

DEVELOPING E-MODULES OF CONFIDENCE AT ENGLISH PUBLIC SPEAKING WITH ISLAMIC VALUES

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Abstract: *Self-confidence can help someone to perform and speak well in public and is needed by a Public Speaker. These aspects of self-confidence are also actually already contained in Islam. The purpose of this research is to develop an e-module on developing self-confidence for English Public Speaking using Islamic values. The e-module development model uses ADDIE, the research sample is English education students. In this study to obtain the correct data, the authors used several methods, namely observation, interviews, questionnaires and observation sheets. The data analysis technique used in this research is descriptive data analysis technique. Based on the results of e-module validation by material experts, it can be concluded that the material in the e- module is very good. Meanwhile, based on the results of the assessment by media experts, it can also be concluded that the e-module is declared very good based on the media. In general, the quality of e-modules is good and feasible to use in the learning process at the implementation stage.*

Keywords: *ADDIE, e-module, public speaker*

INTRODUCTION

Public Speaking is a very important skill for today's generation which can be useful in society, politics, education, culture, and even business. Considered by many to be the foundation upon which our discipline was built, the study of public speaking has grown from humble beginnings into a vast literature of empirical and explanatory research, Bodie, G. D. (2010). Mandasari, B., Aminatun, D., Akyuningrum, V. Q., & Nuraziza, N. (2021) added that the purpose of public speaking in general is to inform, entertain, or influence the audience. However, public speaking is not an easy task because it must be done in a structured manner so that the message conveyed by the speaker is successfully conveyed. Realizing the importance of this, Universitas Muhammadiyah Pringsewu includes *English Public Speaking* as a course that must be studied by students in all majors. The purpose of this course is for students who can become an *agent of change* or agent of change is an expert or person who can influence the audience to make the desired changes (Juwita, R, 2019). As for being able to master Public Speaking well, there is a need

for self-confidence. Khoriroh, N., & Muhyadi, M. (2018) said that there was a positive and significant effect of self-confidence and communication skills together on public speaking ability by 83.80%.

One of the learning media that can be used to support Public Speaking learning is e-Module. Electronic modules (E-modules) can facilitate students in independent and conventional learning. E-modules can also be used anywhere without being bound by time, can be done alone or collaborated with other media. E-modules are designed using technology (Seruni, Munawaoh, Kurniadewi and Nurjayadi, 2019). In the digital era, all learning activities must be transformed into a technological era that is adapted to the generation and in accordance with the formation of the characteristics of century learners, who are independent in their learning (Kurnianto, Sudiaryan, Heriyanto, Yani T., & T., 2022) and (Nugroho, Sumardjoko and Fathoni, 2023). Several studies that relate to e-modules show that e-modules are effective in increasing student learning completeness by 90% (Istikomah, Purwoko and Nugraheni, 2020). The

resulting electronic module product can be used as an alternative learning support for teachers in learning and can be further developed both in form and content, and is an interesting study to continue for practitioners as well as teachers (Meliana, 2020). The advantages of electronic module products are 1) it can be used on each student's device so that it can be studied independently; 2) the electronic module contains practice questions; and 3) after being downloaded to the electronic module device, it can be used offline (Ariani, Susanti and Slamet, 2021). Students want to use electronic modules as alternative teaching materials that can be used for self-study (Situmeang, Anriani and Setiani, 2022). Students need electronic modules as teaching materials that can be used anytime, anywhere and are equipped with various practice questions to improve students' mathematical reasoning skills. Students do not depend on the teacher's explanation alone in class. The data shows that the e-module produced is valid and very practical.

However, from these studies, there is no research that focuses on developing self-confidence e-Modules

for Public Speaking in accordance with Islamic values. Nadela, E.A. (2023) in her research mentioned that it is still rare to use teaching materials that use modules and electronic modules that are integrated with Islamic values, Al-Quran and Hadith. From research in the UMPRI library, no research has been found on the development of Public Speaking e-modules integrated with the Koran before.

