



Validity of the Islamic Education Module on Qur'an Hadith Material Based on the Project-Based Learning Model at the Madrasah Tsanawiyah Level

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Abstract: Validity of the Islamic Education Module on Qur'an and Hadith Material Based on the Project-Based Learning Model at the Madrasah Tsanawiyah Level

Objective: This study aims to develop and test the validity of the Qur'an Hadith learning module based on the Project Based Learning learning model as an innovation in increasing student activeness and understanding of Qur'an and Hadith values in Madrasah Tsanawiyah. **Methods:** This study used the Research and Development method with the 4D model (Define, Design, Develop, and Disseminate). Data were collected through observation, interviews, and questionnaires. The data analysis used was descriptive. **Results:** Construct validation on the module has high validity, in the presentation aspect of 91% (valid), the language aspect of 85.7% (valid) and the graphic aspect of 85.7% (valid). **Conclusion:** The Islamic education module of the Qur'an Hadith meter based on Project Based Learning meets the curriculum standards and the needs of student characteristics and is suitable for use as an alternative teaching material in learning Qur'an Hadith in Islamic education subjects. **Contribution:** This research contributes as a source of information in developing Islamic education modules based on the Project-Based Learning approach at the Madrasah Tsanawiyah level.

Keyword: Validity; Islamic Education Module; Qur'an-Hadith; Project-Based Learning Model

Abstrak: Validitas Modul Pendidikan Islam Materi Al-Qur'an Hadis Berbasis Model Project Based Learning pada Tingkat Madrasah Tsanawiyah

Tujuan: Penelitian ini bertujuan untuk mengembangkan dan menguji validitas modul pembelajaran Al-Qur'an Hadis berbasis model pembelajaran *Project Based Learning* sebagai inovasi dalam meningkatkan keaktifan dan pemahaman siswa terhadap nilai-nilai Al-Qur'an dan hadis di Madrasah Tsanawiyah. **Metode:** Penelitian ini menggunakan metode Research and Development dengan model 4D (Define, Design, Develop, dan Disseminate). Data dikumpulkan melalui observasi, wawancara, dan pengisian angket. Analisis data yang digunakan adalah analisis deskriptif. **Hasil:** Validasi konstruk pada modul memiliki validitas tinggi, pada aspek penyajian sebesar 91% (valid), aspek bahasa sebesar 85,7% (valid) dan aspek kegrafikan sebesar (85,7% (valid). **Kesimpulan:** Modul pendidikan Islam materi Al-Qur'an Hadis berbasis *Project Based Learning* memenuhi standar kurikulum dan kebutuhan karakteristik siswa dan layak digunakan sebagai bahan ajar alternatif dalam pembelajaran Al-Qur'an Hadis mata pelajaran pendidikan islam. **Kontribusi:** Penelitian ini berkontribusi sebagai sumber informasi dalam pengembangan modul pendidikan Islam materi Al-Qur'an Hadis berbasis pendekatan *Project-Based Learning* pada tingkat Madrasah Tsanawiyah.

Kata Kunci: Validitas; Modul Pendidikan Islam; Al-Qur'an dan Hadis; Model Pembelajaran Berbasis Proyek

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A. INTRODUCTION

Studying the Qur'an and Hadith is an important part of Islamic education that emphasizes reading and writing the Qur'an and Hadith correctly, understanding their meanings, and applying them in daily life (Khair, 2022; Arifin, 2020). This learning material focuses on selected verses and hadiths related to virtuous characters, such as Q.S. Al-Lail verses 1-11, which are highly relevant in shaping students' behaviour by Islamic values. As explained by Hanum (2021), Qur'an Hadith material emphasizes reading, interpreting, and practising the teachings, so teachers are expected to create an enjoyable and not boring learning atmosphere. However, it has been found that teachers' teaching materials are not yet able to encourage active student participation (Fauzi, 2023). Textbooks tend to be non-contextual and do not focus on project-based activities, as encouraged by the Merdeka Curriculum (Wulansari, 2023). This causes students to become passive, easily bored, and less interested in reading and learning texts because the material is too complicated and monotonous. The quality of learning depends on the curriculum, teacher competence, learning models, and the teaching materials used (Tulak et al., 2024). Therefore, teachers need to become agents of change in creating active, enjoyable, and meaningful Qur'an Hadith learning. Enjoyable learning will make students active in learning and make it easier to understand the lessons teachers deliver (Suswanto & Tamara, 2024). In a hadith, it is also mentioned that the Prophet Muhammad (peace be upon him) established a routine schedule for conveying knowledge to his companions so they would not become bored. The hadith states:

حَدَّثَنَا مُحَمَّدُ بْنُ يُوسُفَ قَالَ أَخْبَرَنَا سُفْيَانُ عَنْ الْأَعْمَشِ عَنْ أَبِي وَائِلٍ عَنْ ابْنِ مَسْعُودٍ قَالَ كَانَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يَتَحَوَّلُنَا بِالْمَوْعِظَةِ فِي الْأَيَّامِ كَرَاهَةً السَّامَةِ عَلَيْنَا

Meaning: "Muhammad bin Yulsulf told us, he said, Sulfyan told us from Al-A'masy, from Abul Waail, from Ibnul Mas'uld, he said," In the past, Rasulullah SAW set a routine schedule for us on certain days, He did not want us to become bored" (HR. Bukhari).

The Prophet Muhammad SAW set a routine schedule for imparting knowledge to his companions so that the material given was not too much and did not make them feel bored or tired. This approach shows that the Prophet Muhammad used enjoyable teaching methods so that learning remained effective and did not burden the students (Setiawan et al., 2021).

In modern education (Nancy, 2022), teachers are also expected to create an engaging learning environment by applying various active, creative, and enjoyable learning models in the classroom. One of the efforts that teachers can make is to develop interesting teaching materials that are appropriate for the characteristics of their students. Learning modules are one form of teaching material that supports independent learning and encourages active student participation. A sound module should contain learning instructions, competencies to be achieved, content, supporting information, practice questions, work instructions, evaluation, and feedback (Ardiansyah, 2023). Modules have advantages because they can be studied in various places, are flexible, and can bring students to achieve the expected learning competencies.

Project-based learning is an approach that is relevant to the Merdeka Curriculum (Fiangga et al., 2022) because it emphasizes active student involvement in understanding concepts through in-depth investigation of a problem and finding solutions that can be applied through project work (Velbrianto, 2021). Based on observations and interviews with Qur'an Hadi's teachers at MTsS DMP Diniyyah Puteri Padang Panjang, it was found that the teaching materials currently used are not project-based and do not meet the requirements of the Merdeka Curriculum. Teachers experience difficulties due to the limited teaching materials available at the school, resulting in students being less active and less interested in the learning process.

In this situation, teaching materials based on Project Based Learning are needed to improve the effectiveness and involvement of students in Qur'an Hadi's learning. Project Based Learning modules are designed for students with a simple and attractive appearance to encourage interest in learning (Guo et al., 2020). This model emphasizes designing and implementing projects that produce products, thus providing direct learning experiences (Jääskä & Aaltonen, 2022). The products students produce can be learning media such as posters, flashcards, videos, comics, novels, or applications related to the subject matter. With this module, teachers can convey material more easily, and students can think critically and analytically in the projects they work on.

Research on the development and validity of Project-Based Learning modules in the context of Islamic Education, particularly in Qur'an Hadith at Madrasah Tsanawiyah, is still limited but has begun to show positive trends in recent years. A study by Rahmawati & Nugroho (2020) shows that applying Project-Based Learning in Qur'an Hadith learning can significantly increase student motivation and learning activity. Meanwhile, Wahyuni and Arifin (2021) successfully developed PAI modules based on Project Based Learning that experts validated as "very feasible" and could improve students' contextual understanding of religious material. Similar research was conducted by Zainuddin et al. (2022), concluding that project-based modules foster 21st-century skills such as critical thinking, collaboration, and creativity. The development of modules using the Project-Based Learning approach in a madrasah setting was also examined by Lestari & Mahfud (2023), who found that students became more active and had a more meaningful understanding of Islamic values after using project-based modules. Supriyanto & Hidayat's (2023) study also showed that the Qur'an Hadis module based on Project-Based Learning is valid in content and presentation and relevant to the 2013 Curriculum. Finally, Maulidina's (2019) study reinforces the finding that developing project-based modules can enhance cognitive abilities while shaping students' religious character. This study continues these efforts by developing and systematically testing the validity of a Project-Based Learning-based Qur'an Hadith learning module using the 4D model, emphasizing the importance of innovative teaching materials that are not only textual but also applicable in shaping the understanding and practice of Islamic values contextually in Madrasah Tsanawiyah.

