



## Development of Digital-Based Islamic Religious Education Coursebook at Khairun University

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### ABSTRACT

This study aims to develop a valid, practical, and effective digital interactive Islamic education coursebook at Universitas Khairun using the ADDIE development model. The research process began with a needs analysis which indicated that students required a coursebook with simplified content divided into seven main topics. The design phase involved determining the topics, collecting references, creating a matrix, and organizing learning objectives. The developed coursebook underwent two validation steps: expert evaluation and product testing. Expert validation results showed an average score of 3.37, while product testing revealed an increase in pre-test scores from 70.00 to 81.04, a difference of 16.23%. Practicality assessment of the coursebook revealed that 95.07% of respondents rated it as “practical”. Additionally, the effectiveness of the coursebook was demonstrated by a 16.44% increase in the average pre-test and post-test scores of students. These findings indicate that the developed digital Islamic education coursebook meets the criteria for validity, practicality, and effectiveness, making it an effective learning resource at Khairun University

## **INTRODUCTION**

Education is fundamental element in human life that shapes long-life fundamental individual development. Without education, human beings will be in the uncertainty and disruption. In Islamic perspectives, play important position. The holy Qur'an underlines the importance of knowledge as the determiner of one's degree as stated in the chapter of Al-Mujaadilah [58] verse 11, "Allah will exalt by (many) degrees those of you who have attained to faith and, (above all) such as have vouchsafed (true) for knowledge". The existence of knowledge becomes the key to reach the honor in the world and in the hereafter because knowledge is the way higher comprehension about God and His creature.

Knowledge, as a result of education, can be obtained through formal, informal, and informal channels. Based on Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is defined as a conscious and programmatic effort to build learning situations and processes and encourage students to develop their potential to the maximum, including affective, cognitive, psychomotor, and spiritual aspects. Education functions to develop abilities and shape the character and civilization of a dignified nation, with the ultimate goal of educating the life of the nation and forming individuals who are faithful, noble, healthy, knowledgeable, capable, creative, independent, and responsible as citizens.

In the context of higher education, including in public universities, the importance of Islamic education (PAI) is very relevant. PAI is expected to prepare students to become members of society who understand and practice religious values and become experts in religious science. However, based on initial observations, there are shortcomings in PAI learning materials that are still conventional and do not utilize digital technology, thus reducing student interest and motivation.

To solve this challenge, innovation is needed in the development of learning materials. One solution is the development of digital-based interactive textbooks that can improve understanding, motivate students, and strengthen their memory of teaching materials. This textbook is expected to accommodate the needs of students and utilize technology to deliver material in a more interesting and effective manner.

This research aims to develop a digital-based interactive textbook for Islamic religious education at Khairun University, with a focus on providing valid, practical, and effective materials. Through this research, it is hoped that textbooks will be obtained that not only meet the academic needs of students but also utilize technology to improve the learning process and learning outcomes.

Islamic Education (PAI) has an important role in shaping the character and morals of students. In the context of higher education, PAI not only functions as a means of transferring religious knowledge, but also as a medium to build a holistic understanding and practice of Islamic teachings (Luthfi, 2019). Various studies show that the PAI curriculum must be able to answer the needs and challenges of students in facing modern life (Wahyudi, 2020).

Textbooks are one of the main components in the learning process. Innovations in textbooks, especially in digital formats, can increase the effectiveness of learning (Mardiana, 2018). Digital-based textbooks offer various advantages, such as interactivity, ease of access, and the ability to load various media (Hadi, 2021). According to Alfianto (2022), digital textbooks can facilitate learning that is more adaptive and responsive to student needs.

The development of digital-based textbooks requires a planned and systematic approach. Several studies show that digital textbooks must be designed with usability, interactivity, and multimedia integration in mind (Susanto, 2020). This development involves several stages, including content design, technology development, and effectiveness evaluation (Fitriani, 2019). In addition, digital textbooks need to be developed by considering instructional design principles to ensure that teaching materials are delivered effectively (Nugroho, 2021).

