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Effect of the Use of E-Module Media on Student Learning Interest in Islamic Education Subjects

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Abstract

This study aimed to identify the effect of e-module utilization on students' interest in learning Islamic education subjects at Muhammadiyah Al-Kautsar Junior High School Special Program Kartasura. This research analyzes data in the form of numbers, known as quantitative research. Data were collected through interviews, observations, documentation, and the distribution of research questionnaires. From 95 populations, researchers took a sample of 30 students of grade VIII of Muhammadiyah Al-Kautsar Junior High School, teachers teaching Tarikh Education subjects, and coordinators of digital school programs. The collected data were then calculated using SPSS with a simple linear regression analysis test. The aim is to identify the effect of the independent variable (e-module utilization) on the dependent variable (student interest in learning). The basis for the simple linear regression test decision is to compare the significance value (sig.) with a probability value of 0.05. The results of the data calculation show that the sig. 0,000 < 0,05. The use of e-modules influences students' interest in learning. The magnitude of the influence between the use of e-modules on students' interest in learning is 40.4%.

Tujuan penelitian ini untuk mengidentifikasi pengaruh pemanfaatan e-modul terhadap minat belajar siswa mata pelajaran pendidikan agama Islam di SMP Muhammadiyah Al-Kautsar Special Program Kartasura. Penelitian ini menganalisis data berupa angka atau dikenal dengan istilah penelitian kuantitatif. Data

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dikumpulkan melalui wawancara, observasi, dokumentasi, serta penyebaran kuisioner penelitian. Dari 95 populasi, peneliti mengambil sampel sebanyak 30 siswa kelas VIII SMP Muhammadiyah Al-Kautsar, guru pengampu mata pelajaran Pendidikan Tarikh, serta koordinator program digital school. Data yang terkumpul kemudian dihitung menggunakan SPSS dengan uji analisis regresi linear sederhana. Tujuannya untuk mengidentifikasi pengaruh variabel bebas (pemanfaatan e-modul) terhadap variabel terikat (minat belajar siswa). Dasar keputusan uji regresi linear sederhana yaitu membandingkan nilai signifikansi (sig.) dengan nilai probabilitas 0,05. Hasil penghitungan data menunjukkan bahwa nilai sig. 0,000 < 0,05. Pemanfaatan e-modul berpengaruh terhadap minat belajar siswa. Besar pengaruh antara pemanfaatan e-modul terhadap minat belajar siswa ialah 40,4%.

I. INTRODUCTION

One important aspect of life is education. Apart from increasing knowledge, education can also be a means to get closer to the Creator. As mentioned in the word of Allah Almighty, will exalt those who believe and also knowledge in surah Al-Mujadilah verse 11. Education is one of the means of teaching, where students can develop their potential in various aspects, such as religious spirituality, intelligence, noble morals, and skills. Education is important in forming competent, skilled, and moral human resources (Anggara et al., 2012).

Learning activities become part of the educational process. Learning consists of two combinations, namely learning and teaching. Learning is a process of improving the quality of one's behaviour to change one's personality (Djamaluddin & Wardana, 2019). Simply put, learning relates to things that students must do, such as reading, observing, listening, and imitating. Meanwhile, teaching is an educator's effort to convey messages or information to students. In essence, learning is an interaction between teachers with students and other fellow students. Learning certainly requires learning media because with media, teachers can convey information to students (Ridwan & Ikhwan, 2021).

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At this time, the rapid development of technology has a considerable impact. Indonesian people are no strangers to the existence of smartphones in everyday life, including in the world of education. In the world of Education, almost all students are familiar with laptops, computers, and other electronic media (Herawati & Muhtadi, 2018). One of the uses of technological advances in education is e-learning. E-learning is an innovation in learning activities using digital-based media, especially the Internet as a learning system. E-learning media, such as e-books and the web, are used as alternative media used in the learning process (Umami & Prayogo, 2021). In addition, e-learning provides opportunities for students to be more active in learning, not only listening to the material but students can also observe and practice it (Hartanto, 2016). Technological advances demand creativity and innovation in educational components, one of which is learning media.