These aspects of self-confidence are also actually stated in the Quran. (Mamlu'ah 2019) said that the Qur'an, as *kalamullah or mukjizatul* Islam which was revealed by Allah to the Prophet Muhammad SAW for all humans. The teachings of Islam are a blessing for the entire universe, *rahmatan lilalamin*. In essence, the Qur'an has spoken about all human problems in the form of basic principles. The Qur'an as the first reference also emphasizes self-confidence clearly in several verses that indicate self-confidence such as in Surah Ali Imran verse 139 and Fussilat which states that:

Do not be weak, and do not grieve, for you are the highest of all people, if you are believers. (Ali Imran: 139)

Indeed, those who say: "Our Lord is

Allah" then they establish their stand, then angels will descend upon them (saying): "Fear not, nor be grieved; and rejoice in the Paradise which Allah has promised you". (Fusshilat: 30).

The above verses can be categorized with verses that talk about self-confidence issues because they are related to the nature and attitude of a believer who has a positive value towards himself and has a strong belief. Therefore, the purpose of this research is to develop an e- module as a learning resource for *English Public Speaking* courses while still instilling the values contained in the Quran.

REVIEW OF RELATED LITERATURE

Public Speaking

Simply put, public speaking can be defined as the process of speaking to a group of people with the aim of informing, influencing (persuading) and/or entertaining the audience. Communication can take place in several contexts. Context is a situation that can occur in communication. Communication contexts involve the least to the greatest number of participants. Mulyana (2000) mentions

"Some communication contexts are; two-person communication, interview, small group communication, and public communication". Public speaking is part of public communication. Public speaking is communication that is done orally in front of many people with the aim of conveying information.

Zarefsky (2013) argues, "Public speaking is a continuous communication process in which messages and signals circulate back and forth between speakers and listeners". Public speaking is a continuous communication process in which messages and symbols recirculate continuously between speakers and listeners. Communication can be said to be successful if the information conveyed can be received properly by the interlocutor or recipient of the message, especially when someone speaks in public or public.

Self-Confidence in Islam

Self-confidence is the belief in one's own abilities and being able to do activities that can be done (Benabou & Tirole, 2002). Children who have low self-confidence will experience obstacles in carrying out their activities (Ngware et al., 2021; Tilindiene, Rastauskiene, & Emel'yanovas, 2014).

Some characteristics of children who have low self-confidence are: (a) do not have confidence in action; (b) tend to surrender; (c) do not have confidence in opinion; (d) tend to be silent (Carthy & Jameson, 2016; Imro'atun, 2017).

Self-confidence is important because it can affect academic performance (Chrisna, 2019; De la Fuente Arias, Sander, & Putwain, 2013; Kholidin, Rachmawati, & Laksana, 2020; Komara, 2016; Powell, Nettelbeck, & Burns, 2017). In order for children to have high self-confidence, it is necessary to have the cooperation of various parties in the formation of children's personalities. The formation of self-confidence is influenced by three aspects, namely the family environment, formal education, and non-formal education (Filippin & Paccagnella, 2012; Maclellan, 2014; Sullivan, 2021). (Elnur et al. 2022) Self-confidence that has developed are: self-love (proud of one's abilities, able to express feelings), self-understanding (willing and willing to accept help), clear goals (have motivation, learn to assess yourself, easily make decisions, believe you can benefit others), positive thoughts (confident that you can blend in with others, confident that

problems can be solved, willing to learn). In birth self-confidence, what has developed is: communication (listening to others), assertiveness (accepting praise well, accepting constructive criticism, taking action to achieve goals), appearance (choosing clothes that match personality and situation), and controlling feelings (confident that they can control themselves, dare to face challenges).

The Qur'an, as kalamullah or mukjizatul Islam which was revealed by Allah to the Prophet Muhammad SAW for all humans. The teachings of Islam are a blessing for the entire universe, rahmatan lilalamin. In essence, the Qur'an has spoken about all human problems in the form of basic principles. The Qur'an speaks to the minds and feelings of humans; teaching them about the aqidah tawhid; cleaning their souls with various worship practices; giving them guidance for their good and interests, both in individual and social life; showing them the best way, in order to realize their identity, develop their personality and improve themselves towards human perfection, so as to realize happiness for themselves, in this world and the hereafter.