Studies on the effectiveness of digital coursebook show that the use of digital textbooks can increase student motivation and learning outcomes (Iskandar, 2021). Interactive digital textbooks can make it easier for students to understand complex concepts through features such as simulations, videos, and interactive quizzes (Junaidi, 2022).

Research conducted by Fadli (2023) also shows that students who use digital textbooks feel more involved in the learning process and show better results compared to conventional textbooks.

Khairun University as a higher education institution needs teaching materials that are in accordance with student needs and technological developments. The development of digital-based textbooks at Khairun University is expected to be a solution to improve the quality of PAI learning. Berdasarkan penelitian sebelumnya, implementasi buku ajar digital dapat meningkatkan keterlibatan mahasiswa dan mendukung proses pembelajaran yang lebih efektif (Kurniawan, 2023). Oleh karena itu, pengembangan buku ajar digital di Universitas Khairun harus mempertimbangkan konteks lokal dan kebutuhan spesifik mahasiswa untuk mencapai hasil yang optimal.

## LITERATURE REVIEW

### a. Textbook

Textbooks are one of the main components in the learning process. Innovation in textbooks, especially in digital format, can increase the effectiveness of learning (Mardiana, 2018). Digital-based textbooks offer various advantages, such as interactivity, ease of access, and the ability to load various media (Hadi, 2021). According to Alfianto (2022), digital textbooks can facilitate learning that is more adaptive and responsive to student needs.

The development of digital-based textbooks requires a planned and systematic approach. Several studies have shown that digital textbooks must be designed by considering aspects of usability, interactivity, and multimedia integration (Susanto, 2020). This development involves several stages, including content design, technology development, and effectiveness evaluation (Fitriani, 2019). In addition, digital textbooks need to be developed by considering the

principles of instructional design to ensure that teaching materials are delivered effectively (Nugroho, 2021).

According to Iskandar (2021) digital textbooks can improve student motivation and learning outcomes (Iskandar, 2021). In addition, Junaidi said that interactive digital textbooks can make it easier for students to understand complex concepts through features such as simulations, videos, and interactive quizzes (2022). Research by Fadli (2023) also shows that students who use digital textbooks feel more involved in the learning process and show better results compared to conventional textbooks.

### **b. Religious Education**

The positive influence of religious certainty on well-being, however, is direct and substantial: individuals with strong religious faith report higher levels of life satisfaction, greater personal happiness, and fewer negative psychosocial consequences of traumatic life events

Islamic religious education is a conscious and planned effort to prepare students to know, understand, internalize, and believe in the teachings of Islam, accompanied by guidance to respect adherents of other religions in relation to harmony between religious communities until national unity and unity are realized. (Majid, Andayani, 20024) in the book *Competency-Based Islamic Religious Education* in this case, Islamic religious education is an intentional activity to guide humans in understanding and internalizing the teachings of Islam and accompanied by demands to respect adherents of other religions.

Islamic religious education is an effort to foster and nurture students so that they can always understand the teachings of Islam as a whole, then internalize the goals, which ultimately practice and make Islam a way of life (Daradjat, cited in Majid and Andayani 20024). Here, Islamic religious education is not only tasked with preparing students to understand and internalize Islamic teachings but also to make Islam a guideline for life.

## **METHODS**

This research is included in the category of research and development (R&D) which aims to produce new products in the form of digital textbooks. This research and development will follow the ADDIE model which has been proven effective in developing various educational objects, including curriculum, syllabus, and teaching materials. This model will ensure that the development of textbooks is carried out systematically and structured (Branch, 2010; Morrison et al., 2013).

