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Development of Islamic Cultural History Teaching Module Based on Local Wisdom for Students of Madrasah Tsanawiyah

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Abstract. This research aims to develop a teaching module of Islamic Cultural History integrated with local wisdom in Tana Luwu and test its validity and practicality in the material of Umar bin Abdul Aziz's Leadership Style for grade VII students. The research uses the Research and Development (R&D) method with the ADDIE development model. The study subjects were 35 grade VII students, with instruments like interviews, assessment sheets, and documentation. The validation results showed that the module was declared valid with a percentage of 75% of media experts, 98% of material experts, and 67% of linguists. The practicality test by the teacher resulted in a percentage of 88% (very practical category), while the test by students obtained 81% (very practical category). With these results, the integrated teaching module of local wisdom in Tana Luwu was declared valid and practical for learning Islamic Cultural History in grade VII.

Keywords: Teaching Module Development, Islamic Cultural History, Local Wisdom.

1. Introduction

Education is the center of all efforts to build a perfect human image, and education is the main foothold and strategy for forming a quality, perfect human being (Yusuf, 2019; Julhamdani et al., 2023). Education not only aims to eradicate illiteracy and social ignorance but also to explore and develop students' potential, whereas, in the development of science, students are required to have skills to adapt to existing developments.

The development of the times has a great influence on students. Technology that is very easy to access makes it easier for students to imitate styles and cultures from outside (Astuti et al., 2023). It must be an important concern for parents and educators so that students love their culture more than outside cultures.

The subject of Islamic Cultural History has a very important role in Education; Islamic Cultural History allows students to understand Islamic history better, including the development of Islamic civilization, culture, science, and art (Ahmad, 2022; Badawi, 2023; Maidugu & Isah, 2024). Students are also taught about cultural and religious diversity and how Muslim communities practice tolerance in daily life. The learning objectives of SKI in the independent learning curriculum are focused on understanding religious teachings and building students' character based on Islamic values (Goli & Achadi, 2023). It is in line with the general goal of the Independent Learning

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Curriculum to create an effective, meaningful, and relevant generation for students, thus helping students to develop good potential and character.

Local wisdom is local knowledge used as a guideline by the local community to survive in an area integrated with the belief system, norms, laws, and culture and expressed in traditions and myths that have developed for a long time (Prameswari et al., 2019). Based on the explanation above, it can be understood that local wisdom is an idea, value, and local view that is wise, well-embedded, followed, and trusted by the local community for generations. Local wisdom itself is in the form of written rules, which are the reference of the community covering all aspects of life in the form of rules that concern the relationship between humans and humans, humans and living beings, and humans and their creators (Ardiansyah et al., 2021). Local wisdom is still maintained and applied in people's daily lives and passed on to the next generation (Christabel, 2024). The value of local wisdom is born from a good habit, which is trusted and implemented by the community and is used as an important thing to be used as a guideline in people's lives so that local wisdom touches various areas of life, especially in education.

Local wisdom can be introduced by inserting it through one of the subjects, Islamic Cultural History, the material on Umar bin Abdul Aziz's Leadership Style. Applying concrete learning in this material is suitable for absorbing teaching material that presents local wisdom, especially in the values of local wisdom that apply in the community (Oktavia et al., 2022). The value of local wisdom in question is *lempu* (honest), *Adele*' (fair), *Getteng* (steadfast), *ininnawa* (care), *Acca* (candekia) (Rustan et al., 2019). Thus, students learn historical material textually and understand and apply noble values relevant to their local culture.

Based on the interview conducted by the researcher with one of the teachers of the Islamic Cultural History subject at MTs Negeri Palopo, information was obtained that there is already a teaching module used in the learning process. However, no teaching module in the Islamic Cultural History subject is integrated with the value of local wisdom. Developing an integrated SKI teaching module with local wisdom is needed to make it easier for teachers to teach SKI material based on the cultural values of where the students live. The SKI teaching module discusses Umar bin Abdul Aziz's leadership style, where the material is integrated with the values of local wisdom in Tana Luwu.

