E-Module Based Learning as an Effort to Improve Understanding of Imla' Among Islamic Religious Education Students

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Imla' is one of the basic skills in Arabic language learning that is important for students to master, especially in the Islamic Religious Education (PAI) Study Program. However, in practice, students' imla' ability is still low due to limited teaching materials and interactive learning methods. The use of e-modules is seen as a strategic innovation in Arabic language learning that has not been widely studied in the context of Islamic education in higher education. The purpose of this study was to analyze the effect of e-module use on improving the understanding of imla' material. This study used a quantitative approach with a one-group pretest and posttest design. The sampling technique was purposive sampling on PAI students. The results of the analysis showed that the use of e-modules had a significant effect on improving the understanding of imla' with a p-value of 0.000. These results indicate an increase in accuracy in imla' material, namely students are able to understand Arabic writing rules and recognize mistakes that have been made previously. E-modules contribute to increasing motivation and learning independence. E-modules have also proven effective as alternative learning media in improving the understanding of imla' material for PAI students. This study recommends the development of broader e-modules and the integration of learning technology in the Arabic language curriculum in higher education.

Keywords: E-Module, Imla', Islamic Education Students

INTRODUCTION

Language is a systematic and arbitrary sound that is well-arranged according to the conversion of its users and is produced from human speech and not from other tools with universal meaning that it has general similarities (Abidin, 2019). Language is a communication tool used by members of a society, including individuals, to express their desires, feelings, and thoughts. Language is also a means of expression intended to convey ideas, thoughts, and opinions to others. Communication is facilitated by language (Indah, 2021).

Arabic is a special language, allowing Allah SWT to communicate with humanity through the verses of the Quran. Allah SWT chose Arabic from among the many languages of various nations to provide guidance to humanity, namely His servants. Arabic has a rich diversity, blended with ancient non-Arabic languages (Aizid, 2025). As the official language of the Qur'an, Arabic is also used in Islamic studies which plays an important role in Islamic education at every level of education from elementary to university.

In Indonesia, Arabic is a foreign language with close ties to Indonesian. The majority of Indonesian vocabulary originates from Arabic. The close relationship between the Indonesian people and Arabic extends beyond the influence of linguistic borrowings; the two also share a religious-ideological connection, making Arabic a language inseparable from the Islamic community in Indonesia (Muradi, 2016). Furthermore, Arabic is not something new. This is evident in the numerous Islamic boarding schools (pesantren) scattered throughout Indonesia. Furthermore, numerous universities offer Arabic language study programs. However, the majority of Indonesian students pursuing Islamic Religious Education (PAI) programs at universities have not yet received education at a pesantren, which is synonymous with Arabic language learning.

The Arabic language learning process in universities still faces various obstacles, such as inadequate Arabic vocabulary mastery. Students tend to have difficulty grasping sounds and understanding the meaning of spoken and heard sentences, making mistakes in Arabic writing, having difficulty constructing sentences correctly, and lacking a grasp of Arabic writing rules (Ummah & Nasih, 2022) Mastery of Arabic is not only demonstrated by the ability to understand Arabic texts but also by the active ability to apply language skills starting from listening (istima'), speaking (kalam), reading (qiro'ah) and writing (kitabah) (Muradi, 2016).

One area of learning that receives less attention is Arabic writing or dictation (imla'). Imla' is a method used to master Arabic, particularly regarding writing rules. Imla' is also known as a learning method aimed at enabling students to write Arabic well and correctly. Providing imla' learning material involves providing an understanding of dictating words or sentences aloud with the aim of being heard by others or students, so that students can listen, understand, and write them down (Hakim & Karyawati, 2025).

In reality, imla' learning is often delivered traditionally without using a systematic pedagogical approach. Students tend to simply copy without understanding writing rules and the causes or theories behind the word structure they write. This results in students' imla' skills tending to be low, unsystematic, and relying solely on memorization rather than understanding the basic theory in imla' learning. Observation Results Munawwaroh (2020) stated that students in the Islamic Religious Education (PAI) study program at universities still make many mistakes in writing Arabic letters (akhtho' imlaiyyah), especially in words that have similar letters in the form of writing the hijaiyah letter forms, ta' marbuthah and ta' maftuhah, length and shortness of readings, identification of sounds in hijaiyah letters, writing tanwin and tasydid, connecting letters and the rules of lam syamsiyah.

