

Development of Electronic Teaching Materials with Rahmatan Lil Alamiin Value of Taaddub and Tathawwur Wa Ibtikar Theme of Digital Economic Development for Grade IX Madrasah Tsanawiyah Negeri 9 Bantul

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Abstract: Most of the materials and questions in the available printed package books are still at the low order thinking skill (LOTS) level so that they cannot foster critical thinking skills in students in accordance with the 21st century learning characteristics. This causes the number of students who are predicated on completion when the teacher presents high order thinking skill (HOTS) questions in formative assessments is also still low, which is around 8.9%. This research and development uses the ADDIE model. This type of research is a quasi-experimental non-equivalent control group design consisting of experimental and control classes. Both groups were given an initial test then given different treatments and ended with a final test for each group. The feasibility of the product was assessed by media and material experts, as well as teachers as practitioners. Electronic teaching materials were tested on the research subjects, namely students of class IXE MTsN 9 Bantul. The data collection instruments used were interviews, expert validation questionnaires, teacher response questionnaires, student response questionnaires, and questions on the theme of digital economic development. The results of this study are as follows. 1) The development process is carried out by analyzing and observing related students, designing products, developing electronic teaching materials, conducting expert validation, implementing in class IXE and evaluating by revising based on validator suggestions. 2) The electronic teaching materials produced meet the eligibility criteria based on the validation results of material experts 3.21, media experts 3.92, and teacher practitioners 3.58. 3) Learners gave a practicality rating of 3.21. 4) The electronic teaching materials produced are effective for improving critical thinking skills with a gain of 0.71.

Keywords: Critical, Digital, Electronic

1. Introduction

Over the past 20 years, Indonesia has experienced a learning crisis (PSKP Kemdikbud, 2022). The learning crisis in Indonesia can be seen from the 2018 PISA test scores, where students' reading skills have an average score of 371 while the OECD average score is 487 (Kemdikbud, 2019).

In addition to measuring students' reading skills, the PISA test also measures math and science skills. The data from the PISA test results of Indonesian students' math ability is 379

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while the OECD average is 487 (Kemdikbud, 2019). Indonesian students' science proficiency score was also at 379 while the OECD average score was 489 (Kemdikbud, 2019). The results of the 2018 PISA study also show that Indonesia is ranked at the bottom 7 among 72 other countries.

The covid-19 pandemic that hit Indonesia further exacerbated the learning crisis that occurred. The change in the learning system from face-to-face learning to online learning for almost 1.5 years due to the covid-19 pandemic has caused students to experience learning loss. The results of the assessment and calculation of the impact of learning loss conducted by the Ministry of Education, Culture, Research and Technology show that in terms of literacy Indonesian students lose 6 months of learning (PSKP Kemdikbud, 2022). While in terms of numeracy, they lost 5 months of learning (PSKP Kemdikbud, 2022).

In the 2022-2023 academic year, the Ministry of Education, Culture, Research and Technology reopened face-to-face learning activities in schools after the pandemic (Ditpsd Kemdikbud, 2022). The reopening of schools for face-to-face teaching and learning activities was carried out in conjunction with the implementation of the independent curriculum in 2022 (Ditpsd Kemdikbud, 2022). The implementation of the independent curriculum as a nationally applicable curriculum is one of the efforts of the Ministry of Education, Culture, Research and Technology in improving the quality of learning and the quality of teachers (PSKP Kemdikbud, 2022). In addition, the development of an independent curriculum in education in Indonesia is one of the efforts to restore learning by the Ministry of Education, Culture, Research and Technology after the pandemic (Kemdikbud Teacher Information Center, 2023).

In order to answer the challenges of 21st century learning, schools as educational institutions that implement an independent curriculum change the learning approach from teacher centered to student centered (Cerdas Berkarakter Karakter Kemdikbud, 2022). The implementation of an independent curriculum by educational institutions is not only limited to carrying out the obligations given by the Ministry of Education, Culture, Research and Technology but is fully responsible to the extent of forming students with 4C skills which include critical thinking, creativity, communication, and collaboration.

Thinking is one of the abilities needed in answering the challenges of the 21st century. Budi Cahyono (2017) states that thinking ability is a skill that is recognized as an important skill for successful learning, working, and living in the 21st century.

Chukwuywnum (2013) explains that the ability to think is a tool that humans can use to face the daily challenges that occur in the 21st century so that they can survive. The cultivation of thinking skills in students aims so that after completing learning activities in educational institutions, students are able to transform into modern humans who are able to answer the challenges of the 21st century.

