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Development of Islamic Religious Education and Ethics Teaching Module for Class X of High School: An Approach Based on Islamic Values and the Independent Curriculum

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Abstract. This research aims to develop a teaching module for Islamic Religious Education and Ethics for class X at SMA Negeri 1 Palopo using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The research instruments include interviews, documentation, and assessment sheets (questionnaires). The results of the study show that the teaching module received validation from media experts of 70.83% (valid), material experts of 89.58% (very valid), and linguists of 67% (valid). The practicality test from the teacher gave a result of 75% (practical). Thus, this teaching module is considered valid and practical to be used as an effective learning medium in Islamic Religious Education and Ethics subjects.

Keywords: Islamic Religious Education, Teaching Module, Independent Curriculum.

1. Introduction

Education is an effort to create a complete picture of human beings and make education the main foundation and strategy for forming quality and perfect human beings (Surya, Rofiq, and Ardianto 2021). Education is realized through a learning and learning atmosphere that allows students to actively develop their potential (Bahar and Sundi 2020; Ichsan 2021). This includes strengthening religious spirituality, self-control, personality, intelligence, noble character, and skills necessary for oneself and society. Thus, education is expected to form human beings who have comprehensive qualities.

Education is a fundamental effort to instill values that help and guide human beings toward a better life and improve their destiny and civilization (Indriani 2021). The presence of education is an important milestone in creating change and progress in society (Ambarwati et al., 2021). Without education, society is often considered to have not experienced significant development compared to previous generations in terms of quality of life and the future (Ridwan and Maryati, 2024). Therefore, education plays an important role in improving the quality of human life.

The implementation of education greatly influences the quality of learning, starting from good learning procedures, namely learning methods that make students look active in the learning process (Antony and Mudjiran 2021). Learning is an active process for students to build insights, not just receive teacher lectures (Wulandari and Nisrina 2023). Teachers can improve student learning activities by using learning media, such as teaching modules, to explain the material more clearly.

Islamic religious education is an effort to form individuals who can develop and apply Islamic teachings through educational guidance so that they can understand the teachings of Islam in depth

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according to their beliefs (Darise 2021). In addition, this education also aims to make Islam a view of life that brings salvation and prosperity, both in this world and in the hereafter.

The Prophet (peace and blessings of Allaah be upon him) gave his ummah the freedom to improvise as long as it did not deviate from the rules of Islam (Thohiri 2022). In addition, several learning factors affect success in learning, namely, teachers, students, goals, methods, etc. (Magdalena et al. 2021). Learning achievement can be measured through the knowledge, understanding, and skills students acquire after going through the process for one semester.

Islamic religious education aims to guide children to become true Muslims, have firm faith, do righteous deeds, have noble morals, and be useful for society, religion, and the country (Ya'cub 2021). This shows that Islamic religious education shapes children's character and personality. In addition, the purpose of studying Islamic religious education is to achieve happiness in this world and the hereafter and form a personality in accordance with Islam's teachings (Saputra 2022). Islamic religious education not only teaches knowledge but also forms ethical individuals who can benefit society.

From various views on the purpose of Islamic education, it can be understood that the purpose of Islamic religious education is to equip students with knowledge, values, attitudes, and behaviors following Islamic law so that they can become true Muslims who are beneficial to the nation and society (Afif 2022). Ultimately, the goal is to realize a society, nation, and religion God deifies.

Learning Islamic Religious Education and Ethics is important (Wahidin 2018), especially in teaching students to avoid negative traits such as redundancy, *riya', sum'ah, takabur,* and *hasad*. This subject provides an in-depth understanding of how to avoid these traits, from distinguishing between essential needs and mere desires, teaching worship with sincere intentions without expecting praise, and distancing yourself from liver disease (Pramujiono et al. 2020). In addition, students can understand many other values through this learning to form a better personality.

The purpose of learning how to avoid redundancy, riya', sum'ah, takabur, and hasad is not only to understand the importance of not being extravagant in buying goods but also to realize the bad impact that these traits have on them, both from a social and religious perspective (Syarbini 2014). From a social perspective, redundant behavior, *riya', sum'ah, takabur*, and *hasad*, can damage relationships between others and create disharmony in social life.

