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Development Of Printed Modules For The Subject Of Akidah Akhlaq For 7th Grade At Mts. Ar-Razzaq, Bogor City

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ABSTRACT

The Development is one of the steps toward change, especially development in the field of education. Existing learning processes require extensive development, starting from the development of methods, learning objectives, to learning tools. The development of learning media in this research focuses on the development of print-based modules. The purpose of this research is to develop the procedures for print module development, analyze the feasibility of the print module development, and assess the effectiveness of the print module development for the Aqidah Akhlak subject for Grade VII Madrasah Tsanawiyah under the 2013 Curriculum (K13) based on the Borg and Gall model integrated with the Rowntree model. This research is a Research and Development (RnD) study aimed at developing a learning model using print modules for the 2013 Curriculum (K13) and improving learning outcomes in the Aqidah Akhlak subject at MTs. Ar-Rozzaq. The research uses a combined development model from Borg and Gall and Rowntree. The development process involves 10 steps from the Borg and Gall model and 3 steps from the Rowntree model. Feasibility tests indicate that the developed print module is highly suitable for use. The feasibility tests were conducted by a subject matter expert with a score of 91%, an instructional design expert with a score of 87.14%, a media expert with a score of 100%, teacher users with a score of 91.66%, and student users with a score of 94.75%. Overall, this print module received a "highly suitable" category. Further research is highly recommended due to several shortcomings in this study, such as the curriculum model changes, the limited use of tested instruments, and the product's lack of illustrative images in the material.

1. INTRODUCTION

Development in the field of education in Indonesia is essential to improve the quality of education and address the low intelligence levels of the younger generation. The 2013 Curriculum prioritizes balanced competency development, contextualization of schools, time flexibility, detailed competencies, core competencies as organizers, cumulative,

mutually reinforcing, and mutually enriching aspects. This curriculum is built on philosophical, sociological, psychological, theoretical, and juridical foundations. Learning approaches must encompass cognitive, affective, and psychomotor aspects to achieve optimal objectives. Learning media are also crucial in facilitating the teaching and learning process to ensure that learning objectives are well achieved. It is important for teachers to select appropriate media for use in each learning session. One of the problems that arise in education is the repeated revisions to the 2013 Curriculum, which have led to changes in the use of learning media, resulting in social inequalities and disparities in learning achievements with each revision.

The subject of Akidah Akhlak is part of Islamic Religious Education and serves as a combined subject to enhance students' pedagogical competence and spiritual values. The goal of Akidah Akhlak education is to build students' faith and spiritual strength through knowledge, appreciation, practice, habituation, and experience. It is hoped that through the teaching of Islamic creed, students can develop faith and piety to Allah SWT, as well as apply the values of noble character (akhlakul karimah) in their daily lives. The development of education must continue to ensure high-quality education that is relevant to the future needs of the younger generation in Indonesia.

According to a previous study conducted by Muhammad Yusron, Amatillah, and Hamimuddin in 2023, titled "The Efforts of Akidah Akhlak Teachers in Developing Learning Modules for Akidah Akhlak at Madrasah Aliyah Nurul Cholil, Bangkalan Regency," the findings state that learning modules for Akidah Akhlak can have a positive impact and are considered very important for creating an engaging and effective learning environment to achieve the desired objectives (Yusron Maulana El-Yunusi et al., 2023).This aligns with the research conducted by Isna Zaqiatul, Musthafa Zahir, and Yogi Saputra in 2024, titled "The Impact of Using Learning Media on Students' Learning Outcomes in the Subject of Akidah Akhlak at Class IX of MTs Darunnajah 2 Cipining Bogor," which showed a positive impact on learning (Zaqiatul et al., 2024).Another study conducted in 2024, titled "The Development of Digital Modules Based on Flipbook Maker for the Subject of Akidah Akhlak in Class VII at MTsN Berau," by Atgusthin, Ayu, Dina, Aria, and Yuli, concluded that the use of flipbooks in Akidah Akhlak learning is feasible to facilitate the delivery of learning objectives (Lismalyani et al., 2024)

Based on observations conducted by the researchers at MTs. Ar-Rozzaaq, it was found that the educators had not yet developed printed modules for Akidah Akhlak. Other observations regarding the implementation of Akidah Akhlak learning revealed: 1) educators had not yet outlined detailed learning sequences, 2) educators had not developed existing printed modules, 3) challenges faced by educators included the numerous revised books and discrepancies between the books on Religion and Moral Education issued by the Ministry of Education and Culture and the Akidah Akhlak books issued by the Ministry of Religious Affairs, 4) learning outcomes were not adequate or had not reached the Minimum

Competency Criteria (KKM), and 5) the teaching models or methods used by educators were still not student-centered.

