THE DEVELOPMENT OF ISLAMIC RELIGIOUS EDUCATION AND CHARACTER MATERIALS ONLINE BASED IN ELEMENTARY SCHOOLS

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ABSTRACT

Purpose: The purpose of the study is to find and develop teaching materials for improving the outcomes of student learning in the subjects of Islamic Religious Education and Moral Character (PAdB) in Elementary Schools (SD).

Theoretical reference: The study utilizes the research and development (RnD) method as its theoretical framework. This method encompasses various research stages, including result examination, product development, testing, and iterative refinement. The study aligns with contemporary educational theories emphasizing the use of innovative teaching materials and online-based resources to enhance student engagement and understanding.

Method: The research employs the RnD method to design and validate new teaching materials. The process involves multiple stages, starting with result analysis, leading to the creation of online-based teaching materials for the PAdB subjects in elementary schools. These materials are rigorously tested and refined based on feedback and identified weaknesses.

Results and Conclusion: The following research findings have been identified: 1) students are actively involved in variations and innovations of online-based teaching materials in PAdB subjects in elementary schools in order to deliver intriguing experiences for students; 2) it is straightforward to access online-based teaching materials; 3) it is simple to understand and study material products in online-based teaching thoroughly; 4) providing learning opportunities for students through collaborative principles and the development of online-based PAdB learning material in elementary schools.

Implications of research: The study’s implications are far-reaching. It highlights the effectiveness of online-based teaching materials in improving student outcomes in PAdB subjects. This finding has practical implications for educators and curriculum designers, emphasizing the importance of integrating digital resources into elementary school education. Additionally, the collaborative learning approach introduced through online materials opens new avenues for enhancing student engagement.

Originality/value: This research contributes to the field of education by presenting an innovative approach to teaching materials development and implementation. The use of online-based resources, combined with collaborative learning principles, is a novel and valuable strategy for improving student performance in PAdB subjects. This study’s originality lies in its innovative pedagogical approach and its potential to transform elementary school education positively.

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O DESENVOLVIMENTO DE EDUCAÇÃO RELIGIOSA ISLÂMICA E MATERIAIS DE CARÁTER ON-LINE BASEADOS EM ESCOLAS PRIMÁRIAS

RESUMO

Propósito: O objetivo do estudo é encontrar e desenvolver materiais didáticos para melhorar os resultados da aprendizagem dos alunos nas disciplinas de Educação Religiosa Islâmica e Caráter Moral (PAdB) nas Escolas Elementares (SD).

Referência teórica: O estudo utiliza o método de pesquisa e desenvolvimento (RnD) como sua estrutura teórica. Este método engloba vários estágios de pesquisa, incluindo exame de resultados, desenvolvimento de produtos, testes e refinamento iterativo. O estudo se alinha às teorias educacionais contemporâneas enfatizando o uso de materiais didáticos inovadores e recursos on-line para aprimorar o envolvimento e a compreensão dos alunos.

Método: A pesquisa emprega o método RnD para projetar e validar novos materiais didáticos. O processo envolve múltiplas etapas, a partir da análise dos resultados, levando à criação de materiais didáticos on-line para as disciplinas de PAdB no ensino fundamental. Esses materiais são rigorosamente testados e refinados com base no feedback e nos pontos fracos identificados.

Resultados e Conclusão: Foram identificadas as seguintes descobertas de pesquisa: 1) os alunos estão ativamente envolvidos em variações e inovações de materiais didáticos on-line em disciplinas de PAdB em escolas primárias, a fim de proporcionar experiências intrigantes para os alunos; 2) é simples acessar materiais didáticos on-line; 3) é simples entender e estudar produtos materiais em ensino on-line completamente; 4) proporcionando oportunidades de aprendizagem para os alunos através de princípios colaborativos e o desenvolvimento de material didático baseado em on-line PAdB em escolas primárias.

