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Development of Teaching Modules Based on the Independent Learning Curriculum in Islamic Religious Education Subjects in Elementary Schools

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Abstract. This research aims to develop a teaching module based on the Independent Learning Curriculum in Islamic Religious Education class V at UPT SDN 157 Sindu Agung. The method used is development research with the ADDIE model, including the Analysis, Design, Development, and Implementation stages. Module validation is carried out by evaluating material, language, and media experts using validation sheets. The validation results showed the validity level of the module with a percentage of 75% (valid) for the material, 91.6% (very valid) for the language, and 92.8% (very valid) for the media. The practicality of the module based on the educator's questionnaire reached 88.8% (very practical). This teaching module meets the criteria of validity and practicality to be used as an effective teaching material in learning the material "Living Field with Sharing". This finding supports efforts to strengthen the implementation of the Independent Curriculum in elementary schools.
Keywords: Teaching Module, Independent Learning Curriculum, Islamic Religious Education.

1. Introduction

Education is an effort carried out consciously and planned to create a learning atmosphere and learning process that allows students to actively develop their potential (Dwi et al., 2023). This potential includes abilities in religion, self-control, personality formation, strengthening noble morals, and skills needed for themselves, the community, the nation, and the state.

Education is a process in which knowledge, skills, and habits are imparted from generation to generation through training, teaching, and exploration (Mansir, 2024). Education is the foundation for all progress and development, and it is invaluable because it allows people to maximize their potential as individuals and as members of society (Penuel et al., 2020). The world of education greatly influences character behaviour in a person; various sciences are introduced so that students can understand and make changes in themselves.

The learning and teaching process is the core of the educational process that covers the whole, and the teacher is one of the important factors in determining the success of the learning and teaching process in the classroom (Fatmawati, 2021). Improving the quality of education is not an easy task because it is not only related to technical problems but also includes various complicated and complex problems, both related to funding issues, planning, and the efficiency and effectiveness of the school system's implementation.

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Science is the milestone of everything, which is the beginning of every deed of a Muslim because it is the knowledge that a Muslim can be noble before Allah SWT and human beings in general (Tiffani et al., 2024). Religious education is necessary for knowledge, skills, values, and religious attitudes, both formal and non-formal education (Bafadhol, 2017). Education science regulates the system in the world of education called curriculum.

The curriculum education system that applies in a country is expected to develop creativity and critical thinking skills in solving a problem and be proficient in collaborating and communicating (Abas et al., 2024). The latest education system has been thoroughly socialized by the minister of education, Nadiem Makarim. The concept of education by Nadiem Makarim is independence in critical thinking, intelligence and creativity, both emotionally and spiritually.

The implementation of the "Merdeka Belajar" curriculum continues to experience an increase both in changes in curriculum strategies and with the recovery of learning due to the results of teaching and learning during the previous pandemic recovery period(Purnawanto, 2022). In the Regulation of the Minister of Education, Culture, Research and Technology Number 16 of 2022 concerning Process Standards in Early Childhood Education, Primary Education Level, and Secondary Education Level, it is explained that the process standards are used as a guideline tool in carrying out an effective and efficient learning process to develop students' potential, creativity, abilities and independence optimally, which are used by teachers in teaching.

Teachers are one of the most important components of the education system (Dhani, 2020). Teachers can use the rapid development of science and technology to support the learning process, especially in developing learning tools (Ni'mah et al., 2023). Teaching modules are teaching and learning tools for students that are designed so that students can follow the learning process based on the Independent Curriculum to achieve the competencies set by the teacher.

Teaching tools are contained in the 2013 curriculum, where teachers must compile and print lesson plans, syllabi, semester programs, and annual programs, along with assessment instruments made separately (Pratiwi et al., 2021, p. 4). Meanwhile, in the Independent Curriculum, there is another term, which is known as a simplified teaching module in the form of a teaching tool which already contains lesson plans, syllabi, semester programs, annual programs, and assessment instruments (Mustari, 2022, p. 52). This change shows an effort to increase efficiency and effectiveness in learning planning so that teachers can focus more on implementing the learning process in the classroom.

