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Development of Story-Based Modules on Living Peacefully with Noble Morals

Nasira Narhaida[1], Sri Handayani[2], St. Marwiyah[3]
[1,2,3]Institut Agama Islam Negeri Palopo
Jln. Agatis, Balandai Village, Bara District, Palopo City
sirahnasirah11@gmail.com

Abstract: This research aims to develop a story-based module that teaches class VII students about living peacefully with commendable morals at State Junior High School 13 Palopo and evaluate the module's feasibility. The research used a research and development approach with 19 class VII students as subjects. The research object is an Islamic religious education module about living peacefully with noble morals. Data collection techniques involve learning media validation sheets and questionnaires, with descriptive qualitative and quantitative data analysis. The research results show that the story-based module development stage follows the ADDIE approach, accompanied by a valid feasibility evaluation by material and media expert validators. This research implies the importance of developing story-based modules for learning about peaceful living with commendable morals in schools. Recommendations include increased use of the module in learning and further research to measure its impact on students' understanding and application of moral values.

Keywords: Module Development, Story Based, Noble Morals.

1. Introduction

Education is one of the spearheads of a country's progress and has become a strategic factor in creating the nation's progress. Quality education and development by developing science and technology can produce quality and productive human resources (Cikka, 2020).

In Law No. 20 of 2003 concerning the national education system article 3, it is revealed that national education functions to develop the ability and shape the character and civilization of a dignified nation to educate the nation's life aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, healthy, knowledgeable, capable, creative, be independent and be a democratic and responsible citizen (Pemerintah Pusat, 2003). To achieve this goal, one field students must study in madrassas and public schools is Islamic Religious Education, which is intended to shape students into human beings who believe in and fear God Almighty and have noble morals.

Based on the objectives of national education, education in schools is not only related to efforts to master the academic field by students but also must be balanced with the formation of noble morals that need to be considered by educators at school and parents at home (Hanik & Ahsani, 2021). If this balance is carried out, education can be the basis for changing children to be more qualified in faith, science, and morals (Sani & Kadri, 2016, p. 6).

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Islamic religious education is an inseparable part of the education system in Indonesia, which is expected to positively influence the moral changes of students who are not good (Nurpajar, 2020). Islam requires a person always to have noble morals and avoid despicable morals. With noble morals, a person will feel peace in his life. Islam, through its main source of teaching, namely the Qur'an and Hadith, aims to bring happiness to humans, both individually and in groups. It means that Islam prioritizes the happiness of its people (Imelda, 2017). One of the targets of Islamic education is the formation of moral attitudes in students. As stated in the hadith of the Prophet, the virtue of noble morals is a privilege for Muslims to get His intercession later.

Morals have a high position and invite Muslims to have noble morals. Noble morals are traits that are inherent in a person's soul and have become personalities. This trait makes individuals do an action easily and without consideration (Choli, 2019; Marwiyah et al., 2022).

The roles and duties of teachers are faced with large and very complex challenges as a result of the negative influence of the era of globalization and advances in science and technology that affect the behavior and morals of students as the next generation of the nation (Hasriyadi & EMP; Nurul, 2023). The flow of media information, both print and electronic media, has greatly changed the mindset, attitudes and actions of the younger generation, affecting the emergence of negative behaviors in terms of education (Suryono, 2019, p. 6). In the world of education, a very important thing that will produce experience as a provision and capital to live life teaching an interaction of the teaching and learning process between teachers and students that aims to form people who believe and fear Allah SWT (Suprayitno & Wahyudi, 2020, p. 146).

Today's widespread and advanced social media shows that adolescent children lack adequate parental supervision regarding excessive use of social media (Firman et al., 2022; Ardianti & Syukur, 2023). It causes many of them to be influenced by foreign cultures, which impacts poor behavior and morals due to a lack of ability to judge behavior that should not be followed (Daud & Triadi, 2021). About this problem, the formation of morals for the younger generation must be carried out more carefully by parents and teachers in schools.