Implicações da pesquisa: as implicações do estudo são amplas. Ele destaca a eficácia dos materiais de ensino on-line na melhoria dos resultados dos alunos em disciplinas de PAdB. Essa constatação tem implicações práticas para educadores e designers de currículos, enfatizando a importância de integrar recursos digitais ao ensino fundamental. Além disso, a abordagem de aprendizagem colaborativa introduzida por meio de materiais on-line abre novas vias para aprimorar o envolvimento dos alunos.

Originalidade/valor: Esta pesquisa contribui para o campo da educação, apresentando uma abordagem inovadora para o desenvolvimento e implementação de materiais didáticos. O uso de recursos on-line, combinados com princípios de aprendizagem colaborativa, é uma estratégia nova e valiosa para melhorar o desempenho dos alunos em disciplinas de PAdB. A originalidade desse estudo está na sua abordagem pedagógica inovadora e no seu potencial de transformar positivamente o ensino fundamental.

Keywords: educação religiosa islâmica e caráter, ensino material, on-line.
1 INTRODUCTION

Islamic Religious Education and Character in Learning transfer knowledge, value, and skill-based on Islamic teachings between educators and students to form a complete Muslim person covering various matters relating to Islamic education broadly. (Haidar Putra Daulay dan Nurgaya Pasa, 2013)

The role of Islamic Religious Education and Character is very strategic in the moral, moral, and ethical development of students of kaffah. However, the Islamic Religion subject is considered less attractive and even less desirable. Religious education is only a ritual approach, symbols, and separators between the life of the world and the hereafter. The subject matter is still taught very simply, just a form of memorization in the left brain without meaning. (Ginanjar.A, 2001)

The goals of Islamic Religious Education and Character are synonymous with the goals of the Islamic religion, including having strong beliefs that can be used as a guide in life, namely to cultivate a whole personality pattern. Zakiah Daradjat, in the method of teaching Islamic religion, defines the goals of Islamic Religious Education and Character as follows: The goal of Islamic Religious Education and Character is to foster religious people, meaning humans who can carry out the teachings of Islam properly and perfectly in terms of their attitudes and actions.

Islamic Religious Education and Moral Education, according to the opinion above, can be concluded as an effort to direct and guide people in this regard, students so that they can become human beings who have faith and piety to Allah SWT, as well as increase understanding, appreciation, and experience about the Islamic religion so that they become individuals with noble morals.

According to Muhaimin, Islamic Religious Education and Character are still facing challenges because they are considered to pay more attention to cognitive knowledge than "meaning" and "values" that students need to internalize. (Muhaimin, 2001)

Mills argues, "A model is a form of accurate representation as an actual process that allows a person or group of people to try to act on that model." In line with Suprijono's opinion, the model interprets the results of observations and measurements obtained from several systems. (Suprijono, 2014)

The learning model is the basis of learning and learning theory. It is designed based on an analysis of the implementation of the curriculum and its implications at the
operational level in the classroom. The learning model is the pattern used for compiling the curriculum, organizing the material, and instructing the teacher. The learning model also functions as a guide for learning designers and teachers in planning learning.

The selection of learning models is very influential in achieving learning goals. The teacher must be more selective in choosing the learning model that will be applied in class because each class has a different character. The accuracy of the selection of learning models can improve student learning outcomes. Teachers and students must be creative and innovative in carrying out learning activities. Teachers are expected to be able to choose the right learning model for learning activities. From the problems above, we need an innovative learning model that can motivate and improve student learning outcomes in various learning activities.

Islamic religious learning seeks to describe the values contained in the curriculum by analyzing the learning objectives and characteristics of the PAI study field content. Three main factors influence each other in the PAI learning process: PAI learning conditions, PAI learning methods, and PAI learning outcomes.