E-Modules

According to Suryadie (2014), electronic modules are innovative media that can increase student interest in learning. A learning process in order to improve the achievement of learning outcomes needs to be supported by the right learning guide. This is because face-to-face time in front of the class is very limited when compared to the volume of material that must be completed. Therefore, a learning guide that is able to activate students in learning is needed. Among the learning guides that allow for the improvement of student learning outcomes and prioritize active student independence is the electronic module. Electronic module (e-module) itself is almost the same as e-book. The difference is only in the content of both. The Encyclopedia Britannica Ultimate Reference Suite explains that an e-book is a digital file containing text and images suitable for electronic distribution and displayed on a monitor screen similar to a printed book. E-modules or electronic modules are modules in digital form, consisting of text, images, or both that contain digital electronics material accompanied by simulations that can and should be used

in learning.

Table 1. Differences between E-Modules and Printed Modules (Adapted from Saputro, 2009)

E-module (Electronic Module)	Printable Module
Electronic format (can be .doc, .exe, .swf, etc. files)	Print format (paper)
Displayed using electronic devices and special software (Laptop, PC, HP, Internet)	The display is a collection of printed paper.
More practical to carry	In physical form, to carry it requires space to place it.
Cheaper production costs	Production costs are more expensive.
Can be equipped with audio, animation and video in its presentation	Cannot be equipped with audio and video in presentation, only illustrations in graphic form or in vector form

Based on the description above, it can be concluded that e-modules (electronic modules) are learning modules displayed with electronic media using special software such as laptops, PCs, cellphones, or the Internet but do not eliminate the characteristics and parts contained in printed modules in general. The e-Module developed by the author adapts the FlipBook PDF Corporate Edition e-book format. FlipBook PDF Corporate Edition was chosen because of its familiar use, so this research will use the software in the preparation of e-modules (electronic modules). In this study, the e- module (electronic module) will be produced in the form of an .exe extension file according to the processed results of the software, this

is done because files with this format are easier to use and are easier to use. It suits the existing conditions in schools, covers almost all computer platforms and is easier to use without compromising the functionality of multimedia.

METHODOLOGY OF STUDY

The E-Module development model follows the stages of the ADDIE development model. The ADDIE model was developed to design learning systems (Mulyaningsih, 2013). The stages of the development model can be seen as Figure 1.

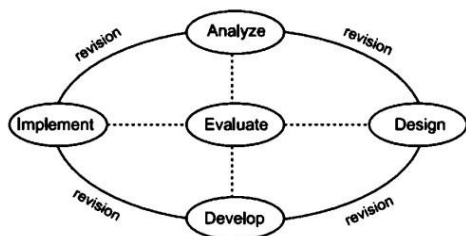


Figure 1. Flow of ADDIE Development Model

Based on the sequence of steps and the ADDIE model development scheme according to Endang Mulyatiningsih (2013), there are five development steps in the ADDIE development model, namely Analysis, Design, Development, Implementation, and Evaluation. This research was conducted at the University of Muhammadiyah Pringsewu Lampung

which is located at Jl. KH. Ahmad Dahlan No.112, North Pringsewu, Pringsewu District, Pringsewu Regency, Lampung 35373. This research was conducted during Semester 5 learning in the 2023/2024 academic year who had already taken the Public Speaking course. The trial design in the development of learning e-modules requires a tool to measure the feasibility of the product to be developed in the form of an assessment instrument.

A good module evaluation is needed to measure the feasibility of the module in terms of material, media, and users (students). The instrument is said to be valid if the instrument precisely measures what will be measured. Instrument validation tests are carried out by experts (expert judgment). In this study to obtain correct data, the authors used several methods, namely observation, interviews, questionnaires and observation sheets. Observation is carried out to get an overview of the product to be made by observing the learning process and student conditions by observing ongoing teaching and learning activities. Interviews are used to obtain information from

sources regarding issues surrounding teaching materials. Questionnaires are used to obtain data on the feasibility of learning e-modules (electronic modules).

The form of instrument used in this research is a questionnaire which is used to obtain data about the feasibility of the material learning module. Material experts were selected to test, evaluate and assess the suitability of the material contained in the learning module. Meanwhile, media experts were chosen to assess the quality of the module and the suitability of the media used. Testing also involves lecturers to determine the level of depth of material presented in the module with student needs and competency standards to be achieved. As direct users of the learning module, students must also be involved in responding to the developed module. In particular, a Likert scale questionnaire with five options will be used.