The research procedure follows the five main stages of the ADDIE model, each of which has specific steps as follows:

### **a) Analyze**

This stage involves analyzing the needs for the development of digital textbooks. Researchers will collect data from various sources, including interviews with teachers and students, analysis of the current PAI curriculum, and a literature review of digital textbooks. The purpose of this stage is to identify needs and deficiencies in existing teaching materials, as well as determine the features and content needed in digital textbooks (Dick & Carey, 1996; Branch, 2010).

### b) Design

At this stage, the researcher will design the structure and content of the digital textbook based on the results of the analysis. This includes compiling an outline of the material, designing the textbook interface, and determining the interactive elements to be included, such as videos, quizzes, and graphics. The researcher will also develop a prototype design of the digital textbook that will be tested in the next stage (Morrison et al., 2013; Reiser & Dempsey, 2017).

### c) Develop

The development stage involves the production of a digital textbook based on the approved design. The researcher will use digital textbook development software to create teaching materials according to the design that has been designed. During this process, the researcher will also make revisions and improvements to the materials developed, based on initial feedback from internal evaluations (Branson et al., 1975; Branch, 2010). d) Implement. After the digital textbook is developed, the implementation stage is carried out by implementing the textbook in the learning environment at Khairun University. The researcher will involve several groups of students to use the digital textbook in their learning. Researchers will monitor and collect data on the use of textbooks, including feedback from students and instructors to assess the effectiveness and limitations of the product (Morrison et al., 2013; Reiser & Dempsey, 2017).

### d) Evaluate

In the evaluation stage, researchers will analyze the data collected during the implementation stage to assess the success of the digital textbook. This evaluation includes an assessment of the quality of teaching materials, ease of use, and impact on student learning outcomes. Based on the evaluation results, researchers will revise and improve the digital textbook to improve its quality and effectiveness (Gagne et al., 2005; Dick & Carey, 1996). The following chart will present the concept of curriculum development design using the ADDIE model. This chart illustrates the relationship between the five stages in the ADDIE model and the workflow of each stage in this study.

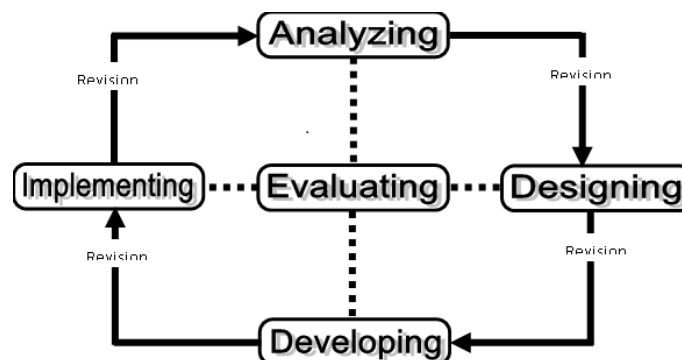


Figure 1. The Concept of Development by ADDIE Model

The Data Collection Technique is carried out in 4 stages, namely: Analysis Stage, Design Stage, Development Stage and Evaluation Stage. Data analysis techniques in two ways, namely qualitative data analysis and quantitative data analysis.

## RESULTS

The instrument used in this study is a questionnaire designed to analyze the learning needs of students in Islamic religious courses. Before being used, this instrument is validated by two experts, namely: Educational Research and Evaluation Experts and Islamic Religious Education Experts. The assessment from experts is carried out by giving a score to each item in the questionnaire.

