DEVELOPING E-MODULE OF WAQF LITERARY TO THE IAIN PONTIANAK STUDENTS

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HIGHLIGHT

Research and Development method with ADDIE model was used in this study. The questionnaire was used as the instrument of collecting data, and the results.

ABSTRACT

This study aims to develop e-modul of waqf literary to the students of State Institute for Islamic Studies of Pontianak (IAIN Pontianak). Research and Development method with ADDIE model was used in this study. There are five steps of ADDIE model were implemented in this study, that is, (1) Analyze, (2) Design, (3) Develop, (4) Implement, and (5) Evaluate. There were 30 *Sharia* (law) students involved as the subject of the study. Besides, there were also six experts as the validators, they are: design expert, subject matter expert, and media expert. The questionnaire was used as the instrument of collecting data, and the results

KEYWORD
e-module, Waqf Literary, Students

A. INTRODUCTION

The President of the Republic of Indonesia at the beginning of 2021, or to be precise, Monday, January 25 2021, launched the National Cash Waqf Movement. The national movement is one of the sharia economic development programs to support the acceleration of national development. He said the potential for this national movement could reach Rp. 188 trillion. Meanwhile, the total cash waqf in banks reached IDR 328 billion as of December 20 2020, while the project base was IDR 597 billion (eramadani.com).

The opportunity or hope for waqf in Indonesia to be implemented is because it has the largest Muslim population in the world. Digitalization continues to enter and change people's lifestyles, requiring institutions to be sensitive in providing easy waqf fund collection schemes for the 1.9 billion Muslims in the world. Indonesia itself has the largest number of Muslims in the world with a percentage of 87.2% of its population, so it is estimated that there are 229 million Muslims in Indonesia (Thamrin et al., 2021, p. 533)

In early February 2020, the Indonesian Waqf Board conducted a survey on national waqf literacy which was conducted from February to April 2020. This survey was conducted to evaluate the level of understanding of the Indonesian people about waqf and at the same time measure the performance of waqf socialization in various regions. The survey results show that the waqf literacy of the people in Indonesia is 50.4 percent, which shows that waqf literacy is still low. (Sulistiani et al., 2021, p. 1551). The results of research by the Indonesian Waqf Board and the Indonesian Ministry of Religion, the Waqf Literacy Index (ILW) is still in the low category, namely with a score of 50.48 which consists of a Basic Waqf Understanding Literacy Score of 57.67 and an Advanced Waqf Understanding Literacy Score of 37.9 (Istiqomah Sujono et al., 2022, p. 521).

Below we will explain in more detail about peer learning planning and strategies in the context of classroom learning. First, a teacher must choose a learning topic that suits the learning objectives and students' needs. The topic must be relevant to students' lives and easy to understand, and can motivate them to learn. For example, topics such as the benefits of reading, writing and listening practice, or knowledge and understanding about the importance of maintaining a healthy diet could be the right choice. Second, teachers must

choose the right study group. Study groups can be formed based on students' interests or abilities, or they can also be based on their experience and knowledge (Afandi et al., 2013).

Our society today is entering a phase of the era of the era, namely the era of industrial revolution 4.0 and even towards society 5.0. An era where society is close to digitalization. This should be directly proportional to the high level of understanding of the Indonesian people nationally regarding Waqf Literacy. However, the reality is the opposite, in fact the public's understanding of waqf literacy is still low. The awesomeness of this era is being able to make everything Simple, Faster, Cheaper and Accessible (Ardy et al., 2021, p. 25). This must also be welcomed by people who are ready for changes towards digital.

In this regard, the title of this research is in accordance with the Educational Technology Area. Among the Educational Technology Areas are Design, Utilization Development, Management and Assessment. This research is also in accordance with the Vision and Mission of the Educational Technology Study Program, namely to become a superior, innovative and creative study program in the development, application of educational technology theory and practice in accordance with developments in science and information technology based on Pancasila values.

Based on the author's Preliminary Research to Undergraduate Students of the Family Law Study Program, Faculty of Sharia, IAIN Pontianak, 53% of the 72 students who took waqf fiqh, their answers still did not understand digital waqf literacy. Then, interviews with course lecturers also hoped that there would be learning media that would make students more interested in the learning process. Therefore, researchers are interested in conducting digital cash endowment literacy development for IAIN Pontianak students in an effort to make learning more enjoyable with the help of learning media. Apart from that, waqf literacy is important because it is a driving force for waqf, as an effort to bridge students to try to be close to waqf literacy and the digital world.