The instruments used as data collection are module validation sheets for media and material experts, lecturer and student response questionnaires, pretest and posttest sheets. This instrument must be validated by experts. The data analysis

technique for module feasibility uses a Likert scale. The score obtained is then converted into a value with a scale of four. The feasibility of e-module development results both from the material and media aspects, from the data in the form of scores converted into qualitative data with a scale of four which can be seen in tables 1, 2, and 3.

Table 2. Grid of E-Module Feasibility Instrument for Material Experts.

Assessment Aspect	Indicator	Number of Items
Content Appropriateness Aspect	Alignment with competencies	2 1,2
	Goal congruence	1 3
	Alignment with student needs	3 4,5,6
	Suitability of material substance	1 7
	Benefits for additional knowledge insights	1 8
	Appropriateness of picture illustrations	1 9
	Task suitability	1 10
	Readability	2 11,12
	Clarity of Information	1 13
	Conformity with language rules	1 14
Aspects of Feasibility Aspect	Effective and efficient use of language	2 15,16
	Systematization of	1 17
	Presentation	2 18,19
	Communicative	1 20
	Completeness of information	3 21,22,23

Table 3. Grid of E-Module Feasibility Instruments for Media Experts

Assessment Aspect	Indicator	Number of Items	Item
Screen Design Display Feasibility Aspect	Color composition against background	1	
	Layout (Layout)	2,3	
	Synchronization between graphic illustrations and visuals and verbiage	4	
Feasibility Aspects Ease of use	Attractiveness of Design	5	
	Systematization of Presentation	6,7	
	Ease of operation	8	
Consistency Feasibility Aspect	Consistent use of words, terms, and sentences	9,10,11, 12	
	Consistent use of font shape and size	13	
	Layout consistency (layout)	14	
	Providing motivation	15	
Expediency aspect	Draws the focus of students' attention	16	
	Ease of interaction with the module	17,18	
	Facilitate teaching and learning activities	19, 20,21	
Graphics feasibility aspect	Use of letters	22,23	
	Use of illustrations	24,25	
	Use of color	26	

Table 4. Grid of E-Module Feasibility Instrument for Users (Students)

Assessment Aspect	Indicator	Number of Items	Item
Aspects of Feasibility of Material Presentation	Clarity of learning objectives	1	1
	Appropriateness of material and objectives	1	2
	Systematization of presentation	2	3,4
	Information proficiency	3	5,6
	Interaction		7

Aspects of Language Appropriateness	Readability	2	8,9
	Clarity of Information	1	10
	Use of language	3	11,12,13
Aspects of Utilization Feasibility	Ease of use of e-modules	1	14
	Attractiveness of using e-modules	1	15
	Ease of learning	2	16,17
	Increased motivation	3	18,19,20
Expediency aspect	Use of letters	2	21,22
	Use of illustrations, graphics, photos	1	23
	Layout (layout)	1	24
	Display design	1	25

The data analysis technique used in this research is descriptive data analysis technique. The data analyzed includes an analysis of the feasibility of e-modules from the results of filling out questionnaires by media experts, material experts, and student responses to e-modules. The results of the analysis data obtained from the questionnaire are qualitative data, which are then converted into quantitative data using a Likert scale. The answers from the questionnaire given are converted into a level of weighted score value with a measurement scale of 4,3,2,1. After being converted, the assessment score obtained is calculated on average and then converted into four feasibility category scales as in Table 7. The results of the data analysis obtained are

used as a reference in improving the development of e-modules. The steps of data analysis techniques to determine the feasibility of e-modules from material experts, media experts, and student responses to e-modules are as follows: To analyze the data on the feasibility instrument is done by calculating the percentage of the score value obtained compared to the total score value. With criteria in interpreting learning media validation data can be seen in Table 4 below (Riduwan 2011).