The Independent Curriculum is a new program of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia which was initiated by the Minister of Education and Culture of the Republic of Indonesia in the Advanced Cabinet, namely Nadiem Makarim (Hasdi et al., 2023). One of the important parts of succeeding in implementing learning in schools in the Independent Curriculum is the existence of teaching modules (Ashfarina et al., 2023). The purpose of developing teaching modules based on learning and assessment guidelines is to improve learning tools that can guide teachers in learning both in and outside the classroom.

Based on the results of pre-research observations conducted at UPT SDN 157 Sindu Agung, the researcher obtained information that, in the learning process of Islamic Religious Education and Ethics, teachers have used teaching materials in the form of teaching modules. However, some materials, especially life material sharing, do not have teaching module documents. This is the background for researchers to develop Islamic Religious Education teaching modules, especially about the material of Living Field With Sharing. Regarding the problem information that the researcher has obtained, the researcher wants to develop a Teaching Module on Islamic Religious Education class V at UPT SDN 157 Sindu Agung.

Previous research, such as that conducted by (Suwardi & Aliyyah, 2024), shows that developing teaching modules based on the Independent Curriculum can increase students' interest in learning and make it easier for teachers in the learning process. Meanwhile, Rahmat and (Hidriana

et al., 2023) emphasized that teaching modules are more effective than conventional learning methods in increasing student engagement. However, these studies tend to be general and do not specifically examine the development of teaching modules for the material "Living in the Field with Sharing" in Islamic Religious Education class V. Theoretically, the study of the effectiveness of teaching modules based on the Independent Curriculum in terms of motivation, attractiveness, and effectiveness is also still limited to the context of certain materials.

Empirically, the results of pre-research observations at UPT SDN 157 Sindu Agung show that even though the teaching module has been used, some materials do not yet have teaching module documents, such as "Living in the Field with Sharing". It creates a gap between practical needs in the field and the availability of appropriate teaching modules, so this study seeks to address these shortcomings.

The teaching module the researcher will develop is expected to be a tool for educators in the learning process and can motivate students when learning using the teaching module developed by the researcher. So researchers are interested in providing development products in the form of teaching modules, especially in Islamic Religious Education subjects, which are expected to increase interest, attractiveness, and effectiveness of these teaching materials in the learning process of Islamic Religious Education.

This study aims to identify the need for the development of teaching modules based on the Independent Curriculum on the material "Living in the Field with Sharing" in the subject of Islamic Religious Education class V at UPT SDN 157 Sindu Agung. In addition, this research aims to develop teaching modules that can be used as effective learning aids and are relevant to the needs of students and teachers. This study also aims to analyze students' effectiveness, attractiveness, and motivation after using the developed teaching modules so that they can positively contribute to the learning process of Islamic Religious Education.

2. Method

This research uses the R&D (Research and Development) method to produce certain products and test their effectiveness (Sugiyono, 2022). The development model used is the ADDIE model, designed to produce innovative, attractive products according to students' abilities (Nabila et al., 2021). The research was carried out at UPT SDN 157 Sindu Agung, Sindu Agung Village, Mangkutana District, East Luwu Regency, for one month since the research permit was issued. The subject of this research is a class V Islamic Religious Education teacher, while the object is the development of a teaching module based on the Independent Curriculum for the material "Living Field with Sharing."

Data collection was carried out using two techniques, namely interviews and questionnaires. Interviews are conducted directly between researchers and participants to obtain in-depth data (Ardiansyah et al., 2023). Meanwhile, questionnaires indirectly collect data by providing questions or statements to respondents. The data collection procedure is carried out systematically to ensure the validity and accuracy of the research results. (Iqlima Paradise , 2023)

The data analysis technique used is a quantitative descriptive analysis technique. The data obtained will then be processed and analyzed (Hasriadi et al., 2023). The data analysis technique used includes 2 stages, namely the validity stage by the validator and the practical test for Islamic Religious Education teachers in class V UPT SDN 157 Sindu Agung