The formation of morality requires habituation and example (Khofifah & Mufarochah, 2022). Students must be accustomed to always doing good and ashamed of doing evil, being honest and ashamed of cheating, diligent and ashamed of being lazy, throwing garbage in its place and making the environment dirty (Nurjanah, 2020). From acting less well to being better, attitude and behavior changes are not formed instantly. The change must be trained seriously and continuously to achieve the desired goals (Anwar, 2021).

The role of teachers is the key to success in developing the mission of education and learning in schools (Fatmawati, 2021). In addition to being responsible for organizing, directing, and creating a conducive atmosphere that encourages students to carry out activities in class (Arianti, 2019). Teachers are one of the most determining factors in the learning process in the classroom (Bararah, 2020). Therefore, teachers are required to have quality when presenting teaching vahan to students. The quality of students can be measured by morality, wisdom, patience, and mastery of teaching materials when civilized with students.

The results of initial observations made by researchers at Sekolah Menengah Junior Negeri 13 Palopo are that the current teaching materials used by teachers in schools are still very lacking in providing benefits and delivering deeper material, especially in developing the character of students with good morals, some materials are only taught without deeper deepening such as attitudes in establishing relationships with neighbors only provide material in line There are no examples or stories that can be used as comparisons so that students get a modest understanding and material without the desire to practice it in everyday life. In fact, for interesting, effective, and efficient

learning, a teacher also needs teaching materials that can provide qualified quality learning processes. However, sometimes the teaching materials provided in schools have not been able to meet this, so by utilizing teaching materials other than textbooks, learning is expected to be interesting, not boring and effective (Kulbi, 2019).

Teaching materials must have a unique and interesting form, content, and way of presenting material to attract students to learn to use these teaching materials, and the results of learning can help students apply them in their daily lives (Ismail et al., 2023). One of the interesting teaching materials to develop is module teaching materials.

Teaching materials developed in this module at least have more value than printed books in circulation. In addition to module teaching materials, teachers must choose appropriate learning methods, which are very important in achieving goals and supporting teacher teaching materials in the educational process to achieve goals per educational concepts and curriculum (Zainuddin, 2019). No teaching method is better than another. Each method has advantages and disadvantages. There are appropriate methods used for large numbers of students. Some are appropriate for use in small quantities, some for use indoors, and some for use outside the classroom (Hasriadi, 2022).

The module planned by the researcher uses the story method, which is one of the methods in Islamic education, namely educating by relying on language, both oral and written, by conveying messages from the main sources of Islamic history, namely the Qur'an and hadith which are expected to help students in improving commendable behavioral attitudes. From this background, researchers are interested in developing a Story-Based Module on Peace Living Material with Commendable Morals that meets the criteria for eligibility.

2. Method

This type of research is *Research & Development* using the ADDIE model. The stages of the ADDIE model consist of 5 stages of research: analysis, design, development, implementation, and evaluation. The subjects of this study were 18 grade VII students at Sekolah Menengah Junior Negeri 13 Palopo. The object of this research is the Islamic Religious Education module, which focuses on the material of a peaceful and moral life.

The data collection technique used is a validation sheet to collect data on product quality. Validation sheets will be given to three experts who are competent in their fields. In addition, student response questionnaires are also used to get input from them.

Data analysis techniques use quantitative descriptive analysis by analyzing data from validation sheets and practicality questionnaires (Suggestion, 2016). Two competent validators tabulate conformity materials and media in the product. The validity percentage is calculated from the validation sheet with a Likert scale of 1-4 and then categorized according to the validity assessment table.

Tabel 1. Skala Likert

Score	Information
1	Very unkind
2	Unkind/disagree
3	Good/agree
4	Very good

Furthermore, based on the validation sheet that the validator has filled in, the percentage can be found with the formula:

$$Persentase = \frac{\sum \text{skor per item}}{\text{skor maximum}} \text{ x}100\%$$

Based on the percentage results are then categorized according to the following validation sheet:

Table 2. Categories of **Assessment** of the Validity of a Product

Percent (%)	Category
0-20	Invalid
21-40	Kurang valid
41-60	Quite valid
61-80	Valid
81-100	Sangat valid

The Practicality Data Analysis technique is obtained from the Tabulation of results by teachers of Islamic Religious Education subjects, calculated as a percentage and categorized according to the practicality assessment table.

