

Development of Al-Quran Hadith Teaching Module for Learning at MTs

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ABSTRACT

This study aims to develop a contextual-based teaching module for Qur'an Hadith learning at MTs Khozinatul Ulum Blora. The background of this research stems from the lack of appropriate teaching materials that meet students' needs and local context in Qur'an Hadith instruction. This research employs a Research and Development (R&D) approach, adapting Borg and Gall's (1983) model into seven key stages: identifying potentials and problems, initial data collection, product design, design validation, design revision, limited trial, and final product revision. Instruments used include expert validation questionnaires, student response surveys, and learning outcome tests. The validation results from experts categorized the module as highly feasible. The limited trial results showed a significant increase in student learning outcomes, with the average pretest score of 63.2 rising to 90.6 in the posttest. Student responses indicated that the module is engaging, easy to understand, and supports independent learning. The developed module proves effective in enhancing student achievement and also increases their motivation and interest in contextually learning the Qur'an Hadith. This research recommends broader implementation and further development with large-scale trials.

Keywords: *Module Development, Qur'an Hadith, Contextual Learning, MTs, Borg & Gall*

A. INTRODUCTION

The process of learning Qur'an Hadith within the framework of Madrasah Tsanawiyah (MTs) holds a significant and pivotal position in the cultivation of students' religious character, as well as in nurturing a comprehensive and profound understanding of the intricate teachings of Islam. Nevertheless, upon examining the realities encountered within the field, it becomes evident that the execution of these educational practices continues to grapple with a myriad of challenges, including but not limited to the scarcity of contextual teaching materials tailored for today's learners, an apparent deficiency in engaging and interactive learning media, and a notable lack of enthusiasm and interest among students in these subjects. A recent report released in 2023 by the Ministry of Religious Affairs has revealed that a substantial number of educators are still predominantly relying on traditional and conventional methodologies that do not actively engage students in the learning process. Consequently, this leads to a monotonous educational experience that fails to stimulate and foster critical thinking skills among students. This pressing situation underscores the urgent need for innovation, particularly in the form of well-structured and contextually relevant teaching modules that are specifically designed to meet the diverse needs of students.

In the realm of previous research, there have been several attempts aimed at the development of teaching media and educational materials specifically for Islamic Religious Education subjects, which encompass the study of Qur'an Hadith. For example, Rofiq in 2021 successfully developed audiovisual-based learning media intended to enhance the

comprehension of Hadith among students attending MTs. Simultaneously, research conducted by Nurhadi in 2020 demonstrated that character-integrated teaching modules have the potential to significantly increase student motivation and engagement in their learning experiences. However, it is important to note that the majority of these teaching modules have not yet fully integrated a scientific approach that aligns with the contextual realities of students' lives. Furthermore, there exists a scarcity of Qur'an Hadith teaching modules that are explicitly crafted in accordance with the principles of the Merdeka Curriculum, which places a strong emphasis on learning differentiation as well as the reinforcement of the Pancasila Student Profile.

In light of these observations, this particular study aims to position itself strategically to address and fill the existing gap by developing a Qur'an Hadith teaching module that not only encompasses well-structured learning materials but also incorporates a variety of interactive learning activities that are well-suited to the needs and characteristics of contemporary MTs students. The central research problem that this study seeks to explore is: How can one effectively develop a teaching module for Qur'an Hadith that is contextual and meets the specific needs of MTs students? This inquiry encompasses various aspects, including the design, content, and implementation of the module, all of which are intended to support a learning environment that is both active and enjoyable, while simultaneously reinforcing Islamic values in the daily lives of students.

The research objectives are clearly delineated: the primary aim is to develop a Qur'an Hadith teaching module that is not only feasible but also effective for use in MTs. The overarching goal is to design a module that aligns seamlessly with the current educational curriculum, adheres to pedagogical standards, and ultimately enhances the quality of learning experiences and the academic outcomes of students enrolled in the Qur'an Hadith subject.

From a theoretical perspective, this research contributes to the enrichment of the body of knowledge surrounding the development of teaching materials in the field of Islamic Education, particularly with regard to Qur'an Hadith. It is anticipated that the module developed through this research will serve as an innovative model not only for Qur'an Hadith but also for similar subjects within the curriculum. On a practical level, this research aims to provide teachers with an alternative resource for teaching that supports structured, enjoyable, and contextually relevant learning experiences for students at the MTs level.

