AJRS
journal.amca2012.org

AMCA JOURNAL OF RELIGION AND SOCIETY
e-ISSN 2775-2550
Vol 1, No 2, November 2021, 53–59
DOI 10.51773/ajrs.v1i2.286

Google Sites can be used to design Islamic-based "Circle" material modules. Is this valid?

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KEYWORDS

circles
googlesite
mathematics learning
teaching module

ABSTRACT The challenge in understanding circular material lies in its frequent occurrence and practical application in daily mathematics. Sure, pupils need assistance in comprehending and mastering the idea of circles. This study aims to develop an educational module using Google pages for a specific collection of papers in the eighth grade of Madrasah Tsanawiyah. The study methodology used is research and development (R&D) using the Tessmer model, which encompasses four distinct stages: independent assessment, expert evaluation, individual assessment, small group assessment, and field testing. This research only relied on self-reports, expert evaluations, and personal interviews. The findings of this study were used to develop an educational module classified as "Highly Valid". Furthermore, the learning module falls under the "Quite Practical" classification. They are designing a module for learning purposes. According to the information provided on the Google website, this circular document has the potential to serve as educational material.

1. INTRODUCTION

Introducing geometry instruction in elementary schools positively impacts children's motivation to study mathematics, promoting favourable attitudes and cognitive development (Fitriana et al., 2021; Nurul et al., 2021; Suharsiwi et al., 2021). Additionally, it fosters the need to explore other scientific fields and offers tangible real-world uses. Geometry is an essential discipline of mathematics that is imperative to acquire (Fauziyah et al., 2021; Liliani et al., 2021; M. et al. et al., 2021). Geometry is a branch of mathematics that aims to assist students in understanding the properties and relationships of geometric elements. Geometry is a subject that covers several areas that students often encounter in their everyday lives. Geometry can foster pupils' critical thinking abilities and provide them with problem-solving aptitudes that may be applied to real-world scenarios (Fatra et al., 2020; Nurkhazanah et al., 2021; Y. Yulianeta, 2021). A crucial geometric skill needed is the capacity to mentally see and manipulate spatial objects and use geometric models to solve problems (Angraini et al., 2019; Choirudin, 2017; Ratnaningsih et al., 2017). The literature above emphasises that geometry bolsters students' confidence in mathematical aptitude, nurtures problem-solving talents, and creates mathematical communication and reasoning expertise.

Circles in geometry are challenging to master, according to observations and unstructured interviews at an East Java madrasah institution. Several students say circle concepts are regularly encountered and employed in real-world settings, and many students require help comprehending and appreciating circles. According to reference, teaching circles helps students calculate circle circumference and area and utilise these skills to solve problems (Ehwanudin et al., 2018, 2019; Subandi et al., 2018). According to (Herdiansyah et al., 2019), employing a circular model enhances the likelihood of learning a circle better than other teaching materials. Students struggle to understand and engage with complex and theoretical cycle material, mainly when solving contextual difficulties.

Problem-solving activities enhance students' comprehension (Anwar et al., 2019; Choirudin et al., 2019; Wahyudi et al., 2019), logical reasoning (Iftanti et al., 2021; Mu'awanah et al., 2020; Zahroh & Mubarok, 2018), analytical skills (Alfaeni et al., 2022; Kusumaningsih, 2018; Nurkanti, 2018), strategic decision-making (Lacaux, 2019; Palupi, 2020), computational proficiency (Hass, 2019; Ndiung, 2019), and critical evaluation (Hardy, 2017; Huang, 2020). Engaging in problem-solving activities enhances cognitive ability. Students must be able to engage in critical thinking to tackle complex challenges that occur in a recurring manner effectively. Cultivating thinking skills is essential for children to develop the four 4C characteristics required in the 21st century (Agustini, 2019; Marín, 2014; Rizki, 2019). Teachers must boost students' ability to think critically throughout this period of cognitive growth (Almeida, 2019; Kraus, 2019; van Kemenade, 2019). Their role includes developing and implementing educational materials, strategies, and supplementary materials to enhance students' cognitive abilities, particularly in the eighth-grade curriculum of Madrasah Tsanawiyah (MTs). Critical thinking en-

compasses many methods to acquire information (Esposito, 2020; Šikić, 2021), employ reasoning (Akpur, 2020; Fatmawati, 2019), and resolve issues to arrive at informed judgments (Kholid, 2020; Toheri, 2020). The strategy requires meticulous observation and analysis to address recurring cyclical problems.

