

Development of Learning Modules for the Tarbiyah Islamiyah Program at The Integrated Islamic Senior High School Wahdah Islamiyah Palopo

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Abstract

The aim of this writer's research was to produce a product in the form of a learning module in the Islamic tarbiyah program at the Integrated Islamic Senior High School Wahdah Islamiyah Palopo. This study uses research and development (RandD). This research developed an existing product, namely mawad (a set of consumables used by murabbi/murabbiyah in the Islamic tarbiyah program at the Integrated Islamic Senior High School Wahdah Islamiyah Palopo. The subjects of this study were murabbi and murabbiyah at the Integrated Islamic Senior High School Wahdah Islamiyah Palopo, totaling three people (one murabbi and two murabbiyah). and class X SMAIT Wahdah Islamiyah will be 31 people, class XI will be 25 people and class XII will be 21. The research object is mawad (collection of materials) tarbiyah Islamiyah marhalah ta'rif 1. including: observation/observations, interviews, literature studies, questionnaires and documentation. This quantitative analysis technique was used to analyze the research data this time which presents the results of product development in the form of the tarbiyah marhalah ta'rif 1 module. Data were obtained from research instruments/tools obtained through validation by three experts and a questionnaire answering teachers and students at the Integrated Islamic Senior High School Wahdah Islamiyah Palopo. The findings in this study are that in implementing the Islamic tarbiyah program, murabbi/murabbiyah in various regions use mawad (collection of material) whose material is discussed in general for all groups. Currently, murabbi/murabbiyah, especially at the Integrated Islamic Senior High School Wahdah Islamiyah Palopo, do not yet have a module where the material has been separated according to the time period for which the material must be completed so that the material is not completed according to the specified time period.

Keywords: *Learning Modules Tarbiyah; Tarbiyah Islamiyah Program; Senior High School; ADDIE*

Introduction

The Wahdah Islamiyah Community Organization is a mass organization that operates in various fields (Tajuddin, 2013; Hartini, 2019). One of the concerns of this organization is education. Almost all Wahdah Islamiyah regional leaders in Indonesia have educational institutions under the auspices of the Wahdah Islamiyah Education Foundation. In the Tabligh Akbar activities which were part of the IV Wahdah Islamiyah Congress activities, Ustadz H. Dr. Zaitun Rasmin said that because education was very important, five special working groups were formed at the IV Congress. These five working groups formulate the latest educational concepts (Hatta dkk 2022). The Integrated Islamic Senior High School Wahdah Islamiyah Palopo is one of the educational institutions under its guidance by Wahdah Islamiyah Islamic

boarding school foundation, Palopo branch. Apart from providing education in general subjects, The Integrated Islamic Senior High School Wahdah Islamiyah Palopo. of course, it also provides Islamic religious education to its students. This Islamic learning is called tarbiyah Islamiyah which is part of one of the local content subjects (Syakdillah, 2022). In the implementation of the Islamic education program, the teacher uses Mawad (group of materials) Daurah & Tarbiyah Marhalah Ta'rif Ula. The Islamic tarbiyah material is targeted to be completed within one and a half years (three semesters). In implementing the tarbiyah program there should be a module that can make it easier for murabbi/murabbiyah to complete the material which refers to the implementation instructions which explain how long the tarbiyah material must be completed (Samsuddin dkk, 2020).