Table 1: Instrument Validation Results from Experts

VARIABLES	NO	ASPECTS OF NEEDS ANALYSIS	SCORES		TOTAL SCORE	AVERAGE SCORE
			V-1	V-2		
Learning Needs	1	The Importance of Learning Islamic Education	3	2	5	2.5
	2	Reasons and Objectives for Students to Study Islamic Education	4	2	6	3
	3	Approaches and Learning Media of Islamic Religious Education	4	2.5	7	3.5
	4	Student Learning Needs for Islamic Education Learning Materials	3.75	2	5.75	2.88
	5	Final Form of Material Development Product	4	2	6	3
Target Needs	1	Students are motivated to study Islamic religious knowledge	4	2	6	3
	2	Students are able to understand, explain, appreciate, and practice Islamic teachings in daily life.	4	2	6	3
	3	Students can learn Islamic religious knowledge from digital-based textbooks that are effective and useful	4	2	6	3
<b>Total</b>			<b>31</b>	<b>17</b>	<b>47.75</b>	<b>23.88</b>
<b>Rata-rata</b>			<b>3.84</b>	<b>2.06</b>	<b>5.97</b>	<b>2.98</b>

Average Validation Score: The average validation score of the instrument is 2.98. This is obtained from the total score (5.97) divided by the number of validators (2). This score is close to 3, which indicates that the instrument is in the valid category according to the experts' assessment.

- Score 4 = Perfectly Valid
- Score 3 = Valid
- Score 2 = Less Valid
- Score 1 = Invalid

With an average score of 2.98, the instrument is categorized as valid, as this score almost reaches the mark 3. This indicates that the instrument is judged as valid by experts, although there are some items that may require minor revisions.

Educational Research and Evaluation Experts give scores that vary between 3 and 4. And Islamic Religious Education Experts give lower scores, with scores between 2 and 2.5 on some items.

It can be said that the questionnaire instrument validated by two experts showed adequate validity with an average score of 2.98. This means the instrument can be considered valid for use in research. Although there were some items with lower scores, overall, the instrument was considered valid and could be used for data collection from respondents at Khairun University. This validation ensures that the instruments used in the research are of good quality and can provide accurate data on the religious learning needs of students.

Based on the results of data analysis from the questionnaire, then from the questionnaire: Material Topic: Students showed a high need for various material topics in Islamic religious education, especially those related to the basic teachings of Islam, the importance of education in Islam, and the concept of divinity. These topics are urgently needed for the development of teaching materials. Meanwhile, in the Final Product Form questionnaire: Digital-based interactive textbooks are the form of final products that students most want. This shows a high preference for materials presented digitally and interactively, which can increase student engagement and understanding. And in the Priority Needs questionnaire: the results obtained The need for digital-based and interactive teaching materials shows that students want a more modern approach and in accordance with technological developments in religious learning.

Table 2. Student Responses on the Topic of PAI Materials at Khairun University Based on Ranking Order

NO	TOPICS BASED ON LEVEL	LEVEL OF NEEDS (%)				TOTAL LEVEL OF NEEDS (%)	
		4	3	2	1	Needed	Not Needed
1	The Existence of Humans and Religion as Living Ideologies	36,99	49,32	10,96	2,74	86,30	13,70
2	Sources and Principles of Islamic Teachings	19,31	23,45	5,52	2,07	84,93	15,07
3	Faith and devotion to Allah	18,62	23,45	4,83	3,45	83,56	16,44
4	The Concept of Divinity in Islam	20,00	22,07	5,52	0,69	83,56	16,44
5	Ethics, Morals and Morals in Islam	35,68	44,52	19,80	0,00	82,26	17,74

6	Marriage in an Islamic Perspective	34,2546,5812,33 6,85	80,82	19,18
7	Inheritance according to Islam	32,8843,8413,70 9,59	76,71	23,29
8	The Importance of Education in Islam	34,2541,1015,07 9,59	75,34	24,66
9	Prayer as a Pillar of Religion	30,1442,4716,4410,96	72,60	27,40
10	Fasting as a Shield and Personal Shaper of Muttaqiin	35,6236,9915,0712,33	72,60	27,40
11	Law, Human Rights, Democracy, and Politics in Islam	36,9934,2512,3316,44	71,23	28,77
12	Trade and Riba in Islam	36,9934,2510,9616,44	69,86	30,14
13	Divorce according to Islamic Views	28,7734,2517,8119,18	63,01	36,99
14	<i>Zakat, Infaq, and Sahadaqah as a Fortress</i>	24,6636,9921,9216,44	61,64	38,36
15	Government, Bureaucracy, and Corruption in Islam	24,6636,9920,5517,81	61,64	38,36
16	The Urgency of Thaharah in Islam	20,5536,9920,5521,92	57,53	42,47
17	Money Market Exchange Law According to Islam	19,1836,9921,9221,92	56,16	43,84
18	Hajj as Spiritual and Material Worship	17,8134,2523,2924,66	52,05	47,95