The results of the data analysis are used as guidelines for revising the product based on the validation sheet that the validator has filled out. Validity is determined using the following formula (Syaifuddin Azwar , 2013).

$$P = \frac{\sum x}{\sum xi} x100\%$$

Information:

P : Percentage sought
$\sum x$: The number of respondents' answer scores
$\sum xi$: Maximum number of values

The meaning of criteria for the feasibility level of percentage analysis of the products resulting from the development of teaching modules based on the Independent Curriculum is presented in the following table:

Table 1. Criteria for the Validity of Independent Curriculum-Based Teaching Modules

Percentage (%)	Information
0% - 20%	Invalid
21% - 40%	Less Valid
41% - 60%	Quite Valid
61% - 80%	Valid
81% - 100%	Highly Valid

A practicality test was carried out after the validation test of the teaching module based on the Independent Curriculum.

The data from the responses obtained are then calculated for the presentation using the same formula as the validation test formula, namely:

$$P = \frac{\sum x}{\sum xi} x100\%$$

Information:

P : Percentage sought
$\sum x$: The number of respondents' answer scores
$\sum xi$: Maximum number of values

The results of the calculation from the results of the practicality assessment trial of the teaching module can be categorized using the following criteria:

Table 2. Criteria for the Practicality of Independent Curriculum-Based Teaching Modules

Percentage (%)	Information
0% - 20%	Impractical
21% - 40%	Less Practical
41% - 60%	Quite Practical
61% - 80%	Practical
81% - 100%	Very Practical

3. Results

This research uses a development model that will produce products in the form of Islamic Religious Education teaching modules for Field Living With Sharing material for grade V of elementary school. The research procedure is based on the ADDIE development model, which consists of five stages: analysis, design, development, implementation, and e*valuation*. However, this study only reached the implementation stage (Practicality test). The results of the development of the teaching module are as follows.

a. Analysis stage

This stage carried out several activities, namely needs analysis and curriculum analysis.

1) Needs Analysis

Needs analysis is carried out to identify problems faced by students in the learning process. The results of the analysis obtained are then used as material in developing teaching modules to suit the needs of students. The needs analysis carried out in this study includes observation interviews.

The observations in this study show that teachers have used teaching modules, but some materials, especially the material Living in the Field With Sharing, do not have teaching module documents. From the observation results, it can be concluded that teaching module documents are indispensable for teachers to support the learning activity, especially in the field life materials by sharing.

The needs analysis in this study was carried out by direct interviews with Mrs. Yusni, S.Pd.I., an Islamic Religious Education teacher at UPT SDN 157 Sindu Agung. The results of the interview can be seen in the following table :

Table 3. Results of Interviews with Islamic Religious Education Teachers

It	Question	Answer
1	Have you used the teaching module in classroom teaching and learning activities?	Yes, I use modules to carry out teaching and learning activities in the classroom.
2	Do you already have a teaching module document, especially on the material of living in the field by sharing?	No, I don't have a teaching module document, especially on the field life material by sharing.
3	What methods do you use in teaching and learning activities in the classroom?	I use some common methods that are also commonly used by other teachers, such as lectures, discussions, and questions and answers.
4	What are the obstacles that you get during the process of teaching and learning activities in the classroom?	The obstacle I usually feel is the ability of diverse and varied students to understand the learning material. Some students are fast in understanding the material, some are medium or average, and some are slow in understanding the learning material.

Based on the results of the needs analysis, the expected teaching module criteria can be obtained, namely:

a) The teaching module must be able to identify the learning needs of students
b) Teaching modules must be able to map the learning needs of students
c) The teaching module must contain a meeting of learning activities
d) Teaching modules must contain assessment instruments that will be used in learning

2) Planning Stage

The initial design of the teaching module product is produced at the design stage based on results from previous analyses. The next step is to prepare an instrument that will be used to assess the validity and practicality of the teaching module product that has been developed. The instruments used are validation sheets (language, material and media) and questionnaire sheets. The validation sheet will be validated by three competent experts (validators) to test the validity of

the teaching module that has been developed. In contrast, the questionnaire sheet will be given to Islamic Religious Education teachers to find out the results of the practicality test after the teaching module is declared valid.