The Ministry of Religious Affairs as one of the education providers in Indonesia, especially in madrasas, also adopts the independent curriculum implemented by the Ministry of Education, Culture, Research and Technology. This is done because the ability is important for all students who are pursuing education, including in madrasas. Students in madrasah who do not have critical thinking skills will immediately accept information that is widespread in society so that it can lead to mistakes in making decisions or even violate Islamic law.

The concept of thinking is listed in the Qur'an with the words tafakur, tadabur, and tadzakur which are in line with the rahmatan lil alamiin value of taaddub and tathawwur wa ibtikâr content of the Ministry of Religion's independent curriculum. Thinking in Islam is not based on mere intellectual activity, but all efforts to analyze (tafqiḥ), study (ta'qil), ponder (tafakkur), understand (tafahhum), formulate (tadhakkur) and evaluate (tadabbur) deeply and comprehensively (Junoh & Mohamad, 2020).

QS. Al-Alaq verses 1-5 emphasize thinking activities, using common sense to understand, evaluate, take lessons and make decisions to act in accordance with the sharia that has been established by Him. This is in line with the components contained in the critical thinking process. This critical thinking ability should be mastered and applied by every Muslim in order to achieve the goal of making humans who utilize their potential to worship optimally and become people who are devoted to Allah SWT.

The implementation of the Merdeka Curriculum in madrasas under the auspices of the Ministry of Religious Affairs is officially outlined in the Decree of the Director General of Islamic Education No. 3811 of 2022 concerning Madrasahs Implementing the Merdeka Curriculum. Through this decree, the Ministry of Religious Affairs has designated 2481 raudhatul athfal and madrasah as pilot projects spread throughout Indonesia.

A total of 17 out of a total of 2481 raudhatul athfal and madrasahs designated as independent curriculum pilot projects are located in the Special Region of Yogyakarta with details of 2 RA (Raudhatul Athfal / kindergarten level), 4 MI (Madrasah Ibtidaiyah / elementary level), 5 MTs (Madrasah Tsanawiyah / junior high school level), and 6 MA (Madrasah Aliyah / high school level) in the 2022-2023 academic year in DIY. One of the madrasah tsanawiyah that was appointed to pilot the independent curriculum in Yogyakarta for the 2022-2023 academic year is MTsN 9 Bantul.

However, the implementation of the independent curriculum in 2022 at MTsN 9 Bantul experienced several obstacles due to the process of new experiences and the lack of information obtained. Teacher training or technical guidance related to the implementation of the independent curriculum at MTsN 9 Bantul is also not as intense as other madrasah tsanawiyah which are also pilot projects. This finally made MTsN 9 Bantul dare to innovate independently. The innovation of MTsN 9 Bantul in implementing the independent curriculum actually led MTsN 9 Bantul to become the only madrasah tsanawiyah in Indonesia to become a pilot project for the independent curriculum innovation to be assessed as a ZI WBK madrasah tsanawiyah.

Current madrasah tsanawiyah students belong to generation Z, which was born in the development of technology so that they have a great dependence on technology. They are accustomed to various gadgets and applications that affect individual behavior and personality. The positive characteristics of gen Z are being able to operate various technological devices deftly, being quick in

finding information, and being part of a large community, while the weaknesses of gen Z include being less skilled in verbal communication, lacking patience, and liking instant things (Suwarno, 2018).

MTsN 9 Bantul students are one of the gen Z students who have been facilitated with devices by their parents, but the use of devices has not been used to support learning but is

limited to communicating, accessing social media, entertainment, and playing games. Students of MTsN 9 Bantul only use devices for learning if they get assignments from teachers that require devices or to access learning assessments through Jogja Madrasah Digital.

The structure of the independent curriculum in madrasah tsanawiyah consists of general subjects group A and B. Social studies is one of the general subjects of group A. The content of social studies learning in madrasah tsanawiyah is based on an integrated concept from various disciplines of history, economics, geography, and sociology. Regulation of the Minister of Education and Culture No.58 of 2014 explains the purpose of social studies emphasizes on the understanding of the nation, the spirit of nationalism, patriotism, and community activities in the economic field in the space or territory of the Republic of Indonesia. Known as a subject that studies daily social phenomena, social studies learning is not enough to just remember and understand concepts but also requires students to think.

