

Implementation of a Digital e-Module in Marriage Guidance at KUA Rengasdengklok District

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Abstract: This study aims to analyze the implementation of a digital e-module in Marriage Guidance (Bimbingan Perkawinan) as an innovative learning medium and to examine its impact on participants' understanding, motivation, and internalization of sakinah family values. This research employed a descriptive qualitative approach supported by quantitative data. Data were collected through observation, questionnaires distributed via Google Forms, and documentation, and were analyzed descriptively using percentage techniques. The findings indicate that the digital e-module was effectively implemented as a flexible and interactive learning medium in a flipbook format accessible through QR codes. Participants demonstrated positive learning responses, reflected in ease of access, improved understanding of sakinah family concepts, and a strong intention to apply these values in their future marital life. The e-module also promotes independent and reflective learning, enabling deeper internalization of Islamic family values.

Keywords: Digital e-Module; Marriage Guidance; Islamic Education; Sakinah Family.

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Abstrak: Penelitian ini bertujuan untuk menganalisis implementasi e-module digital dalam kegiatan Bimbingan Perkawinan sebagai media pembelajaran inovatif serta mengkaji dampaknya terhadap pemahaman, motivasi, dan internalisasi nilai keluarga sakinah pada peserta. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan dukungan data kuantitatif. Data dikumpulkan melalui observasi, angket berbasis Google Form, dan dokumentasi, kemudian dianalisis secara deskriptif menggunakan teknik persentase. Hasil penelitian menunjukkan bahwa e-module

digital diimplementasikan secara efektif sebagai media pembelajaran yang fleksibel dan interaktif dalam format flipbook yang dapat diakses melalui QR code. Peserta menunjukkan respon positif terhadap pembelajaran, yang ditandai dengan kemudahan akses, peningkatan pemahaman terhadap konsep keluarga sakinah, serta tingginya niat untuk menerapkan nilai-nilai tersebut dalam kehidupan rumah tangga. Selain itu, e-module juga mendorong pembelajaran mandiri dan reflektif, sehingga memperkuat proses internalisasi nilai-nilai keislaman dalam konteks keluarga.

Kata Kunci: e-Module Digital; Bimbingan Perkawinan; Pendidikan Agama Islam; Keluarga Sakinah.

A. Introduction

The rapid development of digital technology in the Society 5.0 era has significantly transformed learning practices, including in Islamic Religious Education. Digital platforms such as e-learning, interactive videos, and mobile applications have become dominant media in delivering learning content (Anita et al., 2025). The use of digital media has been proven to enhance learning motivation, accessibility, and interactivity (Rohmiati et al., 2025). These advancements make religious learning more flexible and engaging, particularly for digital-native generations who require easily accessible learning resources anytime and anywhere.

In the context of Marriage Guidance (Bimbingan Perkawinan), the need for effective and adaptive learning approaches has become increasingly urgent. The high divorce rate reflects the limited readiness of couples in building a sustainable family. Data from the Central Bureau of Statistics show that in 2024 there were 399,921 divorce cases in Indonesia, with West Java recording the highest number at 88,985 cases (BPS, 2024). In response, the Ministry of Religious Affairs has developed marriage guidance programs along with digital innovations such as SIMKAH Web and E-Bimwin to equip prospective couples with knowledge and family life skills. Previous studies confirm that marriage guidance plays a crucial role in realizing a harmonious sakinah family (Al Farisi et al., 2024). Therefore, marriage guidance learning needs to be delivered through approaches that are adaptive to participants' characteristics (Diniyati et al., 2025).

However, the implementation of conventional marriage guidance still faces several challenges, including low participant engagement, limited availability of certified facilitators, and ineffective learning duration (Diniyati et al., 2025; Lestarini, 2025). Monotonous delivery methods also hinder participants' understanding of the material (Al Farisi et al., 2024). In this context, digital approaches offer a strategic solution. Various innovations, such as digital booklets and mobile-based interactive modules, have been shown to improve understanding and effectiveness in premarital education (Ma'ruf, 2025; Na'mah, 2022).

In addition to improving accessibility, premarital education requires a reflective approach that can build awareness of roles and responsibilities in married life. Digital learning media enable independent interaction, repetition of materials, and contextual visualization of family life concepts (Ma'ruf, 2025). Digital e-modules, in particular, serve as a medium for continuous value internalization and can be integrated with administrative systems such as SIMKAH 4.0 to enhance service effectiveness and transparency (Ginting et al., 2024).