Apart from that, related to the progress and challenges of the 21st century, students are not only required to master language, mathematics, science and arts skills. Students are required to master the ability to think critically, problem solve, be persistent, have high curiosity and the ability to collaborate. In responding to these challenges, the 2015 World Economic Forum describes at least 3 abilities that must be mastered, which are divided into basic literacy, competency and character. There are 6 basic literacies in question, namely

literacy, numeracy, science, digital, financial, and culture and citizenship (Nudiati et al., 2020, pp. 35–37).

Of the 6 basic literacies, cash waqf literacy falls under financial literacy because financial literacy is the knowledge and skills to apply (a) understanding of concepts and risks, (b) skills, and (c) motivation and understanding in order to make effective decisions. in a financial context to improve financial welfare, both individual and social, and be able to participate in the community environment. In this skill, students' implementation of financial literacy is measured both through the use of physical and digital facilities (Nudiati et al., 2020, p. 37). Therefore, it is very important for students to increase their understanding of cash waqf literacy as well as as an effort to potentially improve their finances and also as a field for charity. The uniqueness of this development is that it is also carried out in the form of realizing the Rational Second Degree Program (S2) in Educational Technology at Tanjung Pura University, namely as a Scientist (Technologist) who is able to carry out research and development in the field of learning, especially innovative learning and training systems that are in accordance with the characteristics Indonesian culture and graduates who have the ability to develop learning. This research has never been carried out by Master of Educational Technology students at Tanjung Pura University, Pontianak before. This research is also in line with the research road map and graduates of the Master of Education Technology Study Program are Masters of Education who have competencies as Designers (Instructional Designers), Developers (Multimedia Developers), Users (users of process and learning resources), Managers (resources managers), Assessors (assessor), researcher (researcher).

The hope for developing a digital Waqf Literacy E-Module for IAIN Pontianak students is to increase the understanding of waqf literacy for IAIN Pontianak students so that they can become waqf managers according to the study program's vision profile and assist lecturers in creating learning media in the form of E-Modules for the Waqf Fiqh and Law courses Endowment.

B. METHOD

This research method uses Research and Development (R&D). Research Methods Research and Development research methods are used to produce certain products, and test the effectiveness of these products (Sugiyono, 2013, p. 297).

Regarding this development research, the Instructional Design development used is the ADDIE model. The ADDIE model appeared in the 1990s and was developed by Reiser and Mollenda. This ADDIE development model was chosen because it is in accordance with the problem behind this research. With a needs analysis, it is hoped that this model can develop teaching materials for students that are valid, practical and effective in order to increase the effectiveness of student learning. This model consists of five stages, namely analysis, design, development, implementation, evaluation (Desyandri et al., 2019, p. 1).

C. RESULT AND DISCUSSION

The results of product development are answers to research questions. Detailed research results are as follows;

1. Digital Waqf Literacy E-Module Development Design for IAIN Pontianak Students.

Research that has been carried out at each stage in the design of the Digital Waqf Literacy E-Module for IAIN Pontianak Students uses the ADDIE (Analyze, Design, Develop, Implement and Evaluate) model. The design of the Waqf Literacy E-Module for IAIN Pontianak Students was carried out through several development stages using the ADDIE model by (Branch, 2009, p. 2). At the development design stage there are two development stages used, namely the Analyze and Design stages. The analysis stage is the information gathering stage which consists of several aspects, namely literature study, curriculum study, field study, analysis of student characteristics, instructional analysis. In the literature review, it was found that in implementing learning, lectures are one of the methods most often used because educators must provide material with their voices to students. This method has limitations in that students will be very dependent on the presence of lecturers to receive teaching about Waqf. This is also strengthened by the results of the survey conducted showing that the Waqf Literacy abilities of students are still low. Waqf is one of the materials studied in lectures. This means that learning will not be optimal if you only use lectures and question and answer discussions from the lecturer.

The next stage of analysis is instructional analysis. This analysis is carried out by setting learning objectives derived from Basic Competencies. As for the basic competencies and learning objectives covered in the waqf material, students are able to describe Cash Waqf Link Sukuk.