In implementing the Islamic tarbiyah program, murabbi/murabbiyah in various regions use mawad (collection of material) whose material is discussed generally for all groups. (Al Basit, 2015; Arisnaini, 2021). Currently murabbi/murabbiyah, especially at The Integrated Islamic Senior High School Wahdah Islamiyah Palopo, does not yet have modules where the material is separated according to the time period the material must be completed so that the material is not completed according to the specified time period. Via a WhatsApp telephone call on May 5 2021 at 14.00 WITA, the author asked a murabbiyah The Integrated Islamic Senior High School Wahdah Islamiyah Palopo for information regarding the use of tarbiyah manuals (mawad). The Murabbiyah's name is Rindayani, SEsy. She explained, the book he used when teaching the tarbiyah program was a guidebook (mawad) used by all murabbiyah which was provided by the Muslim women of the Wahdah Islamiyah Central Leadership Council. Rindayani, SEsy., hopes that in the future there will be books that can facilitate murabbiyah because the material has been separated according to the time period for completing the material. The tarbiyah program at The Integrated Islamic Senior High School Wahdah Islamiyah Palopo also provides learning in the form of memorizing hadith and tazkiyatunnafs, both of which are not found in the book (mawad) used by murabbiyah in implementing the tarbiyah program. This is what makes the author interested in developing this book (mawad tarbiyah).

Learning modules are learning materials that are prepared systematically and interestingly with material content, methods and assessments that are used independently to achieve the expected competencies (Al Aska dkk, 2019; Romlah dkk, 2022). Anwar gave several examples, the first of which is self-directed, namely: students can learn independently and not depend on other parties. The third example of a module is Stand alone, namely a module that is developed independently from other media or does not need to be used with other media. The nature of the fourth module is adaptive, meaning that the module must adapt well to developments in science and technology. The nature of the next module is user-friendly, meaning that the module must have rules that are friendly/familiar to the people who use it (Rahdiyanta, 2016). For several points about the special features of the module, the author completes this book with general instructional objectives, specific instructional objectives, syllabus and assessment questions as well as answer keys to assessment questions.

Based on these considerations, the author conducted research with the research title: "Development of Learning Modules in the Tarbiyah Islamiyah Program at the The Integrated

Islamic Senior High School Wahdah Islamiyah Palopo. The novelty of the product that researchers offer in this research is a teaching material used by Tarbiyah Islamiyah subject teachers at The Integrated Islamic Senior High School Wahdah Islamiyah Palopo. The teaching materials used before being developed by researchers only contained the main material of Tarbiyah Islamiyah subjects. This teaching material is not equipped with General Instructional Objectives material, Specific Instructional Objectives material, evaluation sheets and Kitabul Jami' and Minhajul Qashidin. The novelty is the development of a module whose module design includes General Instructional Objectives material, Specific Instructional Objectives material, Learning Implementation Plan and evaluation sheet. The existence of a Learning Implementation Plan makes it easier for teachers to complete Tarbiyah Islamiyah material within the time period, namely one and a half years. This module is also equipped with material from Kitabul Jami' and Minhajul Qashidin, which are materials that must also be discussed apart from the main material from Tarbiyah Islamiyah.

Method

This research uses research and development (R&D) (Hamzah, 2021). This research develops an existing product, namely mawad (a set of consumables used by murabbi/murabbiyah in the The Integrated Islamic Senior High School Wahdah Islamiyah Palopo Islamic tarbiyah program. The module development model used is the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), namely positive (regular) steps that are used systematically to achieve the desired results (Cahyadi, 2019; Setiadi dkk, 2020). The aim of this development model is to design and develop products that are more effective and efficient (Tegeh dkk, 2013; Haryati dkk, 2019). This development and research model was developed by a subsidiary of Robert Maribe. Based on the pedagogical philosophy, the establishment of ADDIE should be an innovative, original and interesting student center. The process steps in the ADDIE model are interrelated. Therefore, this model must be used gradually and widely to produce effective learning products (Rayanto, 2020). The subjects in this research were three murabbi and murabbiyah at The Integrated Islamic Senior High School Wahdah Islamiyah Palopo (one murabbi and two murabbiyah) as well as class X at The Integrated Islamic Senior High School Wahdah Islamiyah Palopo totaling 31 people, class XI totaling 25 people and class The object of the research is the mawad (collection of materials) of the Islamic tarbiyah marhalah ta'rif 1.