The Latin term medius means "mediator" or "introducer" (Mayeni et al., 2023). Simply put, media is a tool that functions to convey learning messages. Technology-based learning media can improve the quality of learning, one of which is to overcome students' passive attitudes. Learning media that students generally use are known as modules. Modules are learning tools containing material, methods, and evaluations designed in a structured and attractive manner to achieve the desired results (Dewi & Lestari, 2020). Technological advances have provided innovative learning media in digital form, one of which is in the form of e-modules (electronic modules). Electronic modules can reduce the use of paper in the learning process. In addition, modules in electronic form are also expected to be able to create effective, efficient, and interactive learning (Imansari & Sunaryantiningsih, 2017).

Interest, attention, and liking are known as interest in learning. Interest in learning is an interest or attention shown by a person to something without compulsion or encouragement (Syardiansah, 2016). Student interest will have a great influence on learning success. In addition, to arouse student interest, teachers must present learning materials using interesting media, especially in

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today's digital era, where students are more interested in gadgets than books (Ikhwan, 2021).

Referring to the results of initial observations made, it was obtained that Muhammadiyah Al-Kautsar Junior High School focuses on implementing digital-based learning. According to the source, implementing digital schools at Muhammadiyah Al-Kautsar Junior High School will only be fully implemented in 2023. This digital school program is one of the school's branding efforts to attract new students who want to continue their education to the junior high school level. According to other sources, one of the reasons the school implements digital education is because life cannot currently be separated from the digital era, so this is a breakthrough from the principal of Muhammadiyah Al-Kautsar Junior High School. This digital school program uses e-modules to help the learning process in its own application. Through e-modules are expected to increase students' interest in learning, especially in this digital era, where students are more interested in gadgets than books.

Arun Septiani and Nawir have conducted previous research on e-modules. The research results show that using e-modules influences students' interest in learning mathematics subjects, where the significance value calculated via SPSS is 0.830 > 0.05. However, the e-module in this study was not explained in detail, such as how to prepare it or the form of the module. Therefore, this study aims to identify the effect of e-module utilization on student learning interest. In addition, researchers also try to explain the e-module itself in more detail.

II. METHODS

This research is a type of quantitative research. The characteristic of quantitative research is measurement. Researchers use quantitative research with analytical observational type by identifying the influence of the independent variable (X) on the dependent variable (Y). Researchers develop research designs using a cross-sectional method, where researchers carry out measurements or observations at the same time. Measurement here can be done through distributing questionnaires, while observation can be done through direct observation of the process being studied (Hutami et al., 2019).

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The population of this research was class VIII students at Muhammadiyah Al-Kautsar Middle School, totaling 95 students (Putri & Purmadi, 2020). This research took a sample of 30 students. Researchers used a purposive sampling technique, namely a sampling technique based on previously determined characteristics. The samples taken were not taken as a whole but only certain samples that had characteristics in accordance with the research objectives (Lenaini, 2021). This sampling technique is based on the researcher's assessment of individuals who are worthy of being used as samples. The sample in this research was some class VIII students taken from one of the classes with the largest number of students (Susanti, 2019; Zain, 2022).

Primary data comes from informants who know the topic being studied in detail. Sources for obtaining primary data included date education teachers, digital school program coordinators, and students. Secondary data was obtained from documentation, archives and school websites. The two variables in this research are the use of e-module media (X) as the independent or influential variable and interest in learning as the dependent variable (Y) or influenced.

Data collection techniques use observation, questionnaires, interviews and documentation. Observations are carried out through direct observation of class activities, behavior and learning activities. In this process, researchers observe and participate from start to finish when the activity occurs. A questionnaire is a data collection technique through distributing forms containing statements related to the topic, where students are asked to provide responses or opinions related to the topic. From this questionnaire, respondents were asked to check the answers in the columns provided. Interviews are carried out by asking several questions regarding the topic to be researched by the source or informant. Before conducting the interview, the researcher prepared questions in a neat and structured manner. Interviews with research subjects were conducted after the lesson ended. Data was collected through observation and interviews accompanied by documentation. Documents can be in the form of writing, photos or images of related activities.

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Data analysis techniques use quantitative descriptive techniques, namely analyzing data in the form of numbers with the aim of identifying the influence of one variable on another variable (Zulfickar & Oktariani, 2020). The data is calculated using the SPSS application to make it easier for researchers. Data analysis techniques use simple linear regression analysis intending to identify the effect of one independent variable on the dependent variable (Sarbaini et al., 2022). Simple linear regression test requirements include: First, Valid and Reliable; Second, Normal and Linear.