To support the development of critical thinking abilities in students, instructors must act as pedagogical innovators. This poses a significant challenge for educators and aspiring educators. Teachers may use information and communication technology to provide innovative approaches via the Ministry of Education and Culture (Clark, 2018; Harding, 2020; Rodríguez-Gómez, 2017) complimentary Belajar.Id platform. Within the Belajar.id account, a platform called Google Sites (Ebadi, 2017; Leraas & Huber, 2015; Nanthawong, 2020). The user interface (UI) of this Google Site has a strong resemblance to that of conventional websites. However, it is available to all educators, who may use it as teaching material by actively engaging their students.

In addition, students are instructed to improve their analytical reasoning abilities while learning proficiency in digital literacy via the use of the Google site as an educational resource (Choirudin et al., 2021; Darmayanti et al., 2021; Udomsil & Pankham, 2016). Teachers may use the Google site to promote student autonomy by instructing students to research the idea of circles independently using the materials provided on the Google site (Ahmed et al., 2021; Sugianto & Darmayanti, 2021). Modules are self-contained instructional resources that students may freely access and quickly understand. Modules are concise and captivating educational resources (Chen, 2021; Y et al., 2020), including subject matter knowledge, instructional strategies, and evaluation methodologies. Moreover, modules are meticulously and methodically built devices that strictly adhere to the specifications of module manufacturing.

The module should include problem-based learning to augment students' aptitude in resolving mathematical problems while considering potential obstacles in the field. In line with the conclusions drawn by Pallant (2020), learning mathematics entails using real-world scenarios as a basis for students to develop their analytical reasoning abilities in the context of problem-solving. Using problem-based modules may improve students' problem-solving ability by promoting creativity in producing contextually appropriate work alone or in collaboration. Using the module, students may acquire the necessary knowledge and strategies to overcome obstacles by studying on the Google site. Deep learning improves students' problem-solving abilities by promoting advanced skills like critical thinking and problem-solving via integrating real-world experiences and acquiring explicit information throughout the study process using modules (Chua, 2014; Dewi, 2019; Karim et al., 2021). Several research efforts have been conducted to develop educational modules using the Google site.

The research done by Lardinois (2016) illustrates that using Google Sites allows students to tackle challenges successfully and exercise judgment in choosing relevant resources based on the present conditions. Furthermore, research has shown that it improves pupils' aptitude in resolving mathematical equations. The reference originates from the 2016 research done by (Rosenblatt, 2013) Improve students' proficiency in mathematical problem-solving principles (Gatto, 2012) to accommodate the varied demands of online learning and enhance student academic achievements (Ekowati et al., 2020; Mchale & Freeborn, 2015; Wicaksono et al., 2020). The e-modules, following the structure of a Google site, provide students with guidance in problem-solving and the meticulous selection of pertinent current information based on the given concerns (Ats-Tsauri et al., 2021; Cholily et al., 2017; Tyaningsih et al., 2020). According to (Hasanah et al., 2021), problem-based e-modules may improve students' mathematics learning outcomes, namely their problem-solving ability. Nevertheless, despite the existence of several research, more examination of mathematics teaching materials, specifically focusing on MTs Circle VIII content, is still necessary, with the use of Google sites for online mathematics learning. Academics will provide dynamic and practical teaching materials for mathematics education throughout the outbreak.

Moreover, this subject incorporates Islamic content to enhance students' religious expertise. The curriculum includes topics such as the founding of madrasas, the importance of symbols on students' hats, and practical activities that involve measuring the circumference of the cap using a wound rope and calculating the area covered by students when they walk around the nearby mosque. The cottage is designed in a way that tells a story. The research will assess the accuracy and practicality of courses that use a learning strategy based on Google technology. The purpose of these courses is to enable students to solve mathematical problems while connecting them to the madrasa environment. Does the mathematics module on the Google site, which integrates problem-based learning with Islamic content, significantly improve students' proficiency in mathematical problem-solving? The architecture of the Google site-based learning module enables students seeking self-directed study resources to enhance their critical thinking and problem-solving skills. Moreover, it offers pupils specialised Islamic information specifically designed for class VIII MTs curriculum. The module that this researcher will create will have many advantages. Firstly, it will improve students' ability to think critically and examine every aspect of the existing information. It will also enhance students' digital literacy using a user-friendly Google site.