This technique is carried out using observations and systematically recording problems that arise in research objectivity. In this research, researchers used observations from the The Integrated Islamic Senior High School Wahdah Islamiyah Palopo tarbiyah guidebook, and recorded the results of these observations which will be used as reference material in the research. The interview technique was carried out by researchers with murobbiyah at The Integrated Islamic Senior High School Wahdah Islamiyah Palopo. The interview was conducted via WhatsApp telephone connection on May 5 2021 at 15.12 WITA with a murabbiyah at The Integrated Islamic Senior High School Wahdah Islamiyah Palopo named Rindayani, S.Esy. As a

result of the interviews conducted, it was found that the modules used when studying the tarbiyah program were modules commonly used by all murabbiyah provided by the Muslim women of the Central Leadership Council of Wahdah Islamiyah, so the resource persons hoped that in the future there would be modules that could make it easier for murabbiyah to complete the tarbiyah material in accordance with the time period stated in the instructions for implementing the tarbiyah. The results of other interviews can be used as additional references in research. The author also conducted an interview with Murabbiyah on behalf of Nirwana, S.Pd. on Wednesday 21 September 2022 at 13.00. In an interview with Nirwana, S.Pd. said Murabbiyah did not prepare a lesson plan before delivering the tarbiyah material and there was no fixed material for the tazkiyatun nafs material.

This study was carried out to collect library data, journals, articles, books and/or other literature which can be used by researchers to obtain additional information and references in research. A questionnaire is a technique that is carried out by collecting data by giving questions or written statements to respondents, namely murabbi and murabbiyah, to be answered. The questions are filled with matters related to module development. Questionnaire sheets are also given to experts when validating products in the form of modules. The purpose of this survey is to obtain information from respondents and collect information about the correctness and suitability of the module as well as the correctness of the material.



Figure 1. Development Stages of ADDIE (Learning Module)

For this development method, the techniques used in data analysis are data from observations, interviews, literature and questionnaires, as well as documentation, which is then used as a reference in developing this module. (Maulida, 2020). Product information from experts will later be used as a reference for product improvements in module form. This quantitative analysis technique is used to analyze the research data this time which presents the results of product development in the form of the tarbiyah marhalah ta'rif 1 module (Caroline, 2019). Data was obtained from research instruments/tools obtained through validation by three experts and questionnaire answers from teachers and students at The Integrated Islamic Senior High School Wahdah Islamiyah Palopo. This analysis technique is carried out to understand the data that is the basis for evaluating the product being developed. Teachers, students and validators fill out the questionnaire. The answer sheet contains

questions that are answered in a semi-open manner. Survey responses are quantitative data that can be processed by conducting a Likert scale as a percentage of usage. This scale takes the form of a five-response statement (Machali, 2021).

Implementation of Islamic tarbiyah, murabbi/murabbiyah programs in various regions using mawad (collection of material) whose material is discussed generally for all groups. Currently murabbi/murabbiyah, especially at The Integrated Islamic Senior High School Wahdah Islamiyah Palopo, does not yet have modules where the material is separated according to the time period the material must be completed so that the material is not completed according to the specified time period. From the results of these observations, researchers are interested in developing mawad tarbiyah into a tarbiyah module that is equipped with the Ministry of Religion syllabus, General Instructional Objectives, Specific Instructional Objectives, Learning Implementation Plans, evaluation questions and also equipped with material from the Book of Adab Jamie. The ADDIE research model developed by Robert Branch Maribe, which has five phases: analysis, development, planning, implementation and evaluation, was applied in the preparation of this module. The main goal of this development model is to design and develop correct, practical and efficient products.

Analysis

The results of the analysis carried out are used as a reference and point of view for the elaboration of the module. The analysis carried out includes needs analysis. A needs analysis is carried out to determine the modules needed to improve the quality of learning and student interest. At this stage, what is done is collecting material, analyzing learning objectives, and determining the elements that will be developed from the mawad tarbiyah module to the tarbiyah module.

