

# The Development of E-Learning Based Student Worksheets in the Basics of Da'wah Management Course

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## ARTICLE INFO

### Keywords:

E-learning;  
Learning outcomes;  
Student worksheets

### Article history:

Received 2022-11-06

Revised 2022-12-12

Accepted 2023-12-11

## ABSTRACT

This study attempts to create student worksheets for the Basics of Da'wah Management. This research falls under the category of development research. This study will create educational resources in the form of student worksheets that are legitimate, practical, and effective. The process will involve two stages: preliminary study and formative study. The preliminary stage involves planning and design, while the formative study stage covers Self Evaluation, Expert Reviews, One to One, Small Group, and Field Test with a sample of 20 semester 2 students. The findings indicate that the e-learning Student Worksheet is legitimate, practical, and successful in enhancing student comprehension of the Basics of Da'wah Management Course. 85% of students fall into the full group based on the results of student learning exams during the field test stage. The created LKM also garnered a favourable reaction from pupils who exhibited increased motivation to learn.

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## 1. INTRODUCTION

Education is a universal concept that is widely embraced worldwide, including in Indonesia, where various educational activities are conducted using diverse learning methods to facilitate the acquisition of knowledge and promote global understanding. One advancement in education is the creation of instructional tools that facilitate students' comprehension of knowledge. Sulistyowati (2019) identified key components for effective implementation of teaching materials in the learning process: learning instructions, competencies, content, supporting information, exercises, work instructions, worksheets, evaluation, and feedback on evaluation results (reflection) (Saputra, 2021). Worksheets are designed to facilitate students' comprehension of the topic.

Online learning is one method that can be used to learn online. This is an option to help deliver and access lecture material, especially during the pandemic, when most students study online. Educators have the responsibility to create a learning atmosphere while still paying attention to ensuring that learning is of high quality with appropriate teaching methods that meet the needs of students by paying attention to teacher and lecturer regulations. Students must behave positively when using learning media and teaching materials such as student worksheets (LKM) (Ni'mah, 2016). In this

case, the focus of the research is teaching materials in the form of LKM. LKM functions as a medium during the learning process and plays an important role in helping students obtain information through e-learning where they study (Sugianto et al., 2017).

Student worksheets assisted by e-learning are considered quite effective in terms of implementation and evaluation of learning, it is hoped that they can facilitate extensive and interactive communication and interaction between teachers and students. Therefore, teachers are advised to use LKM to distribute lesson materials and help students learn (Haryonik & Bhakti, 2018). One of the teaching materials that lecturers can use is Student Worksheets (LKM).

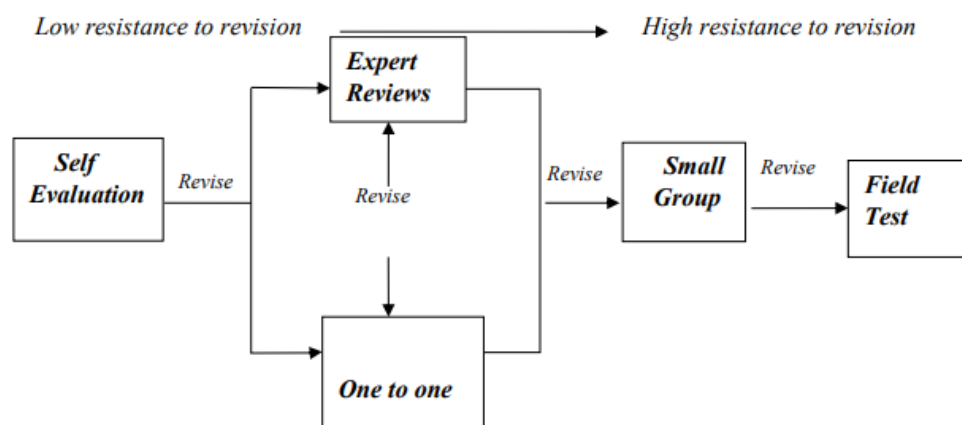
Lecturers must provide educational experiences that foster the development of cognitive abilities. Utilising suitable learning methods or media can enhance learning efficacy, and the opposite is also true. Student worksheets (LKM) are a form of alternative media that can enhance learning. LKM acts as a tool to assist students in understanding and exploring concepts through the conducted activities (Sari & Wulanda, 2019). This aligns with Guruh, Anjarwati, & Prayitno's (2018) assertion that utilising LKM can enhance the concentration of student learning activities. A well-designed LKM can enhance student engagement and facilitate active learning, whether individually or in collaborative settings. Engaging in learning with LKM enhances students' motivation, leading to a beneficial impact on their cognitive abilities (Sari & Sugiyarto, 2015). Lecturers should construct Knowledge Management Systems (KMS) to enhance their teaching and improve student learning.