Students in the Islamic Religious Education (PAI) Study Program at the Faculty of Islamic Studies at Singaperbangsa University, Karawang, come from diverse educational backgrounds. Many are graduates of public schools who have not previously received intensive Arabic language instruction. This presents a unique challenge in the learning process, particularly in language-based courses such as *Kitabah wa Qirā'ah*, which requires the ability to read and write Arabic well and correctly. Based on the results of interviews with the lecturers in charge of the course *Kitabah wa Qirā'ah*, It is known that the majority of students, approximately 60% from non-Islamic boarding school backgrounds, experience difficulties in mastering Arabic language materials, including dictation. This is evidenced by survey results showing that 52% of students find it difficult to learn Arabic and 56% find it difficult to learn Arabic. Furthermore, there are currently no specific guidelines or modules for students to use in learning dictation.

Mahmudi et al. (2025) stated that the low level of understanding of the dictation material was influenced by various factors, including previous educational background, lack of previous learning experience, motoric difficulties when writing, limited understanding of the theory caused by limited media and imla' learning methods that were less interactive, as well as the lack of structured exercises that hone students' abilities gradually and continuously.

One method used to improve students' understanding of the text is through the innovation of using text learning modules as the primary teaching medium and strategy in delivering the text. A module is a teaching material in learning with relatively brief content and specifically designed to achieve the objectives of a learning process. Modules are composed of a series of systematic activities related to the material and the use of media equipped with evaluation. Educators use modules as supporting or complementary materials in the teaching and learning process, while students use modules to improve their ability to absorb the learning material. Meanwhile, e-modules are teaching materials specifically designed systematically based on a specific curriculum that are arranged as a single unit within a certain time and demonstrated by utilizing electronic equipment such as computers. E-modules have advantages in learning and can increase the effectiveness and flexibility of learning that is not bound by space and time, making the learning process more interesting and in demand by students (Triyono, 2021).

Various previous studies have shown that the use of e-modules in learning can improve conceptual understanding, independent learning skills, and overall student learning outcomes. Research by Idayanti & Suleman (2024) shows that the use of e-modules can improve student learning outcomes. In line with research conducted by Rismaini & Devita (2022) In the context of e-module-based Mathematics learning, it is effective in building understanding and concepts compared to conventional methods.

However, although the potential of e-module-based learning has been widely demonstrated in various fields of study, its application specifically in imla' learning has not received much academic research. The use of e-modules allows students to gain a more focused, structured, and contextual learning experience. Imla' e-modules designed with attention to the characteristics of the Arabic language and students' learning needs can increase active interaction, strengthen grammatical understanding, and correct frequently occurring writing errors. E-modules are a strategic alternative to address the problem of low imla' mastery among students.

Previous studies have focused more on the development of digital media or online applications for general Arabic language learning without adequate attention to basic skills such as reading comprehension. Mastering reading comprehension forms the foundation of language skills. Therefore, research is needed that specifically examines the effectiveness of e-module-based learning in improving comprehension of reading comprehension, particularly in the context of Islamic Religious Education students with diverse Islamic religious and Arabic language backgrounds.

This study aims to examine the extent to which the use of a learning e-module specifically designed for the dictation material can improve students' understanding of the rules of Arabic script writing. This study uses a quantitative approach with a pre-test and post-test experimental design to measure differences in students' understanding before and after using the e-module. The e-module used in this study is structured based on basic dictation competencies relevant to students' needs and is accompanied by structured exercises and assessments that support the achievement of learning objectives.

METHOD

A. Types of Research

This research uses a quantitative approach with a pre-experimental design in the form of a one group pretest-posttest design, namely providing a pre-test before treatment and a post-test after treatment is carried out (Sugiyono, 2019). The aim is to determine the effect of e-module-based learning on improving students' understanding of dictation.