Design

At this stage the design begins with designing a Learning Implementation Plan based on the time needed to complete the tarbiyah material along with the Kitabul Jami and Minhajul Qashidin books, namely one and a half years. After that, the researcher designed general and specific instructional objectives by referring to the syllabus of the Ministry of Religion of the Republic of Indonesia. Next, the researcher designed evaluation questions based on the core tarbiyah material. Validation was carried out by three experts, namely module design experts, material experts and graphic design experts.

The first step taken by researchers was to find a syllabus consisting of core competencies and basic competencies for Islamic Religious Education and Ethics for SMA/MA/SMK/MAK which was prepared by the Ministry of Religion of the Republic of Indonesia. The next step is to develop Core Competencies and Basic Competencies for each material title. Researchers then counted the number of weeks in one semester. This is done as a benchmark when preparing a learning implementation plan. After that, the researcher prepared a learning implementation plan according to how many meetings were needed to cover all the material for three semesters. The next step is to design the module cover.

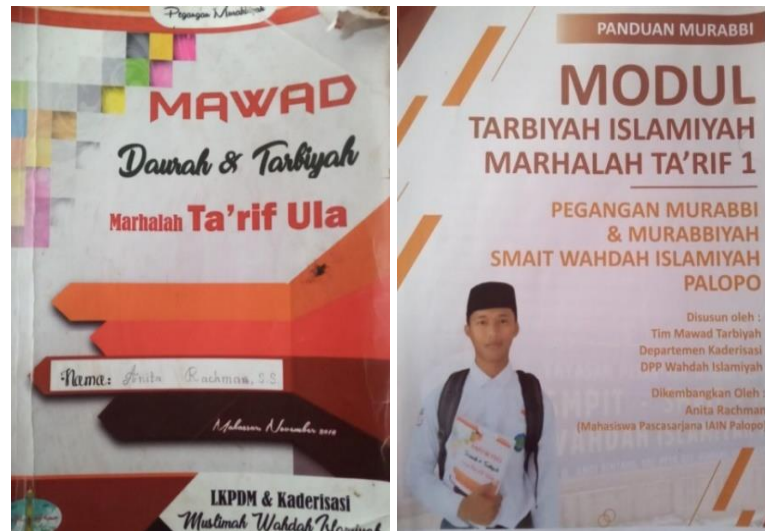


Figure 2. Learning Module Cover Design

After the module cover design was completed, the researcher looked for references for complementary materials requested by the murabbi and murabbiyah of The Integrated Islamic Senior High School Wahdah Islamiyah Palopo. The titles of the material include "The Birrul-walidain Millennial Generation", "The Manners and Morals of Ideal Santri", and "Promiscuity: Characteristics, Impacts and How to Avoid It". This title was chosen by looking at the material needed by students (according to age). Researchers also design/make new material page dividers.



Figure 2. Learning Module Material Design

Apart from material from the tarbiyah, murabbi and murabbiyah modules, they also have to discuss the Book of Adab and the Book of Minhajul Qashidin. Therefore, researchers also included these two materials in developing the module to make it easier for murabbi and murabbiyah to discuss this theory.

Development

At this stage, a product feasibility test is carried out by means of validation. Validation is carried out after the initial product is successfully created.

1. **Validation of Module Construction/Design Experts:** Validation of module design experts is carried out by checking the quality of the module content. Module design experts then evaluate the modules developed. The assessment results from the module design validator obtained an average percentage of 80% with a feasible scale.
2. **Material expert validation:** At this stage the material expert provides. The material feasibility assessment in the material expert validator assessment module obtained a percentage of 80% on a feasible scale. The validator's suggestion is to replace the word attendance in the RPP with the phrase 'checking student attendance'. Researchers were also asked to create a list of terms.
3. **Validation of Graphic Design Experts:** Based on the table above, the assessment of material expert validators obtained a percentage of 72.8% with a decent scale. The validator's suggestion is that the text in the numbering needs to be tidied up. Graphic design experts recommend keeping text in tabs spaced one space apart. Table titles use bold, colored backgrounds. Graphic design experts also recommend positioning each material title in the center. Graphic design experts also suggest that Arabic writing be colored to make it more attractive. Graphic design experts recommend bright colors for Arabic writing, such as red or dark green. The researcher chose red for the Arabic writing.

