

RINGKASAN

Anggrela, Mia Rizki. 2026. *Pengembangan LKPD Interaktif E-Paspor Dakwah pada Mata Pelajaran Sejarah Kebudayaan Islam untuk Meningkatkan Motivasi dan Keaktifan Belajar Siswa SMP Islam Nabilah*. Tesis, Program Studi Magister Pedagogi, Pascasarjana, Universitas Maritim Raja Ali Haji. Pembimbing Utama: Dr. Dra. Hj. Nevrita, M.Pd., M.Si. dan Pembimbing Pendamping: Dr. Zaitun, S.S., M.Ag.

Penelitian ini dilatarbelakangi oleh rendahnya motivasi dan keaktifan belajar siswa pada mata pelajaran Sejarah Kebudayaan Islam (SKI) yang disebabkan oleh penggunaan bahan ajar yang masih bersifat konvensional dan belum memanfaatkan teknologi digital secara optimal. Oleh karena itu, dikembangkan LKPD Interaktif E-Paspor Dakwah yang mengintegrasikan Google Sites, QR Code, multimedia pembelajaran, serta konsep perjalanan dakwah untuk menciptakan pembelajaran yang lebih interaktif, kontekstual, dan berpusat pada siswa.

Penelitian ini menggunakan metode *Research and Development (R&D)* dengan model ADDIE yang meliputi tahap *analysis, design, development, implementation, dan evaluation*. Produk yang dihasilkan berupa LKPD Interaktif E-Paspor Dakwah pada materi sejarah masuknya Islam di Nusantara untuk siswa kelas IX SMP Islam Nabilah.

Hasil penelitian menunjukkan bahwa LKPD Interaktif E-Paspor Dakwah memenuhi aspek validitas, praktikalitas, dan efektivitas. Hasil validasi memperoleh persentase sebesar 94,90% dari ahli media, 94,42% dari ahli materi, dan 91,67% dari ahli bahasa, yang seluruhnya berada pada kategori sangat valid. Aspek praktikalitas memperoleh persentase 93% dari guru dengan kategori sangat praktis dan 78% dari siswa dengan kategori praktis.

Efektivitas produk ditunjukkan melalui hasil uji *Wilcoxon Signed-Rank Test* yang memperoleh nilai signifikansi 0,000 ($p < 0,05$) pada variabel motivasi maupun keaktifan belajar. Pada motivasi belajar diperoleh *effect size* sebesar $r = 0,816$ (efek besar) dengan nilai N-Gain 0,7 (kategori sedang; efektivitas 71% atau cukup efektif). Pada keaktifan belajar diperoleh *effect size* sebesar $r = 0,845$ (efek besar) dengan nilai N-Gain 0,5 (kategori sedang; efektivitas 46%). Hasil observasi juga menunjukkan bahwa siswa lebih aktif memanfaatkan sumber belajar digital, berdiskusi, menyampaikan pendapat, serta menyelesaikan tugas selama proses pembelajaran berlangsung.

Secara keseluruhan, LKPD Interaktif E-Paspor Dakwah dinyatakan sangat valid, praktis, dan efektif dalam meningkatkan motivasi dan keaktifan belajar siswa. Karakteristik produk yang mengintegrasikan Google Sites, QR Code, multimedia pembelajaran, identitas pendakwah, catatan perjalanan, dan sistem stempel perjalanan mampu menghadirkan pengalaman belajar yang lebih interaktif, terstruktur, dan berpusat pada siswa. Produk ini direkomendasikan sebagai alternatif media pembelajaran digital pada mata pelajaran Sejarah Kebudayaan Islam serta dapat dikembangkan pada materi Pendidikan Agama Islam lainnya.

Kata Kunci: LKPD Interaktif, E-Paspor Dakwah, Google Sites, Motivasi Belajar, Keaktifan Belajar, Sejarah Kebudayaan Islam.

SUMMARY

Anggrela, Mia Rizki. 2026. *Development of the Interactive E-Paspor Dakwah Student Worksheet (LKPD) for Islamic Cultural History to Improve the Learning Motivation and Learning Engagement of Students at SMP Islam Nabilah*. Thesis, Master of Pedagogy Study Program, Graduate School, Raja Ali Haji Maritime University. Principal Supervisor: Dr. Dra. Hj. Nevrita, M.Pd., M.Si. Co-Supervisor: Dr. Zaitun, S.S., M.Ag.

This study was motivated by the low levels of students' learning motivation and learning engagement in the Islamic Cultural History (Sejarah Kebudayaan Islam/SKI) subject, which were caused by the continued use of conventional teaching materials and the limited integration of digital technology into the learning process. Therefore, an Interactive E-Paspor Dakwah Student Worksheet (LKPD) was developed by integrating Google Sites, QR Codes, multimedia learning resources, and the concept of a da'wah journey to create a more interactive, contextual, and student-centered learning experience.

This study employed the Research and Development (R&D) method using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The resulting product was an Interactive E-Paspor Dakwah Student Worksheet (LKPD) designed for the topic *The History of the Arrival of Islam in the Indonesian Archipelago* for ninth-grade students at SMP Islam Nabilah.

The findings indicate that the Interactive E-Paspor Dakwah Student Worksheet (LKPD) met the criteria of validity, practicality, and effectiveness. The validation results showed scores of 94.90% from media experts, 94.42% from material experts, and 91.67% from language experts, all of which were categorized as highly valid. The practicality assessment obtained a score of 93% from the teacher, categorized as highly practical, and 78% from the students, categorized as practical.

The effectiveness of the product was demonstrated through the results of the Wilcoxon Signed-Rank Test, which yielded a significance value of 0.000 ($p < 0.05$) for both learning motivation and learning engagement. For learning motivation, the effect size was $r = 0.816$ (large effect), with an N-Gain score of 0.7 (moderate category; 71%, indicating moderately effective). For learning engagement, the effect size was $r = 0.845$ (large effect), with an N-Gain score of 0.5 (moderate category; 46%). Classroom observations also revealed that students became more active in utilizing digital learning resources, participating in discussions, expressing their opinions, and completing learning tasks throughout the instructional process.

Overall, the Interactive E-Paspor Dakwah Student Worksheet (LKPD) was found to be highly valid, practical, and effective in improving students' learning motivation and learning engagement. By integrating Google Sites, QR Codes, multimedia learning resources, learner identity features, learning journey records, and a passport-stamp system, the product provides a more interactive, well-structured, and student-centered learning experience. Therefore, it is recommended as an alternative digital learning medium for Islamic Cultural History instruction and may also be further developed for other Islamic Religious Education learning materials.