Based on the results of analysis from literature studies (literature review, relevant research), instructional analysis, an E-module is needed to assist lecturers and students in studying Waqf material. After the analysis stage was carried out, the researcher carried out the second stage, namely the design stage. The design stage consists of the product planning and design stage and the initial product design in the form of a storyboard. The product planning and design stage is determining the instructional objectives to be achieved and designing the material to be included in the product. The instructional objectives in learning waqf material are: being able to describe Cash Waqf Link Sukuk.

After the instructional objectives have been determined, the next stage is designing waqf teaching materials. The activities carried out in this stage are selecting material, determining strategies, and determining evaluation criteria. The material chosen is waqf material with discussion and question and answer learning strategies when using the E-module.

After the product planning and design stage is complete, it continues with the initial product concept design stage in the form of a storyboard. To design the initial product concept, researchers used a landscape storyboard because it makes it easier to see the video tutorial learning media product format clearly. A good storyboard is a form of pictures that is prepared accompanied by an explanation that is not long-winded.

After designing the storyboard, initial product development was carried out by realizing the waqf Literacy E-Module product. Products are designed with the Flif Pdf application. Once the product has been designed, the e-module can be accessed at https://online.flipbuilder.com/zlbgu/usgw/.

After initial product development is carried out, the next development stage is product validation by experts. The purpose of this product validation is to determine the feasibility of the initial product in terms of material, media and design aspects before being tested in the field.

At the expert validation stage, the e-module is validated by 2 (two) experts each who have expertise in the three aspects of material, media and learning design. Validation of this product was carried out from 14 April - 5 May 2023. The results of material validation obtained an average of 4.76 so it can be concluded that the material validation in the Digital Waqf Literacy E-Module for IAIN Pontianak Students which has been created is in the very valid category for use in field test. Input and suggestions for improvement from material

experts are revised according to the type of improvement suggested. Meanwhile, the media validation results obtained an average value of 4.55, so it can be concluded that the media validation of the Digital Waqf Literacy E-Module for IAIN Pontianak Students that has been created is in the very valid category for use in field tests. Input and suggestions for improvement from media validation are revised according to the type of improvement suggested.

Furthermore, the design validation results obtained an average value of 4.71, so it can be concluded that the validation of the design aspects of the Digital Waqf Literacy E-Module for IAIN Pontianak Students that has been created is in the very valid category for use in field tests. Input and suggestions for improvement from design validation are revised according to the type of improvement suggested.

The next development stage carried out was product testing in the field. The trials carried out at this stage are individual trials (one to one trial). The individual trial phase (one to one trial) was carried out on 7-8 May 2023. The individual trial was carried out on 3 (three) students. The aim of this individual trial (one to one trial) is to obtain initial reactions to the use of products that have been revised from expert validation.

The results of individual trials obtained an average score of 3.62 out of a total score of 4.00 with 16 items. This means that the student response at the one to one trial stage was very happy with the Digital Waqf Literacy E-Module for IAIN Pontianak Students. In this individual trial stage (one to one) students do not provide input. So that products that have been displayed and seen by students can proceed to the small group testing stage.

The results of the small group trial obtained an average score of 3.59 out of a total score of 4.00, so that the attitude of students at the small group trial stage was very happy with the use of the Digital Waqf Literacy E-Module for IAIN Pontianak Students. Input and suggestions for improvement from small group trials are revised according to the suggestions for improvement provided. Furthermore, the results of field trials/large classes (field try) obtained an average score of 3.65 out of a total average score of 4.00 with 16 items. This means that the attitude of students at the field trial stage was very happy with the use of the Digital Waqf Literacy E-Module for IAIN Pontianak Students. Input and suggestions for improvement from field trials are revised according to the suggestions for improvement provided. From the results of these revisions, the final product of the development has been completed.

The next stage is the implementation stage by preparing the lecturers (prepare the teacher) and preparing the students (prepare the students) to use the final product. The preparation stage for lecturers is to create a training plan so that lecturers can use the digital Waqf Literacy E-Module for IAIN Pontianak students properly and correctly. The Training Implementation Plan is prepared by identifying training objectives, tools and materials, time allocation, and training activities. Lecturer training activities are arranged in a detailed schedule along with the topics to be trained. The training time allocation is designed for 1 hour of direct practice. Next, the researchers prepared students to be taught using the Digital Waqf Literacy E-Module for IAIN Pontianak Students. Researchers Prepare Semester Lecture Plans (RPS). The RPS component consists of class/semester courses, time allocation, learning materials, identification of basic competencies and learning objectives, tools and materials, learning strategies, learning activities, and assessment.