The results of an interview conducted by the researcher on October 12, 2023 with Mrs. Murniati, S.Pd., a teacher of Islamic Religious Education at SMAN 1 Palopo, stated that in the learning process, teachers tend to only use package books and rarely use learning tools such as teaching modules. As a result, students lack focus during the learning process, especially on material about avoiding redundant behavior, riya', sum'ah, takabur, and hasad.

The researcher developed a teaching module for Islamic Religious Education and Ethics based on the mentioned topics. This topic is considered important and interesting to be further developed. The teaching modules designed by the researcher will focus on Islamic religious education and ethics. This module is hoped to support the learning process in the educational environment and be a means to increase student learning motivation. In addition, this teaching module is expected to increase the attractiveness and effectiveness of Islamic religious education and ethics.

2. Method

This research uses the Research and Development (R&D) method, which aims to develop and test the effectiveness of products in the form of differentiated learning-based teaching modules. The development model applied is ADDIE, which consists of five stages: analysis, Design, Development, Implementation, and Evaluation (Branch 2009). The product developed is an Islamic Religious

Education (PAI) and Ethics teaching module with material that focuses on avoiding redundancy, riya', sum'ah, takabur, and hasad. This research was conducted at SMA Negeri 1 Palopo, South Sulawesi, from June to August 2024. The research subjects were 27 students of class X Bumi, while the research object was differentiated learning-based teaching modules.

The research process begins with the analysis stage to identify learning needs and analyze the curriculum. Furthermore, at the design stage, module design, collection of teaching materials, and preparation of validation instruments are carried out. The development stage involves validation of the module by media, material, and language experts, followed by revisions based on the feedback received. The implementation stage is done through product trials by collecting practical data through teacher questionnaires. At the evaluation stage, formative and summative evaluations are carried out to refine the module before producing the final product.

Data collection techniques include observation, interviews, questionnaires, and documentation. The validity of the module is assessed through validation sheets from media, material, and language experts, while the practicality of the module is measured based on the teacher's response using the Likert scale. Data analysis is done by calculating the percentage of validation and practicality scores to determine the modules' quality. The final result of this study is expected to produce valid, practical teaching modules that follow the needs of differentiation-based learning.

3. Result

Teaching Module Development

The results of this study show that the differentiated learning-based teaching module for the subject of Islamic Religious Education and Ethics class X at SMA Negeri 1 Palopo was developed using the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. In the analysis stage, the researcher identified the needs of educators and students, showing that the teaching module is urgently needed to support the implementation of the Independent Curriculum. The design phase results in modules designed with the Canva app, including initial competencies, learner worksheets, enrichment, remedial, and glossary materials tailored to curriculum and learning needs.

The following are the results of the design of the teaching module that has been adjusted to the needs of students. Several components can be seen and studied. For more details, please see the following description:



Figure 1. Cover display, Module identity, initial competencies, and table of contents



Figure 2. General information and core information display



Figure 3. Initial instrument and material display



Figure 4. Display of learning activities



Figure 5. Display of teaching materials, tools, and materials, display of teacher reflection and assessment



Figure 6. Display of questions and exercises



Figure 7. Display of enrichment, remedial, teacher, and student reading materials



Figure 8. Assessment Sheet Display



Figure 9. Notes, glossary, and bibliography view

Teaching Module Product Validation

One of the criteria to determine whether or not a product is developed is based on the results of validation by several experienced experts. The teaching module product is verified by three validators: media, material, and language.

The results of the validation analysis of media experts on the teaching module can be described as follows:

Table 1. Media Expert Validation Analysis

No	Assessment aspects	Total score	Max score	(%)	Category
1.	Components of the teaching module	9	12	75%	Valid
2.	Display	6	8	75%	Valid
3.	Module content	7	16	58,3%	Valid
4.	Attraction	12	12	75%	Valid
	Average	34	48	70,83%	Valid

The instrument for media experts consists of 12 items that are considered important in the presentation of the teaching module: the component aspect of the teaching module is 75%, the display is 75%, the content aspect of the module is 58.3%, and the attraction aspect is 75%. The average value of the four aspects is 70.83%, classified as valid.