3) Development Stage

The steps taken at the development stage are manufacturing the product with the initial design results: 1) the front cover of the module and 2) the initial part. 3) Contents section. 4) Final Part. The next stage is the validation test carried out by expert validators. This stage aims to determine the validity of the teaching module products developed. The teaching module based on the Independent Curriculum developed by the researcher is validated by three expert validators, which are as follows

Table 4. Material Expert Validation Results

No	Assessed Aspects	Scores Obtained	Score Max.	%	Category
1	Teaching modules according to the learning materials	3	4	75	Valid
2	Materials by learning objectives	3	4	75	Valid
3	Practice questions at the end of learning according to the learning material	3	4	75	Valid
4	The material is based on the level of ability of the students	3	4	75	Valid
5	The scope of the material is related to the sub-theme discussed	3	4	75	Valid
6	Clear and specific material	3	4	75	Valid
7	The sentences used to describe the material are easy to understand	3	4	75	Valid
8	The composition of the teaching module is based on the learning material	3	4	75	Valid
Sum		**24**	**32**	**600**	
Average				**75%**	**Valid**

Source: Primary data processed

Based on the data from the validation questionnaire by the material expert validator, a percentage of 75% was obtained with a valid category.

Table 5. Linguist Validation Results

No	Assessed Aspects	Scores Obtained	Score Max.	%	Category
1	Using good and correct language rules	3	4	75	Valid
2	Using terms that are appropriate to the concept of the subject	4	4	100	Highly Valid

3	The language used is straightforward to understand	4	4	100	Highly Valid
4	Accuracy in language selection in describing material	4	4	100	Highly Valid
5	The sentences used are simple and on-target	4	4	100	Highly Valid
6	Spelling accuracy	3	4	75	Valid
Sum		**22**	**24**	**550**	
Average				**91,6%**	**Highly Valid**

Source: Primary data processed

Based on the data from the validation questionnaire by the linguist validator, a percentage of 91.6% was obtained with a very valid category.

Table 6. Media Expert Validation Results

No	Assessed Aspects	Scores Obtained	Score Max.	%	Category
1	Module cover appearance	3	4	75	Valid
2	Physical Size of Module	4	4	100	Highly Valid
3	The arrangement and flow between paragraphs are easy to understand	4	4	100	Highly Valid
4	Text size and font size	3	4	75	Valid
5	The text is legible and clearly	4	4	100	Highly Valid
6	Placement of underlining, italics, bold letters and attractive colours	4	4	100	Highly Valid
7	Attractiveness of the appearance of the module	4	4	100	Highly Valid
Sum		**26**	**28**	**650**	
Average				**92,8%**	**Highly Valid**

Source: Primary data processed

Based on the data from the validation questionnaire by the media expert validator, a percentage of 92.8% was obtained with a very valid category.

4) Implementation Stage

After the teaching module is declared valid and suitable for testing by the three expert validators, it can be tested to find its practicality. The trial stage was conducted by providing a questionnaire assessing the practicality of teaching module products based on the Independent Curriculum to Islamic Religious Education teachers of class V UPT SDN 157 Sindu Agung. The following are the results of the analysis of the practicality questionnaire:

Table 7. Results of Practicality Trials

No	Assessed Aspects	Scores Obtained	Score Max.	%	Category
1	The arrangement of layout elements in each component of the teaching module is interesting	4	4	100	Very Practical
2	Clarity of writing with appropriate font shapes and sizes	4	4	100	Very Practical
3	The font size and shape of the writing in the teaching module are easy to read	4	4	100	Very Practical
4	The material in the teaching module is relevant to the competencies that students must master	3	4	75	Practical
5	Teaching Module by the field Living by Sharing Material	3	4	75	Practical
6	The language used in the Teaching Module is easy to understand	4	4	100	Very Practical
7	Teaching Module makes it easier to deliver material	3	4	75	Practical
8	The use of Teaching Modules helps teachers in the learning process	4	4	100	Very Practical
9	The use of Teaching Modules helps teachers in increasing student activity in the learning process	3	4	75	Practical
Sum		**32**	**36**		
Average				**88,8%**	**Very Practical**

Source: Primary data processed

Based on the data from the results of the practicality test, it can be seen that the teaching module based on the Independent curriculum developed obtained an average percentage score of 88.8%, based on table 3.6 about the qualifications of the practicality level, showing that the results of the practicality test are in the very practical category. Thus, the media of the teaching module based on the Independent Curriculum developed can be used by Islamic Religious Education teachers in the learning process.