Other observations conducted by the researchers based on the needs of the students showed the following results: 1) students had difficulty understanding Akidah Akhlak material independently because there were no learning resources, 2) students lacked enthusiasm due to teacher-centered learning methods, and 3) students struggled to engage in learning activities because there were no adequate modules to support the learning process. Based on several statements and observations made by the researchers, both directly and indirectly, the researchers concluded that at MTs. Ar-Rozzaaq, there is a need for the development of engaging and effective printed modules for the subject of Akidah Akhlak to enhance students' character competence. These printed modules are expected to serve as learning resources or references in implementing learning. For educators, printed modules can provide a clear outline of the learning activities and objectives to be achieved in teaching.

Therefore, based on a comprehensive analysis, there is a need for research on the development of printed modules for the subject of Akidah Akhlak. The researchers have decided to conduct a study titled "The Development of Printed Modules for the Subject of Akidah Akhlak for Grade VII at MTs. Ar-Rozzaaq, Bogor City.

2. RESEARCH METHODS

The research methods used in this study are research and development (R&D) methods. The R&D method is a research method used for development, product creation, and effectiveness testing. The process starts with the researcher collecting data, managing it, presenting it, and analyzing it systematically, meticulously, and thoroughly(Risal et al., 2022) The research focuses on the development of a printed module for the subject of Akidah Akhlak for Grade VII at MTs. Ar-Rozzaaq in Bogor City. The research problems to be addressed are: a) What is the procedure for developing a printed module for the subject of Akidah Akhlak for Grade VII at MTs. Ar-Rozzaaq in Bogor City?; b) How feasible is the development of a printed module for the subject of Akidah Akhlak for Grade VII at MTs. Ar-Rozzaaq in Bogor City?; c) How effective is the development of a printed module for the subject of Akidah Akhlak for Grade VII at MTs. Ar-Rozzaaq in Bogor City? The objectives of this research in developing the printed module for the subject of Akidah Akhlak are: a) To develop the procedure for creating a printed module for the subject of Akidah Akhlak for Grade VII at Madrasah Tsanawiyah based on the Borg and Gall development model integrated with the Rowntree Model; b) To analyze the feasibility of developing the printed module for the subject of Akidah Akhlak for Grade VII at Madrasah Tsanawiyah based on the Borg and Gall development model integrated with the Rowntree Model; c) To analyze the effectiveness of developing the printed module for the subject of

Akidah Akhlak for Grade VII at Madrasah Tsanawiyah based on the Borg and Gall development model integrated with the Rowntree Model.

The researcher integrates the Rowntree model because the product developed is a printed module. The Rowntree model is designed to produce an educational product, one of which is module writing, consisting of three stages: the planning stage, the preparation stage for writing, and the writing and editing stage(Fitrina & Ibrahim, 2023).The following is the design of the development model of Borg and Gall integrated with the Rowntree model, as designed by the researcher.
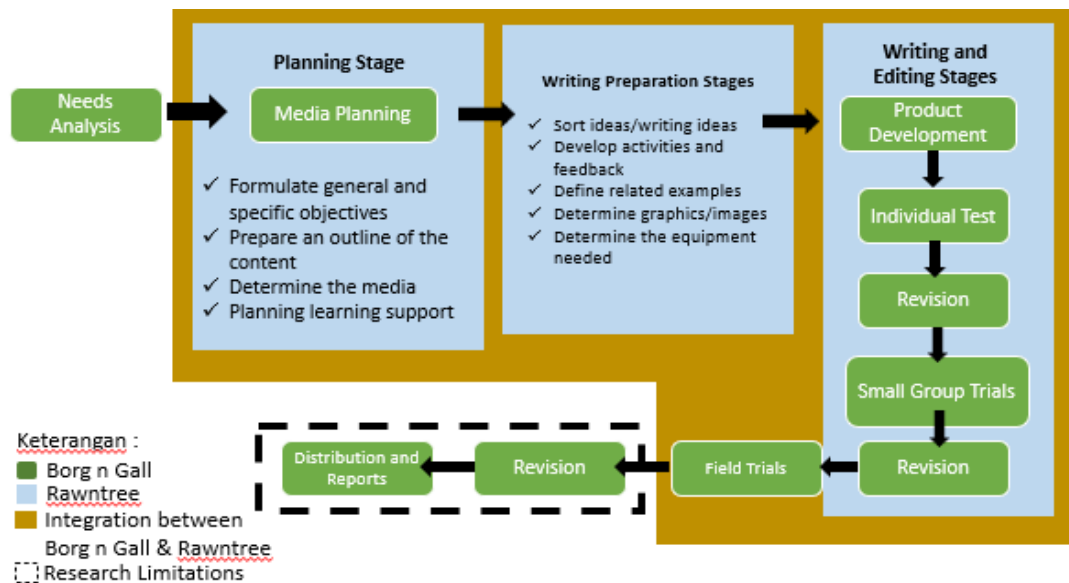