The Basics of Da'wah Management course is one of the courses impacted by online learning. Overall, this course will be tedious if solely presented in the typical manner. This course covers fundamental ideas of da'wah and efficient strategies for da'wah administration. You will learn about da'wah communication methods and how to develop and oversee da'wah programmes (Putri, 2022). The creation of e-learning based LKM is expected to help students solve problems, enhance their critical thinking skills, and explore their knowledge through online learning during the epidemic. During the COVID-19 pandemic, instructors of the Da'wah Management Course utilised e-learning tools for online learning to ensure optimal outcomes and advantages.

Several previous studies that are relevant to this research include Mairing & Lorida (2013) on the development of problem and project based LKM; Taqwa et al. (2019) on POE-based LKM; Wahyuni & Kurniawan (2019) on ICT-based LKM; Ulimaz et al. (2020) about HOTS-based LKM; Ramadhona (2018) on inquiry-based LKM; and Wirda et al. (2018) about project-based LKM. In contrast to previous research, the research focused on developing e-learning based student worksheets for the Basics of Da'wah Management course. Therefore, this research aims to develop e-learning based LKM, with the hope that students can learn independently without meeting face to face with lecturers.

## 2. METHODS

This study method pertains to development research. This study involved creating a valid and useful Student Worksheet teaching material through two stages: preliminary study and formative study. The initial phase involves preparation and planning, while the formative study phase covers Self Evaluation, Expert Reviews, One to One, Small Group, and Field Test (Nieveen & Folmer, 2013). Refer to Figure 1 for additional information.



**Figure 1.** Formative evaluation flowchart (Tessmer, 1993)

The preliminary study stage comprises two research stages: the planning stage and the development stage. During the planning step, the researcher selects the location and research topic. The researcher then submits a research proposal to the faculty for approval. Researchers coordinate research schedules with students and conduct procedures to facilitate research and analyse data. The researcher conducted a requirements analysis by examining the Merdeka Curriculum to determine the learning outcomes, objectives, sequence of objectives, and content in the learning materials of the Basics of Da'wah Management course. After analysing the demands, the researcher moved on to creating learning objectives to ensure that the desired outcomes were met. The development stage involves creating and designing the initial product. During this stage of development, the researcher formulates the issue, creates a draft, and produces prototype 1.

During the formative study phase, researchers employed a formative assessment design process. The initial stage involved self-evaluation, where the researcher assessed the learning media design created in prototype 1. The researcher conducted evaluations on the application design, learning outcomes, learning objectives, flow of learning objectives, and the content of learning media with e-learning features. This was done to reduce the limitations of prototype 1 before the evaluation took place during the expert review and one-on-one stage. During the expert review stage, Prototype 1 created during the self-evaluation stage, was evaluated by media and education experts to provide feedback on its content, language, and design. They filled out a validation sheet prepared by the researcher. The expert validation results were utilised to revise prototype 1, confirming its validity and suitability. During the one-on-one phase, the researcher worked with validation media specialists and education experts to assess the feasibility of prototype 1. Three students were requested by the researcher to evaluate prototype 1 by completing a questionnaire to get their feedback in the form of comments and suggestions. Prototype 1 was revised after analysis of expert assessment and one-to-one feedback, resulting in the creation of a legitimate and practical Prototype 2.