The rapid role and influence of information technology are influencing the world of education so that it directly impacts a shift in learning patterns; learning that was originally only carried out face-to-face is now increasingly diversified towards online learning. The ongoing learning and development are no longer limited by the classroom but have (distance learning) so that the continuity of learning can be done anywhere. Future education is predicted to be more flexible, open, and accessible to anyone who needs it. Future education will be defined more by information networks enabling interaction and collaboration than school buildings. (Lin et al., 2017)

Developments in technology and information are also faced with challenges, one of which is learning innovation using information technology. One example of the application of information technology in education is the implementation of 'online' or intranetwork-based learning. (Cady et al., 2011)

This information technology is an answer to some of the weaknesses of conventional learning methods, such as limited space and time to conduct learning in schools, lack of communication between teachers and students, the existence of students who are embarrassed to ask directly to their teachers when there are difficulties and limited references to teaching materials provided by teachers. (Agarwal & Pandey, 2013)
Online learning is a form of distance learning or distance education, which has long been a part of the American education system and has become the largest distance learning sector in recent years. (Bartley, S. J., & Golek, n.d.)

Utilizing information technology in learning will bring about very good changes in the education system that will be developed, the material presented, how the instructional and learning process will be carried out, and the obstacles faced by students, teachers, and education providers.

The use of online media in learning is not only an alternative but is a major advantage in the global era because it can encourage independence in learning and learning; the use of online media allows students to be able to seek and study broad knowledge besides being able to bring out students' creativity in seeking knowledge. Online-based learning can also stimulate students' cognitive towards learning outcomes and goal-orientation.

The presence of Information and Communication Technology is expected to provide major support in improving Indonesian education. Only now, the Indonesian government is still facing problems in education (Gani, 2006). Online media in learning was born out of innovation from informatics technology experts, and educational observers have made a new trend for education in the future. The online model also shows attractive prospects for institutions, educators, students, and the community.

Learning with e-learning has many advantages, as given below: (Munir, 2009), a) Providing an interesting and meaningful experience for students because of their ability to interact directly so that understanding of learning material will be more meaningful, easy to understand, remember, and repeat. b) Improve one's understanding and memory of knowledge conveyed, the more varied, attention-grabbing interactions, immediate feedback, and interactions with-learner-and-instructor another. c) There is online cooperation in society and culture, thus facilitating the ongoing process of information transfer and communication so that each element will have learning resources/materials. d) Facilitate access to operations. e) Saving or reducing education costs, such as reducing the cost of paying teachers or the cost of accommodation and transportation of students to places of study. f) Learning with the support of internet technology makes the center of attention in learning focused on students, as the main characteristic of e-learning. This means it will gradually reduce the dependence on learning on an ongoing basis, teacher-centered and student-centered. Learners learn
independently to explore (explore) knowledge through the internet and other information technology media. Students' independence will increase because each student is required to study and develop material independently. Learners learn according to their abilities but the more optimal the development of their student's learning potential.

Online media, such as the internet, is a medium for disseminating electronic information whose development is inseparable from the rapid development of Internet-based technology. Suppose previously, conventionally, the teacher carried out the learning process by gathering students in a certain place or room. In that case, these conditions have now been enriched by developments through developments and the role of technology so that the learning process no longer always requires students to gather together and is limited by time and place.

The presence of online models and media has significantly changed almost all aspects of life, from the global economy and personal and professional networks to sources of information, news, and learning. The internet has made online learning possible; many researchers and educators are interested in online learning to improve and enhance student learning outcomes while combating resource depletion. (Farinella, J. A., Hobbs, B. K., & Weeks, 2000)

Online learning can improve the quality of education; online-assisted learning can be delivered to anyone, anywhere and anytime, as long as they have access to the internet. (Tuan Nguyen, 2015) Given the exponential growth of online education, some say the importance and potential of online education and learning in educating students compared to traditional face-to-face learning.

One of the things related to the competence possessed by teachers is professionalism; one aspect of a teacher's professionalism is mastering and being skilled in utilizing the potential for the rapid advancement of information and communication technology. Skilled and professional teachers must be ready to continue learning to meet the demands of these competencies. It is no longer the time for students or teachers to stutter about technology.