Based on observations in the field, teachers and students of MTsN 9 Bantul still use printed teaching materials to study social studies subjects. This is motivated by the absence of a collection of electronic social studies teaching materials at MTsN 9 Bantul. MTsN 9 Bantul library only provides printed social studies teaching materials that can be borrowed in turn during social studies learning and cannot be taken home because of the limited number

The content of the material in the social studies package book loaned by the library of MTsN 9 Bantul does not cover all the material in the social studies learning outcomes of the independent curriculum containing rahmatan lil alamin taaddub and tathawwur wa ibtikar values. In terms of learning evaluation questions in printed social studies textbooks are also limited.

In addition, the questions in the printed textbooks also have not been able to foster abilities in accordance with the character of 21st century learning due to the content of the questions in the printed social studies textbooks are still at the low order thinking skill (LOTS) level. This can be seen from the low number of students who are predicated on completion when social studies teachers present high order thinking skills (HOTS) questions in formative assessments as shown in the table of assessment results on the theme of humans and changes that students learned before the development of the digital economy.

Table 1. Assessment Results of Students in Class IX MTsN 9 Bantul

No.	Class	Assessment Results Category Completed	Assessment Results Incomplete Category	Number of Students
1	IXA	5	25	30
2	IXB	0	32	32
3	IXC	1	29	30
4	IXD	1	31	32
5	IXE	14	18	32

Source: primary data processed

Meanwhile, the companion social studies book that students have and can take home because of their private status is also limited in terms of material content and the number of questions available. The companion book used has not contained rahmatan lil alamiin taaddub and tathawwur wa ibtikar values which are in line with the Ministry of Religion's Merdeka Curriculum. By relying solely on printed and companion package books, the learning resources used by students in learning are limited, which has an impact on the low social studies scores of students .

When students are given assignments to work on exercise questions or test questions, most students are not precise in working on the questions so that many answers are wrong. This makes students get scores below the standard set by the teacher. MTsN 9 Bantul students are also not used to solving problems containing contextual problems. This shows the low ability of students to think in solving problems in the problems given by the teacher.

When learning activities take place, especially in social studies subjects, students are more passive than active, students hesitate and do not even dare to answer the teacher's questions with their

own ideas or ideas. Students' knowledge of the material taught is also limited. When the teacher asked questions to students, only one or two students responded.

Based on observations at MTsN 9 Bantul during social studies learning, students still need attention in behavior such as a lack of sense of responsibility in completing tasks given by the teacher, passive in the learning process, not involved in discussion activities, unable to interact with other friends, cheating during the evaluation process, and still relying on friends in doing the tasks given by the teacher. This attitude has not reflected the success of the internalization of *rahmatan lil alamiin taaddub* and *tathawwur wa ibtikâr* values.

In order to achieve the objectives of the independent curriculum to form students who have the ability to answer the challenges of the 21st century, madrasah as a facilitator is required to provide creative and modern learning trends. One way to improve thinking skills is by using innovative teaching materials to support the teaching and learning process.

Along with the development of technology and the increasing use of sophisticated electronic devices from year to year, innovations have emerged related to teaching materials which were originally only in printed form, currently many educational units have switched to using electronic teaching materials. The use of electronic teaching materials is widely used because it is considered more practical, easy to use, and attracts the interest of students and teachers.

Based on the above problems, it is necessary to have electronic social studies teaching materials on the theme of digital economic development to improve thinking skills so that MTsN 9 Bantul students have varied teaching materials or as another reference in learning and can apply aspects of *rahmatan lil alamiin taaddub* and *tathawwur wa ibtikâr* values. Thus students can become lifelong learners who are competent, have character, and behave in accordance with the *rahmatan lil alamiin* value of *taaddub* and *tathawwur wa ibtikâr*.

The development of electronic teaching materials carried out by the author in this study is social studies teaching materials in the field of economics with the theme of digital economic development for grade IX students. The theme of digital economic development was chosen because this material is new material that previously did not exist in the 2013 curriculum grade IX material. In addition, digital economic development material is important for students to understand because it is closely related to daily economic activities that are often carried out. Therefore, the author is interested in developing teaching materials entitled "Development of Electronic Teaching Materials with *Rahmatan Lil Alamiin* Value of *Taaddub* and *Tathawwur wa Ibtikâr* Theme of Digital Economic Development for Grade IX Madrasah Tsanawiyah Negeri 9 Bantul".