Figure 1. Framework of Thought

3. RESULTS & DISCUSSION

A module is one of the educational tools that can be used by students in the learning process. Through modules, students can engage in self-directed learning by referring to the elements contained within them. The use of learning modules can make the learning process more student-centered rather than teacher-centered. Modules also help teachers guide students and expand their resources.

The objectives of using modules in the learning process are: (1) To clarify and simplify the delivery of messages so they are not too verbal. (2) To overcome time constraints for both learners and instructors. (3) To be used appropriately and variably, such as: increasing motivation and enthusiasm for learning, developing learners' ability to interact directly with the environment and other learning resources, allowing learners to study independently according to their abilities and interests, and enabling learners to assess or evaluate their own learning outcomes.

Characteristics of modules include: self-instructional (self-directed learning), self-contained (complete), stand-alone (independent), adaptive (adjustable), and user-friendly (easy to use). According to other sources cited from the book Landasan Teknologi Pendidikan written by Zainal Abidin Arif in 2015, print technology has characteristics where the text is read in a linear manner, while visuals are presented spatially, involving

one-way communication or receptive communication. It is statically visual, with principles based on language and visual perception, centered on the learner (user), and information can be re-organized by the user or reader (Arief, 2015).

Based on the research, which starts from the following steps: Research and collecting information, Planning, Writing Preparation, Develop preliminary form of a product, Preliminary field testing, Main product revision, Main field testing, Operational product revision, Operational field testing, Final product revision, Dissemination and implementation

The research began with observations and following the research procedure, indicating that the average assessment scores of students in the last two years at MTs (Madrasah Tsanawiyah) have not met the Minimum Competency Criteria (KKM). The low scores in the Akidah Akhlak subject were found to be due to a lack of motivation, partly because of the limited learning media available.To address the low student scores at MTs. Ar-Rozzaq, a printed teaching module was designed. This printed module was developed in accordance with the conditions of the students and the available facilities and infrastructure at the school. The researcher used the Borg and Gall development model and integrated it with the Rowntree model for module preparation. The ten steps of the Borg and Gall development model were then integrated with the three steps of the Rowntree development model. Validation of the learning material, learning media, and instructional design was carried out by experts in each field. Based on the validity results from the three experts, the data analysis showed a validity level of ≥80% with a score qualification of good, with revisions made as necessary.

The objects of this research were Grade VII students at MTs. Ar-Rozzaq, Bogor City. The development model design had 30 subjects. The number of subjects in the initial trial was 3 students and 1 teacher, the small group trial had 5 subjects, the medium group trial had 11 subjects, and the large group trial, including field implementation, had 30 subjects.

Results from the data analysis of the initial trial, small group trial, and large group trial showed a data validity level of ≥80% with a score qualification of very good, indicating that there was no need for further evaluation and redesign. A final design of the learning model was developed.

3.1. Feasibility Test of The Printed Module

The feasibility test was conducted to assess the suitability of the printed module for use in the Akidah Akhlak subject. The feasibility test was conducted in two stages: Expert feasibility test to evaluate the instructional design, media, and content used in the module, User feasibility test, conducted with students and teachers. The expert feasibility test involved: Material Expert : Siti Sapuroh (Teacher and Islamic Boarding School Coach at MTs. Ar-Rozzaq),; Instructional Design Expert: Dr. Widyasari, M.Pd (Lecturer at the Graduate School of Educational Technology), ; Media Expert : Dr. Hj. Yani Awalia Indah, M.Pd (Lecturer at the Graduate School of Educational Technology).

Based on the analysis from the material expert, a result of 91% was obtained with the qualification of "very feasible" (can be used). The media expert assessment yielded a result of 100% with the qualification of "very feasible" (can be used), and the instructional design

expert assessment obtained a result of 87.14% with the qualification of "very feasible" (can be used).

The feasibility test conducted by 30 Grade VII students and one class teacher resulted in: Student feasibility test scored 94% in the "very feasible" category, Teacher assessment scored 91% in the "very feasible" category. Based on the analysis of data from the material expert, instructional design expert, media expert, student users, and teacher users, it can be concluded that the printed module for the Akidah Akhlak subject is feasible for use in learning activities to improve student learning outcomes in Grade VII at MTs. Ar-Rozzaq.