Based on the results of the digital Waqf Literacy E-Module design for IAIN Pontianak students, it was found that learning through lectures is one of the most frequently used media because lecturers. This method has limitations where students will be very dependent on the presence of lecturers. So media is needed that can help lecturers and students in the learning process.

2. Profile of Digital Waqf Literacy E-Module Development for IAIN Students

The Digital Waqf Literacy E-Module Profile for IAIN Pontianak Students can be seen from the initial concept of storyboard design to the final product after development. This research uses a product-based learning model by Gustafson and Branch (2004, P. 23). The long process of developing this media product went through four important stages, namely expert validation and revision, individual trials and revisions, small group trials and revisions, and field trials and revisions. With the results of this final product, the final product profile of the E-Module can be described. The Digital Waqf Literacy E-Module Profile for IAIN Pontianak Students has a screen display covering the name of the developer, logo and developer agency and is validated. This is done so that when you watch this video you can immediately get information about the E-module developer.

The home section directs you to what material you want to select according to the navigation buttons and you can also read the instructions on the Waqf Literacy button. On this home page there is also a button that directs you to the next page or back to home. For example, when you press the evaluation button, you will go to the evaluation page, namely

page 20. However, to return to the menu, just press the back to home button in the lower left corner and so on with the available button options. Then on the next pages 2-5 explain the Competency Standards and Basic Competencies so that students know the purpose of this material to be presented to them later.

Page 7 contains the introduction and history of waqf. The introduction conveys that it has made a significant contribution to the economic level at that time until now. The historical material begins with when waqf began in the Islamic religion, which was the first to provide waqf.

Furthermore, the definition of waqf material explains the terminology and opinions of madzhab imams regarding waqf from page 8 to page 11 which also provides matters related to the definition of waqf. The material on the Legal Foundations of Waqf, located on page 12, discusses that waqf has a good legal basis from the Al-Quran and the Hadith of the Prophet Muhammad. Next is the division of waqf which contains waqf which is personal to family or descendants and so on as well as waqf which is for the public interest.

Next, there is material on various types of waqf, containing waqf for movable objects such as land, buildings and immovable objects, namely assets that cannot be used up because they are consumed by money, precious metals, securities including IPRs, etc., which are in accordance with the provisions of the sharia and applicable laws. The material on the development of Waqf in Indonesia is on pages 19-20 which also contains Cash Waqf Linked Sukuk (CWLS) which is one manifestation of the productive waqf program from the Indonesian Waqf Board in collaboration with the Ministry of Finance and Bank Indonesia as facilitators. Cash Waqf Linked Sukuk (CWLS) is a form of social investment in Indonesia where cash waqf collected by the Indonesian Waqf Board as Nazhir through Bank Muamalat Indonesia and BNI Syariah as a Sharia Financial Institution Receiving Cash Waqf (LKSPWU) will be managed and placed in State Sukuk or SBSN instruments (State Sharia Securities) issued by the Ministry of Finance (Kemenkeu) with a term of 5 years. Next is material about digital cash waqf which can be done from anywhere and at any time through transactions on platforms connected to the internet. It is more practical with the option of donating movable/immovable objects through money. This means that the nazhir as an intermediary and distributor of waqf only needs to receive a certain amount of money with a clear designation, such as to build educational facilities, health facilities, wells, and much more. After the waqf material is provided on the last page, a special navigation button regarding

cash waqf is provided, providing procedures for donating cash waqf. Then an evaluation was also given regarding the waqf material available in the e-module to see students' understanding of waqf.

3. Effectiveness of the Digital Waqf Literacy E-Module for IAIN Pontianak Students

One of the aims of developing the Digital Waqf Literacy E-Module for IAIN Pontianak Students is to help students learn about waqf material so that their understanding of waqf literacy experiences a significant increase. It is hoped that the e-module can provide students with a sense of enjoyment during the learning process. Increased literacy understanding is the hope that waqf literacy e-module products are effective in learning. To see the effectiveness of the Waqf Literacy E-Module, the results of the student response questionnaire were used.