Furthermore, the integration of digital technology in Islamic education has been recognized as an important strategy to improve learning quality (Dila et al., 2024). Digital media enrich learning experiences, increase motivation, and facilitate the understanding of religious concepts (Nasution, 2024). Interactive approaches such as short videos, digital quizzes, and gamification are effective in attracting learners' interest, especially among visual-oriented generations (Rafsanjani et al., 2024). Multimedia learning principles also contribute to improved learning outcomes through the integration of visual and auditory elements (Hanif et al., 2025).

However, previous studies tend to focus either on the general use of digital media in Islamic education or on conventional marriage guidance practices, with limited attention to the implementation of structured digital e-modules specifically designed for marriage guidance contexts. In addition, most studies emphasize cognitive learning outcomes, while aspects such as participants' motivation and the internalization of *sakinah* family values are still underexplored.

Therefore, this study aims to fill this gap by analyzing the implementation of a digital e-module in marriage guidance and examining its impact on participants' understanding, motivation, and internalization of sakinah family values. This study is expected to contribute to the development of innovative digital-based learning strategies in Islamic education, particularly in strengthening premarital education programs.

B. Research Methods

This study employed a descriptive qualitative approach supported by quantitative data. This approach was chosen to provide an in-depth description of the implementation of a digital e-module in Marriage Guidance programs and to examine participants' responses to its use. A descriptive qualitative design is appropriate for exploring educational phenomena in a natural and contextual setting, particularly in the implementation of innovative learning media (Sugiyono, 2019).

Data collection techniques included observation, questionnaires, and documentation. Observation was conducted to directly examine the implementation process of the digital e-module during Marriage Guidance sessions. Questionnaires were distributed to participants Google Forms to obtain quantitative data regarding accessibility, level of understanding, and participants' responses to the e-module. The questionnaire was completed by 24 Marriage Guidance participants and 10 general users. Although the number of respondents was limited, the data provide an initial overview of user acceptance toward digital learning innovation in the context of marriage guidance.

Documentation was used to support the data, including activity records, screenshots of the e-module, and questionnaire result recapitulations. Data analysis was conducted in two stages. Quantitative data were analyzed using percentage techniques to identify trends in participants' responses. Meanwhile, qualitative data were analyzed descriptively through data reduction, data display, and conclusion drawing. This analysis aimed to provide a comprehensive understanding of the effectiveness of the digital e-module as a learning medium in Marriage Guidance (Miles & Huberman, 2014).

C. Results and Discussion

1. Implementation of the Digital e-Module in Marriage Guidance

The implementation of the digital e-module in Marriage Guidance activities demonstrates high effectiveness as a complementary learning medium (Malau & Hasanah, 2025). The material is presented in a digital flipbook format that can be accessed through QR codes and online links, allowing participants to study flexibly without limitations of time and place (Zahrah & Wardhana, 2025). This flexibility expands participants' learning opportunities beyond face-to-face sessions and encourages continuous independent learning (Linda et al., 2021; Sholeh et al., 2023).

The presentation of materials, which combines concise text, visual graphics, and a simple layout, has proven to facilitate participants' understanding of key concepts related to sakinah family development (Miftahussurur et al., 2025). More than 70% of participants stated that the material was easy to understand, indicating that visual design and communicative language play a significant role in the effectiveness of digital learning. These findings are consistent with previous studies which highlight that multimedia-based e-modules can enhance conceptual understanding through interactive and contextual learning experiences (Hasanah & Jasiah, 2025) and (Anisa & Jasiah, 2025). Visual media are also considered more effective in explaining abstract religious concepts compared to conventional lecture methods (Mutmainnah et al., 2021).