Table 3. Practical Assessment Categories

Percent (%)	Category
0-20	Impractical
21-40	Less practical
41-60	Quite practical
61-80	Practical
81-100	Very practical

The eligibility percentage is calculated from the observed score divided by the expected score. The results are interpreted using a scale of values from the percentage table according to Arikunto to determine the level of qualitative feasibility of learning modules.

Table 4. Eligibility Rate Percentage Scale

Achievement Percentage	Value Scale	Interprestasis
76 – 100%	4	Very decent
56 – 75%	3	Proper
41 – 55%	2	Enough
0 – 40%	1	Less viable

3. Results

This research was conducted on Islamic religious education, the material of living peacefully with noble morals taught to students in grade VII at Mengah Pertama Negeri School 13 Palopo. This development research uses the ADDIE model. The development of the Islamic Education learning module was carried out at State Junior High School 13 Palopo.

This research produced a product as a learning module for Islamic religious education with peaceful living material and noble morals applied at Mengah Pertama Negeri 13 Palopo School, especially in class VII, which has been tested for validity by three competent validators. Practicality test by Class VII Islamic Education subject teachers and the responses of grade VII students of Mengah Pertama Negeri 13 Palopo School. The product of this research is in the form of Islamic religious education learning modules prepared for approximately one month.

The following describes the stages of developing a story-based Islamic Religious Education learning module on peaceful living material with commendable morals in grade VII of Mengah Pertama Negeri School 13 Palopo using the ADDIE module.

a. Analysis Levels

The analysis stage aims to find out and explore the characteristics of the material developed in the modules and learning media to be carried out. In the analysis stage, several important things are analyzed, which include:

1) Needs Analysis

The initial stage that must be done is to analyze the learning needs of students. At this stage, the researcher made direct observations during the learning activities in the classroom and conducted interviews with subject teachers, such as Mr. Juni Azis and S.Fil.I. Based on the problems at this stage of analysis, it can be seen that the learning process of Islamic religious education has not been supported by learning resources that can help students learn independently in learning the material that has been received at the time of learning, and lack of interest in learning because the effectiveness of students in understanding the material is because the teaching materials used by educators are less interesting, especially during the learning process. Therefore, by applying teaching materials for Islamic religious education learning modules to peaceful living materials with noble morals, it may be able to meet the needs of students related to the problems that have been analyzed.

2) Curriculum analysis

Curriculum analysis is the process of identifying subjects and educational programs contained in the curriculum to evaluate the curriculum for further development and find existing shortcomings and problems to produce the expected solution or development. Curriculum analysis is used to find out the curriculum used in schools. Based on the analysis of the curriculum used at Mengah Pertama Negeri 13 Palopo School, namely the independent curriculum.

b. Tahap Design

After the analysis in the previous stage, the next stage in developing teaching material modules is to design. Here are the steps, which include:

1) Collection of learning resources related to the products developed, namely material about *peaceful living with commendable morals* as reference material or guidelines in the development of story-based Islamic religious education teaching materials, while the intended learning resources can be obtained from books, journals, and articles on the internet. As well as choosing material related to peaceful living material with commendable morals as a relevant and accurate learning resource.
2) Compilation of Module Framework

   The stages of compilation of the framework of the module are as follows:

a) *Cover*, namely the title of teaching materials, subject names, topics/learning materials, classes, authors, and campus agencies
b) The preface discusses information about the modules' role in the learning process.
c) Table of contents, discussing the module framework.
d) The introduction discusses the guidelines for using teaching materials, KI, KD, and learning objectives
e) Activities, discussing learning paths, material description, assignments, self-assessment, formative tests

f) Bibliography

3) Compilation of Instruments

The instruments used are validation sheets and practicality questionnaire sheets. The validation sheet and practice questionnaire contain filling instructions and a table of statements of several aspects of the assessment. This validation sheet will be given to two competent validators to test the validity of the module, while the practical questionnaire sheet will be given to PAI subject teachers at 13 Palopo public junior high schools after the learning module is declared valid.

c. Tahap Development

After the design stages, the researcher compiles and makes teaching materials. The next step is to develop the products that have been produced, followed by a presentation of the products that have been produced.