B. Location and Time of Research

The research was conducted at the Faculty of Islamic Religion (FAI) Singaperbangsa University Karawang (UNSIKA) in December 2024.

C. Research Subjects

The population in this study were students of the Faculty of Islamic Studies (FAI) at Unsika University, with the sample being students of the Islamic Religious Education (PAI) study program. The sampling technique used was purposive sampling, which is the selection of samples based on certain characteristics or traits that are considered to have a close relationship with the characteristics or traits of the population that have been previously known (Kusumastuti et al., 2020). The sample was determined with inclusion criteria, namely active students of the PAI UNSIKA study program who were willing to be respondents in this study. The exclusion criteria were students who were not present during the study. The sample obtained in this study consisted of 14 respondents.

D. Data Source

The data in this study are primary data collected directly from respondents. The research instrument consisted of test questions designed to measure students' understanding of the dictation material. Before use, this instrument underwent validity and reliability tests to ensure its validity and consistency. The e-module is a flipbook distributed and explained online via the Zoom application to students. The e-module covers the hijaiyah letters, punctuation and harakat, the rules of alif and ta'ak (alif layyinah, alif lam and ta'a), and hamzah. The e-module also includes learning objectives consisting of general and specific objectives, as well as evaluations to facilitate student independent learning.

Furthermore, at the end of the e-module, there are practical examples of stories that students can use for group learning.

E. Data Analysis

The instrument was tested for validity and reliability on 6 different respondents from Unsika FAI students to test the question items related to writing rules, namely 6 items. After the validity and reliability test, the results of the study were analyzed using the Shapiro Wilk test to determine the normality of the data with respondents <50 and conducting a paired sample t-test, which is a statistical technique used to test the significance of the difference in the average (mean) derived from two paired distributions in order to determine the results of the specified hypothesis (Setyaedhi et al., 2025). In the t-test study to see the significant difference between the pre-test and post-test scores which reflect an increase in students' understanding of the dictation material after being given e-module-based learning.

F. Research Ethics

In conducting this research, the researcher is committed to comprehensively applying the principles of research ethics to maintain scientific integrity and protect the rights of participants. The research was conducted with due regard to the principles of confidentiality, voluntariness, and scientific honesty. All respondents involved in this research, namely students of the Islamic Religious Education study program, were first given a transparent explanation of the purpose, procedures, benefits, and potential risks of the research activities to be conducted. The researcher ensured that their participation was voluntary without any coercion or pressure from any party, and provided participants with the opportunity to withdraw from the research at any time without any negative consequences..

The identities and personal information of all participants were kept confidential by not including their names or identifying information in the published research results. The data obtained were used solely for academic purposes and analyzed objectively without manipulation. The researchers also ensured that the instruments used did not have any negative psychological or academic impact on the participants.

In data collection, the researcher acted professionally and respected academic norms as well as local and institutional values within the campus environment. This research was conducted through a consultation process with the relevant authorities at the educational institution where the research was conducted to ensure that all procedures were in accordance with applicable policies. By applying these ethical principles, it is hoped that the research results obtained will not only be academically valid but also morally and ethically accountable.

RESULT AND DISCUSSION

The results of the research instrument test on 6 research rule items showed that out of 6 items on the rules for writing dictation, 3 items were declared valid and reliable with a significance value of <0.05 and an r alpha value (1.000) > r critical (0.729) while 3 items that were declared invalid or unreliable had their wording changed to produce new questions with the same topic. Meanwhile, on 14 dictation practice items, no data validity or reliability tests were carried out.

[Table 1. about here]

[Table 2. about here]

The results of the pre-test and post-test using the Shapiro-Wilk test showed that the pre-test and post-test data were normally distributed, namely the pre-test significance was 0.927 and the post-test significance was 0.571 or > 0.05, so a paired t-test was used.

[Table 3. about here]

There was a change in scores between the pre-test and post-test results of 14 respondents. Overall, the post-test results showed an improvement compared to the pre-test. In the pre-test phase, the lowest score obtained by respondents was 5, while the highest score reached 17. After the treatment or intervention, the post-test scores increased, with the lowest score being 6 and the highest reaching 19.