The development of teaching modules has an important role in supporting effective learning. (Khoirudin, 2018; Puspitasari, 2018) Stated that the teaching module functions as an independent learning resource that helps students understand the material systematically. Previous research has shown that the integration of local values in learning can increase the relevance of the material to students' lives, thereby encouraging understanding, engagement, and pride in local culture (Sari, 2023; Trisnawati et al., 2024; Januardi et al., 2024). However, the available teaching modules for learning Islamic Cultural History (SKI) are often general without relating the material to local wisdom values (Sahid et al., 2024). Research (Amaliyah et al., 2023; Andini & Sirozi, 2024; Jamaah et al., 2024) shows that the approach based on local wisdom can strengthen the formation of students' character and increase their understanding of the material.

Although various studies have been conducted on modules based on local wisdom, specific studies on integrating Tana Luwu's local wisdom values in SKI learning have not been found. Empirical facts show that the teaching modules used in MTs Negeri Palopo have not been integrated with local wisdom values. As a result, learners do not get a learning experience relevant to their culture. Therefore, this research presents novelty by developing a SKI teaching module that not only discusses the Leadership Style of Umar bin Abdul Aziz but also relates it to the local wisdom of Tana Luwu.

This research is important because integrating local wisdom in teaching modules can strengthen students' local cultural identity and increase the relevance of the material to their daily lives. In addition, this module can make it easier for teachers to convey SKI material in a contextual and cultural-based manner. Scientifically, this study fills the gap in the study of the development of teaching modules based on Tana Luwu's local wisdom, so it makes a significant contribution to the world of education, especially in learning Islamic cultural history. Thus, the teaching modules developed are expected to be able to provide practical and theoretical benefits to improve the quality of learning.

2. Method

This study uses a type of R&D (Research & Development) research using a model research ADDIE, which consists of 5 stages: analysis, design, development, implementation, and evaluation (Branch, 2009). This research was carried out at MTs Negeri Palopo, Jl. Andi Kambo, Surutanga, Wara Tim. District, Palopo City from October-November 2024. The subjects in this study are educators and students of grade VII MTs Negeri Palopo, while the object of this research is the teaching module on SKI Leadership Style Material Umar bin Abdul Aziz integrated with local wisdom in Tana Luwu.

Five stages of development procedures are carried out, namely: analysis of student needs and curriculum analysis; product and instrument design; development with validation of revisions by media, language, and material experts; and implementation of product trials to determine the practicality of the product. The data collection techniques are through interviews, questionnaires, and documentation. Interviews are conducted to find problems and gather information. The questionnaire consists of two: the expert validation sheet corresponding to the validator, educator, and student response sheets. Whether the media used is practical or not, it can be used as teaching materials and to find out the extent of students' responses in the development process regarding teaching modules and documentation, which includes data or notes and images related to a series of research activities. The data analysis techniques used in this study consist of qualitative data analysis and quantitative data analysis. Qualitative data was obtained from needs analysis, interviews, and questionnaires. Meanwhile, quantitative data is obtained from the results of validators of media experts, materials, and language on the media that has been developed. The formula that will be used to calculate the media results data developed from each expert is:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

The results of the percentage of validation sheets obtained were then categorized based on the following table:

Table 1. Expert validity test assessment categories

No	Interval	Validity level
1.	81% - 100%	Highly Valid
2.	61% - 80%	Valid
3.	41% - 60%	Quite valid
4.	21% - 40%	Less Valid
5.	0% - 20%	Invalid

Table 2. Categories Practicality

Interval	Criterion
81% - 100%	Very Practical
61% - 80%	Practical
41% - 60%	Quite Practical
21% - 40%	Less Practical
0% - 20%	Impractical

3. Result

This research produced a product in the form of a teaching module on Islamic Cultural History Integrated with local wisdom on the leadership style material of Umar bin Abdul Aziz. The type of research used in this study is R&D (*Research & Development*) research, which uses the ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*) development model.