1) Teaching Material Results

a) Cover

The first page is the cover with the title of Islamic religious education teaching materials, which will be explained in this module. Designed with *Microsoft Word* and a layout, a name title is backed by a picture of a child. This module uses only one chapter of discussion, namely, *living peacefully with commendable morals,* by listing grade levels.



Figure 1. Teaching module cover

b) Learning Outcomes page

This learning outcomes page refers to the core competency sheet, and basic competencies are presented by the independent curriculum. These competencies and these basic competencies aim to show what learners must achieve in learning.

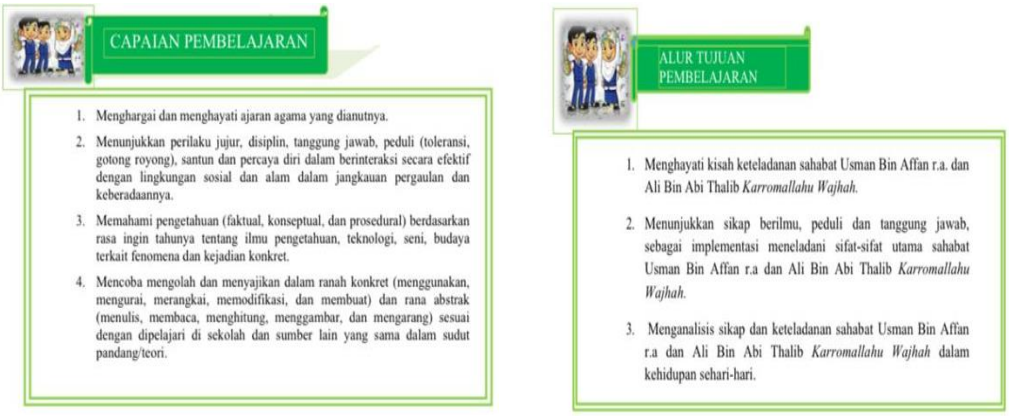


Figure 2. Learning outcomes and learning objectives flow

c) Contents Page

The material presented on the content page is adjusted based on core and basic competencies and learning objectives to be achieved by students. Do not forget to be accompanied by pictures that make it easier for students to appreciate the material and add new information for students.



Figure 3. Contents of MAteri Teaching modules

d) Final Assessment Page

On the final assessment page, questions are presented to train students' ability to understand the material that has been read and deepen the material or content.

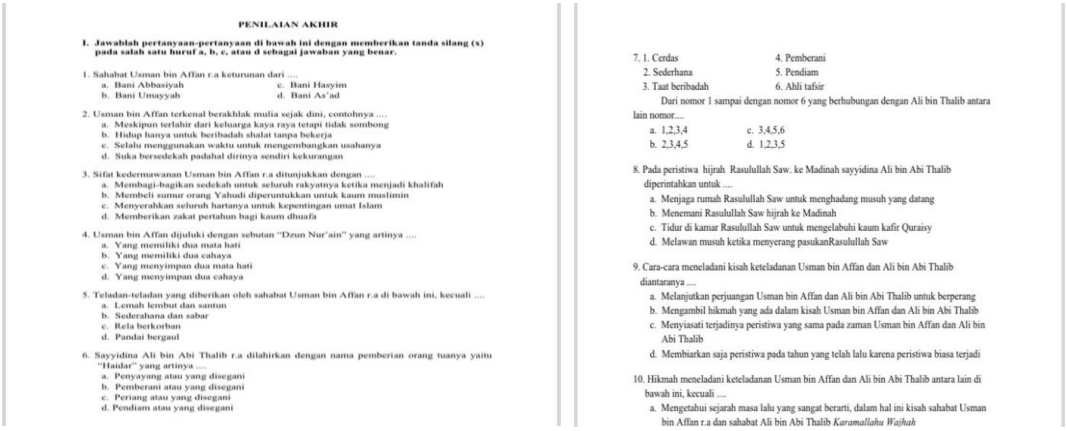


Figure 4. Final assessment page

The module has been completed in the engineering stage. Then, an initial product can be produced and given to two competent validators who provide suggestions to make improvements or revisions.