This research has novelty in developing Qur'an Hadith learning modules specifically designed based on Project Learning with a systematic validation approach using the 4D development model, which has not been widely explicitly applied in Madrasah Tsanawiyah. Unlike previous studies that tended to focus on the effectiveness of the learning model implementation, this study emphasizes the validity of the content and presentation of the module as the first step in ensuring the quality and acceptability of teaching materials at the educational unit level. The primary objective of this study is to develop and test the validity of a Project-Based Learning-based Quran and Hadith learning module as an innovation to enhance students' activity, engagement, and understanding of Islamic values, thereby making the learning process more contextual and applicable and meaningful in line with the challenges of 21st-century education.

B. METHOD

This research is classified as research and development (R&D) aimed at developing or improving new products. The R&D process includes product validation and development to make it more practical, effective, and efficient. The development model used is the 4-D model, which consists of four main stages: define (needs analysis), design (initial product design), develop (product development and validation), and disseminate (product implementation on research subjects) (Hariyanto et al., 2022). In the context of this study, the product developed is a learning module on the Qur'an and Hadith, specifically on the characteristics of generosity and stinginess.

The research subjects are students and teachers directly involved in Qur'an Hadis learning at MTsS DMP Diniyyah Puteri Padang Panjang. In the dissemination stage, the developed module is tested and implemented on the target group to measure the feasibility and effectiveness of the module in supporting Project-Based Learning.

Data was collected through observation, interviews, and completing a module validity questionnaire using a Likert scale. This data collection technique aimed to obtain an empirical description of the teaching material needs and assess the quality and effectiveness of the developed learning module.

The data analysis used is descriptive analysis with the assistance of descriptive statistics to describe the collected data as it is without making generalizations. Data from the Likert scale in the form of numbers are interpreted quantitatively to determine the validity categories of the developed learning modules. This step is important to determine the feasibility of the modules as teaching materials that can be used in Project-Based Learning of the Qur'an and Hadith.

C. RESULTS AND DISCUSSION

Result

The stages of developing a Quran and Hadith learning module based on the project-based learning model to improve student learning activity in Madrasah Tsanawiyah are divided into definition, design, development, and dissemination as follows:

a. Definition stage

In the Define stage, the researcher conducted preliminary and exploratory studies to examine, investigate, and collect information through observation and interviews with Qur'an Hadith teachers of seventh-grade students at MTsS DMP Diniyyah Puteri Padang Panjang, who is also one of the module developers for the Ministry of Religion of West Sumatra for the subject.

The researchers analyzed learning outcomes, learning objectives, existing modules, and learning resources used as a basis for developing the learning module. The interviews and observations showed that the Qur'an Hadis teaching materials used at MTsS DMP Diniyyah Puteri were still in the form of standard textbooks that were unattractive and inadequate to increase student activity.

The books only contain material and evaluations without project-based learning steps by the Merdeka curriculum. As a result, students are less actively involved and less interested in reading the books provided, making the learning process seem monotonous and more focused on memorization.

Curriculum and material analysis show that the learning outcomes of seventh-grade students in Qur'an Hadis include the ability to read, analyze, and communicate verses of the Qur'an and hadiths textually and contextually related to the nature of generosity and avoiding stinginess. The material to be developed includes the definition, importance, dangers, and ways to avoid stinginess, as well as a discussion of Surah Al-Lail and related hadiths. This module will help students understand the material more deeply and achieve learning objectives effectively and efficiently.

An analysis of existing learning resources reveals that they lack variety and do not facilitate active student engagement, as they only contain material and memorization tasks and multiple-choice questions that do not sufficiently develop critical thinking skills. Therefore, there is a need to develop learning resources that support project-based learning.