The basis for decision-making is seen by comparing the significance value with the probability value = 0.05.

H_a: If the value of sig. > 0.05, there is an influence between variable X and variable Y.

H_0: If the value of sig. < 0.05 means there is no influence between variable X and variable Y.

III. FINDINGS AND DISCUSSION

Digital School Program Branding

In 2023, Muhammadiyah Al-Kautsar Junior High School Special Program Kartasura focused on implementing and developing one of the digital-based programs, Digital School. The realization of this program is in the form of developing learning tools, such as e-modules, websites, and so on. This program is a breakthrough from the principal of Muhammadiyah Al-Kautsar Junior High School, who utilized digital-based technological advances. The background of the application of this program is based on the phenomenon of technological progress that occurs today. Rapid technological advances make humans inseparable from the name of the digital era. Based on this background, the principal of Muhammadiyah Al-Kautsar Junior High School presented a breakthrough digital school program in his learning process.

One of the efforts made by Muhammadiyah Al-Kautsar Junior High School Special Program Kartasura to support the digital school program's success is the provision of adequate facilities and infrastructure. Muhammadiyah Al-Kautsar Junior High School provides the installation of Wifi with the highest capacity, then

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CCTV, AC, and projectors in each classroom. It is hoped that effective and efficient digital-based learning can be realized through these facilities and infrastructure.

In its application, the digital school program, where students are asked to bring laptops, has been included in the learning system. The laptop here is a substitute for conventional learning tools such as textbooks, LKS, etc. Each child will get an e-module, which can then be accessed through their respective laptops. The learning process using e-modules is one of the media that can increase student interest in learning so that learning becomes more effective. Teachers are free to create their e-modules according to their competencies and further activate students in the learning process through innovative learning models (Kristalia & Yerimadesi, 2021). In addition, e-modules can also develop students' potential by involving the five senses in several features (Belanisa et al., 2022). The e-module presented by the teacher is equipped with various interesting features that can increase student interest in participating in learning, including:

1. Practice questions are packaged in the form of quizizz, so students can practice questions while playing.
2. Video links that are directly connected to YouTube so students can listen to additional material from the YouTube video
3. Games or games that are presented to create a fun learning atmosphere

Preparation of E-Modules as Learning Media

One of the leverages of technology in education is the use of e-modules. E-module is a module that is updated in electronic form (Dwiyanti et al., 2021). The use of e-modules in this digital school program has been carried out evenly and thoroughly in each subject. In preparation, e-modules are prepared by teachers of each subject based on the handbook that the education centre has given. E-modules do not contain all learning material but only important sub-chapters that are felt to be conveyed to students. The learning material retrieval system is carried out by taking certain materials in one semester; for example, in one semester, there are six materials, and only three materials are delivered. This is

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done considering that activities in schools are not only academic-based learning but there are other activities to support the interests of student talents.

The period of the e-module preparation process is quite long. Each subject teacher can compile e-modules in their free time, either at school or home. However, teachers are given a certain time limit to collect e-modules. The teacher is asked to immediately collect it from the school editor when it reaches the deadline. There are several stages of preparing e-modules, including:

1. Identify important subchapters to be presented to students
2. Write the content of the material in words according to its systematics
3. Convert a file from Word to PDF
4. Files converted into PDF form are then compressed or edited using the Flip PDF Professional application.

Flip PDF Professional is known as one software for compiling interesting and interactive learning media. In which can be inserted text, images, animations, video links, or videos. The results of files arranged in Flip PDF professional can later be accessed via cellphones or laptops (Wahyuni, 2021).

Utilization of E-Modules as Learning Media

One of the efforts that can be made to make learning effective is to use interesting teaching materials, namely in the form of innovative modules. Modules are attractively packed and complemented by pictures, illustrations, or examples to support teaching (Siregar & Harahap, 2020). Muhammadiyah Al-Kautsar Junior High School Special Program Kartasura uses e-modules to implement digital school programs in the learning process. In the learning process, e-modules are used as electronic books that contain learning material content and are equipped with various interesting features. In preparation, Muhammadiyah Al-Kautsar Junior High School utilizes Flip PDF Professional software. E-modules are arranged using 3D-based professional Flip PDF and can move like flipping pages, can display images, audio, and video, thus making users feel interested in using it in the learning process (Syahrial et al., 2019).