During the small group stage, prototype 2 was sent to 20 students who provided feedback through a questionnaire to gather their thoughts and suggestions. The questionnaire used at this stage was identical to the one used in the one-on-one stage. The purpose of this small group stage was to assess the practicality of prototype 2. Prototype 3 was developed after revising prototype 2 based on observations and feedback from the student response questionnaire. A field test was conducted on study subjects to assess the impact of the learning media generated by researchers on student replies, following the acquisition of a valid and practical prototype 3.

### 3. FINDINGS AND DISCUSSION

The research seeks to create student worksheets for the Basics of Da'wah Management Course using e-learning. The participants in this study were 20 students enrolled in the Da'wah Management programme at UIN Raden Fatah Palembang during the second semester. The research process consists

of preliminary steps (preparatory and module development stages) and formative study (self-evaluation, prototyping, and field testing).

### **3.1. Preliminary**

#### **3.1.1. Stage of Research Preparation**

At this stage, what is done is to observe and identify problems faced by students and teachers who teach Da'wah Management courses. The problems found are the lack of understanding, motivation and interest of students, and the learning media used also do not meet the criteria in developing students' thinking skills. Therefore, researchers need to develop student worksheets to solve these problems. The documents used in this development are Semester Learning Plans and Syllabus, which are in accordance with the curriculum at UIN Raden Fatah Palembang.

#### **3.1.2. Stage of Student Worksheet Development**

In the module development stage there are two stages: the analysis phase and the design stage as follows:

- 1) Analysis Stage
  - a) Student Analysis  
An analysis was conducted on students as study subjects and class trials to evaluate the effectiveness of using e-learning-based student worksheets. There are 20 students enrolled in this course during the second semester at UIN Raden Fatah Palembang.
  - b) Curriculum Analysis  
The current objective is to locate the course content titled Fundamentals of Da'wah Management. The researchers examined the lesson plans and curriculum to decide on the material and module titles.
  - c) Materials Analysis  
Teaching materials are student worksheets developed using e-learning
- 2) Design Stage  
This design stage includes module preparation and module layout.
  - a) Creation of student worksheet design  
The student worksheet design illustrates the interconnection among its components. The module design aims to streamline the creation of subsequent student worksheets and serves as a guide or blueprint for creating them.
  - b) Preparation of materials, exercises and assignments  
The material is written using Times New Roman with size 12 font and A4 paper, using Microsoft Word 2016.

### **3.2. Formative study**

#### **3.2.1. Self Evaluation**

An independent examination of the produced prototype is conducted at this stage before it is presented to the validators for assessment. Improvements needed include the front cover displaying the course, punctuation, writing errors, and image formatting. Here are the repair results displayed in Figure 2.



Figure 2. Student Worksheet

### 3.2.2. Expert Review

After evaluating the Student Worksheet, prototype 1 is reviewed by three experts: a language validator, a teaching material validator, and a construct validator. Additionally, the same prototype was provided to 2 students who were not part of the research study to assess the clarity and legibility of student worksheets. The validator's suggestions and comments are displayed in table 1.

Table 1. Recapitulation of validator comments (expert review)

Validator	Comment/ Suggestion
Validator 1	<ul style="list-style-type: none"> <li>- Use the conjunctions me, kan, di, to the appropriate Indonesian rules</li> <li>- There is still the use of foreign languages, even though they are in Indonesian</li> </ul>
Validator 2	<ul style="list-style-type: none"> <li>- Materials need to be sorted from easy to difficult</li> <li>- Learning objectives must be clear</li> </ul>
Validator 3	<ul style="list-style-type: none"> <li>- Make questions that lead to learning indicators</li> <li>- Use question words like what, how, why</li> </ul>

### 3.2.3. One to One

At this stage, the developed design is tested on two students with varying levels of abilities: high, medium, and low. The one-to-one stage prioritises clarity, convenience, and student engagement in the created student worksheets. Subsequently, interviews were held with students who were requested to provide feedback and suggestions on the constructed prototype. Following their study with e-learning-based student worksheets, students were requested to share their feedback. Some students reported encountering incomprehensible information, unclear graphics, confusing questions, and e-learning displays that were not aligned.

