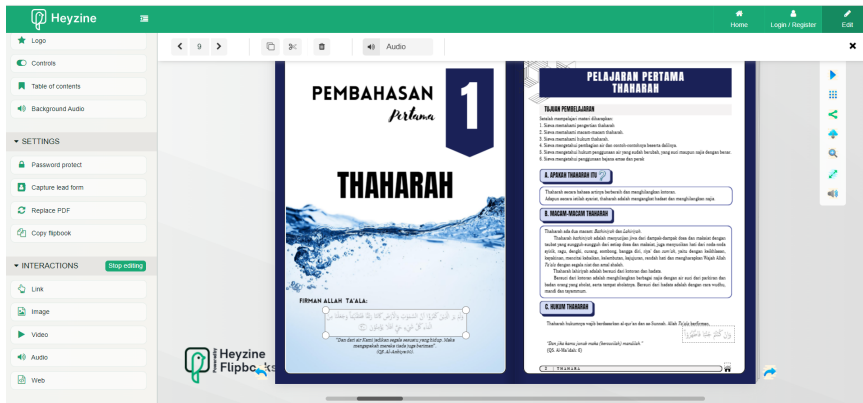
Figure 4. Heyzine Flipbooks Editing Process View
Source: Research 2024

Sixth step, after the digital book has fulfilled all the features you want to include, the digital book is ready to be accessed via a link (**Figure 5 & 6**).
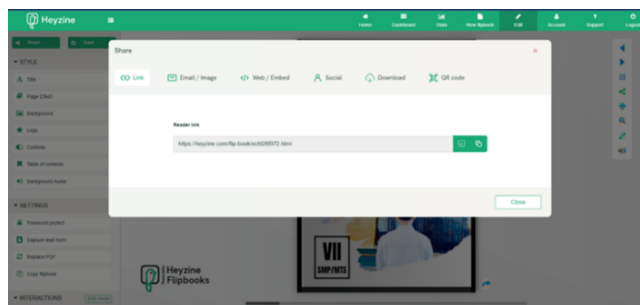

Figure 5. Digital Book Link Display on the Heyzine Flipbooks Application
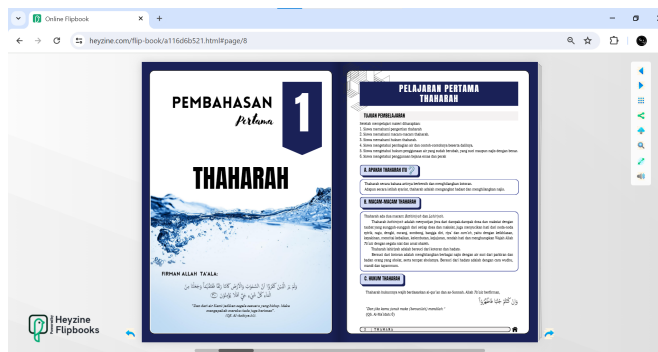*Source: Research 2024*

Figure 6. Digital Book Display on the Heyzine Flipbooks Application
Source: Research 2024

Results of Digital Book Validity Data Analysis

Media and Design Validation

Table 3. Media and Design Validation

No.	Assessment Items	Percentage
1.	Media Aspect	96,7%
2.	Design Aspects	100%
3.	Usage Aspects	95%
4.	Utilization Aspect	100%
	Total Percentage	**98%**

Source: Research 2024

The results of the assessment of the media and design experts by the validators in Table 6 show that the media aspect obtained a percentage of 96.7%, which indicates a very valid category. In the design aspect, a percentage of 100% is obtained, which indicates a very valid category. In the usage aspect, 95% was obtained, which shows the category is very valid. In the utilization aspect, a percentage of 100% is obtained, which indicates a very valid category. The conclusion that can be drawn is that the four aspects (media, design, use, and utilization) in this assessment obtained a total percentage of 98%, which indicates a very valid category. This shows that the digital book developed by the researcher is worthy of being tested in this research.

Material Validation

Table 4. Material Validation

No.	Assessment Items	Percentage
1.	Learning Aspects	88%
2.	Content Aspect	83%
3.	Aspects of Completeness, Accuracy, and Meaningfulness	100%
	Total Percentage	**88%**

Source: Research 2024

The results of the material expert validator assessment in Table 4 show that the learning aspect obtained a percentage of 88%, indicating a very valid category. The percentage was 83% in the content aspect, which shows that the category is very valid. In terms of completeness, accuracy, and meaningfulness, a percentage of 100% was obtained, which indicates a very valid category. It can be concluded that in the four aspects (learning, content, use, completeness, accuracy, and meaningfulness), the assessment obtained a total percentage of 88%, indicating a very valid category. This shows that the digital book developed by the researcher is worthy of being tested in this research.