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Figure 1. *E-module display*

Based on the picture above, the e-module display is made very attractive and only contains important sub-chapters that the teacher will deliver. The e-module, as shown above, consists of 19 pages containing material related to the struggle of the Prophet Muhammad SAW in the Mecca period. In addition to the compact material, the e-module is also equipped with features that are connected directly to YouTube videos simply by clicking the icon, as shown below:

Figure 2. *Video features*

Through the features above, students can access the material even wider. Not only is written material contained in e-modules, but the material can also be accessed through audio-visual. Through the video, the teacher can provide concrete examples of the material presented so that students can understand the material compressively. The e-module can reduce student boredom and encourage students to develop ideas through e-modules that include images, audio, and learning videos.

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Identify the Effect of E-Module Utilization on Student Learning Interest

Researchers use descriptive statistical analysis, where the data analyzed is in the form of numbers. Data calculation using the SPSS application through a simple linear regression analysis test to make it easier for researchers. Before conducting the test, several prerequisite tests must be met, as follows:

Validity Test

The validity test aims to identify the validity of the research questionnaire statement items. The two variables in this study were tested using SPSS with a step: analyze → bivariate → correlates. The basis of the validity test decision is seen by comparing the sig values. With a probability value of 0.05. If the value of sig. < 0.05, then the item statement is valid. However, if the value of sig. > 0.05, meaning that the item assertion is invalid.

1. Variable X (utilization of e-module)

On this variable, researchers compiled a questionnaire containing 16 statements. Of the 16 statements, there are 4 invalid statements, then the remaining 12 are valid statements. The result is shown as in the table:

Table 1. Test validity of variable X

Statement	Sig value. >< Probability Value	Information
P1	0,023 < 0,05	Valid
P2	0,026 < 0,05	Valid
P3	0,046 < 0,05	Valid
P4	0,002 < 0,05	Valid
P5	0,010 < 0,05	Valid
P6	0,005 < 0,05	Valid
P7	0,002 < 0,05	Valid
P8	0,829 > 0,05	Invalid
P9	0,009 < 0,05	Valid
P10	0,693 > 0,05	Invalid
P11	0,289 > 0,05	Invalid
P12	0,000 < 0,05	Valid
P13	0,000 < 0,05	Valid
P14	0,038 < 0,05	Valid
P15	0,157 > 0,05	Invalid
P16	0,002 < 0,05	Valid
P17	0,015 < 0,05	Valid
P18	0,008 < 0,05	Valid
P19	0,18 < 0,05	Valid

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2. Variable Y (student learning interest)

On this variable, researchers compiled a questionnaire containing 26 statements. Of the 26 statements, 7 statements are invalid, and the remaining 19 are valid statements. The result is shown as in the table:

Table 2. Variable Y validity test

Statement	Sig value. >< Probability Value	Information
P1	0,001 < 0,05	Valid
P2	0,000 < 0,05	Valid
P3	0,000 < 0,05	Valid
P4	0,012 < 0,05	Valid
P5	0,020 < 0,05	Valid
P6	0,001 < 0,05	Valid
P7	0,000 < 0,05	Valid
P8	-0,569 < 0,361	Invalid
P9	0,000 < 0,05	Valid
P10	0,001 < 0,05	Valid
P11	0,001 < 0,05	Valid
P12	0,001 < 0,05	Valid
P13	0,000 < 0,05	Valid
P14	0,228 > 0,05	Invalid
P15	-0,520 < 0,361	Invalid
P16	0,000 < 0,05	Valid
P17	0,015 > 0,05	Invalid
P18	0, 002 < 0,05	Valid
P19	0,001< 0,05	Valid
P20	0,001 < 0,05	Valid
P21	0,002 < 0,05	Valid
P22	0,176 > 0,05	Invalid
P23	0,002 < 0,05	Valid
P24	0,004 < 0,05	Valid
P25	0,078 > 0,05	Invalid
P26	0,762 > 0,05	Invalid

Reliability Test

Reliability testing aims to test the consistency of statement items when tested repeatedly. Reliability tests are also carried out on each variable and then calculated using SPSS with the following steps: analyze → scale → reliability analysis. In reliability tests, the data tested is only data that is declared valid. According to Wiratna Sujerweni in Helwig, the basis for reliability test decisions is seen from the value of Cronbach's alpha. If the Cronbach alpha value > 0.6, the statement item is reliable. However, if the Cronbach alpha value < 0.6, the item statement is not reliable.