Attitude measurement through response questionnaires will be carried out from 18-19 May 2023 at IAIN Pontianak. This measurement was carried out on 30 Sharia Faculty students. The results of the questionnaire can be seen in table 4.17 below:

Table 4.17 Student responses to the E-Module

NO	Responden	Skor Perolehan										Jumlah Skor	Skor Maksimal	Presentase	Rata-rata
		1	2	3	4	5	6	7	8	9	10				
1	1	5	5	5	5	5	5	5	5	5	5	50	50	100	
2	2	5	4	5	5	5	5	5	5	5	5	49	50	98	
3	3	4	5	5	4	5	4	5	4	5	4	45	50	90	
4	4	5	4	5	4	5	4	4	5	4	4	44	50	88	
5	5	4	3	4	3	4	5	4	5	4	4	40	50	80	
6	6	4	4	3	4	3	4	4	3	4	4	37	50	74	
7	7	3	4	4	4	4	4	4	4	4	4	39	50	78	
8	8	4	4	4	4	4	4	4	4	4	4	40	50	80	
9	9	4	4	5	4	4	4	5	4	4	4	42	50	84	
10	10	3	4	4	4	4	4	4	4	4	4	39	50	78	
11	11	4	4	4	4	4	4	4	4	5	4	41	50	82	
12	12	4	5	4	4	4	4	4	5	4	4	42	50	84	
13	13	4	4	4	5	4	5	4	5	4	4	43	50	86	84
14	14	4	4	4	4	4	3	4	4	3	4	38	50	76	
15	15	4	4	4	5	4	4	5	4	4	3	41	50	82	
16	16	4	5	4	4	4	5	4	4	4	4	42	50	84	
17	17	4	4	4	4	4	4	4	4	4	4	40	50	80	
18	18	4	4	4	4	4	4	4	4	4	4	40	50	80	
19	19	4	4	4	4	4	4	4	4	3	4	39	50	78	
20	20	4	4	4	4	5	4	4	4	4	4	41	50	82	
21	21	4	4	5	4	5	4	4	5	4	4	43	50	86	
22	22	4	5	5	4	4	4	5	5	4	4	44	50	88	
23	23	4	5	4	4	4	4	4	5	4	4	42	50	84	
24	24	5	4	5	4	4	4	4	5	4	4	43	50	86	
25	25	4	4	5	4	5	4	4	4	4	4	42	50	84	
26	26	4	4	5	4	5	4	5	4	5	4	44	50	88	
27	27	4	4	3	4	5	4	4	4	5	4	41	50	82	
28	28	4	4	5	4	5	4	4	3	4	4	41	50	82	
29	29	4	4	5	4	4	4	3	4	5	4	41	50	82	
30	30	5	4	4	4	5	4	4	3	4	5	42	50	84	

Based on this table, there is one component that is measured from students' attitudes in testing the effectiveness of using this media, namely the affective domain. The number of items for the student response questionnaire is 10 items with the highest score

or a maximum of 50. The attitude measurement scale ranges from 1 – 5. The affective domain score is in percentage with an average of 84%. The total score of the student response questionnaire with 10 items was 100, meaning that students were very happy with the E-Module because the average reached 84% in the very happy category.

D. CONCLUSION

The development design in this research uses the ADDIE model. The development stages are carried out systematically, namely through the analysis, design, development, implementation and evaluation stages. Each stage is evaluated. The E-Module that has been developed is an e-module that is very valid to be applied in learning because it was developed by involving many people, both experts and students, so that the final product is an E-module that is very suitable for the needs in learning, especially Waqf learning.

Waqf Literacy E-Module Profile. The Waqf Literacy E-Module for IAIN Pontianak Students has a Cover Display containing the name of the Compiler and is reviewed by experts. Then there is the home page. Navigate to the material you want to select according to the navigation button and you can also read the instructions on the Waqf Literacy button to arrive at the Waqf material and evaluate the material. E-Module Profile is a process that can be used on waqf materials.

Effectiveness of Digital Waqf Literacy E-Module Development for IAIN Pontianak Students. The effectiveness of using the final product was carried out to see student responses regarding the E-Module, with an average score of 84%, which means they were very happy if seen from a total score of 100 with 10 items. This means that students are very happy with the use of the E-Module.

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