Technology is expected to become a unit in realizing learning by applying online media; the teacher must take several steps. Opportunities owned by information and communication technology can be utilized at all levels of education, especially for educators at the elementary education level.
Elementary school teachers are classroom teachers who must cover all subjects (except religion and physical education). The use of Information and Communication Technology has resulted in elementary school teachers having to be more creative in innovating Information and Communication Technology because the characteristics of each subject are different.

Visualization and various learning animations from Information and Communication Technology can increase student understanding. Class teacher is a designation for elementary school teachers because class teachers manage most of the learning process in elementary schools, so class teachers have an important role in integrating Information and Communication Technology. Class teachers can be direct examples for users of Information and Communication Technology devices in elementary schools.

According to Wijayanti in Kukuh Andri Aka, The four functions of Information and Communication Technology for teachers (Kukuh Andri Aka, 2017) are: First, Helping administrative work. Various administrative, mailing, and messaging needs have started to be electronic-based. Second, ICT can help package teaching materials into a multimedia device that can increase learning effectiveness. Third, Information and Communication Technology can assist learning management processes (e-learning, Advanced Needs, etc.). E-Learning or online learning is learning whose implementation is supported by a learning model using online media. This e-learning learning model allows teaching materials to be conveyed to students using legal tools. This e-learning has several advantages, including (1) media variations; (2) up-to-date; (3) easy navigation; (4) exchange of ideas can easily occur (for example: chatting with experts in a particular field); (5) comfortable communication (can communicate anywhere according to the student's convenience); and (6) cheap. Fourth, it can be used for technical support and to improve knowledge to realize self-running creation. The teacher's figure in determining the appropriate teaching and learning strategy will also have implications for selecting and using suitable media so that the learning material can be conveyed or channeled properly to students or students. According to Syaiful Bahri Djamarah and Aswan Zain, media and its implementation in learning are divided into two, namely, media as a source of learning and media as a learning aid. (Syaiful Bahri Djamarah dan Aswan Zain, 2006).
Using media in learning properly can provide opportunities for students to get information, knowledge, and skills from the media. As a tool, media in learning can make it easier for students to understand the learning process presented by the teacher. The role of the media concerning being a source of learning will also help reach the peak of its usefulness, including when connected to the internet network. In many ways, teachers will be greatly helped by optimizing media use in their learning.

For example, online learning is web-based learning. Here the teacher creates a website to present learning material complemented by learning evaluations in text, images, sound, animation, and video. Students not only visit their teacher's website but are also required to interact with their teacher via email (email) or chat room (chatting room), and it is advisable to look for additional material on other sites.

Learning varied with media-based optimization-Line able to provide effectiveness, namely the learning achievement of students participating in web-based classes is 20% higher than traditional class students. (Abubakar, 2003) Searching for other learning resources on the internet is preferable for students than looking for them outside the internet, as Masda Simatupang and Soni Mirizon reported. (Mirizon, 2005)

As we know, students are not just passive objects in learning but can become subjects who participate in direct interaction in learning. From this, then, gradually,
Learning that tends to be traditional needs to be shifted to a learning model that leads to student activity (student-centered).

**Figure 2 Development of Teaching Materials for Religious Education and Online-Based Behavior**

Learning that is carried out and well-designed will produce results according to the plan. Today the media as an intermediary in the teaching and learning process is increasingly providing variations according to very dynamic characteristics, one of which is that technology can make an effective contribution to learning and help students reach their highest potential. These technological facilities can also assist teachers in facilitating learning, motivating and accelerating student learning. Teachers can also use technology to maximize innovative, interesting, and fun learning resources or media for students to learn.

Learning media has many functions related to supporting learning in the classroom; the function of learning media can be optimal, of course, supported by the
accuracy of the selection used in class (Prof. Dr. Nunuk Suryani, M.Pd., Achamd Setiaawan, MPd., Aditin Putria, 2018).