2. METHOD

The primary objective of this study is to investigate and advance research and development. The development paradigm used is Tessmer's (1993) formative research-oriented development model. The analysis included eighth-grade students currently enrolled at a Tsanawiyah Madrasah in East Java. The goal is to create a module on Islamic subjects for the eighth-grade curriculum utilising the Google Sites platform. Figure 1 depicts the test development process of the Tessmer model (Blumberg & Fisch, 2013).

The figure shown in Figure 1 presents Tessmer's (1993) formative research methodology, which encompasses self-assessment, expert assessment, individual consultations, and small group deliberations. In this study and development, researchers constrain it to a one-to-one interaction. During the self-assessment stage, the researcher completed the first phase of the study, known as evaluation planning. This included making observations and iden-

tifying apparent flaws. The researcher performed a comprehensive evaluation in the next stage and participated in individualised exchanges. After the self-evaluation phase, the prototype undergoes an expert review and a one-to-one assessment. At this step, professionals and a cohort of students, each representing different levels of ability (low, medium, and high), assess the accuracy and usefulness of the Google site-based module, including Islamic material that has been created. Subsequently, the curriculum is modified per input received from specialists and students.

The research used several data collection methodologies, such as observation, interviews, and questionnaires. Students and educators were observed to identify challenges in understanding circular concepts. The provided information was used to develop educational modules by the objectives and framework of the curriculum. Furthermore, interviews were conducted to augment the data's validity, optimise the analysis of materials, and detect possible issues before the design process. Moreover, it is disseminated among professionals and students to evaluate the validity and practicality of thoughts researchers create. Subsequently, the module design underwent evaluation and testing to determine its suitability. The revision was undertaken after input from experts and students and then tested on a select group of three students, each reflecting varying levels of ability: low, medium, and high. The data analysis used for observations and interviews is descriptive, whilst the questionnaire is analysed using the formula developed by (Gent, 2021; Schmid, 2021 Shah, 2020). Subsequently, the mean evaluation outcomes obtained from expert review and individual assessment phases will be categorised based on their validity classification (Franken, 2021). This categorisation indicates that the value of the validator result is more significant than 3.41 or equal to or greater than 4.20. The module is considered practical if the results are above a critical threshold of 3.41 or the validator result value is similar to or higher than 4.20. The researchers developed categories for learning module designs and provided descriptions of the modules. They also assessed their appropriateness for use by including proposed improvements and comments.

3. RESULT AND DISCUSSION

This study follows the research methods section to create a test instrument to measure Madrasah Tsanawiyah students' mathematical reasoning ability in Pasuruan City, East Java. Describe the development process. As a preparatory step, The initial part comprises collecting research on module development, Google Sites, Islamic content, students' learning problems, and mathematical and creative cognitive abilities. In this step, the test venue and volunteers were carefully selected. The test site was MTs 01 (school name omitted for confidentiality). Observing MTs 01 pupils' learning and creative thinking is the next step.

A Google Islamic module is the goal of self-evaluation. This lesson will evaluate innovative mathematical thinking using preliminary results. Islamic Google site teaching courses need a media analysis tool. The tool will feature written content, video lectures, practice questions, and conversations. It will also examine mathematical creativity, concentrating on fluency, adaptability, authenticity, and detail. Dayu, an eighth-grader at Mts ABCD, may learn to fast on Mondays and Thursdays in a creative thinking inquiry about Islam. Father will buy pizza for Dayu if he finishes his fast today. The pizza my father wants has a 28-cm diameter, and its radius is...