In the early stages, the analysis stage analyzes the needs of educators and the curriculum. The researcher interviewed one of the Islamic Cultural History class VII MTs teachers, Negeri Palopo. Based on the interview results, He said that, especially for the SKI subject, the teacher had already made a teaching module, but the teacher still used the SKI class VII printed book. The researcher also obtained information on whether the SKI teaching module integrated with local wisdom had been used in the learning process. He said he had never used a teaching module integrated with local wisdom. Then, the researcher asked a question related to whether the teaching module integrated with local wisdom could be used as teaching material in learning, and he said it could be used. At this stage of curriculum analysis, the researcher looked at the curriculum applied in the school. The results of the curriculum analysis will be a reference for researchers in developing Islamic Cultural History teaching modules integrated with local wisdom in Tana Luwu. The analysis of the curriculum applied in grade VII is the independent curriculum.

Planning stage (*design*): this level is the initial design of a teaching module Based on the results of previous analyses that have been carried out, namely Identifying teacher needs based on needs analysis and curriculum analysis, designing learning activities with as many as two meetings, plan learning assessment instruments to be used in learning. The design of SKI teaching modules is integrated with local wisdom using the application *Canva.* Login via the website https://www.canva.com/look for *Template* appropriate documents to create teaching modules. Researchers use template documents vertically to choose template elements by the material, and then the researcher designs his product based on the t*emplate* selected documents. The next step is to compile an instrument to assess the validity and practicality of the teaching modules that have been developed. The instruments used are validation sheets and questionnaire sheets. The validation sheet will be validated by three qualified experts (validators) to test the feasibility of the teaching module that has been developed.

The next stage, namely the development stage, is the product realization stage from the design stage that has been carried out, containing several things that have been done, namely the cover, the initial part, the content part, and the final part. After manufacturing, media, material, and language experts conduct validation tests at this stage. The validity test is carried out to determine whether the media made is valid or not to be implemented.

Table 3. Media Expert Validation Results

No	Aspects	Score Per Aspect	Maximum Score Per Aspect	Percentage	Category
1	Media Aspects	26	35	75%	Valid
	Average	**26**	**35**	**75%**	**Valid**

Based on the results of the validation carried out by the media expert validators, it can be seen that the results obtained in the media aspect are 26, with a maximum score of 35 and a percentage of 75% with a valid category.

Table 4. Material Expert Validation Results

No	Aspects	Score Per Aspect	Maximum Score Per Aspect	Percentage	Category
1	Material Aspects	34	35	98%	Highly Valid
	Average	**34**	**35**	**98%**	**Highly valid**

Based on the results of the validation carried out by the material expert validators, it can be seen that the results obtained in the aspect of material presentation are 34, with a maximum score of 35 and a percentage of 98%, which are categorized as very valid.

Table 5. Linguist Validation Results

No	Aspects	Score Per Aspect	Maximum Score Per Aspect	Percentage	Category
1	Linguistic Aspects	20	30	67%	Valid
	Average	**20**	**30**	**67%**	**Valid**

Based on the results of the validation carried out by linguists, it can be seen that the results obtained in the language aspect are 20, with a maximum score of 30 and a percentage of 67%, which are categorized as valid.

The implementation stage is a stage that is carried out after the product is developed and declared feasible by the validator. This stage is carried out to implement the teaching module that has been made previously to test the quality of the teaching module that has been made and to find out the response of students and educators in grade VII MTs Negeri Palopo to the SKI teaching module of the Umar bin Abdul Aziz Leadership Style material integrated with local wisdom in Tana Luwu. To find out the response of students and subject educators to the SKI teaching module integrated with local wisdom, the researcher provided a questionnaire on the practicality of the teaching module. The results of the student practicality questionnaire in grade VII are as follows:

Table 6. Subject Teacher Practicality Test Results

No	Aspects	Score Per Aspect	Maximum Score Per Aspect	Percentage	Category
1	Presentation of Materials	18	20	90%	Very Practical
2	Interest	14	16	88%	Very Practical
3	Creative	7	8	88%	Very Practical
4	Efficiency	7	8	88%	Sangar Practical

5	Interactive	7	8	88%	Very Practical
	Average	**53**	**60**	**88%**	**Very Practical**

Based on the data in the table above, we know that the practicality test conducted by the teacher of Islamic Cultural History MTs Negeri Palopo obtained a practicality percentage of 88% with the category of very practical.