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1. Variable X (utilization of e-module)

Based on 12 data that were declared valid, then reliability tests were carried out through SPSS, and results were obtained as in the table:

Table 3. Variable reliability test X

Reliability Statistics

Cronbach's Alpha	N of Items
.780	15

(Source: SPSS 26)

From the reliability statistics table, Cronbach alpha values of 0.780 > 0.6 are obtained, meaning that the questionnaire statement item is reliable.

2. Variable Y (student learning interest)

Based on 19 data that were declared valid, then a reliability test was carried out through SPSS, and the results were obtained as in the table:

Table 4. Variable Y reliability test

Reliability Statistics

Cronbach's Alpha	N of Items
.900	19

(Source: SPSS 26)

Referring to the reliability statistics table, Cronbach alpha values of 0.900 > 0.6 are obtained, meaning that student interest questionnaire statement items are also reliable.

Normality Test

The normality test aims to identify residual values that are normally distributed or not. In the normality test, both variables are tested together. The normality test is performed using SPSS in two steps. First, find the residual value through analyze → linear → regression → click save → select unstandardized → continue → OK. Second, perform the Kolmogorov Smirnov test with steps: analyze → nonparametric tests → legacy dialogues → 1-sample K-S.

The basis for the normality test decision is to compare the sig values. With a probability value of 0.05. The residual value is normally distributed if the value of

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sig. > 0.05. The residual value is not normally distributed if the value of sig. < 0.05. The test results are shown as in the table:

Table 5. Normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.63601122
Most Extreme Differences	Absolute	.095
	Positive	.077
	Negative	-.095
Test Statistic		.095
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

(Source: SPSS 26)

Referring to the table in the One-Sample Kologorov-Smirnov Test obtained values of sig. 0.200 > 0.05 means that both variables' residual values are normally distributed.

Linearity Test

The purpose of the linearity test is to determine the form of the relationship between the independent variable and the dependent variable. Good data is data that has a linear relationship between the two variables. The linearity test is carried out using SPSS with steps: analyze → compare means → means → checklist → in the test for linearity section. The basis of linearity test decisions is seen by comparing sig values. Deviation from linearity with a probability value of 0.05. The two variables have a linear relationship if the value of sig. Deviation from linearity > 0.05. The two variables have no linear relationship if the value of sig. Deviation from linearity < 0.05. The test results are shown as in the table:

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Table 6. Linearity test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Student learning interests * Utilization of e-modules	Between Groups	(Combined)	1087.033	15	72.469	2.214	.073
		Linearity	624.193	1	624.193	19.066	.001
		Deviation from Linearity	462.841	14	33.060	1.010	.493
	Within Groups		458.333	14	32.738		
	Total		1545.367	29			

(Source: SPSS 26)

The ANOVA table shows sig values. 0.493 > 0.05, meaning the variables X and Y have a linear relationship.

Simple Linear Regression Analysis Test

The linear regression analysis test aims to identify the effect of the independent variable on the dependent variable. Before performing a simple linear regression analysis test, the data must meet the prerequisite tests as described above. The basis of decision-making is seen by comparing sig values. With a probability value of 0.05. If the value of sig. < 0.05, it means that there is an influence between variable X and variable Y. If the value of sig. > 0.05, which means there is no effect. A simple linear regression analysis test is calculated using SPSS with the following steps: analyze → linear → regression → OK. After the test, the following results were obtained:

Table 7. Simple linear regression analysis test

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	624.193	1	624.193	18.973	.000[b]
Residual	921.174	28	32.899		
Total	1545.367	29			

a. Dependent Variable: Student learning interests

b. Predictors: (Constant), Utilization of e-modules

(Source: SPSS 26)

Referring to these outputs, the value of sig is known. 0.000 < 0.05 means that there is an influence between the variables of e-module utilization on student

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learning interest variables. In the same output, it can be known the magnitude of the influence of variable X on variable Y shown in the following table:

Table 8. Percentage of effect of variable X on variable Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.636[a]	.404	.383	5.736

a. Predictors: (Constant), Utilization of e-modules

(Source: SPSS 26)

The Model Summary table shows an R square coefficient value of 0.404, meaning that the influence of the independent variable (use of e-modules) on the dependent variable (student learning interest) is 40.4%. Where students are more interested in using digital media in the form of e-modules rather than print media such as books or LKS, this is shown in the following diagram:

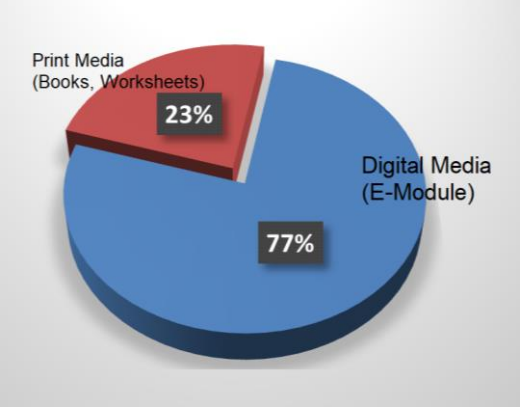

Figure 3. *Fan diagram*

Impact of Utilizing E-modules in Learning

Based on the analysis of the research results, the use of e-modules has a very positive impact, both felt by students and teachers. Educators certainly need books to support learning materials, especially Islamic education subjects. Muhammadiyah Al-Kautsar Junior High School Special Program Kartasura is one of the private schools under Muhammadiyah. Islamic education in Muhammadiyah schools has 6 subjects. One textbook costs 50-60 thousand rupiah, so if the total of all books is 300 thousand rupiah. Therefore, using e-modules in learning greatly saves the cost of purchasing textbooks. In addition, e-modules greatly relieve students. Students only need to bring a laptop with e-modules from several

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subjects taught, making it more effective and efficient. E-modules can insert video links that are directly connected to YouTube, which cannot be contained in conventional books in general. The existence of e-modules also makes it easier for teachers in terms of learning assessment; for example, when teachers do enrichment or practice questions, questions are designed with Google Forms. The assessment mechanism is that when the student finishes answering the question, the score will appear by itself, so that the teacher is easier in recording the score (PAI Teacher, 2023).

Muhammadiyah Al-Kautsar Junior High School Special Program Kartasura students also feel the impact of e-module utilization. The use of laptops with quite a lot of intensity makes students accustomed to operating them. Not only that, students also know and better understand the features on laptops and are skilled in using them (Digital School Program, 2023). E-modules are equipped with interesting features to increase students' interest in learning. The material and practice questions in the e-module are designed as videos and quizzes so that students get a learning experience while playing and make learning and understanding easier because the material taught is quite concise (Student K, 2023). In addition, using e-modules as learning media greatly lightens the burden on students' luggage, so students do not need to carry conventional books, just carry a laptop that already contains e-modules from various subjects and notebooks if needed. The availability of e-modules can overcome the limitations of space and time so that they can be used anytime and anywhere.

From the various positive impacts of using e-modules, the results of data analysis also show that teachers and students still feel negative impacts. The frequent use of laptops has caused fear and anxiety among parents. However, the school provides an understanding that the use of laptops is the same as physical books, so students do not use laptops all the time (Digital School Program, 2023). In addition, the potential for students to access other features during learning is also an obstacle teachers feel. This makes students not focus on what is being taught. The negative impact teachers feel can be minimized by maximizing the role of teachers in supervising their students and in reminding each other (PAI

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Teacher, 2023). Students also feel the negative impact. Too frequent use of laptops can cause eye pain due to too long staring at the laptop screen (Student E, 2023). The negative impact felt by students can be minimized by controlling the use of laptops and adjusting eye distance with laptops.

IV. CONCLUSION

Referring to the study's results, researchers analyzed data from questionnaire instruments using SPSS with a simple linear regression analysis test. The results of a simple linear regression analysis test show a significance value of 0.000 < 0.05, meaning that there is an influence between variable X (utilization of e-module) and variable Y (student learning interest). In addition, in the output of a simple linear regression test, it is known that the value of the R square coefficient is 0.404, meaning that the influence of variable X on variable Y is 40.4%. This is supported by 77% of students prefer to use e-modules, and 23% of other students still prefer to use conventional media, such as books and LKS. E-modules that contain concise material content, then equipped with illustrations, images, and videos, become the attraction of students in the following learning. The obstacle often found in accessing e-modules is an unstable internet network. However, to minimize this, Muhammadiyah Al-Kautsar Junior High School has provided adequate facilities, one of which is the installation of high-quality Wifi.

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