Digital Book Development Process

At the digital book development stage, a first trial involving five students as subjects was carried out. The aim is to observe students' responses to using digital books to learn fiqh subjects. Trials were carried out with teachers who used the digital book when explaining material to small groups of students. After the trial, the researchers evaluated the students by asking their opinions regarding their experience using the digital book.

This trial involved 5 class VII students randomly selected to evaluate digital books on fiqh subjects. The learning process with digital books ran smoothly without any problems, and the results showed that students showed interest and enthusiasm in using these digital books.

1626

Results of Analysis of Practicality and Effectiveness of Digital Books

Practicality Level

Table 5. Results of Teacher and Student Response Questionnaires

Questionnaire	Percentage Mean	Criteria
Teacher response questionnaire	97,5%	Very Practical
Student response questionnaire	86,8%	Very Practical

Source: Research 2024

Based on the assessment results of the teacher and student response questionnaires listed in **Table 5**, the average percentage of teacher response questionnaires reached 97.5%. In comparison, the average percentage of student response questionnaires was 86.8%. The two average percentage results show that the level of practicality is in the efficient category, meaning that using digital books can support the learning process.

Effectiveness Level

Table 6. Learning Results Test

Learning Results Test	Average Score	Category
Pretest	58,8	Low
Posttest	93,5	High

Source: Research 2024

Based on **Table 6**, data obtained from student learning outcomes obtained through pretest and post-test activities, which were then calculated and analyzed, showed that the average score of students' pretest or before using digital books was 58.8, and the average score of post-test or after using digital books was 93.5. This shows an increase in learning outcomes between the pretest and post-test scores of 34.7 and a score of 93.5 in the high category. So, it can be concluded that digital books in Fiqh subjects have been proven effective in the As-Sunnah IT Middle School Makassar.

Discussion

Digital book development begins with identifying student characteristics through analyzing student needs. The results of the needs questionnaire show that student responses show a high interest in digital books equipped with various materials, such as text, images, audio, and learning videos. They feel interested because the diversity of content makes learning more engaging, interactive, and easy to understand. Most students agree that using digital books in the learning process for Fiqh subjects is the right choice. They see digital books as an effective and relevant tool to support classroom learning, thus providing strong support for integrating technology in the context of Islamic religious education. Thus, the results of this questionnaire emphasize the importance of developing diverse and innovative digital books as an exciting and effective learning tool for students to understand Fiqh material. Digital books that are attractively designed and equipped with background sound and background can increase students' motivation to read (Fitriyanti, 2021).

Digital books are considered interesting because they can display images, audio, and video, enriching the learning experience by providing a more realistic and visual context (Bakoban et al., 2022). In addition, digital books also enable individualized learning, facilitating a deeper understanding of the material. With

video and audio features, students can learn independently more effectively (Ardiansah et al., 2022). This allows students to study the material according to their pace and learning style. Thus, digital books are visually attractive and make independent learning more accessible for students.

The digital books that have been developed are designed with various exciting and varied elements to enrich students' learning experiences. The design includes an exciting mix of colors to create a fun and engaging atmosphere for readers. Apart from that, the lesson material is arranged clearly and systematically to make it easy for students to understand. In the content of this digital book, the photos and images provided are carefully selected and adapted to the subject matter, especially in the discussion of ablution procedures and prayer procedures. The aim is to provide illustrations that clarify the concepts being taught and make it easier for students to understand. Image media can help students express the information in a material so that the relationship between the various components in the material can be seen more clearly (Yaung et al., 2023).

Apart from that, this digital book also contains audio features that support learning material, such as recordings of relevant verses from the Koran or hadith. This aims to deepen students' understanding of the material through direct listening. Furthermore, there are also learning videos that aim to give students a deeper understanding. Learning using video media makes it easier for students to remember and understand lessons because they do not use one type of sense (Elyana et al., 2022). Furthermore, learning videos aim to help convey educational messages effectively and provide students with a more efficient understanding. It is hoped that video media in learning activities can attract students' attention, foster curiosity, and increase their learning motivation (Qurrotaini, 2020). This learning video was obtained from a trusted source, namely ustadz, with expertise and knowledge relevant to the subject matter. With this learning video, it is hoped that students can gain a better and more comprehensive understanding of the material being studied.

Product validation is carried out to determine the validity of the digital book being developed. Validation is carried out to obtain an assessment in the form of input or criticism regarding digital books, which will later be improved so that the product is suitable for testing on research subjects. Validation consists of media validation and material validation. The results obtained from media validation show that it is very valid for the aspects assessed, namely media, design, knowledge, and utilization. The media aspect includes the suitability of the media to student characteristics, suitability of font type selection, font size, and clarity of color contrast. In the design aspect, clarity of program identity, use of a display of images, clarity of video display, suitability, use of color proportions, images, and subject matter, and suitability of video and subject matter.

The presence of digital-based learning design can increase the realization of student learning outcomes. Furthermore, The suitability between text and images that support and clarify the content of the material, the visual aesthetics of the images, and the clarity of quality dubbing or sound effects can stimulate students' interest, thus having a positive influence on their learning outcomes (Meliyani & Tirtayani, 2022).