Presence, the media in the teaching and learning process has an important meaning because, in these activities, the ambiguity of the material presented can be helped by presenting the media as support. Media can represent what the teacher cannot say through certain words or sentences. Even the abstractness of the material can be concretized with the presence of the media so that students more easily digest the material than without the help of the media.

The development of online media can help increase motivation in situations and learning climates, both intrinsic and extrinsic motivation. In learning, students' intrinsic interests and teachers' or parents' extrinsic rewards could be cooperated to form the learning motivation. According to the above research, intrinsic and extrinsic motivation are used to measure learning motivation in this study. (Lin et al., 2017)

Technological advances have produced something very valuable for teaching media in education, namely the existence of online media (in networks). Online media can answer the global community's demands, which are not hindered by the vastness of land and sea.

The teaching and learning process is communication, namely the delivery of information from various sources through certain methods to recipients of information. The information communicated is the content of teachings or education in the curriculum; the message's source can be teachers, students, other people, or book authors; educational media channels and recipients of messages are students or teachers.

2 METHODS

The research method used is the Research and Development method (Research and Development) Borg and Gall. The Development Research Method contains 3 main components, namely: (1) Development model, (2) Development procedures, and (3) Product trials. The development model is the basis for developing the product to be produced. The development model in this study is a procedural model that is very appropriate to apply in developing an online-based learning model, described in the activity steps.

The subjects of this research and development are Elementary School students of class V for the 2022/2023 academic year semester II (One). The research was conducted
in three schools in Cirebon, where the average number of students per class was 25. The fifth-grade students were selected because their characteristics were more mature than those of class IV, and their readiness to accept mathematics learning was better, so it would be easier for researchers to interact.

The development procedure will describe the procedures the researcher/developer follows in making the product. In contrast, the model or product trial is a very important part of development research carried out after the product design is complete. Model or product trials aim to find out whether the product made is suitable for use or not. This research and development design is to develop existing products, so the research steps follow the research steps at level 3.1, as shown in the following figure:

Data collection techniques were conducted through tests and non-tests through interviews, questionnaires or questionnaires, observation, and document review. The test technique is used to obtain students’ mathematical literacy data. Interviews are a data collection technique to view learning situations and problems. While the questionnaire or questionnaire is used to validate the model and as reference material for researchers in revising the model based on the validation results by experts/experts. The questionnaire sheets were filled in by class students, subject teachers, school principals, supervisors,
and lecturers as model validation experts. Observations are used to obtain additional data from field trials. Document review is used to obtain data on teaching materials that have been used, such as the curriculum (syllabus and lesson plans).

The data analysis used is qualitative and quantitative data analysis techniques. The content analysis uses document review data, validation data, and model trials using descriptive statistics, namely averages, and percentages. While data on student learning improvement were analyzed using quantitative data.

3 RESULTS AND DISCUSSION

Online media is still seen as very limited in its implementation; when online media is implemented in teaching materials for Islamic Religious Education and Moral and Moral Education subjects, especially using devices or gadgets, some students need to focus more on other online interface pages. Based on this, researchers are trying to develop online media-based teaching materials where all aspects can play a good role in the success of a subject matter, especially Islamic Religious Education and Moral and Moral Character.

Based on the average results of the Islamic Religious Education and Moral and Moral Education tests, students from 10 schools in Cirebon City and Cirebon Regency obtained an average of 5.95; this shows that the results could be more optimal.

Before testing, the developed media and learning tools were validated by experts. The validation of online media and Islamic Religious Education and Moral Education questions in this study was carried out by ten validators consisting of four expert validators and six practitioners considered competent in the research field that the researcher discussed.

After the next validation process, revisions were made to the validated media and instruments. In this study, according to the conclusions of experts and practitioners of online media and questions about Islamic Religious Education and Morals, it is appropriate to apply them with minor revisions. After the next validation stage, the media was tested to determine the effectiveness of the media and instruments. Trials were carried out in small groups and extended to larger groups.