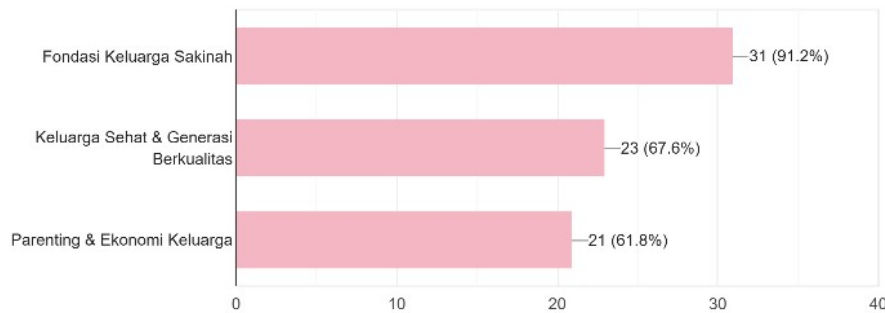
Active participant engagement during the learning process reflects a shift from passive to reflective and independent learning patterns. Participants were observed to re-access the material during discussions as a form of reinforcement (Zahrah & Wardhana, 2025). This finding aligns with (Rohmiati et al., 2025) stating that digital media encourage active participation and learner autonomy.

In the context of Islamic Religious Education, the integration of digital technology is a strategic approach to improving learning quality (Dila et al., 2024). Digital media enrich learning experiences, increase motivation, and facilitate the understanding of religious concepts (Nasution, 2024). Interactive approaches such as short videos, digital quizzes, and gamification are effective in attracting the interest of visually oriented learners (Rafsanjani et al., 2024). In addition, multimedia cognitive principles contribute to improved learning outcomes through the integration of visual and auditory elements

(Hanif et al., 2025). Therefore, the digital e-module in Marriage Guidance serves as a pedagogical innovation aligned with the transformation of Islamic education in the digital era (Kalamiah et al., 2025).

2. The Impact of the Digital e-Module on Understanding, Motivation, and Internalization of Sakinah Family Values

The digitalization of Marriage Guidance programs through the use of e-modules represents a strategic response to challenges in family resilience in Indonesia (Miftahussurur et al., 2025). The high divorce rate reflects the limited preparedness of couples in building stable family lives (Suryani & Sayehu, 2023). In this context, the use of digital media in Islamic education has been shown to improve engagement and learning effectiveness through visual and interactive approaches (Asrofin et al., 2025).

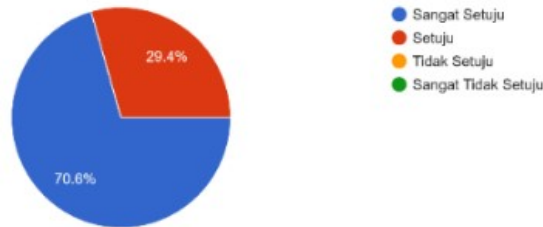


Picture 1 Seri e-Module yang paling relevan (sumber: Google)

The findings indicate that the e-module has high relevance, as reflected by 91.2% of participants accessing the “Sakinah Family Foundation” series. Contextual materials that align with participants’ psychosocial needs contribute to increased intrinsic motivation in learning (Syah et al., 2023). Ease of understanding is also demonstrated by 70.6% of respondents stating that the e-module is easy to comprehend, indicating the success of user-centered instructional design. The flexibility of digital media allows participants to learn independently according to their own pace, which aligns with adult learning characteristics (Qotimah & Mulyadi, 2022).

Setelah mempelajari e-module ini, saya lebih paham tentang cara membangun keluarga sehat dan generasi berkualitas:

34 responses

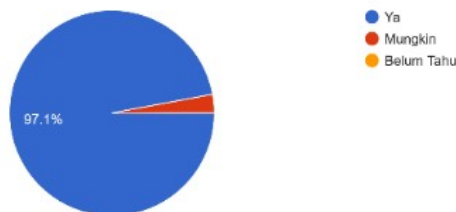


Picture 2 Tingkat kemudahan memahami e-Module

The most significant impact is observed in the intention to apply sakinah family values, with 97.1% of participants expressing readiness to implement what they have learned in their marital life. This high level of intention is consistent with the Theory of Planned Behavior, which identifies intention as a key predictor of actual behavior (Derakhshan et al., 2025). The e-module strengthens positive attitudes toward marriage and increases participants' confidence in managing family life (Fadhila A et al., 2022).

Setelah pembelajaran ini, saya berniat menerapkan hal-hal yang saya pelajari dalam kehidupan rumah tangga nanti:

34 responses



Picture 3 Niat penerapan hasil belajar (sumber: Google Form)

In addition to enhancing conceptual understanding, the e-module contributes to family literacy by providing materials on reproductive health, conflict management, and Islamic parenting (Qotimah & Mulyadi, 2022). The digitalization of marriage guidance is also aligned with the objectives of maqasid al-shariah in preserving religion, lineage, and family well-being (Mudassir et al., 2025). Therefore, the digital e-module functions

not only as a learning medium but also as a strategic instrument in developing adaptive and resilient sakinah families in the modern era.