The results obtained from material validation show that the aspects assessed are very valid, namely learning, content and completeness, accuracy, and meaningfulness. These three aspects include the suitability of the material to the learning objectives, the characteristics of the students, that which is used (communicative language), the attractiveness of the content of the material in motivating users, the ability to stimulate students in understanding the subject matter and make it easier to achieve learning objectives. "Media development must pay attention to the suitability of the material displayed with basic competencies, indicators, and learning objectives, the correctness of concepts and theories, as well as the use of grammar following the characteristics of students in order to create appropriate media that can be used following the learning objectives to be achieved" (Meliyani & Tirtayani, 2022).

1628

The practicality test was carried out by administering teacher and student response questionnaires. This aims to find out how teachers and students respond to using digital books. The digital book cover was attractive and organized in the teacher response questionnaire. Appearance, fonts, and colors are appropriate. The contents of the book are easy to read. Easy to use, with clear instructions. The material matches the learning objectives and attracts students' interest. Practice questions can be used inside and outside school. The choice of words and sentences is easy to understand. Learning videos strengthen students' understanding. Each activity has an appropriate objective, varies media types, enriches knowledge, and makes understanding and acquiring material easier. It attracts students' attention, is easy to use, and is effective in learning.

The student response questionnaire includes aspects of digital book appearance, material, and interest and use of digital books. Regarding the appearance of digital books, students provide feedback regarding visual aesthetics, clarity of images, writing, and color combinations used. Apart from that, an assessment of the quality and relevance of the material presented in digital books, such as the suitability of the material and the use of language that is easy to understand. Furthermore, aspects of interest and use of digital books include how much students are interested in learning through digital media, the extent to which they feel motivated to use digital books as learning resources, and factors that influence their desire to use them effectively in their daily learning process.

The availability of digital books in a learning context can increase students' interest and enthusiasm for understanding specific topics or materials (Handayani et al., 2020; Pradani et al., 2019). The presence of digital books that display an interactive interface provides a more interesting and engaging learning experience for students (Komara & Hadiapurwa, 2023; Nofiyanti & Hidayati, 2024). This advantage not only makes them more interested in being involved in learning but also encourages their enthusiasm and motivation to dig deeper into the learning process. Based on the results of the teacher response questionnaire and student response questionnaire that have been carried out, it shows that the digital books developed are stated to be very practical, meaning that the digital books that have been developed can be used in learning Fiqh subjects.

Tests are used to measure student learning outcomes and assess the effectiveness of digital books. This test is divided into two parts: pretest and posttest. The pretest aims to assess students' initial abilities before they use digital books in learning. The posttest is used to evaluate the development of student learning outcomes after following the learning process using digital books. This test includes questions related to the subject of Fiqh. Thus, the pretest and posttest provide a comprehensive picture of changes in students' abilities and understanding after using digital books in the Fiqh learning process.

Student learning results show that there is an increase in learning outcomes after using digital books in Fiqh subjects, which is in the very effective category. This shows that Fiqh digital books have been proven to be effective in the learning process of Fiqh subjects. Increasing student learning outcomes is influenced by learning media (digital books) because the material is easier to understand and motivates them to read because the features available in digital books are exciting and innovative.

The use of media in learning can significantly increase students' learning motivation. With suitable media, students become more interested and enthusiastic in following lessons, so the learning process becomes more effective and enjoyable, such as using media in the form of digital books (Saifudin et al., 2023). Media that can increase student learning motivation will also positively impact student learning outcomes (Wonda et al., 2022). When students are more motivated, they are more enthusiastic and engaged in learning, improving their academic performance and understanding of the material.

CONCLUSION

The results of the needs analysis state that students need digital books. Digital books are designed according to the flow of learning objectives. The contents of digital books are designed using the Canva application and published on the Heyzine Flipbooks application. Digital books are equipped with material in the form of text, images/photos, audio, and video, which can be accessed using the internet via smartphone, tablet, laptop, or computer. The results of the level of validity of digital books are that media validation is in the very valid category, while material validity is in the very valid category. The results of the level of practicality of digital books, namely the teacher's response questionnaire to digital fiqh books, received the efficient category. In contrast, the student response questionnaire to digital fiqh books received the efficient category. The results of the level of effectiveness obtained from the pretest and posttest show an increase in learning outcomes in the very effective category. So, it can be concluded that digital books in Fiqh subjects have been proven effective in the As-Sunnah IT Middle School Makassar.

The suggestions that researchers can convey regarding product use include: 1) the digital books developed can be applied and used well as a learning resource, and 2) For students, digital books can not only be studied during learning hours at school but also outside of school. It can be learned. 3) As teachers, it is essential to follow technological developments, especially in creating and developing interesting digital books for students.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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