Previous research conducted by Aziz et al (2017) with the title Development of Social Studies Teaching Materials Shared Model Class VIII. This study aims to develop social studies teaching materials shared model VIII grade junior high school with the theme "Environment and Economic Activities of Society" which is feasible, interesting, foster independence in students in learning based on the test results of material experts and media experts, teacher assessments, and students. Based on the feasibility test by experts, teachers, and learners showed the social studies module model shared grade VIII is very systematic, consistent, interesting, appropriate, appropriate for use in learning.

Research conducted by I Dewa Gede Alit Rai Bawa, Sukadi, and I Made Teguh (2014) entitled "Development of Social Studies Teaching Materials Oriented Integrated Social Studies for Junior High School Students Grade VII". This study aims to develop integrated social studies teaching materials that are tested for validity and effectiveness in an effort to improve the learning achievement of junior high school students in grade VII. The results of this study indicate that teaching materials are classified as good criteria because of their validity. Teaching materials developed by I Dewa Gede can also improve students' learning achievement.

Writing the development of electronic teaching materials has been widely done. However, the development of electronic teaching materials for madrasah tsanawiyah students of social studies with the theme of digital economic development containing rahmatan lil alamiin taaddub value and tathawwur wa ibtikâr typical of madrasah has never been done. Through the development carried out, it is expected to be able to instill rahmatan lil alamiin the value of taaddub and tathawwur wa ibtikâr in madrasah tsanawiyah students, facilitate students' learning styles, and make students easier to learn, and improve students' abilities.

2. Literature Review

Teaching Material Development

One of the supporters of learning activities is the availability of teaching materials. The preparation of learning materials needs to be done by the teacher because it is part of the learning design and is contained in the teaching module. The best available technology and media must be used properly to encourage optimal learning, students need to be involved through proper practice and feedback (Smaldino et al., 2019). Dick and Carey (2001) have developed the ADDIE development model used to design learning systems consisting of analysis, design, development, implementation and evaluation.

Electronic Teaching Materials

Electronic teaching materials are learning materials that are systematically arranged using language that is easy for students to understand according to the level of understanding and age of the target users of electronic modules so as to enable students to learn independently with little guidance from the teacher (Prastowo, 2015). Electronic teaching materials present learning information in a structured, interesting, and highly interactive manner (Oktaviara & Pahlevi, 2019). Electronic teaching materials have several characteristics, namely self instructional, self contained, stand alone, adaptive user friendly (Directorate of Vocational Secondary Education Directorate General of Primary and Secondary Education, 2003).

Rahmatan Lil Alamiin The Value of Taaddub and Tathawwur Wa Ibtikar

The profile of rahmatan lil alamiin students is the profile of students in madrasas who are able to realize the insight, understanding, and behavior of taffaquh fiddin (the obligation to study knowledge in various fields) (KMA Number 347 of 2022). Through rahmatan lil alamiin, the value of taaddub and tathawwur wa ibtikâr, madrasa students must be able to play a role in society as a figure who is polite, empathetic, responsible, honest, dynamic, and innovative in the midst of diverse community life and actively contributes to maintaining the integrity and glorifying the Indonesian state and nation.

Digital Economy Development Theme

The theme of Digital Economic Development consists of money and financial institutions, 21st century community interaction, transaction development in the digital economy, and financial literacy. Money emerged along with the need to make more complex exchanges (complicated) when barter methods were considered unreliable. Financial institutions are institutions that provide financial services to the public. In Indonesia, financial institutions are divided into bank financial institutions and non-bank financial institutions. The principles that should be the foundation for community interaction in the digital world include respect, educate, and protect. The development of the trading system in the current era is driven by various advances in technology. The two most decisive areas are transportation and communication. Financial literacy is needed to ensure that a person can use their money and wealth appropriately and wisely (Satria, 2022).

3. Research Methods

The research design used is research and development to develop electronic teaching materials with rahmatan lil alamin taaddub and tathawwur wa ibtikar values on the theme of digital economic development for grade IX madrasah tsanawiyah. The research and development method was chosen to produce and test the effectiveness of the product. The teaching materials were developed with the Lectora Inspire 21 application and are compatible with devices. The purpose of making electronic teaching materials is to improve students' critical thinking skills on the theme of digital economic development. The development model uses ADDIE (Analysis, Design, Development, Implementation, and Evaluation).