Implementation

After the module is declared valid with the module design, materials and language validator, the module is also implemented in the learning process at SMAIT Wahdah Islamiyah Palopo. This limited trial was carried out on January 27 2023 involving researchers, teachers (murabbiyah) and class XII students at SMAIT Wahdah Islamiyah Palopo.

Evaluation

After the Implementation Stage is carried out, the next stage is that teachers (murabbi and murobbiyah) are given a questionnaire to validate the module. Teacher validation questionnaire data obtained from limited trials. Based on the results of teacher response tests carried out in limited trials, it is known from the table above that the modular product developed is 96% suitable for use. The teacher's response was that the module was very useful and was designed in such a way that the teacher could easily convey the material and complete it within the given time. Apart from giving questionnaires to teachers (murabbi and campurtah) to measure the effectiveness of the module, researchers also monitored student responses by showing the module and then filling out a student response survey. In the second embodiment, the results of observing students' answers on limited tests obtained in class XII on March 30 2023. Based on the results of student responses involving 8 respondents, it is known that the module developed is very effectively implemented in Islamic tarbiyah learning.

Discussion

Based on the results of the needs analysis, the mawad tarbiyah previously used at The Integrated Islamic Senior High School Wahdah Islamiyah Palopo is still not effective in learning, especially in facilitating murabbi and murabbiyah in delivering material according to the specified time period. Starting from this, the researchers tried to develop mawad tarbiyah into a module that could make it easier for murabbi and murabbiyah to complete all the material in a module within the specified time period, namely one and a half years. The teaching materials developed are in the form of 2013 curriculum modules which include four aspects, namely knowledge, skills, attitudes and behavior. (Khairat et al, 2023; Assyauqi, 2020). With this module, murabbi and murabbiyah will find it easier to convey the material because they have core and basic competencies as well as a learning plan (Widiawati et al, 2023). Murabbi and murabbiyah can also measure learning success with evaluation questions at the end of each material.

Educational materials were developed in stages developed by Robert Maribe Branch using the ADDIE model, consisting of five stages, namely analysis (needs analysis and job analysis), planning (designing educational materials), development (development of educational materials), implementation (implementation of limited educational materials on conducting tests) and evaluation (carrying out assessments). Other steps are also used in development research, including learning media research based on discovery learning modules (Maulida et al, 2021; Lestari, 2014). This research uses steps developed by Borg and Gall which consist of 7 to 10 steps. Compared to the stages of this research, researchers prefer to use the stages used by Robert Maribe Branch with the ADDIE model because this model is more sequential and clear.

The First Stage Is Analysis. The analysis carried out by researchers was an analysis of teacher needs (murabbi and murabbiyah The Integrated Islamic Senior High School Wahdah Islamiyah Palopo). A needs analysis is carried out to determine the modules needed to improve the quality of learning and student interest. What is done at this stage is to collect material, analyze learning objectives, and determine the elements that will be developed from the Mawad Tarbiyah module to the Tarbiyah module. (Mursyid et al, 2019; Azzahrah, 2021). Next, the second stage is product design. At this stage the design begins with designing a learning implementation plan based on the time needed to complete the tarbiyah material along with the Kitabul Jami and Minhajul Qashidin books, namely one and a half years. After that, the researcher designed general and specific instructional objectives by referring to the syllabus of the Ministry of Religion of the Republic of Indonesia. Next, the researcher prepared evaluation questions based on the core tarbiyah material. Validation was carried out by three experts, namely module design experts, material experts and graphic design experts.