2) Module Validation

The next step is the preparation of module feasibility test instruments in the form of validation sheets and practicality questionnaires. The feasibility assessment of teaching materials was validated by three validators, namely two media expert validators and material experts, and one teacher of Islamic religious education subjects at State Junior High School 13 Palopo.

a) Analysis of material expert validation data

Expert validators of teaching material for story-based PAI teaching material development are people who are competent in the field of PAI, especially in jurisprudence, by the material chosen in the teaching material module, namely, *living peacefully with commendable morals.* This step is carried out to improve the quality of the product further by providing assessments, comments, and suggestions on learning products.

The material expert validator intended for researchers is Mr. Makmur, S.Pd., M.Pd.I. The determination of expert validators of this material is based on the following considerations:

(1) Have an Islamic religious education background
(2) Have a linear doctoral education background
(3) Experienced in making teaching materials and the like

The following explains the results of material expert validation of the development product submitted using the questionnaire method.

Table 5. Results of Material Expert Validation of Product Development

No.	Aspects	Max value	Value Validator	%
1	Material Quality	25	25	100
2	Material Suitability	25	25	100

Qualitative data from the results of material expert validators are used in comments, criticisms and suggestions from material expert validators after making an assessment, then the comments, criticisms and suggestions are as follows:

"We recommend that margins be used 4,4,3,3 and include *footnotes*. Based on these criticisms and suggestions, it is stated that there are aspects that need to be revised for the improvement of a more qualified/decent product."

b) Media Member Validator Data

The material expert in developing story-based Islamic religious education teaching material modules is competent in making teaching material designs. The selection of media experts is based on the consideration that the person concerned has qualifications to provide assessment, comment and advice in developing this module.

The media members shown to researchers evaluating this learning medium are Mr. Hasriadi, S.Pd., and M.Pd.

(1) Have a background in the field of learning
(2) Lecturer of skills in writing teaching materials for Islamic religious education products, Faculty of Tarbiyah.

The following is a presentation of data from media experts' assessments of story-based Islamic religious education teaching material development products submitted as questionnaires.

Table 6. Results of Media Expert Validation of Product Development

No.	Aspects	Max value	Value Validator	%
1	**Module Size**	10	9	90
2	**Module Cover Design (*Cover*)**			
a	Module cover layout	20	17	85
b	The letters used are attractive and easy to read	15	14	93.3
c	Module cover illustration	10	8	80
3	**Module Content Design**			
a	Layout consistency	10	9	90
b	Elements of harmonious layout	15	12	80
c	Complete layout elements	10	9	90
d	Layout speeds up comprehension	10	10	100
and	Typography of simple book content	10	9	90
f	Easy-to-read typology	15	12	80
g	The typography of the contents of the book facilitates understanding	10	8	80
h	Content illustration	20	18	90

Qualitative data from the results of material expert validators are used in comments, criticisms and suggestions from material expert validators after making an assessment, then the comments, criticisms and suggestions are as follows:

"The print and margin parts should be proportional. Based on these criticisms and suggestions, it is stated that there are aspects that need to be revised for the improvement of a more qualified/decent product."

d. Tahap Implementation

The next stage of development is the implementation stage. At this stage, the development products that have been developed are then applied or implemented by the functions and objectives of learning. The application was carried out in class VII of State Junior High School 13 Palopo by conducting learning using the developed teaching material module. The results of learning using teaching materials from the development are then evaluated to correct the shortcomings of the teaching material module.

1) Subject Teacher Practicality Data

Teachers of Islamic religious education subjects are also appointed as validators of story-based Islamic religious education teaching materials as developed products. In this case, the teacher in question is a PAI subject teacher at Sekolah Menengah Junior Negeri 13 Palopo named Mr. Juni Azis, S.Fil.I.