Finally, an analysis of the learning modules offered by the Ministry of Religious Affairs of West Sumatra shows that the modules cover material appropriate for students in the class and are equipped with learning media such as instructional videos. However, the modules have not integrated project-based activities in line with the Merdeka curriculum in Madrasah. This

condition forms the basis for the researcher to develop a Project-Based Learning-based Qur'an Hadith learning module to increase student learning activity in MTs.

b. Design Stage

In the design stage, the researcher developed a prototype of a Project-Based Learning-based Qur'an Hadith learning module with material on generosity and avoiding stinginess. This module is designed so students can recite, analyze, and communicate the meaning of Qur'anic verses and related hadiths textually and contextually, enabling them to think critically and apply their knowledge in social, national, and civic life.

The learning objectives of this module include students' ability to analyze the content of QS. Al-Lail (92): 1-11 and the hadith narrated by Muslims demonstrate memorization, evaluate the fluency and accuracy of tajwid, and conclude the relationship between the content and social phenomena orally and in writing.

The characteristics of the developed module include: (1) Consisting of three learning sections based on the module analysis results from the Ministry of Religion of West Sumatra; (2) Including an introductory section covering background, brief description, benefits, objectives, learning outcomes (CP), learning objective sequence (ATP), and an overview of activities; (3) Presenting a moral story in the form of reading material and video; Project Based Learning model syntax, quizzes, and exercises to attract students' interest; (4) LOs and ATPs are presented in a table in 11-point Times New Roman font; (5) The LO and ATP tables are coloured to attract students' attention. This module prototype is designed to facilitate teachers in teaching and encourage active student participation in project-based learning by the Merdeka curriculum.

c. Develop

In the design stage, the researcher developed a prototype of a Project-Based Learning module for Qur'an Hadith with material on the characteristics of generosity and avoiding stinginess. This module aims to enable students to recite, analyze, and communicate the meaning of verses and hadiths textually and contextually and apply them in social life.

The module consists of three learning outlines based on the Ministry of Religious Affairs analysis of West Sumatra, accompanied by an introduction containing the background, objectives, learning outcomes (CP), learning objective flow (ATP), and an overview of activities. The module also presents wise stories in readings and videos, quizzes, exercises, and Project-Based Learning syntax to attract students' interest. CP and ATP are presented in coloured tables using Times New Roman font size 11.

This prototype is designed to facilitate teachers in teaching and enhance students' active engagement with the Merdeka curriculum.

Table 3. Module Validation Result Data

No	Assessment Aspects	Percentage	Category
1.	Contents	87%	Very Valid
2.	Construct	88,7%	Very Valid

The table above shows that the results of content validation or module material and construct validation of the Al-Qulr'and Hadith based on the project-based learning model for the Al-Quran and Hadith learning module based on the project-based learning model are classified as highly valid with a material validation percentage of 87% and a construct validation percentage of 88.7%.

Table 4. Material Expert Validation

No	Assessment Aspects	Percentage	Category
1.	<i>Self instruction</i>	85,7%	Very Valid
2.	<i>Self contained</i>	89,3%	Very Valid

No	Assessment Aspects	Percentage	Category
3.	<i>Stand alone</i>	86,6%	Valid
4.	<i>Adaptive</i>	86,6%	Valid
5.	<i>User friendly</i>	86,6%	Valid

The table above shows that the results of the content validation of the Al-Quran Hadith learning module based on the project-based learning model for each aspect ranged from 85.7% to 89.3%. Overall, the Al-Quran Hadith learning module based on the project-based learning model is considered highly valid, with a validity rate of 87%. In other words, the material presented in the module is in line with the current curriculum, namely the Melrdelka Curriculum, and the module developed can support students' understanding of the concepts. The results of the construct validation are explained below:

Table 5. Construct Validation Results

No	Assessment Aspects	Percentage	Category
1.	Aspek penyajian	91%	Valid
2.	Aspek bahasa	85,7%	Valid
3.	Aspek kegrafikan	85,7%	Valid

The table above shows that the results of validating the Al-Qur'an Hadis learning module based on the project-based learning model for each aspect ranged from 91% to 85.7%. Overall, the Al-Quran Hadith learning module based on the project-based learning model is considered highly valid, with a validity rate of 88.7%. Sulgiyono stated that the developed product is considered highly valid if it has a validity of 81% to 100%. In other words, the module's presentation, the language used in the module, and the module's graphics align with the student's learning needs, and the developed module can effectively enhance the student's learning activity.