The third stage is development. If the original module product has been successfully developed according to design, the next step is the validation process, where three experts, namely module design experts, material experts and graphic design experts, determine the practicality of the product being developed. In this research, validation was carried out by the

faculty of the Makassar Academy of Arabic Linguistics (STIBA), the faculty of the National Islamic Institute (IAIN) Palopo, computer science teachers at SMAN 2 Palopo, teacher responses (murabbi and jasatah) and students. SMAIT Wahdah Islamiyah Palopo. Based on the results of module design validation, the proportion obtained was 80% on the feasibility scale. The results of material expert validation obtained a proportion of 80% with a feasible scale. The validation results from graphic design experts obtained a proportion of 72.8% with a reasonable scale. These results were obtained using assessments in the form of quantitative data. Research was carried out where quantitative data was analyzed by calculating the average value given to respondents in the form of a rating scale. The results from respondents are then averaged based on aspects and indicators to obtain final results (Lubis et al, 2021; Mauliza, 2021). The results of the respondent's assessment show the interval level of validity and effectiveness of the product.

Next, the fourth stage is implementing the module through product testing. After the module was declared valid by the module design validator, material validator and graphic design validator, the next module was implemented at The Integrated Islamic Senior High School Wahdah Islamiyah Palopo on January 27 2023 to January 30 2023 involving researchers, teachers (murabbiyah) and class XII students, totaling 8 students. The fifth stage is evaluation. After implementation, a questionnaire was given to teachers (murabbi and murabbiyah) to determine the effectiveness of the module. Based on the teacher response questionnaire, it was declared "very appropriate" with a percentage of 96%. Based on the student response questionnaire in a limited trial involving 8 students, it was found that the module developed was very effective for use in Islamic tarbiyah learning. The results obtained from students who provided assessments obtained a percentage of 69.4% with a decent scale. Researchers can find out that the Islamic tarbiyah learning module which has been validated by three experts, three teachers and 8 students is suitable for use in the learning process. The score obtained from module design experts was 80%, from material design experts was 80% and graphic design experts were 72.8%. The three teachers' validation score was 96% and the validation score for 8 students was 69.4%. These results are used as a reference for final revision of the module to obtain a valid, practical and effective module.

The research results concluded that the module was declared valid, practical and effective on a scale that could be used as an Islamic tarbiya learning module at The Integrated Islamic Senior High School Wahdah Islamiyah Palopo. The findings in this research are that in implementing the Islamic tarbiyah program, murabbi/murabbiyah in various regions use mawad (collection of material) whose material is discussed generally for all groups. Currently murabbi/murabbiyah, especially at The Integrated Islamic Senior High School Wahdah Islamiyah Palopo, does not yet have modules where the material has been separated according to the time period the material must be completed so that the material is not completed according to the specified time period. (Hasanah et al, 2023; Santoso, 2023).

Conclusion

Based on the research results, it can be concluded that: 1) The development of the Islamic tarbiyah module was declared valid based on the validation of the module design expert with a feasible scale of 80%, the validation results of material experts with a feasible scale of 80%, and the results of the validation of graphic design experts with a feasible scale of 72.8% . 2) The Islamic tarbiyah module development product was declared efficient based on teacher validation results of 96% on a very feasible scale. 3) The Islamic tarbiyah module development product was declared effective based on the results of observing student responses with a scale of 93.3 on a very feasible scale. It is hoped that the results of the development of the Islamic tarbiyah module can become a reference for teachers (murabbi and murabbiyah) of The Integrated Islamic Senior High School Wahdah Islamiyah Palopo for implementing the Islamic tarbiyah process in accordance with the time period and obtaining maximum results in terms of acceptance of the tarbiyah as a whole, material and time effectiveness.

Acknowledgment

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