Based on the table presented, it can be seen that Khairun University students have several topics of Islamic religious education (PAI) material that are considered very important and urgent. Here's an analysis based on the ranking order of these topics:

The existence of Humans and Religion as Living Ideologies gets the highest percentage of needs with 86.30%. This topic shows that students consider it important to understand how Islam plays a role as an ideology of human life and existence within the framework of religious teachings.

Sources and Principles of Islamic Teachings obtained a percentage of needs of 84.93%. This shows that students need a deep understanding of the sources of Islamic teachings and teachings as the basis of their religious education.

Faith and devotion to Allah and the concept of divinity in Islam each received a percentage of needs of 83.56%. These topics are important to strengthen students' faith and understand the concept of divinity in Islam.

Ethics, morals and morals in islam and marriage in the Islamic perspective are in the next position with the percentage of needs of 82.26% and 80.82%, respectively. This topic shows that students highly value learning about ethics and morals in Islam and issues related to marriage.



Inheritance according to Islam and the Importance of Education in Islam with the percentage of needs 76.71% and 75.34%, respectively. Students also show significant interest in the topic of inheritance and the importance of education in Islam. Topics with medium and low needs.

Some of the topics that received a lower percentage of needs but were still relevant include: prayer as a religious pillar and fasting as a shield and muttaqiin personal shaper with a percentage of 72.60% each. This shows that while these topics are considered important, they are at a slightly lower priority compared to other topics.

Law, Human Rights, Democracy, and Politics in Islam and Trade and Riba in Islam have a need percentage of 71.23% and 69.86%, indicating that although students still view this topic as important, their main focus is more on fundamental topics.

Divorce according to the Islamic view, zakat, infaq, and sahadaqah as a fortress, and government, bureaucracy, and corruption in Islam show a lower percentage of needs, namely 63.01%, 61.64%, and 61.64%, respectively, indicating that these topics are considered important but not as important as the topics at the top. Topics with low needs.

Some of the topics that received a lower level of need were: the urgency of taharah in Islam and the law of the money market according to Islam with the percentage of needs of 57.53% and 56.16%, respectively. This shows that these topics are considered less urgent by students compared to other topics.

Hajj as a spiritual and material worship with a percentage of needs of 52.05%, shows that although important, this topic receives less attention compared to other major topics.

The analysis of the table shows that Khairun University students prioritize fundamental topics in Islamic religious education such as the existence of human beings and religion as a living ideology, the sources and main points of Islamic teachings, and faith and devotion to Allah. They also show a significant need for topics related to ethics, morals, and practical issues in everyday life such as marriage in an Islamic perspective and inheritance according to Islam.

Topics with lower needs such as the urgency of taharah in Islam and the law of money markets according to Islam show that while they are still relevant, they are not considered a top priority by students. Therefore, the development of teaching materials should focus on topics with high needs and consider digital formats to improve student understanding and engagement.