The learning activities in the expanded trial remained the same as in the small group trial. There is still a pre-test in this trial because researchers want to know the results
of a student’s initial abilities in Islamic Religious Education and Moral Education material for the experimental class, which will be compared with the post-test results.

In trials II and III, 3 meetings were held: learning with online media, learning Islamic Religious Education and Moral Education materials, and post-tests. The description of learning activities is still the same as small group activities, and it’s just that pre-tests are not given in trials II and III because researchers have started to be able to measure students’ initial abilities in Islamic Religious Education and Moral Education material. In trials II and III, the researcher wanted to compare the increase in post-test results from each trial. The following is an overview of extended trials II and III syntax.

All stages of the research have been carried out, and dissemination and implementation are carried out through writing reports which are then used as articles to be published in scientific journals. In addition, the dissemination was carried out by recommending the application of online media in Islamic Religious Education and Moral and Moral Education subjects to policymakers, especially Principles related to Islamic Religious Education and Moral Education learning through online media books, which are at the same time a product of the results of this development research.

Figure 4. Value Alert Chart 1

Religious Education, or religion education, can be seen as a structured educational activity to produce religious people. Religious education conveyed in joint learning with students or students is not enough to only pay attention to the potential for knowledge alone, but must be able to reach the potential for attitudes and skills.
The results of the evaluation of Islamic Religious Education and Moral Education subjects and student morals experienced an increase during the post-test implementation; this increase can be measured using N-Gain. In summary, it can be seen in the following table:

Table 1 N-Gain Islamic Religious Education Learning and Good Manners

<table>
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<th>Serial number</th>
<th>Control Class</th>
<th>Experiment Class</th>
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<td>Post-test</td>
<td>pre-test</td>
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Source: (Norman H. Nie, Dale H. Bent, 2022)

Based on the data in the N-Gain table above, the comparison of the increase in test results on Islamic Religious Education and Character material between the control class and the experimental class can be seen. The control class not given online media treatment obtained an N-Gain of 0.40, smaller than the experimental class with online media treatment, which obtained an N-Gain of 0.75. This shows that online media is effective in its application for evaluating Islamic Religious Education subjects and the ethics and manners of students.

Religious Education in Islamic Religious Education and Character is considered to increase the belief, understanding, appreciation, and practice of Islamic religious teachings. Several things need to be considered in Islamic Religious Education learning, namely as follows: a) Islamic Religious Education and Character (PAI) as a conscious...
effort, namely an activity of guiding, teaching, or training that is carried out in a planned and conscious manner for the goals to be achieved. b) Learners must be prepared to achieve the goals of Islamic Religious Education and Morality. c) Islamic Religious Education and Character teachers must have competence in carrying out their duties, namely planning guidance, teaching, and training. d) PAI learning activities are directed at increasing confidence in understanding, appreciation, and practicing Islamic religious teachings so that they become Muslims who continue to grow in faith and righteousness to Allah SWT, ultimately creating Indonesian people who are devoutly religious and have noble morals. To achieve the above, Islamic Religious Education and Moral Education teachers must develop their abilities in learning Islamic Religious Education and Character; it is important to choose and determine the use of media in Islamic Religious Education and Moral Education learning.

Departing from some of these explanations, it can be stated that Islamic Religious Education and Character is a conscious effort, namely an activity of guiding, teaching, and or training carried out by Islamic Religious Education and Character teachers in a planned and conscious manner with the aim that students can develop their faith through the provision, cultivation, and development of knowledge, appreciation, practice, habituation, and students' experience of Islam.

Learning certainly needs to pay more attention to the continuity process and how learning can pay attention to experience. Learning at this time is not only concerned with the way or method but with achieving the learning objectives that have been determined; every teacher needs the innovation that can deliver every process that takes place in learning to the learning objectives. Medium or medium is an intermediary that can deliver on the goals set.