4. Discussion

Stages of developing teaching modules based on the Independent Learning Curriculum in Islamic Religious Education subjects

The initial product development stage of the Independent Curriculum-based teaching module begins with identifying the learning needs of students, mapping learning needs, designing activities during the learning process, designing learning resources, and determining assessments to be used

in the learning process. After creating the design of the teaching module, the next step is to prepare the instrument. The instruments used are validation sheets consisting of material validation, language validation and media validation, and teaching module practicality questionnaires.

The development stage is the next; at this stage, the product realization from the design stage that has been carried out is carried out by physically creating teaching modules based on the Independent Curriculum made through *the Canva* application to obtain a suitable design and make the module look more attractive.

The next stage is the validation test of the teaching module, which is developed to determine the validity level resulting from the teaching module's final form after going through revision based on input from expert validators. Teaching modules based on the Independent Curriculum that have been declared valid will then be carried out in the implementation or product trial stage. The trial will be carried out by providing a practicality questionnaire to Islamic Religious Education teachers of class V UPT SDN 157 Sindu Agung to find out the level of practicality of the Independent Curriculum-based teaching module that has been developed.

Compared to previous studies, these results align with the findings of Aminah and (Khairunnisa et al., 2024), which state that the development of teaching modules based on the Independent Curriculum can increase the attractiveness and practicality of teaching materials. In addition, research (Yuniarti et al., 2023) also supports that well-designed teaching modules are more effective in supporting the learning process than conventional learning methods. However, unlike previous research, which tends to be general, this research is more specific in the development of teaching modules for the material "Living in the Field with Sharing" in Islamic Religious Education, thus making a new contribution to the research literature on the development of teaching materials based on the Independent Curriculum.

The study also provides an in-depth review of the importance of engaging module design using the Canva app, which can increase students' attention and motivation during the learning process. This supports research (Yuyun Asnawati & Sutiah, 2023), which states that interesting visual design-based learning media has a positive effect on student learning motivation.

Validity of teaching modules based on the Independent Learning Curriculum in Islamic Religious Education subjects

The validation results obtained from material experts based on the aspects assessed, including the suitability of the learning material with the teaching module, the suitability of the learning material with the purpose of alignment, the suitability of the practice questions with the learning material, the suitability of the material with the level of students' ability, the suitability of the scope of the material related to the sub-theme discussed, the clarity of the material and specifics, the sentences used to explain the material are easy to understand and composition Teaching modules by the learning materials. The material experts' validation results obtained an average percentage value of 75%, which was a valid category.

The validation results obtained from linguists based on the aspects assessed, including the use of good and correct language rules, the use of terms that are by the concepts in the subject matter, the language used is straightforward to understand, the accuracy of language selection in describing sentences, the accuracy of sentences and the accuracy of the spelling used. The results of the linguist validation obtained an average percentage value of 91.6%, with a very valid category.

The validation results obtained from media experts based on the aspects assessed, including the attractiveness of the module cover, the physical size of the module, the easy-to-understand arrangement and flow of paragraphs, the size of the text and typeface, the clarity of the text, the placement of underlines, italics, bold letters and colours, and the attractiveness of the appearance of the teaching module. The results of the validation of media experts obtained an average percentage value of 92.8%, which is a very valid category.