### 3.2.4. Small class trial

The e-learning student worksheet in the second prototype was evaluated with a small group of four students. The LKM was tested on 4 students by observing their activities while working on it solo or in groups. Next, inquire about the obstacles encountered while working on the MFI that can be utilised for enhancement in the future. After the trial, students found it easy to work on the LKM. Some students initially struggled with certain problems but were able to understand them after rereading. Other areas for improvement include writing errors and unclear or messy pictures.

### 3.2.5. Big class trial (field test)

Large class trials are intended to determine the level of effectiveness of the developed LKM, and effectiveness can be seen through student learning outcomes. The LKM was tested on 20 second-semester students, with the results shown in Table 2.

**Table 2.** Student learning outcomes

Range	Number of students	Percentage	Category
60-69	3	15%	Not finished
70-79	12	60%	Complete
80-89	3	15%	Complete
90-100	2	10%	Complete
Amount	20	100%	

Table 2 shows that 17 students (85%) are in the complete category, whereas 3 students (15%) have not completed. A questionnaire was issued to determine how students respond to the created Student Worksheet. The questionnaire employs a Likert scale ranging from 1 to 5, where a score of 5 indicates strong liking and a score of 1 indicates strong disliking. The results indicated that 11 pupils expressed a high level of liking, whereas 9 students fell into the group of liking. This indicates that all pupils responded positively to the availability of LKM.

The development of this LKM was carried out in two stages: the first stage was a preliminary study, and the second stage was a formative evaluation. The formative evaluation included self-assessment, expert review, and one-to-one, small group, and field test participants. The field test included twenty students and three validators: language, material, and construct validators. course of study 2. Following a series of revisions and tests conducted in both small and large classrooms, the LKM that was produced has established that it satisfies the criteria of being valid, practical, and effective. In order to maximise learning and have a good impact on both the level of subject mastery and the level of student motivation to learn, the usage of LKM that is based on e-learning is intended.

As far as validity, practicability, and efficiency are concerned, the development of LKM that is based on e-learning has been accomplished with great success. The validity of the MFI is satisfied from the perspectives of the material, the constructions, and the language being used. Due to the fact that students have reported that the LKM is simple to operate, the practicality of the LKM has been demonstrated by trials conducted on small ground and field tests. As an additional point of interest, the success of the LKM that was designed can be determined by the learning outcomes that were achieved by the students during the field test. On the basis of questionnaires and interviews, it was discovered that students truly appreciated and were driven to learn the fundamentals of da'wah management using the LKM that was produced. As many as 85 percent of students met the criteria for completeness.

Previous research has been carried out of Martahayu (2022) that PBL-based LKM assisted by e-learning can be used as lecture materials for students in basic education management courses and can help make it easier for students to access through e-learning anywhere in understanding and overcoming problems that have to do with the students themselves. Furthermore, Wahyuni's research (2019) that the application of ICT-based student worksheets is effective in improving student learning outcomes.

## 4. CONCLUSION

The e-learning-based Student Worksheet has been deemed legitimate, practical, and effective in enhancing student comprehension of the Basics of Da'wah Management Course, as evidenced by the results and discussions. 85% of students fall into the full group based on the results of student learning exams during the field test stage. The created LKM also garnered a favourable reaction from pupils who were more inclined to learn. Following suitable development, it is evident that e-learning utilising

LKM can serve as instructional material for students in the Basics of Da'wah Management course. This method can facilitate students' access to course content through e-learning platforms, enabling them to comprehend and address issues related to the course. Isolated. This research's drawback lies in the fact that development was spread across all materials, resulting in a lack of concentrated concentration on a single substance. Hence, it is advisable for future studies to investigate multiple materials over an extended period.

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