Table 3. Percentage of Student Responses for the Top Seven Sub-Items/Topics on PAI Materials

N O	TOPICS BASED ON RANKING	LEVEL OF NEEDS (%)				TOTAL LEVEL OF NEEDS (%)	
		4	3	2	1	Neede d	Not Needed
1	The Existence of Humans and Religion as Living Ideologies	36,99	49,32	10,96	2,74	86,30	13,70
2	Sources and Principles of Islamic Teachings	19,31	23,45	5,52	2,07	84,93	15,07
3	Faith and devotion to Allah	18,62	23,45	4,83	3,45	83,56	16,44
4	The Concept of Divinity in Islam	20,00	22,07	5,52	0,69	83,56	12,33
5	Ethics, Morals and Morals in Islam	50,68	44,52	4,80	0,00	95,20	4,80
6	Marriage in an Islamic Perspective	34,25	46,58	12,33	6,85	80,82	19,18
7	Inheritance according to Islam	32,88	43,84	13,70	9,59	76,71	23,29

Based on the table, the following is an analysis of seven topics of Islamic religious education (PAI) material that are considered the most important by Khairun University students: On the topic of Ethics, Morals and Morals in Islam: Percentage of Needs: 95.20%, Level 4 (Urgently Needed): 50.68% Level 3 (Required): 44.52% This topic has the highest percentage of needs, indicating that students attach great importance to understanding ethics, morals, and morals in Islam. The high number at level 4 shows that the majority of students are in dire need of this material.

On the topic of human existence and religion as a living ideology: producing Percentage of Needs: 86.30%, level 4 (urgently needed): 36.99%, level 3 (needed): 49.32%. From the data above, it can be concluded that on this topic, students assess the importance of understanding how religion plays a role as an ideology of human life. While not as ethical and morally high, this topic remains a significant priority.

On the topic of sources and principles of islamic teachings: obtain data percentage of needs: 84.93% level 4 (urgently needed): 19.31% level 3 (needed): 23.45%. The conclusion is that this topic is also important, focusing on the sources of teachings and the main teachings of Islam. A high percentage of needs indicates that students need this material as the basis of their religious teachings.

On the topic of Faith and Piety to Allah: the data produced are Percentage of Need: 83.56% , Level 4 (Urgently Needed): 18.62% Level 3 (Needed): 23.45% . This material is important for students to strengthen their faith and devotion to Allah, although it is not as urgent as the topic of ethics.

Topic "the concept of divinity in Islam": data obtained percentage of needs: 83.56% Level 4 (Needed): 20.00%, Level 3 (Needed): 22.07% of students' responses are The concept of divinity is an important material for the basic understanding of Islamic teachings, in line with the general needs of students.

Marriage topics in islamic perspectives: yield percentage of need: 80.82% level 4 (urgently needed): 34.25% level 3 (needed): 46.58% . This topic shows a significant need related to practical issues in students' daily lives, especially regarding marriage.

On the last topic of inheritance according to Islam: the data percentage of need: 76.71%, level 4 (needed): 32.88%, level 3 (needed): 43.84%. The material on inheritance in Islam shows a high need, indicating the importance of understanding the laws of inheritance.

From the analysis of the table, several conclusions can be drawn: material priority: materials that get the highest percentage, such as ethics, morals and morals in islam, human existence and religion as life ideology, and sources and principles of islamic teachings, show high priority among students. This shows that they are seeking a deep understanding of the ethics, morals, as well as the foundations of Islamic teachings.

Practical Needs: Topics related to practical aspects such as Marriage in Islamic Perspectives and Inheritance according to Islam also show significant needs, reflecting students' need for materials that are directly related to their daily lives.

Emphasis on Ethics: The very high emphasis on Ethics, Morals and Morals in Islam shows that students view ethics and morals as very important aspects of their religious education.

Selection of sub-topics: in the development of teaching materials, emphasis should be placed on topics with a high level of need. While not all sub-topics of the questionnaire are included in the final product, priority should be given to the topic with the greatest level of need to ensure the relevance and effectiveness of the teaching materials.

By considering these results, the teaching materials developed should reflect the priorities of the topics that have been identified, with a primary focus on materials that students consider to be in dire need.