Table 5. Questionnaire Assessment Criteria

Description	Score
SS (Strongly Agree)	4
S (Agree)	3
TS (Disagree)	2
STS (Strongly Disagree)	1

Table 6. Conversion of Scores into Categories

No.	Score Interval	Qualitative Categories
1	$X \geq (\bar{X} + 1.SBi)$	Very good
2	$(\bar{X} + 1.SBi) > X \geq \bar{X}$	Good
3	$\bar{X} > X \geq (\bar{X} - 1.SBi)$	Not so good
4	$X < (\bar{X} - 1.SBi)$	Not good

Changing the average score obtained into a qualitative value (interval data) with a scale of four using the reference according to Djemari Mardapi (2008: 123) in Table 8 to determine the feasibility value of the e-module by media experts, material experts, and student responses

to the e-module.

Description:

X = average number of scores obtained from research

\bar{X} = average number of ideal scores using the formula:

$\bar{X} = (\frac{1}{2}) \cdot (\text{ideal maximum score} + \text{ideal minimum score})$

SBi = standard deviation of the ideal score, with a coefficient of 1 (one) with the formula $SBi = (\frac{1}{6}) \cdot (\text{ideal maximum score} - \text{ideal minimum score})$ The minimum value of the feasibility of learning e-modules in this study is determined by the value in the "Good" category.

RESULT AND DISCUSSION

The research and development carried out produced a product in the form of an E-Module (electronic module). This media was developed using the ADDIE development model with the results of each development stage described as follows:

Analysis

In the analysis stage, the method used by the researcher was observation which was carried out when the researcher taught public speaking in the 5th semester at Muhammadiyah University of Pringsewu Lampung.

The data obtained are:

1. This analysis is done by collecting information related to the material that will be used in the e-module based on Basic Competencies and Subject Matter that refers to the syllabus. In this development research, only the development of basic teaching materials related to Public Speaking was carried out.
2. Learning Activities; Teaching materials used by lecturers in class are presentation slides using Power Point.
3. Course lecturers stated the need to develop teaching materials that are more interesting, can clarify the material presented, and make it easier for students to understand the material independently.

Design

The design process is the stage of designing the public speaking e-module. The outline of the e-module content contains the initial design of the content written in the e-module and how the order of the material is presented. In accordance with the analysis conducted, the e-module developed in this study consists of 5 learning activities with the components in it described as follows:

- a. Public Speaking Material
- b. Materials Developing confidence for public speaking with Islamic values
- c. Training Materials
- d. Bibliography

The preparation of the e-module framework generally consists of three main parts of the e-module, namely the introduction, material, and closing. The introduction contains background, brief description, competency standards and basic competencies, concept map, benefits and objectives, instructions for using e-modules.

Cover
Foreword
Table of Contents
Background
Brief Description
Module Usage Objectives
Material:
Public Speaking Material
Material Developing confidence for public speaking with Islamic values
Exercise Material
Bibliography
Bibliography

Figure 2. Learning E-Module Framework

This research instrument is an instrument to measure the feasibility of e-modules designed in the form of a questionnaire with a Likert scale of 4 answers, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The answers are then converted into scores 4, 3, 2, 1 according to the order of the answer statements.

Development

The development stage consists

of 3 steps, namely (a) e-module development, (b) instrument development, and (c) e-module assessment. The development of this e-module was carried out using the Flip PDF Corporate application where researchers have compiled a service related to training in compiling e-modules with the Flip PDF Corporate application:

<https://sites.google.com/umpri.ac.id/materisdmuhambarawa/beranda>

After reading the guidelines, the researcher then downloaded and installed the Flip PDF Corporate application on the laptop. The next thing to do is to arrange the module according to what has been stated previously related to the composition of the e-module. The front cover page consists of the title, compiler's name, supporting images, and module user identity space. Making the cover of the e-module using Canva.