Table 7. Results of the Student Practicality Test

No	Respondent's Name	Scores obtained	Maximum Score	% Practicality	Category
1	Learner 1	38	52	73%	Practical
2	Learner 2	44	52	85%	Very Practical
3	Learner 3	39	52	75%	Practical
4	Learner 4	36	52	69%	Practical
5	Learner 5	42	52	81%	Very Practical
6	Learners 6	39	52	75%	Practical
7	Learners 7	45	52	87%	Very Practical
8	Students 8	44	52	85%	Very Practical
9	Learners 9	40	52	77%	Practical
10	Learners 10	38	52	73%	Practical
11	Students 11	39	52	75%	Practical
12	Students 12	45	52	87%	Very Practical
13	Students 13	38	52	73%	Practical
14	Students 14	41	52	79%	Practical
15	Learners 15	46	52	88%	Very Practical
16	Students 16	41	52	79%	Practical
17	Students 17	44	52	85%	Very Practical
18	Students 18	42	52	81%	Very Practical
19	Students 19	42	52	81%	Very Practical
20	Students 20	44	52	85%	Very Practical
21	Students 21	52	52	100%	Very Practical
22	Students 22	48	52	93%	Very Practical
23	Learners 23	45	52	87%	Very Practical
24	Learners 24	46	52	89%	Very Practical
25	Students 25	43	52	83%	Very Practical
26	Students 26	48	52	93%	Very Practical
27	Students 27	44	52	85%	Very Practical
28	Students 28	39	52	75%	Practical
29	Students 29	40	52	77%	Practical
30	30 students	43	52	83%	Very Practical
31	Students 31	37	52	72%	Practical
32	Students 32	41	52	79%	Practical
33	Learners 33	46	52	89%	Very Practical
34	Learners 34	40	52	77%	Practical
35	Students 35	36	52	70%	Practical
	Average		**81%**		**Very Practical**

Based on the results of the practicality test conducted on students of Class VII.H MTs Negeri Palopo in the table above, we can see that the results obtained in the SKI teaching module of the material Leadership Style of Umar bin Abdul Aziz Integrated Local Wisdom in Tana Luwu, which was developed showed a score of 81% which was included in the very practical category.

Evaluation stage: The last stage of the ADDIE development model is the evaluation stage. The evaluation stage is a process of seeing the results of the development. Because this research only

reaches the stage of validity and practicality of the SKI teaching module of Umar bin Abdul Aziz Leadership Style material integrated with local wisdom in Tana Luwu to grade VII MTs Negeri Palopo, the evaluation stage intended here is the formative evaluation stage and summative evaluation. Formative evaluation is carried out to monitor or improve each stage of the product being developed. Meanwhile, summative evaluation is carried out to determine the practicality of the product developed.

4. Discussion

Researchers have found solutions based on the challenges that have been determined in formulating the problem, namely, producing a teaching module of Islamic Cultural History integrated with local wisdom in Tana Luwu for grade VII students of MTs Negeri Palopo.

The results of the stages of developing an integrated teaching module of local wisdom in Tana Luwu for the subject of Islamic Cultural History class VII MTs Negeri Palopo are as follows: The analysis stage is the first stage in the development of learning media for the SKI teaching module integrated with local wisdom in Tana Luwu. At this stage, the needs of educators and the curriculum are analyzed. After that, the design stage, where at this stage the researcher will design a media concept that will be developed by preparing a plan to make an integrated teaching module of local wisdom in Tana Luwu, which will later be used in learning Islamic Cultural History on the material of Umar bin Abdul Aziz's leadership style and collecting several sources or references that will be used for the material. Then, in the development stage, the researcher conducts product development activities, expert validation, and initial product revision. In the implementation stage, after the product is revised, the researcher will conduct a trial to test the practicality of the integrated teaching module of local wisdom in Tana Luwu through a response questionnaire. This trial was carried out to find out the response of teachers and students to the integrated teaching module of local wisdom in Tana Luwu. The evaluation stage is the final stage of this research because this research only reaches the stage of validity and practicality of the SKI teaching module integrated with local wisdom in Tana Luwu. Hence, the evaluation stage intended here is the formative and summative evaluation. Formative evaluation is carried out to monitor or improve each stage of the product being developed. Meanwhile, summative evaluation is carried out to determine the practicality of the product developed.