The results of the analysis of the validation of subject matter experts on the teaching module can be described as follows:

Table 2. Material Expert Validation Analysis

No	Assessment aspects	Total score	Max score	(%)	Category
1.	Core information about the material	7	8	87,5%	Highly Valid
2.	Content of the material	21	24	87,5%	Highly Valid
3.	Assessments, media, and learning resources	15	16	93,75%	Highly valid
	Average	43	48	89,58%	Highly valid

The instrument for material experts consists of 12 question items that are considered important in the presentation of the material. Based on the results of the validation analysis from the material validators, the core information aspect of the material obtained a percentage of 87.5%, the aspect of material content obtained a percentage of 87.5%, and the aspect of assessment, media, and learning resources obtained a percentage of 93.58%. The average score for the three aspects is 89.58%, included in the very valid category.

a) Linguist validation

The results of the linguist validation analysis of the teaching module can be described as follows:

Table 3. Linguist Validation Results

No	Assessment aspects	Total score	Max score	(%)	Category
1.	Language	5	8	62,5%	Valid
2.	Sentence terms	6	8	75%	Valid
3.	Spelling regularity	5	8	62,5%	Valid
	Average	16	24	67%	Valid

The instrument for linguists consists of 6 question items. Based on the results of the validation analysis from the language validator, the language aspect obtained a percentage of 62.5%, the term sentence aspect obtained a percentage of 75%, and the spelling determination aspect obtained a percentage of 62.5%. The average score for the three aspects is 67%, classified as valid.

Teaching Module Product Trial

Product Trial After the three validators declare the product valid and feasible. The researcher conducts a trial to test the practicality of the teaching module product through a questionnaire to educators to assess the practicality of the teaching module that has been made. The practicality of the teaching module can be seen from the table of the results of the educators' responses as follows:

Table 4. Data and Results of the Educator Practicality Questionnaire

No	Assessment aspects	Total score	Max score	(%)	Category
1.	Material	12	16	75%	Valid
2.	Attraction	6	8	75%	Valid
3.	Benefit	9	12	75%	Valid
	Average	27	36	75%	Valid

Questionnaire data shows that the Islamic Religious Education and Ethics teaching module for class X at SMA Negeri 1 Palopo is considered practical by educators, with an average score of 75% in all aspects. It can be said that the module meets the practicality criteria and is ready to be used in learning.

4. Discussion

Teaching Module Development

This research is a type of Research and Development (R&D) research that aims to develop teaching module products in the content of Islamic Religious Education and Ethics class X at SMA Negeri 1 Palopo. Product development uses the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. The analysis stage carried out is to analyze the needs of educators, which shows that module development is urgently needed because it is necessary to develop teaching modules that are relevant, contextual, and by the independent curriculum to improve the quality of Islamic Religious Education and Ethics learning.

At this design stage, the needs of educators are translated into teaching modules with key components such as initial competencies, Pancasila profiles, and learning objectives. The module's design, which uses soft colors, reflects the concern for user comfort. The addition of components such as student worksheets (LKPD), enrichment and remedial materials, and glossaries aims to provide complete information and learning resources that support students' overall understanding. The design that considers these aesthetic and completeness aspects indicates that the module has been optimized to facilitate learning effectively.

The validation process by media, material, and language experts provides critical input for module improvement. The module can be refined through this feedback to meet the expected quality

standards. This validation ensures that the teaching module is feasible to use and by curriculum guidelines. The revision process that was carried out shows the researcher's commitment to making the module a practical and effective product in learning.

Module trials on educators provide empirical data on the practicality of the modules. The results of the teacher response questionnaire showed that the module can be applied practically in real learning situations and supports a more interactive teaching method. This response data is also material for further improvement so that the final product is reliable and meets users' expectations. The last stage is evaluation, where researchers conduct formative evaluations to monitor and improve each stage of product development, while summative evaluations are carried out to assess the practicality of the product being developed.

This study's results align with previous research (Mimin 2023), which emphasizes the integration of Pancasila Student profiles and the presentation of materials relevant to student needs. Just like this study, the approach used is centered on conformity with the Independent Curriculum and the needs of students. The results of this study are also in line with the research (Mabsutsah and Yushardi 2022), which shows that this research uses the Independent Curriculum to develop practice-based modules in vocational subjects. One of the main findings is the importance of the relevance of module materials to the needs of the world of work. In the research being discussed, the relevance of the context is more directed at strengthening moral and spiritual values to support the learning of Islamic Religious Education and Ethics.