The research trial design to determine learning outcomes on the theme of digital economic development used an experimental design with a pre-test-post test control group design model (Arikunto, 2013). The control and experimental class student groups were given a pre-test before treatment. This aims to determine the initial condition of each class. Furthermore, the control group was given treatment in the form of using printed while the experimental group was given treatment using electronic teaching materials. Before the trial, the product was first validated by material and media experts and educational practitioners. After validation and comments were given, the electronic teaching materials were revised by researchers, then product trials were carried out.

The subjects involved in this study were 1 media expert (Lecturer in Economic Education, Faculty of Economics and Business, State University of Yogyakarta), 1 material expert (Lecturer in Accounting Education, Faculty of Economics and Business, State University of Yogyakarta), and 1 social studies teacher (teacher of MTsN 9 Bantul). The subjects of this study were students of class IXE and IXA which amounted to 32 students

and 30 students respectively. The background of the selection of the two classes is due to unsatisfactory learning outcomes in economic social studies so that it needs special attention. The rating scale in this questionnaire uses a Likert scale which aims to measure a person's perceptions, attitudes, and opinions (Sugiyono, 2013). Data from pre and post test results were analyzed using the standard gain equation developed by Hake (2012) to determine the increase in students' learning outcomes.

4. Results and Discussion

Research Results

Analysis Stage

In starting the development of electronic teaching materials, researchers analyzed the problem by observing the obstacles that arise during the learning process in class IXE and IXA MTsN 9 Bantul. Based on the results of observations, researchers determine the focus of learning that needs to be considered by students by selecting the learning outcomes of the theme of digital economic development. This selection is motivated by the low mastery of economic themes by students compared to other themes in social studies learning. Therefore, researchers decided to develop electronic teaching materials that are attractive and can be accessed through devices owned by students.

Design Stage

Before producing feasible electronic teaching materials, researchers must first design electronic teaching materials. The design of electronic teaching materials consists of several contents developed using the Lectora Inspire 21 application.

Development Stage

The learning materials, individual questions, and group questions that have been made are then saved in MS Word format. The content in the form of image illustrations, learning videos, and accompanying music were also saved by the researcher in the laptop. After all the content was ready, the researcher changed the content in the form of an application by utilizing Lectora Inspire 21. In addition, this process also added a link to collect assignments, and youtube links containing learning videos related to the theme of digital economic development. The media in the electronic teaching materials developed by researchers were validated by Dr. Mustofa, M.Sc., a lecturer in Economic Education at the Faculty of Economics and Business, Yogyakarta State University. Based on the validation results from the media validator, it obtained a score of 3.92 and was included in the very feasible category. The conclusion from the media validator's assessment is that electronic teaching materials are worth testing with the revisions that have been given. Electronic teaching materials are also validated from the content of the material by Ani Widayati, M.Pd., Ed.D., lecturer in Accounting Education, Faculty of Economics and Business, Yogyakarta State University. Based on the validation results from the material validator, it obtained a score of 3.21 and was included in the feasible category. The conclusion from the material validator's assessment is that electronic teaching materials are worth testing with the revisions that have been given.

Implementation Stage

The initial implementation in the field was an assessment from teacher practitioners namely Gandes Aknishholikah, S.Pd. and Tyan Kurniansyah, S.Pd. as social studies teachers MTsN 9 Bantul. The results of the teacher practitioner assessment obtained an average score

of 3.58 with a very feasible category. In addition to assessing feasibility, teachers also assess the practicality of electronic teaching materials. The results of the practicality assessment by the two social studies teachers of MTsN 9 Bantul obtained a score of 3.59 with a very practical category. Based on the assessment of social studies teacher practitioners of MTsN 9 Bantul from feasibility and practicality, electronic teaching materials are feasible to be tested in the field without any improvements. Initial field implementation is part of the process of implementing electronic teaching materials which aims to assess the practicality of electronic teaching materials from the perspective of student users. The user student response questionnaire is seen from 5 aspects which include material, construction, language, usefulness, appearance. A total of 32 student users of class IXE MTsN 9 Bantul obtained an average score of the practicality of electronic teaching materials 3.21. From the calculation of the practicality assessment by student users, it can be concluded that electronic teaching materials containing rahmatan lil alamin taaddub and tathawwur wa ibtikar values on the theme of digital economic development can be said to be practical.