The SKI teaching module integrated with local wisdom in Tana Luwu has met the valid criteria with an average percentage based on the analysis results from validators who are experts in their fields, namely media experts, linguists, and material experts. Each obtained a percentage result of 75% of media members, 98% of material experts, and 67% of linguists. According to (Sugiono et al., 2020), validity explanation indicates an instrument's level of validity or validity. Sugiyono also explained that validity means the extent to which the accuracy and precision of the measuring tool can carry out its function (Darmawan, 2013). So, validity shows the accuracy and suitability of the percentage of results used to determine the validity of learning media from experts.

In addition, the development of SKI teaching modules integrated with local wisdom in Tana Luwu was declared practical through a trial response questionnaire distributed to educators and students. (Yulinda et al., 2022) Explaining that practicality is a measure of the skill of the product developed, and the size of the product can be measured from the ease and presentation by students. The response of educators obtained an average percentage of 88%, which is included in the very practical category. The percentage obtained from the students' responses was 81%, also categorized as very practical. So, it is concluded that the feasibility and practicality of using the SKI teaching module integrated with local wisdom in Tana Luwu as a learning aid.

In research (Rukniza Ulva, 2024), Development of Teaching Materials Based on Local Wisdom Class IV at MIN 36 Pidie. This research uses research and development methods or *Research and Development* (R&D). The results of the validation of material experts were 81.6%, the validation of media experts was 91.6%, and the validation of linguists was 91.6%. The results of the practicality test data by teachers obtained a score of 92% with very practical criteria, and practicality by students obtained a score of 89.2% with the category of very practical. While the research of Hariawan (2023) Development of Interactive Teaching Materials Based on Local Wisdom on Theme V Pahlawanku Grade IV SD 037 Baranae Kec. This research uses research and development methods or *Research and Development* (R&D). This research produced a product in the form of interactive teaching materials that were validated by three experts, namely material experts with a score of 88.63% (feasible category), linguists with a score of 95.83% (very feasible category), and learning media experts with a score of 90% (very feasible category), the average percentage of scores from the three validators was 91.48% (very feasible). For the practicality test, the results were obtained from students (99.73%) and educators (91.25%), which met the very practical category. Both studies showed that the integrated teaching module of local wisdom in Tana Luwu became an efficient learning medium.

5. Conclusion

The development of an Islamic Cultural History teaching module integrated with local wisdom in Tana Luwu for students of Kelaas VII MTs Negeri Palopo uses the ADDIE development model, which contains five stages, namely, the analysis stage, design, development, implementation, and evaluation. The validity of the Islamic Cultural History teaching module integrated with local wisdom in Tana Luwu is that the validation of media experts obtained a percentage of 75% with a valid category, material experts with a percentage of 98% with a very valid category, and linguists obtained a percentage of 67% with a valid category. So, the Islamic Cultural History teaching module integrated with local wisdom in Tana Luwu for grade VII students of MTs Negeri Palopo is valid for learning. The practicality of the Islamic Cultural History teaching module integrated with local wisdom in Tana Luwu obtained an average percentage of 88%, a very practical category, from the results of the educator's response. The results of the responses obtained from students were obtained with an average percentage of 81% with a very practical category. Based on this, it can be concluded that the Islamic Cultural History teaching module integrated with local wisdom in Tana Luwu for grade VII students of MTs Negeri Palopo is very practical and can be used in learning.

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