Based on the results of previous research and research, it was found that the teaching module of Islamic religious education and ethics learning content class X of SMA Negeri 1 Palopo showed that this research focused on the subject of Islamic Religious Education and Ethics, which does not only support cognitive aspects but also the formation of character and spirituality of students through the integration of Pancasila Student profiles. This has not been raised much in research on other teaching modules that tend to focus on general subjects. The development of the module is carried out by considering the needs of educators and the local context at SMA Negeri 1 Palopo, which provides practical value in the implementation of Independent Curriculum-based learning. However, this research has limitations, namely, the lack of use of digital technology. Unlike the research of Febrina et al., which uses web-based electronic modules, this research is still developing modules in print format. This limits the flexibility of using modules in the digital age and distance learning.

Teaching Module Product Validation

This study evaluates the validity of the Islamic Religious Education and Ethics teaching module for class X at SMA Negeri 1 Palopo, which was developed to be an effective, efficient, and interesting learning medium. This module was validated by three experts: media experts, material experts, and linguists, who gave scores of 70.83%, 89.58%, and 67%, respectively. The average validation results show that this module meets the valid criteria and is suitable for use in learning.

The results of this study are in line with the results of previous research conducted by (Darmansyah, Susanti, and Rahman 2023), which shows that the results of this study produce a problem-based learning-based teaching module that can be effective in improving the financial literacy of elementary school students. In addition, this research is supported by research (Puspita 2019)from the study results showing that the science process skill-based module in biology learning is feasible and interesting to use in the excretory system material in humans. This research is supported by research (Mahmudi, Darniyanti, and Oktaviani 2023) that Canva-assisted teaching modules on science subjects in the independent curriculum for grade IV elementary schools can be applied in the learning process.

Based on the results of previous research, it was found that the teaching module of the learning content of Islamic religious education and ethics class X of SMA Negeri 1 Palopo was declared valid and suitable for use as teaching material. This level of validity shows that the development of the teaching module has achieved the expected goal, which is to provide effective, efficient, and interesting learning media for students. However, this study has limitations. Namely, the trial is only conducted on teachers to measure the practicality of the module. At the same time, the

effectiveness test on students has not been carried out, where the effectiveness test on students is important to obtain more comprehensive data on the extent to which this module supports students' understanding and absorption of the material.

Teaching Module Product Trial

The results of this trial show that the Islamic Religious Education and Ethics teaching module for class X at SMA Negeri 1 Palopo was declared practical with an average score of 75% in material, interest, and creativity.

This study's results align with previous research conducted by (Ariawan et al. 2022). Based on the research results, this study has succeeded in producing a Problem-Based Learning-based teaching module that can effectively improve the financial literacy of elementary school students. In addition, research supports this research (Mahmudi et al. 2023). Based on the research results, Canva-assisted teaching modules on science subjects in the independent curriculum for grade IV elementary schools can be applied in the learning process. This research is also in line with the research (Febrina, Leonard, and Astriani 2020), which shows that the result of this development is a product in the form of UN Junior High School electronic modules and the web as an online practice facility. The product developed has gone through the validation stage by experts and is declared suitable for use in learning.

Based on the results of research and previous research, it was found that this practicality assessment was obtained from a response questionnaire filled out by teachers, who assessed that this module was practical and suitable for use in learning. This research also contributes to developing teaching modules for high school students, especially class X, focusing on the benefits, interest, and relevance of the material. However, this research can be improved by expanding the implementation context, integrating technology, and measuring the direct impact of modules on student learning outcomes.

5. Conclusion

The study results show that the Islamic Religious Education and Ethics teaching module for class X at SMA Negeri 1 Palopo was developed using the ADDIE model, which includes five stages: analysis, design, development, implementation, and evaluation. Validation by media, material, and language experts resulted in 70.83%, 89.58%, and 67% percentages, respectively, in the valid or very valid category. The results of the teacher's response showed the practicality of the module, with an average of 75%, so this module is feasible and practical for use in learning. This research implies that the module can be used as a supporting teaching material, helping to create a relevant learning environment and improving the professionalism of educators in meeting student needs. The researcher suggested that further research include an effectiveness test to evaluate the impact of the module on student learning outcomes and develop teaching modules with more varied materials and methods.

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