Table 4. Students' Responses on Product Final Form Design Based on Ranking Order and Level of Needs

N O	THE CHOICE BASED ON RANKING	LEVEL OF NEEDS (%)				TOTAL LEVEL OF NEEDS (%)	
		4	3	2	1	Needed	Not Needed
		1	Digital-Based Coursebook (Online)	30,14	32,88	20,55	16,44
2	Video Monolog	23,29	21,92	24,66	30,14	45,21	54,79
3	Digital Coursebook (Offline)	24,66	50,07	30,14	30,14	39,73	60,27
4	Interactive Textbooks (Manual)	21,92	9,59	36,99	31,51	31,51	68,49
5	Conventional Textbooks (Manual)	16,44	5,48	45,21	32,88	21,92	78,08
6	Modules	2,74	5,48	45,21	46,58	8,22	91,78

7	Handouts	0,00	4,11	46,58	49,32	4,11	95,89
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Based on the table, the following is an analysis of the final design of educational products that are considered the most suitable by Khairun University students: Digital-Based Interactive Textbooks: Percentage of Need: 63.01% Level 4 (Urgently Needed): 30.14% Level 3 (Needed): 32.88% Digital-based interactive textbooks are the most needed choice by students, with the majority supporting them both in terms of urgently needed and needed. Ini menunjukkan bahwa mahasiswa menghargai format yang interaktif dan digital, yang memungkinkan akses yang lebih fleksibel dan fitur-fitur tambahan seperti multimedia.

Monologue video: produce percentage of need: 45.21% Level 4 (urgently needed): 23.29%, level 3 (required): 21.92% monologue video is also considered a fairly necessary option, although the overall percentage of need is lower compared to interactive digital textbooks. Students find this format useful, but not as important as digital coursebook.

Monologue digital coursebook: resulting in percentage of need: 39.73%, level 4 (urgently needed): 24.66%, level 3 (required): 50.07%, digital coursebook (oddlines) demonstrate significant need, with students appreciating the practicality of the material in digital format, although they prefer interactive ones.

In coursebook (manual): produce percentage of need: 31.51%, level 4 (urgently needed): 21.92%, level 3 (required): 9.59% manual interactive coursebook receive lower support compared to their digital versions. Students show a greater preference for digital formats compared to manuals, which may indicate a need for flexibility and digital features.

Conventional coursebook (manual): percentage of need: 21.92%, level 4 (highly needed): 16.44%, level 3 (needed): 5.48%, conventional manual coursebook are the least needed option, with a low percentage of need. This reflects students' increasing preference for more modern and interactive formats. modules: percentage of need: 8.22%, level 4 (highly needed): 2.74%, level 3 (needed): 5.48%, modules or dictates are considered the lowest in terms of need, indicating that students prefer online digital formats. Handouts: percentage of need: 4.11% level 4 (highly needed): 0.00%, level 3 (needed): 4.11%. Handouts are the option with the lowest need.

This format is considered impractical or inadequate compared to other options. From the results of the analysis, the following conclusions were obtained: digital preference: Khairun University students showed a strong preference for digital formats, especially for Digital-Based Interactive coursebook and monologue digital textbooks. This format is considered more flexible and allows for better integration of interactive features. Need for interactivity: Interactive textbooks (manuals) also have demand, but not as strong as digital formats. This shows that although there is a need for interactivity, students value digital access more. Lack of support for traditional formats: Options such as conventional coursebook (manual), Modules, and handouts received very low support. This reflects a change in student preferences who tend to choose more

modern and interactive teaching materials. Importance of online digital formats: To meet student needs, it is important to focus on developing materials in interactive and digital formats. This will be more effective in supporting their learning process compared to conventional or manual materials. The development of teaching materials must consider student preferences for the design and format of the materials to suit their needs and expectations.