[Table 4. about here]

Based on the results of the paired sample t-test, there was a significant difference between the pre-test and post-test results of students after participating in module-based learning. A p-value of 0.000 indicates a significance below 0.05, which means that module-based learning effectively improves students' understanding of dictation.

[Table 5. about here]

The results of the study indicate that the use of e-learning modules significantly increased students' understanding of the imla' material at the Faculty of Islamic Studies (FAI). The increase in post-test scores compared to pre-test scores indicates that the learning activities or interventions implemented were effective in improving participants' learning outcomes. Pedagogically, this indicates that students were able to better understand the material after participating in the learning process. Based on the statistical test conducted, a p-value of 0.05 was obtained, indicating that there was a statistically significant difference between the pre-test and post-test results after the implementation of module-based learning. This is reinforced by the difference in the average score of 2 points, which reflects an increase in students' understanding of the material provided. Pedagogically, this indicates that students are able to understand the material better after participating in the learning process. This finding also reinforces the notion that structured and systematic learning media such as e-modules can make a positive contribution to improving student learning outcomes, particularly in the area of reading comprehension skills. In line with research Aisyah et al. (2021) which states that the use of e-modules for PAI materials can significantly improve student learning outcomes.

Although the difference in average scores was not significant, this improvement still demonstrates that the use of e-modules can overcome the limitations of conventional learning, which has traditionally relied solely on lectures or dictation. Students who learn using e-modules have access to clearer, more systematic, and more flexible materials that can be repeated flexibly, regardless of distance or time (Miranti et al., 2024). This makes it easier for them to understand word structure, similar letter shapes, the rules for using vowels, and other grammatical aspects of Arabic, which are crucial for mastering dictation. Furthermore, the e-module provides practice questions with answers so students can receive feedback on their learning outcomes.

E-modules promote a more student-centered learning environment. Compared with previous research that focused on e-modules for science or mathematics, this study presents a novel approach to its application in Islamic education-based Arabic language learning. This novelty lies in the integration of learning technology principles with the specific needs of Arabic-Islamic literacy, making the results relevant to the context of religious higher education. In e-module-based learning, the lecturer acts as a facilitator, while students are the primary actors exploring the material, completing exercises, and evaluating their own understanding. This approach aligns with the principles of independent and active learning, which are believed to be more effective in building in-depth understanding (Van Hout-Wolters et al., 2000). In the context of learning dictation, the understanding referred to is not only memorizing word forms or letter sounds but also includes understanding of writing rules, application in sentences, and sensitivity to writing errors that often occur.

The e-module used in this study was also designed with the principles of meaningfulness and contextuality in mind. The purpose of the e-module's materials is not only theoretical but also relates to the use of dictation in a practical context, both in using Islamic literacy such as the Maktabah Syamilah and as appropriate teaching materials for teaching dictation, as Islamic Religious Education students are also prospective educators. Students feel more relevant and motivated because the material they learn is directly related to their field of study. This condition triggers a stronger internalization process of the material, so that understanding of the dictation concept is not only temporary but has the potential to persist in the long term.

The results of this study also illustrate that although the difference in scores was only 2 points, strong statistical significance indicates a significant influence of the independent variable, namely the use of e-modules. This confirms that in evaluating learning outcomes, not only quantitative scores are considered but also the process and quality of the learning interactions that occur. Students who previously made errors in writing similar letters, such as between "س" and "ش", Students began to show increased accuracy in their writing. Similarly, in terms of harakat usage, students appeared more precise after receiving visual and audio explanations via the e-module.

In addition to academic benefits, the use of e-modules also provides a learning experience that is in line with current developments. Islamic Religious Education students today live in a digital environment, making the use of technology-based learning media unavoidable. E-modules integrate technology into the Arabic language learning process, particularly in reading comprehension skills, which have traditionally tended to be conventional. E-modules make learning more dynamic and address students' individual learning needs (Syafi'i & Razak, 2024).