The following is a quantitative data presentation from the results of research by teachers of Islamic religious education subjects at State Junior High School 13 Palopo on story-based Islamic religious education teaching materials.

Table 7. Results of Practicalization of Teachers of Islamic Religious Education Subjects

No.	Aspects	Max value	Value Validator	%
1	Format module	20	**19**	95
2	Module contents	20	**20**	100

3	Language and writing	20	**19**	95
4	Layout illustrations, drawings or diagrams	12	**12**	100
5	Benefits of uses	4	**4**	100
Average percentage				98

The table above shows that the overall value of practicality is 98%. It can be concluded that the development of story-based teaching material modules designed by researchers is practical and worthy of being used as learning materials in grade VII of State Junior High School 13 Palopo. The data was obtained from the results of the assessment of subject teachers on the teaching material module developed by the researcher.

2) Student Response to Story-Based Teaching Materials Module

Students responded to the development of story-based teaching materials by providing questionnaires to all students in grade VII of State Junior High School 13 Palopo. It is done to determine the success of the assessment and feasibility of the teaching material module developed. The following are the results of the researcher's data processing of student assessment questionnaires analyzed using quantitative analysis of the calculation of the percentage score.

Table 8 Results of Student Response Data to Teaching Material Modules

No.	Aspects	Max value	Student Assessment	%
1	Display	360	307	85.28
2	Content Presentation	576	484	84.03
3	Benefit	360	298	82.78
Average percentage				84.03

Based on the table above, which shows students' response to the development of story-based teaching material modules in grade VII of State Junior High School 13 Palopo, it can be categorized as a researcher development module that is very feasible to be used as efficient teaching materials. The assessment aspect of the teaching material development module questionnaire obtained an average percentage of 84.03% of the appearance, presentation of content and benefits in the story-based teaching materials module.

e. Evaluation Phase

The last stage in the development process is the evaluation stage. The purpose of the evaluation stage is developed according to the research objectives. If the research objectives have been achieved, the research can be completed, and the developed products can be produced. In this study, the product developed in the form of an Islamic religious education learning module was declared valid by validators and practitioners from the results of limited ciba tests by teachers of Islamic religious education subjects and student responses, where the product developed was improved or revised until the product was said to be effective and could be mass-produced. Evaluation is carried out using a small group system or field trials.

4. Discussion

Based on research conducted by researchers on developing story-based modules on peaceful living material with commendable morals in grade VII of State Junior High School 13 Palopo. The development stage of the story-based module and the feasibility of the story-based module on

peaceful living material with commendable morals in grade VII of State Junior High School 13 Palopo that was developed will be described as follows.

a. Development Stage of Story-Based Modules on Living Peacefully with Commendable Morals

The stages of developing a story-based Islamic Religious Education learning module on peaceful living material with commendable morals in grade VII of State Junior High School 13 Palopo using the ADDIE module include the analysis stage. The analysis stage is divided into needs analysis and curriculum analysis. Second, the design stage focuses on the designs for making teaching material modules. Third is the development stage of structuring and making teaching materials. Fourth is the implementation stage or the stage of applying teaching material modules based on the functions and objectives of learning. Fifth, the evaluation or assessment stage of the product developed is in accordance with the research objectives.

These findings are in line with the theory of Constructivist Learning. According to this theory, learning occurs when students actively build their understanding through interaction with learning materials and real experiences (Suryana et al., 2022). In developing story-based Islamic Religious Education learning modules, this theory underlines the importance of paying attention to needs and curriculum and designing learning materials that allow students to be actively involved in the learning process (Saksono et al., 2023, p. 54). Thus, the modules developed in this study should be designed to facilitate the construction of students' knowledge about living peacefully with commendable morals through relevant stories and learning activities that encourage reflection and discussion.

This research provides new findings in the development stage of the story-based Islamic Religious Education learning module on peaceful living material with commendable morals in grade VII of State Junior High School 13 Palopo using the ADDIE model. First, needs analysis and curriculum are important first steps. The results showed the importance of identifying student needs and suitability to the curriculum as the main basis in compiling learning modules appropriate to the local context and the needs of students in the school.