Islamic Religious Education and Character in elementary schools still need help, one of which is in the learning process and resources. Memorization is still, directly and indirectly, dominating the learning of Islamic Religious Education and Character in elementary schools. Furthermore, Islamic religious education in elementary school needs to be fully integrated with the content of other scientific disciplines. Religious education is still concentrated on aspects of cognitive fulfillment, so Islamic Religious Education and Moral Education subjects tend to be seen as theoretical or dogmatic.

The rapid development of information and technology and the impact of its influence on the world of education also provide an opportunity to respond to challenges
and demands for improving the quality of education in a solutive and innovative manner with the opportunity to develop technology-based teaching materials.

Learning innovations in Islamic Religious Education and Character through the opportunities and advantages of information technology has enormous potential. Technology as a medium can play many roles in learning. The development of online-based teaching materials is a consideration of the reasons for utilizing advances in technology and information as strategic-innovative solutions in learning.

This development research is carried out by researchers related to innovation in teaching materials learning source by design and as learning source by utilization. This means that learning resources designed for teaching purposes have been selected, and teaching materials around the school are used to facilitate students in the ongoing learning process. Furthermore, the teacher has the opportunity to choose and determine the involvement of teaching materials that follow learning objectives; this is because the right teaching materials can optimally, effectively, and efficiently develop all areas of achievement of students' academic and personal potential.

The rapid potential of information and communication technology in its development also affects the educational aspect; systematically, there is a need for innovation implemented in the media, which every teacher or educator involves. An example of the need for appropriate learning media is when the phenomenon of a shift in learning patterns from face-to-face is carried out conventionally towards a more open education by utilizing information and communication technology as a learning medium.

The presence of innovation in the realm of learning media, especially online, is considered not only an alternative but a reinforcement and differentiator because it can encourage independence in learning and learning. Effective online media is considered capable of embracing student learning styles in studying, seeking, and studying Islamic religious education learning in a comprehensive or kaffah way. The use of online media in learning is also considered capable of bringing out students' creativity in seeking knowledge. Online-based learning can also stimulate students' cognitive toward learning outcomes and goal orientation.

In this study, the increase in Islamic Religious Education and Moral Education learning was caused by several factors among students, including a) having fun while learning, especially when accessing online teaching materials, students were directly involved in variations and innovations in Islamic Religious Education and Moral
Education and ultimately motivated in working on questions, b) no difficulty in accessing the development of online media-based teaching materials, especially when students continue learning at their respective homes at home c) easy to understand and study Islamic Religious Education and Moral Education subjects previously obtained from teachers, and continued through the development of media from ng, d) there are learning opportunities through collaborative principles. Furthermore, factors outside the student's self-include the teacher's motivation, the ability to teach the teacher, and the pages accessed. The research results that have been described show that online media provides a positive stimulus to increasing the learning of Islamic Religious Education and Characteristics in Elementary School students.

4 CONCLUSION

This study aims to produce online teaching materials for Islamic Religious Education and Moral Education in Elementary Schools with efficient, effective, and innovative criteria. The following conclusions are obtained based on the results and discussion of research and development. The design of online teaching materials for Islamic Religious Education and Character in this development research is arranged through step-by-step instructions and stages of preparation, process, and evaluation. The development of online teaching materials in the subjects of Islamic Religious Education and Ethics is considered feasible, as indicated by the assessment of experts and practitioners, each of which obtains an average of 3.45 and 3.55 which is in the good category so that the development of online teaching materials is feasible to be applied to the learning of Islamic Religious Education and Ethics in Elementary Schools. The development of online teaching materials meets the assessment and criteria for effectiveness by showing the average result of student activity in learning, namely 3.00, which means it is categorized as good, and a positive response to the implementation of learning obtains an average value of 4.33 which means it is included in the agreed category. The achievement of student learning competence from the trial class obtained an average of 82.30, which has proven to have increased, so the development of online teaching materials is effective, efficient, and innovative. The development of online teaching materials for learning Islamic Religious Education and Character meets the practical criteria indicated by the implementation and ability of the teacher to manage learning through the average observation result of 3.88 in the good category.
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