Discussion

Learning the Qur'an and Hadith is one of the main pillars of Islamic Education (Sabic-El-Rayess, 2020), serving as a means of internalizing the values of monotheism, noble character, and spiritual character building in students. The objectives of this learning are not limited to technical skills such as reading, writing, and memorizing verses from the Qur'an and the hadith of the Prophet Muhammad (SAW) but also include a deep understanding of the meaning of these sacred texts. This understanding becomes the basis for students to practice the values of Islamic teachings in their daily lives (Dariah et al., 2016). Therefore, the approach to teaching the Qur'an and Hadith in Madrasah Tsanawiyah can no longer be purely textual and mechanical but must be directed towards a reflective, contextual, and applicable learning process so that students can relate Islamic teachings to the social realities they face.

This transformation in the learning approach requires teaching materials that are informative but also educational, interactive, and inspiring. As structured teaching materials, learning modules have great potential to support a quality learning process (Logan et al., 2021). Well-designed modules can present material systematically and attractively and provide space for exploration, reflection, and application of religious values in real life (Arousell & Carlbom, 2016). In this context, the validity of modules is an essential aspect, as it concerns the suitability of the content with the curriculum, the accuracy of concepts, the appropriateness of the learning approach, and the relevance to the needs and characteristics of Madrasah Tsanawiyah students.

Qur'an Hadith learning in various madrasahs still faces many challenges, particularly the dominance of lecture and memorization methods that tend to make students passive. The teaching materials are monotonous and do not facilitate student activity and creativity (Tang 2022). The lack of student involvement in the learning process leads to a decline in learning

motivation and a lack of understanding of the meaning of the religious texts being studied. Therefore, a learning approach that can build active student involvement is needed (Fidalgo-Blanco et al., 2017). One approach relevant to the times' needs and can answer the current learning challenges is the Project-Based Learning model.

This model directs learning toward creating real projects or products related to the learning topic. In the Qur'an and Hadith context, Project-Based Learning can encourage students to engage in learning activities that emphasize collaboration, research, exploration of the meaning of verses and hadith, and presentation of learning outcomes in the form of creative works (Chang et al., 2022). With Project-Based Learning (Gómez-Pablos et al., 2017), students learn theory and practice religious values in real life through meaningful projects, such as creating da'wah videos, digital wall magazines, posters on Islamic values, or written reflections.

A rigorous and comprehensive validation process must be carried out for Project-Based Learning modules to be practical. Validation is carried out by subject matter experts and learning design experts to ensure that the material presented in the module is accurate, curriculum-aligned, and structured using an approach consistent with active learning principles (Montes et al., 2023). Aspects evaluated during the validation process include content validity, accuracy of presentation, clarity of language, completeness of didactic elements, and alignment with student characteristics (Gregori-Giralt & Menendez-Varela, 2021). Well-validated modules will make it easier for teachers to guide the learning process and encourage optimal student engagement.

In addition, the availability of modules that support the implementation of Project Based Learning also opens up opportunities for students to learn independently and collaboratively (Leal Filho et al., 2016). They are encouraged to explore other learning resources, discuss with peers, and compile their work as a learning reinforcement. This not only improves students' cognitive aspects but also their affective and psychomotor skills. Such modules also provide excellent opportunities for strengthening higher-order thinking Skills (HOTS) (Kwangmuang et al., 2021) such as critical thinking, problem-solving, effective communication, and creativity competencies that are highly needed in facing the challenges of the 21st century.

However, implementing Project-Based Learning modules must consider the readiness of teachers and the learning environment in Madrasah Tsanawiyah. Teachers must be trained to understand the strategies for implementing the modules appropriately and effectively. The learning environment must also support project implementation regarding facilities, time, and managerial support (Bower et al., 2015). Therefore, module validation should assess the content and consider the realistic and flexible implementation context.