## **DISCUSSION**

Discussion This study aims to develop a digital-based interactive textbook for Islamic religious education courses at Khairun University. The development process uses the ADDIE model (analyze, design, develop, implement, evaluate), which involves five main stages. The following is a detailed discussion of each stage in the ADDIE model based on the research results:

### **1. Analysis Stage**

At the analysis stage, the researcher identified students' learning needs related to Islamic religious education materials. The results of the needs analysis show that there are several important topics that are greatly needed by students, such as human existence and religion, sources of Islamic teachings, and ethics and morals in Islam. From the data obtained, these topics show a high level of need, with a significant percentage of needs from respondents. This shows that the material is relevant and important to be further developed in textbooks. The selection of this topic will ensure that the textbooks developed will meet students' needs and are in accordance with the existing curriculum.

### **2. Design Stage**

The design stage involves decisions regarding the final form of the teaching material product. Based on the results of the analysis, digital-based interactive textbooks are the main choice with a percentage of needs of 63.02% of respondents. This shows that students prefer interactive digital formats compared to other formats such as manual textbooks or video monologues. The design of this textbook aims to increase student engagement and utilize technology to facilitate the learning process. The interactive form is expected to make the material more interesting and motivate students to learn.

### **3. Development Stage**

At the development stage, the main focus is on creating and improving the quality of textbooks. The digital-based interactive textbooks developed must meet the criteria of validity, practicality, and effectiveness. • **Validity:** Textbooks must be based on the right theory and accurate data. Expert validation shows an average value of 3.63, indicating that the textbook has met the validity criteria. • **Practicality:** Textbooks must be easy for students to understand and use. The assessment shows that this book is practical and can be applied in students' daily lives. • **Effectiveness:** Textbooks must be effective in achieving learning objectives. The evaluation results show that this textbook improves students' understanding and memory. Validation by experts, including assessment of technical, content, and language aspects, showed that this textbook has good quality and meets the expected standards.

#### **4. Implementation Stage**

The implementation stage involves testing the textbook in a real learning environment. The results of the empirical test show that the use of this textbook in the classroom can improve student learning outcomes, with an average post-test score of 82.08, an increase of 20.96% from the pre-test. This shows that digital-based interactive textbooks are effective in improving student understanding and engagement.

#### **5. Evaluation Stage**

At the evaluation stage, a broader empirical test was carried out to ensure that the developed textbook is valid, effective, practical, and efficient. The results of the post-test at the evaluation stage showed an average score of 83.54, an increase of 13.60% from the pre-test score. This indicates that the textbook has succeeded in significantly improving the quality of learning.

### **CONCLUSIONS AND RECOMMENDATIONS**

Based on the research and development conducted following the ADDIE model, it can be concluded that digital-based interactive Islamic religious education coursebook are greatly needed at Khairun University. The results of the needs analysis show that students need coursebook that simplify important topics such as human existence and religion, sources of Islamic teachings, and ethics in Islam. The coursebook development process includes a design stage involving topic determination, reference collection, material matrix and scheme creation, and determination of learning objectives and coursebook titles. This coursebook was declared valid through expert assessment, with an average score of 3.37 in technical, content, practicality, effectiveness, efficiency, and language aspects. Empirical validation (in implementation stage) showed a significant increase in student learning outcomes, with post-test scores increasing by 16.23% compared to pre-test. The practicality of the coursebook also also received a positive assessment through questionnaires in evaluation stage with 95.07% of respondents rating the coursebook as "practical". In addition, the coursebook was proven effective in improving student learning outcomes with an average post-test score 85.21 that increase by 16.44% from average post-test score 73.33. Overall, the online digital-based coursebook developed for the students especially at Khairun University meets the criteria of validity, practicality, and effectiveness, and has succeeded in improving students' understanding and achievement in learning Islamic education.

The researcher hopes that the developed coursebook can be used by other lecturers not only at Khairun University but at the other Universities as well.

### **FURTHER STUDY**

The reseracher suggests next reserachers can deal with such the research to develop more inovative coursebook in order to improve the quality of learning Islamic education at universisities as well as others.

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