3.2. Effectiveness of the Printed Module

The effectiveness of the printed module for the Akidah Akhlak subject in improving student learning outcomes was assessed using pre- and post-implementation evaluations (pretest and posttest). The researcher conducted a pretest with 30 Grade VII students. The pretest average score was 30, and the posttest average score was 84, with a maximum score of 100 for both assessments.
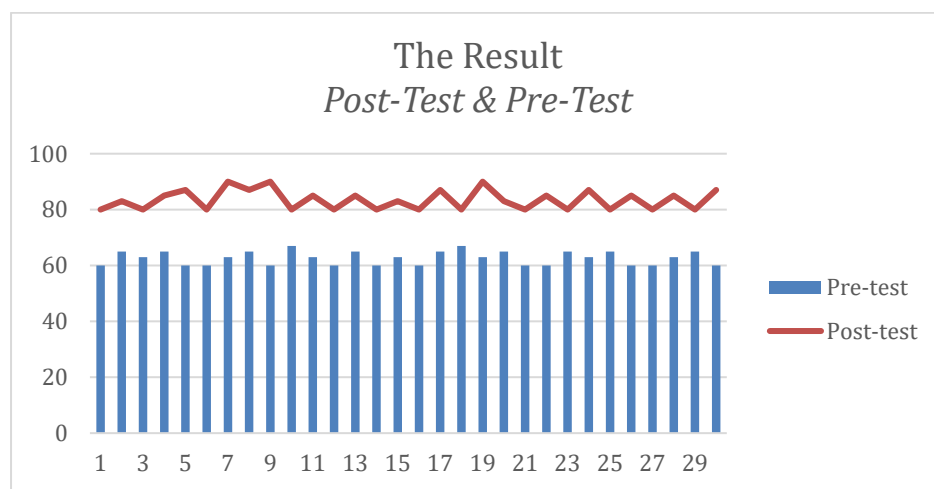

Figure 2. Result Post Test and Pre-test

The data analysis of pretest and posttest scores was tested for effectiveness using the N-Gain Score formula and the T-test, resulting in an N-Gain score of 0.53, classified as moderate. The N-Gain score was converted into a percentage by multiplying by 100, resulting in an N-Gain score of 53. According to the N-Gain score review level with a score of $0.3 \leq g \leq 0.7$, it is categorized as effective. Therefore, the use of the printed curriculum module for the Akidah Akhlak subject at MTs. Ar-Rozzaq is effective with a score of 53.

4. CONCLUSION & SUGGESTION

Based on the description and data analysis of the research on the development of a printed module for the independent curriculum of the Akidah Akhlak subject for grade VII at MTs. Ar-Rozzaq, the following conclusions can be drawn: 1. The development model design was conducted using the Borg and Gall model integrated with the Rowntree model, incorporating 10 steps from the Borg and Gall model and 3 steps from the Rowntree model; 2. The feasibility test results showed that the material expert rated it at 91%, the

instructional design expert at 87.14%, the media expert at 100%, the teacher users at 91.66%, and the student users at 94.75%, overall categorizing it as "highly feasible." This indicates that the use of the printed module is suitable for improving the learning outcomes of students in the Akidah Akhlak subject at MTs. Ar-Rozzaq; 3. The analysis of pretest and posttest data showed that the average pretest score of students was 63 and the average posttest score was 83, with a maximum average score of 20. Based on the effectiveness test using the N-Gain Score formula, the result was 0.53, categorized as high or 53% when converted to a percentage. According to the N-Gain Score achievement level conversion with a value of $0.3 \leq g \leq 0.7$ being categorized as effective, the use of the printed module is effective for improving the learning outcomes of students in the Akidah Akhlak subject at MTs. Ar-Rozzaq.

The implications of this research are: 1. The printed module can help teachers and students understand the learning material more easily in the Akidah Akhlak subject; 2. The use of the printed module allows for control over student learning outcomes through the use of learning achievements; 3. The printed module is designed in such a way that the learning objectives are clear, specific, and achievable by the learners. Based on the conclusions mentioned above, the researcher suggests the following: 1. The school should implement the development of the printed module as soon as possible to ensure that the learning objectives are met as expected; 2. Research and development of learning media like this require significant investment and resources, so it is recommended that schools allocate a sufficient research budget to enhance the research and development of printed modules; Future updates in research are needed due to several limitations of this study, including: a. changes in the curriculum model; b. the limited use of tested instruments; c. the produced product still lacks explanatory images in the material:

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