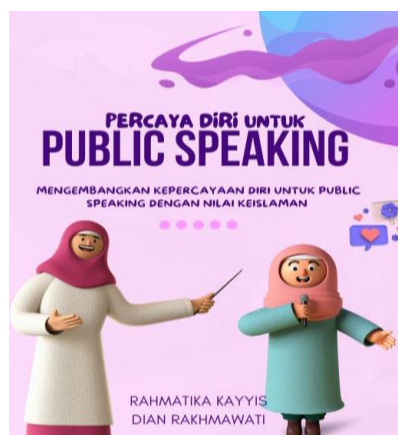


Figure 3. Guidelines on the preparation of E-modules with the Flip PDF Corporate

Application The Foreword is a form of expression of the author's thoughts that contains, among others, expressions of gratitude to God, thanks, information about the book written, and hopes that the author wants to convey to the reader. The table of contents page is a page that contains information from the e-module accompanied by page numbers to make it easier to find the desired page. Background as an explanation of why this e-module was developed, a brief description that explains an overview of the contents of the e-module, and the objectives for students and lecturers of the e-module, and Instructions for using the Module for students and lecturers, and the ultimate goal of using the e-module. Explanation of Practice Material is given to students as an insight enhancer which is arranged in order and tailored to the information needs of students through reference to course objectives. The practice tutorial contains practice material to guide students to follow the steps as an example of practice exercises so that students are not too dependent on lecturer instructions and can practice independently. The bibliography contains a library or list of reference

books used in compiling this module and ends with the author's biodata.



Figure 4. E-module design with PowerPoint application

After the draft module was completed, it was then consulted with fellow lecturers with the aim of obtaining improvement data in order to get suggestions, improvements and refinements to the e-module. The results of the consultation were followed up by repairing parts of the e-module according to these suggestions and consulted again so that the draft e-module was approved for assessment by material experts and media experts. After that the researcher opened another e-module in Online Learning how to compile the e-module in the form of power point into Flip Pdf Corporate Edition.



Figure 5. Guide to convert PowerPoint e-modules into e-modules using Flip Pdf Corporate

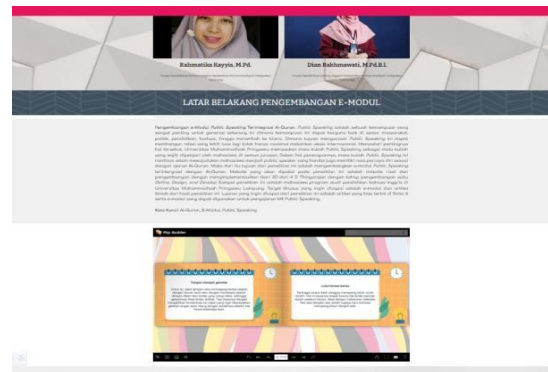


Figure 6. E-module Public Speaking that has been converted into Flip Pdf



Figure 7: E-module Public Speaking that has been converted into Flip Pdf

Modules are then displayed using the Google Sites application with the address:

<https://sites.google.com/umpri.ac.id/e-modulpublicspeaking/halaman-muka>

E-modules that have been consulted with lecturers and made improvements, then validated by material experts and media experts using the e-module assessment sheet that was previously made.

Material Expert Validation

Validation by material experts includes aspects of content, linguistic

aspects, and presentation aspects. The results of e-module validation by 2 material experts are shown in Table 6.

Table 6: Results of E-Module Validation by 2 Material Experts

No	Assessment Aspect	Average Assessment Score for Each Aspect	Category
1	Contents	3,33	Very good
2	Linguistics	3,33	Very good
3	Presentation	3,44	Very good
Overall Average Assessment Score		3,37	Very good

The e-module assessment conducted by material experts on the material in the e-module resulted in an overall average assessment score of 3.37 out of a maximum score of 4.00 with a very good product category. Media Expert Validation. Validation by media experts includes aspects of screen design appearance, ease of use aspects, consistency aspects, usefulness aspects, and graphical aspects. The results of e-module validation by 2 media experts are shown in Table 7.

Table 7. Results of E-Module Validation by 2 Media Experts

No	Assessment Aspect	Average Assessment Score for Each Aspect	Category
1	Display Screen Design	3,43	Very good
2	Ease of Use	3,43	Very good
3	Consistency	3,50	Very good
4	Expediency	3,50	Very good

5	Graphics	3,43	Very good
Overall Average Assessment Score		3,45	Very good

The e-module assessment conducted by media experts on the developed e-module resulted in an overall average assessment score of 3.45 from a maximum score of 4.00 with a very good product category. The suggestions or input received by the author from 2 media experts are as follows:

- a. Integration and internalization of Islam or Quranic verses replaced with Islamic values
- b. This module provides information related to public speaking
- c. It is very sufficient, maybe only from students who are more emphasized in public speaking and more to look for video references to videos about public speaking.
- d. Easy to understand but there are some parts that are still a bit confused and need a more detailed explanation.
- e. There is some language that is not in accordance with EYD, and the validity of the Hadith used needs to be checked.