The low level of student involvement in Qur'an Hadi's learning can be minimized with innovative, contextual, and well-validated modules. Such modules deliver material and a tool for character building (Prayatni et al., 2015), strengthening spiritual values (Saputra, 2024), and contextual and applicable meaningful learning (Huang & Chiu, 2015).

The projects students produce in the learning process will be a concrete form of understanding and internalising the Islamic values they have learned. Overall, research on the validity of the Qur'an Hadith learning module based on Project Based Learning in Madrasah Tsanawiyah is a strategic step in improving the quality of Islamic education. Valid and contextual modules will be an important foundation for creating enjoyable, meaningful, and transformative learning experiences. The generation of madrasa students that will emerge in the future is expected to excel in academics and have a strong Islamic character. They will be trained to understand and practice Islamic teachings in depth to have a strong moral foundation to face life's challenges. With knowledge relevant to the times' needs, madrasah students will be equipped with qualified intellectual abilities but still adhere to universal Islamic values.

In addition, this generation is expected to be able to compete competitively in various sectors, both in the professional and social world. They will be able to apply Islamic teachings

practically, not only in their personal lives but also in their contributions to society. With a strong character, they will become agents of change who can have a positive impact, both in improving social morality and in creating sustainable solutions to existing problems, by upholding the principles of justice, welfare and sustainability.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

Madrasah Tsanawiyah institutions can adopt this validated module as part of their efforts to improve the overall quality of Islamic education. Project-based learning modules tailored to student characteristics and curriculum standards can be a strategic solution for sustainable improvement of the quality of learning and student learning outcomes. In addition, these modules can also improve the image of madrasahs as educational institutions that are innovative and adaptive to modern learning developments.

2. Research Contribution

This research contributes to developing Islamic education teaching materials, particularly the Qur'an Hadis module developed using the Project-Based Learning approach. This validated module is a reference for curriculum developers in creating more effective, engaging, and relevant learning materials for Madrasah Tsanawiyah students. Thus, this research also promotes innovation in the design of religious education materials that are more practice-oriented and aligned with students' real-world experiences.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

For future researchers, it is recommended that subsequent studies not only test the validity of the module but also conduct an effectiveness test of the Project-Based Learning-based learning module in improving learning outcomes and student motivation in the subject of Qur'an Hadith at Madrasah Tsanawiyah. This is important to determine the actual impact of the module on students' academic achievement and religious attitudes.

Additionally, future researchers can develop Islamic education modules using other innovative learning approaches, such as Problem-Based Learning, Inquiry Learning, or blended learning, and validate and test their implementation on students at Madrasah Tsanawiyah to compare the effectiveness of various learning models.

F. CONCLUSION

The Qur'an Hadith learning module based on the Project Based Learning model has a very high level of validity in terms of content and presentation. This level of validity indicates that the module is suitable for use as teaching material in Madrasah Tsanawiyah because it aligns with the current curriculum standards, student characteristics, and the learning objectives of Qur'an Hadis, which emphasize understanding and internalizing Islamic values in daily life.

The development of the module is an innovation in the Qur'an Hadith learning process that integrates active, collaborative, and project-based learning approaches. The module equips students with a cognitive understanding of verses and hadiths and stimulates their emotional and social involvement through meaningful and contextual project activities. Teachers act as facilitators who guide the learning process dynamically with the help of structured, engaging, and applicable modules. The module products developed have followed systematic development procedures and have been proven to meet maximum eligibility criteria.

These Project-Based Learning modules are not only an innovative alternative teaching material but also have the potential to enhance learning motivation, student activity, and the reinforcement of noble moral values in the learning process. Therefore, the presence of these

modules is expected to significantly contribute to improving the quality of Islamic Education, particularly in the subject of Qur'an Hadis at the Madrasah Tsanawiyah level.

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AUTHOR CONTRIBUTIONS STATEMENT

All authors discussed the results and contributed to the final manuscript. SM: Conceptualization, Research framework & Writing - Original Draft. SF: Conceptualization. FM: Conceptualization.

DECLARATION OF COMPETING INTEREST

The authors declare that there are no conflicts of interest financial, professional, or personal that could have influenced the results or interpretation of this research.

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