When compared to previous studies, these results are in line with the findings of Aminah (Darpindo & Yahya, 2024), which states that teaching modules based on the Independent Curriculum must meet criteria relevant to the material, language, and visual appearance to increase student interest and understanding. The results of this study are also similar to the findings (Annisa et al., 2022), which show that attractive media design and clear use of language can increase learning effectiveness. However, this study emphasizes the relationship between the validity of materials, language, and media in developing specific teaching modules for the material "Living in the Field with Sharing", which has not been widely discussed in previous studies.

As a review, the validity of this teaching module gives an idea that all three aspects—material, language, and media—are an inseparable part of developing effective teaching materials. The results of this validation show that the teaching modules based on the Independent Curriculum developed have met the standards needed to be used in learning. However, to improve the quality of the teaching module further, researchers need to consider a more in-depth evaluation aspect in terms of implementation in the classroom and student learning outcomes after using the module.

Test the practicality of teaching modules based on the Independent Learning Curriculum in Islamic Religious Education subjects.

Practicality tests are carried out to determine the level of practicality of the products developed. The product will be tested for practicality after the validation results are declared valid. The level of practicality is measured by providing a questionnaire to Islamic Religious Education teachers after implementing the teaching module based on the Independent Curriculum that was developed. Based on the analysis of questionnaire data, Islamic Religious Education teachers, after using the Independent Curriculum-based teaching module, obtained a percentage result of 88.8% and were included in the very practical category. Based on these results, it can be concluded that developing teaching modules based on the Independent Learning Curriculum is feasible and practical to be used as teaching materials in Islamic Religious Education subjects on field living materials by sharing at UPT SDN 157 Sindu Agung.

Compared to previous research, these results align with the findings of Rahmat (Pubian & Herpratiwi, 2022), who states that teachers' practical and easy-to-use teaching modules can increase the effectiveness of teaching in the classroom. The study also supports the findings (Sari et al., 2021), which shows that the level of practicality of the teaching module is closely related to Ease for teachers in applying materials and interacting more effectively with students. However, this study emphasizes the teaching module based on the Independent Curriculum, specifically developed for Islamic Religious Education material and has not been widely discussed in the existing literature.

From the review of the results of this study, it was found that the practical aspect in the development of teaching modules has a very important role. A practical teaching module makes it easier for teachers to deliver material and improves the quality of the learning process. This very practical result is an indicator that the product developed has met the needs of teachers in teaching and facilitated the achievement of the learning goals that have been set.

This research has several limitations that need to be considered. First, this research was only conducted in one location, UPT SDN 157 Sindu Agung, so the results may not be fully generalizable for other schools with different characteristics. Second, although the teaching module has been validated and tested, the limitations in terms of time and resources make this study unable to involve a larger number of respondents, which can provide a broader picture of the practicality and effectiveness of the module. In addition, this study only measures the practicality of the teaching module from the teacher's perspective, without involving students directly to find out the impact of the module on their understanding and motivation to learn. Another limitation is using only one research model, the ADDIE model, which may have shortcomings in flexibility or adaptation to different contexts. Therefore, further research involving more samples and measurements of student

learning outcomes is needed to better understand the effectiveness of the developed teaching modules.

5. Conclusion

Based on the research results, it can be concluded that the development of Islamic Religious Education teaching modules based on the Independent Learning Curriculum goes through four stages: preliminary research, initial product development, development, and trials, resulting in a comprehensive teaching module. This module includes important components such as general information, mapping student needs, learning activities, learning materials, assessment instruments, assessment instrument assessments, and teacher reflection. The validation results show that this teaching module is feasible, with a validation score of 75% from material experts, 91.6% from linguists, and 92.8% from media experts. In addition, the results of the practicality test obtained from teachers, 88.8%, show that this teaching module is very practical to be applied in the learning process.

This study recommends that the teaching module based on the Independent Curriculum developed can be applied more widely in other schools, taking into account adjustments to their respective local contexts. Further research can also develop teaching modules that are more integrated with technology to improve student interaction and understanding. The contribution of this research is the development of an effective and practical Independent Curriculum-based teaching module, which can be a reference in the preparation of teaching materials in schools, especially in the subject of Islamic Religious Education with the material "Living Field with Sharing".

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