Although the research results show a positive and significant impact on improving student understanding, the implementation of e-modules still faces several limitations. The relatively small increase in average scores indicates room for improvement in the design and implementation of e-modules. Some students are not yet fully accustomed to independent learning using digital media or have not optimally utilized all available features. Furthermore, the lack of preparedness of lecturers in designing digital content and the limited technological infrastructure in some religious institutions also pose challenges. Therefore, training for Islamic Religious Education lecturers in digital media development, adequate infrastructure support, and clear guidelines for student use of e-modules are needed. Continuous evaluation of the structure, difficulty level, and exercise variations is also crucial to make e-modules more adaptive, interactive, and able to adapt to students' learning needs and abilities. This way, each student can learn at their own level of mastery, and the process of improving understanding is more optimal (Abdurahman et al., 2025).

The use of technology-based media, particularly e-modules, is a relevant and strategic step in improving the quality of learning. E-modules not only provide easy access to materials but also create a more independent, interactive, and flexible learning process. Amidst the challenges of education that demand innovation and efficiency (Sofietaria & Azmah, 2024). The use of e-modules can be a solution to overcome the limitations of traditional learning methods, especially in technical skills such as dictation.

CONCLUSION

Based on the research results, it can be concluded that there has been a quantitative increase in scores, although not a significant one. The existence of e-modules contributes significantly to improving students' conceptual understanding, particularly in learning dictation. Pedagogically, these findings have important implications for Islamic Religious Education lecturers and Islamic educational institutions to utilize e-modules as adaptive, interactive, and contextual learning tools tailored to student needs. The use of e-modules is not only feasible but also needs to be systematically developed in Arabic language learning at universities. Innovation in content design, lecturer training in the use of learning technology, and institutional support are key to optimizing the effectiveness of this medium sustainably and strengthening the quality of Islamic Religious Education learning in the digital era.

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LIST OF TABLES

Table 1 / Validity Test Result

No	r count	r table	Sig.	Criteria	Questions Before Repair	Post-Repair Questions
1	0,949	0,811	0,004	Valid	Berikan contoh penulisan huruf hija'iyah apabila berdiri sendiri letaknya di atas garis!	Berikan contoh penulisan huruf hija'iyah apabila berdiri sendiri letaknya di atas garis!
2	0,949	0,811	0,004	Valid	Berikan contoh penulisan huruf hija'iyah apabila berdiri sendiri dan berada di akhir kata letaknya memotong garis!	Berikan contoh penulisan huruf hija'iyah apabila berdiri sendiri dan berada di akhir kata letaknya memotong garis!
3	0,949	0,811	0,004	Valid	Berikan contoh penulisan huruf ي apabila berada di tengah kalimat!	Berikan contoh penulisan huruf ي apabila berada di tengah kalimat!
4	0,750	0,811	0,086	Tidak Valid	Berikan contoh memanjangkan huruf قُ menjadi 2 harokat!	Berikan contoh penulisan harakat panjang pada huruf ا !
5	0,000	0,811	1,000	Tidak Valid	Berikan harakat pada kata berikut سؤال !	Berikan harakat pada kata berikut لؤلؤ !
6	Jawaban Sama Salah			Tidak Valid	Berikan contoh penulisan huruf hamzah tanpa tambahan huruf apapun di tengah kata !	Berikan contoh penulisan huruf hamzah dengan tambahan ا di tengah kata !

Table 2 / Reliability Test Result

Variable	r alpa	r kritis	Criteria
Aturan Imla'	1.000	0.729	Reliabel

Table 3 / Results of Data Normality Test

	Statistic	df	Sig.
Pre Test	0'974	14	0,927
Post Test	0'951	14	0,571

Table 4 / Numerical Comparison of Data

No Responden	Pre test	Post Test
1	11	13
2	18	19
3	14	14
4	17	18
5	9	12
6	15	16
7	3	6
8	11	14
9	10	13
10	8	10
11	12	14
12	12	13
13	14	18
14	8	10

Table 4 / Numerical Comparison of Data

No Responden	Pre test	Post Test
1	11	13
2	18	19

Table 5 / Mean, Difference and Paired t-test Results

Assumptions	t	df	Sig. (2 tailed)	Mean	95% Confidence Interval	
					Lower	Upper
Not the same	-6,745	13	0,000	-2,000	-2,641	-1,359