Curriculum analysis, material analysis, student analysis, and design are undertaken. a). Curriculum analysis: This step identifies module development concerns. For students learning mathematical circles, the module covers circle content, circle tutoring videos, practice problems, and answers connected to mathematics creative thinking in an Islamic context. The Madrasah Tsanawiyah mathematics curriculum is being examined. The curriculum analysis emphasises cognitive, attitudinal, and skill-based competencies. Learning is scientifically analysed at this level. This practice improves pupils' maths creative thinking throughout lessons. b) Student Analysis: Since the topic reviewed is from the eighth-grade curriculum, student analysis activities target eighth-graders as test participants. Every class averages 36 members. Math teachers report that eighth-graders have poor, medium, and excellent mathematical skills. Several factors affect students' attention during math lectures. Teacher and academic research on children's mathematical reasoning needs to be improved.

Following number 3) Material Analysis: Material analysis identifies class 8 test essential themes. Curriculum analysis showed that the material chosen for teaching modules matches the even-semester eighth-grade mathematics independent study curriculum. The item is circular. Next, many subtopics are selected from the material above. Last is Design: Create a Google teaching module on creative mathematical thinking after material analysis. This Islamic-themed module will feature a cover, table of contents, learning objectives, concept map, directions for usage, resources, test questions, answer sheet, and marking guide. Contextual images in the program encourage question-solving. Additional jobs include creating Google Sites teaching materials using Canva. Validators must evaluate training materials. Therefore, quality is crucial.

This study's final problem formulation phase entails creating an Islamic-based Google Sites teaching module for the eighth-grade MTs circle curriculum. This research addresses problem formulation by examining expert reviews and one-on-one assessment results for validity and practicality. The learning module's facts are from two media and two material specialists' expert examinations. Medium experts assess the educational medium structure. The first media specialist is an undergraduate computer science instructor. The second expert is a computer teacher at the study MTs. An expert evaluated the learning media's concept and found the average calculation findings during the test stage accurate. Its average score was 4.55, making it "Very Valid". In addition to validity calculations, validator recommendations changed the module design. A top-down button on the video reference page was requested. This patch helps students find video references using circle material discussion captions. Font uniformity is necessary for titles, subheadings, and practice questions. Learning materials are evaluated for structure and content by material specialists. The first specialist lectures in undergraduate mathematics education, while the second teaches class VIII mathematics at MTs01. Material experts rated learning media content 3.49, which is "Very valid". Material expert validators assess the learning module's content, concentrating on everyday images in madrasas. Example uses class names under research. A headscarf would be bet-

ter for one module character. The validator's suggestions were used to modify the prototype after expert assessment. The prototype was then evaluated on nine children—three from each low, medium, and high-performance category. Student-use instructional modules are assessed for viability. The average practicality rating of the learning modules was 4.47, indicating "Very Practical" results.

After turning instructional resources into Google-based modules with an Islamic perspective, pupils understood the topic better. (Shabbir, 2020) found that site-based teaching resources like modules can help students think creatively while solving diverse mathematics problems and improving learning outcomes. Students may practice assessment questions and obtain their results using the link in the module (Khalid, 2018; Kusno, 2020; Taufiqurrahman, 2021). The practice questions in games and quizzes are tailored to help students solve circular problems. (Bahrudin, 2013; Khasanah & Muflihah, 2021; Roodt & Villiers, 2012) Students' practice and repetition of module questions allow them to adjust to the challenges. Students like the online display of module components, including text and graphics, videos, simulations, and feedback questions for online and offline learning (Thang, 2018; Tortorella, 2020; Zahroh, 2010). The soft file module must still be available; only students with the access link may access it.

4. CONCLUSION

Based on the preceding explanation, developing a learning module for the eighth-grade curriculum with an Islamic context using Google Sites yields a module that fulfils valid and pragmatic criteria. The validity of the learning medium was assessed by professionals, who rated the design of the learning module with an average score of 4.55. This rating categorises it as "Very Valid." The learning modules' content obtained a middle grade of 3.49 from subject matter experts, classifying it as "Valid." The students who used the learning media assigned an average practicality rating of 4.47 to the media obtained at the one-on-one stage. This grade is classified as "Very Practical". Researchers advise their colleagues to investigate research and development prospects for alternate sub-materials since the present research is limited to daily examining the diameter and area of circles.

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