3. Pedagogical Implications of Digital e-Modules in Marriage Guidance

Beyond its practical implementation, the use of digital e-modules in Marriage Guidance reflects a broader pedagogical shift toward learner-centered and technology-integrated education. The flexibility offered by digital platforms allows participants to engage with learning materials according to their individual pace and needs, which is particularly relevant in adult learning contexts. Adult learners tend to be self-directed and problem-oriented, making digital e-modules a suitable medium for facilitating meaningful learning experiences (Qotimah & Mulyadi, 2022).

From a pedagogical perspective, the integration of multimedia elements such as text, visuals, and interactive components supports cognitive processing and knowledge retention. According to multimedia learning principles, combining visual and verbal information enhances comprehension and reduces cognitive overload (Hanif et al., 2025). This is evident in the participants' responses, where the majority reported improved understanding of sakinah family concepts.

Furthermore, the e-module promotes reflective learning by allowing participants to revisit the material independently. This reflective process is essential in internalizing values related to marriage and family life, as it enables learners to connect theoretical knowledge with personal experiences. In this sense, the e-module does not merely function as an instructional tool but also as a medium for value transformation within the framework of Islamic education.

4. Integration with Islamic Values and Maqasid al-Shariah

The findings of this study also highlight the relevance of digital e-modules in supporting the objectives of maqasid al-shariah, particularly in preserving family integrity and social well-being. Marriage guidance is not only a formal requirement but also a strategic effort to build families that uphold religious, psychological, and social values (Mudassir et al., 2025)

The e-module content, which includes topics such as marital roles, conflict management, and reproductive health, contributes to strengthening participants' understanding of their responsibilities in building a *sakinah* family. This aligns with the objectives of preserving lineage (*hifz al-nasl*), maintaining faith (*hifz al-din*), and ensuring well-being (*hifz al-nafs*). By integrating these values into a digital learning format, the e-module becomes a relevant tool for addressing contemporary family challenges.

Moreover, the use of digital media enables a more contextual and adaptive delivery of Islamic teachings. Participants are not only exposed to normative religious concepts but are also encouraged to reflect on their practical application in modern life. This approach strengthens the relevance of Islamic education in responding to societal changes in the digital era.

5. Limitations of the Study and Directions for Future Research

Despite its contributions, this study has several limitations that need to be acknowledged. First, the number of participants involved in the study was relatively limited, which may affect the generalizability of the findings. Second, the study primarily focuses on short-term responses, such as understanding and intention, without examining long-term behavioral outcomes in actual marital life.

In addition, the data were collected mainly through self-reported questionnaires, which may be subject to response bias. Future research is recommended to involve larger and more diverse samples, as well as to employ longitudinal designs to assess the long-term impact of digital marriage guidance on family resilience and marital quality.

Further studies could also explore the integration of more advanced digital features, such as adaptive learning systems, gamification, or artificial intelligence-based guidance, to enhance user engagement and personalization in marriage guidance programs.

D. Conclusion

This study demonstrates that the implementation of a digital e-module in Marriage Guidance programs is an effective innovation in enhancing the quality of premarital education. The integration of digital media transforms conventional guidance into a more flexible,

interactive, and learner-centered process.

The findings reveal that the e-module improves participants' accessibility to learning materials, enhances their understanding of sakinah family concepts, and promotes active engagement during the learning process. More importantly, it significantly strengthens participants' motivation and intention to apply the values learned in their future marital life.

From a pedagogical perspective, the use of digital e-modules supports independent and reflective learning, which is essential in facilitating the internalization of Islamic family values. In addition, the integration of marriage guidance materials with the principles of *maqasid al-shariah* highlights the relevance of this approach in fostering resilient and value-oriented families in contemporary society.

However, this study is limited by the relatively small sample size and its focus on short-term outcomes. Therefore, future research is recommended to involve larger samples and to examine the long-term impact of digital marriage guidance on family resilience and marital quality.

Overall, digital e-modules can be considered a strategic approach to strengthening marriage guidance programs and supporting the development of sakinah families in the digital era.

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