At the design stage, research emphasizes the importance of good module design in capturing the essence of learning material and student needs. These findings contribute to developing module designs that support Islamic religious learning in grade VII more effectively. The stage of making teaching materials is also the focus of this study, which highlights the concrete process of compiling story-based learning materials about living peacefully with commendable morals. These new findings include strategies and techniques for making teaching materials that can optimize students' understanding of the material.

Implementing modules is also in the spotlight, which shows the importance of using learning materials effectively in the classroom. The study results provide insight into how teachers can effectively integrate modules into the learning process to achieve the desired learning objectives. Finally, the evaluation stage ensures that the modules developed meet the learning objectives.

This study provides information on evaluation methods that can be used to assess the effectiveness of learning modules in improving students' understanding of Islam and the skills of living peacefully with commendable morals. Thus, this research provides a framework for developing story-based learning modules and new insights that education practitioners can use to improve the quality of Islamic religious learning in secondary schools.

b. Feasibility of Story-Based Modules on Living Materials in Peace with Morals

The feasibility of implementing a teaching material module is seen from the assessment. Validators are determinants of whether or not the module is feasible to develop. The feasibility of modules, in general, is assessed from materials and media used to develop teaching materials. Feasibility assessment is carried out by material validators, media, subject teachers, and student responses to developing teaching material modules. Overall, the assessment conducted by material and media expert validators obtained very good results, as seen from the assessment questionnaire for developing teaching material modules, which was given a very valid value. Then, the assessment carried out by teachers of Islamic religious education subjects obtained 98% of the assessment aspect of the teaching material module, which means that the developed module is practical and feasible to use. Meanwhile, students' responses to the story-based teaching material module developed by researchers obtained results with an average percentage of 84.03%, categorized as very feasible for use in the learning process.

This research reflects the application of Formative Evaluation theory in assessing the feasibility of teaching material modules. Formative Evaluation Theory emphasizes the importance of a continuous and continuous evaluation process during the development of a product or program (Syafi'i, 2023). In this study, the feasibility of the teaching materials module was evaluated from several aspects, including aspects of the material and media used, as well as student responses to the module.

Assessment is carried out by validators who are experts in material and media subject teachers and involves direct responses from students. It reflects a holistic approach in evaluating the feasibility of modules, involving various relevant parties in the development process (Walyani et al., 2023). The findings show that the assessments carried out by expert validators of the material and media give excellent results, which shows the validity of the modules developed. It indicates that the module meets the feasibility standards regarding the material and media used.

Assessments by teachers of Islamic religious education subjects also gave very positive results, with scores reaching 98% in all aspects of the assessment. It shows that the module is not only feasible to use but also practical in classroom teaching. Meanwhile, student responses to the story-based teaching material modules developed were also very positive, with an average percentage reaching 84.03%. It shows that students feel that the module is very suitable for use in the learning process, thus strengthening the overall feasibility of the module.

Thus, these new findings show that the developed teaching material modules have successfully met the desired feasibility standards, as shown through comprehensive evaluations from various related parties. It illustrates the practical application of Formative Evaluation theory in learning module development.

5. Conclusion

The findings of this study indicate that the development of a story-based module on peaceful living material with commendable morals for grade VII at Sekolah Menengah Junior Negeri 13 Palopo has been carried out using the ADDIE approach. The development process includes five stages: needs analysis and curriculum analysis, module manufacturing design, preparation and manufacture of teaching materials, application of modules per learning objectives, and evaluation of the products developed. Regarding feasibility, material and media expert validators consider the module very valid. The score obtained from teachers' assessment of Islamic religious education subjects is also quite high, reaching 92.5%. In addition, the response from students to the story-based

module was also quite positive, with an average score of 77%, which shows that the module is very feasible to use in the learning process.

Based on these findings, several implications and recommendations can be taken. The implication is that this story-based module can help improve the understanding and application of peaceful living values and commendable morals among junior high school students. The recommendation is that this module can be expanded in learning in various schools to create a more effective and fun learning environment. In addition, further research is needed to measure the long-term impact of using this module on student character and moral development.

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