Stage

The results showed several recommendations from the validators. Suggestions given by media validators include the addition of learning videos related to the theme of digital economic development, the addition of links for collecting user student assignments, and the addition of other file formats besides text and images so that electronic teaching materials with rahmatan lil alamin values taaddub and tathawwur wa ibtikar theme of digital economic development are more attractive. Furthermore, the suggestions given by material validators include the process of rechecking the writing style that must be done by researchers, equalizing the font size, and avoiding multi-interpretive words in electronic teaching materials with rahmatan lil alamin values of taaddub and tathawwur wa ibtikar the theme of digital economic development is more feasible in terms of material. Meanwhile, teacher practitioners provide suggestions for developing applications to be downloaded through PlayStore so that they can be accessed more widely by madrasah tsanawiyah students.

Discussion

This research produces electronic teaching materials containing rahmatan lil alamin taaddub and tathawwur wa ibtikar values to improve students' critical thinking skills on the theme of digital economic development. The development of electronic teaching materials uses the ADDIE model which consists of analysis, design, development, implementation, and evaluation stages. The ADDIE method was used in this study because it can improve knowledge, skills and attitudes (Muflianah, 2022). Electronic teaching materials were rated 3.92 by media experts in the very feasible category, rated 3.21 by material experts in the feasible category, rated 3.58 by practicing teachers of MTsN 9 Bantul in the very feasible category. Practicality assessment by student users of class IXE MTsN 9 Bantul obtained an average score of 3.21 in the practical category. Electronic teaching materials are said to be valid and can be used if they get a minimum assessment with a decent category (Rahmatullah, 2019). Therefore, students can use electronic teaching materials containing rahmatan lil alamin taaddub and tathawwur wa ibtikar values on the theme of digital economic development as a learning tool that meets the standards.

From the results of the pre-test and post-test, it can be seen that the experimental group given the treatment (electronic teaching materials containing rahmatan lil alamin taaddub and tathawwur wa ibtikar values on the theme of digital economic development) has an average gain score of 0.71 with a high category compared to the control group using printed textbooks with an average gain score of 0.29 with a low category. Based on the data obtained, it can be concluded that the electronic teaching materials developed have been effectively used to improve student learning outcomes. This is in line with the research of Yuliana, Subagiyo, and Zulkarnaen (2020) who used android-based learning media to improve students' abilities and learning outcomes.

The use of android-based learning media by students makes them more diligent in learning and has begun to prepare their learning needs. In addition, students can also learn using applications anywhere. Students have also started trying to work on problems that are considered complex or difficult by reading examples of problems similar to these problems, then students can solve them. This research is also in line with the results of Febrianti's research (2021) which states that learning using android application learning media is better in improving student abilities.

Teaching materials developed in the form of MT's student books and MT's teacher books integrated with Islamic values can improve religious attitudes (Susilowati, 2017). This is in line with previous research conducted by Jamilah, et al. (2014) showed that the integration of religious values into the learning curriculum provides positive results that contribute to producing good human beings who apply knowledge and skills in accordance with Islam.

5. Conclusion

Based on the research results from the development of electronic teaching materials that have been carried out previously, the following conclusions can be drawn:

1. Product development of electronic teaching materials in social studies class IX subjects goes through several stages following the ADDIE development procedure. The first stage in the ADDIE development model is the analysis stage which includes student needs analysis, material analysis, technology analysis, and curriculum analysis. The second stage is design which includes designing media features, materials, and research instruments. The third stage is development which includes product manufacturing and product validation by material experts and media experts. The fourth stage is implementation which includes small class trials and large class trials. The fifth stage is data analysis, namely the assessment of the feasibility, practicality, and effectiveness of electronic teaching materials.
2. The results of the assessment of material experts and media experts stated that the electronic teaching material products developed were included in the very feasible category. This is indicated by the average score of 3.56 which is calculated from the average value of material and media validators.
3. The results of the practicality assessment by teachers and students after the research obtained results of 3.58 with a very practical category and 3.21 with a practical category, respectively.
4. Student response to electronic teaching materials can be seen from the results of the experimental class increase higher than the control class. The experimental class gain result of 0.71 is in the range of $\text{gain} > 0.7$ which is in the high category, while in the control class of 0.29 is in the range of gain values < 0.3 including the low category.

Further Study

This research can add to the abilities and skills of researchers regarding the development of electronic teaching materials with rahmatan lil alamin taaddub and tathawwur wa ibtikar values on the theme of digital economic development and can provide knowledge for other researchers as a reference in conducting broader research on electronic teaching materials and other development models. Researchers hope that further research can be more critical and improve other electronic teaching materials to improve students' critical thinking skills in any madrasah tsanawiyah.

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