Based on the results of e-module validation by material experts, it can be concluded that the material in the e-

module is very good. Meanwhile, based on the results of the assessment by media experts, it can also be concluded that the e-module is declared very good based on the media. In general, the quality of e-modules is good and feasible to use in the learning process at the implementation stage.

Implementation

After the e-module was validated by experts and improved, the e-module was tested on 5th semester students with a total of 31 students to be used as teaching materials in learning activities. The trial results will be used as a reference in improving/revising the developed e- modules.

Table 8. Results of Student Response Assessment of E-Modules

No	Assessment Aspect	Average Assessment Score for Each Aspect	Category
1	Presentation of Material	3,70	Very good
2	Linguistics	3,68	Very good
3	Expediency	3,69	Very good
4	Graphics	3,75	Very good
Average Overall Research Score		3,70	Very good

The results of the assessment of student responses to the e-module in the questionnaire that has been filled in obtained an overall average assessment score of 3.70 from a maximum score of 4.00 with a very good product category. Based on the results of the

assessment, it can be concluded that the e-module is in a very good category so that it can be used as one of the teaching materials in learning Public Speaking.

Evaluation

After going through the process of the previous stages, the e-module development received some improvements that must be made based on the results of the assessment of material experts, media experts, and student responses to the e-module.

The e-module development was made using the ADDIE development model by conducting four stages of development, namely the Analysis, Design, Development, Implementation, and Evaluation stages.

CONCLUSIONS AND SUGGESTIONS CONCLUSION

Based on the results of research and discussion regarding the development of confident E- Modules for public speaking with Islamic values, it can be concluded as follows:

This development research produces learning media products or teaching materials in the form of confident E- Modules for public speaking with

Islamic values. This research with steps (1) Analysis Stage, the method used is observation conducted to find out the curriculum used, learning activities, and the use of teaching materials. (2) Design Stage, designing confident e-modules for public speaking with Islamic values. The outline of the e-module content contains an initial design of the content written in the e-module and how the order of the material is presented. In accordance with the analysis conducted, the e-module developed in this study consists of 3 learning materials, the e-module framework generally consists of three main sections in the e-module, namely the introduction, material, and closing sections.

Developing research instruments, this research instrument is an instrument to measure the feasibility of e-modules designed in the form of a questionnaire with a Likert scale of 4 answers, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS), the answers are then converted into scores 4, 3, 2, 1 according to the order of the answer statements. The preparation of the module feasibility assessment instrument items pays attention to the

feasibility aspects of the e-module. The development stage consists of 3 steps, namely (a) e-module development, (b) instrument development, and (c) e-module assessment. The e-module was developed using the FlippPDF Cooperate Edition application, to compile the cover using the Canva application, the contents of the introduction, the contents of the cover, and the e-module material first using the Microsoft Power Point application to compile it then the format was changed to .pdf. This e-module is then displayed using Google Sites. The results obtained show that the Digital Image Processing E-Module on Vector Material developed is feasible to use as learning media or teaching materials for teachers and students in the process of learning activities based on the acquisition of the average value of the overall score of aspects by material experts 3.37 very good category, the average overall score of aspects by media experts 3.45 very good category. The results of the assessment of student responses to the e-module in the questionnaire that has been filled in obtained an overall average assessment score of 3.70 from a maximum score of 4.00 with a very good product

category. Evaluation Stage, After going through the process of the previous stages, the development of e-modules gets some improvements that must be made based on the results of the assessment of material experts, media experts, and student responses to e-modules.

PRODUCT UTILIZATION SUGGESTIONS

The E-module developed meets valid standards after being verified by material experts and media experts. This shows that the E-module is suitable for use in class of Public Speaking and supports students' confidence, especially in the field of English Public Speaking material. Proposed research on developing the e-modules on supporting English Public Speaking is limited and the content of Islamic Values only on spatial building the confidence at it. It is expected that further researcher can develop e-modules of English Public Speaking that are more complex and allow students to engage in more active learning. Therefore, there is a recommendation for other researchers to further examine the effectiveness of e-modules in learning.

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