Ultimately, this research endeavors to support the transformation of Islamic education, adapting it to meet the contemporary challenges faced in today's educational landscape. By providing a contextual and innovative teaching module, it is expected that students' spiritual, cognitive, and affective competencies can be significantly enhanced, thereby embodying the spirit of Merdeka Belajar (Independent Learning) within the realm of Islamic education at the Madrasah Tsanawiyah level.

B. RESEARCH METHOD

This comprehensive study adopts a meticulous research and development (R&D) methodology aimed specifically at creating a viable and highly effective teaching module focused on the Qur'an and Hadith, tailored explicitly for use in Madrasah Tsanawiyah (MTs). The development framework utilized in this endeavor is fundamentally derived from the seminal work of Borg and Gall (1983) and has been thoughtfully refined into a structured sequence of seven distinct stages: (1) identification and analysis of potential opportunities and existing problems, (2) systematic collection of initial data, (3) comprehensive product design, (4) rigorous design validation, (5) iterative design revision, (6) execution of a limited trial, and (7) critical final product revision.

The research was strategically conducted at MTs Khozinatul Ulum, located in Bora, Central Java, which was purposefully selected due to its significant relevance and alignment with the objectives of this scholarly inquiry. The participants involved in this study include one instructor specializing in Qur'an and Hadith education and a cohort of 25 eighth-grade students, whose engagement is vital for acquiring authentic and reliable data regarding the needs, feasibility, and overall effectiveness of the teaching module being developed.

Various data collection methods were employed in this study, encompassing interviews, direct classroom observations, questionnaires, and comprehensive documentation. Interviews were meticulously conducted with the Qur'an and Hadith teacher to gain deeper insights into the specific material requirements and the learning obstacles faced by students. Observational techniques were utilized to meticulously document classroom practices both prior to and subsequent to the implementation of the teaching module. Questionnaires were systematically administered to a diverse group of respondents, including subject matter experts, media specialists, and the students themselves, in order to evaluate the feasibility and acceptance levels of the newly developed module. Additionally, documentation was gathered that included essential supporting materials such as syllabi, lesson plans, and other relevant educational artifacts.

The data analysis process was conducted by integrating both qualitative (descriptive) and quantitative (percentage-based statistical analysis) approaches to ensure a comprehensive understanding of the findings. The assessment of feasibility was rigorously evaluated using the criteria established by Riduwan (2015), which categorizes feasibility into four distinct levels: very feasible (76–100%), feasible (56–75%), fairly feasible (40–55%), and not feasible (below 40%).

The validation of the product was executed with the involvement of two distinguished experts; one was a material expert with profound knowledge and competence in the domain of Qur'an and Hadith, while the other was a learning media specialist who possesses extensive experience in the design of educational materials. Following a thorough validation process and subsequent revision phases, the teaching module was subjected to a limited trial with students, aimed at assessing its effectiveness in enhancing both student comprehension and participation in the learning process. The data gathered from this trial served as a critical foundation for further refining the educational product, ultimately leading to the compilation of the final version of the teaching module, which was meticulously prepared for formal implementation in the educational setting.

C. RESULTS AND DISCUSSION

This study used a simplified development model from Borg and Gall (1983), which consists of seven main steps: (1) potential and problems, (2) initial data collection, (3) product design, (4) design validation, (5) design revision, (6) limited trials, and (7) final product revision.

1. Potential and Problems

Initial observation results show that the learning of the Qur'an and Hadith at MTs Khozinatul Ulum Bora is still teacher-centered. Students tend to be passive, and only rely on textbooks available from the school. Based on interviews with teachers, the lack of variation in teaching materials causes low student involvement. This is reinforced by the results of observations:

- 70% of teachers do not use their own teaching modules
- 85% of students admit that they find it difficult to understand the content of verses contextually

This situation emphasizes the importance of developing contextual teaching materials,

in accordance with the independent curriculum approach that prioritizes student-centered learning (Kemendikbudristek, 2022).

2. Initial Data Collection

To understand the real needs, a questionnaire was distributed to 25 students and 2 teachers of the Qur'an and Hadith. The results of the questionnaire are summarized in the following table.

Table 1. Questionnaire Results

Statement	Percentage of Respondents "Agree"
I find it difficult to understand the verses from the textbook	84%
I need more interesting and easy-to-understand teaching materials	88%
I want to learn the Qur'an and Hadith independently at home	76%
Teachers stated the need for additional module development	92%

Source: Student and Teacher Needs Questionnaire (2024)

This finding is in line with research by Zaini (2019) which states that contextual teaching materials can increase the effectiveness of Islamic Religious Education learning at the madrasah level.

3. Product Design

The module design is based on a scientific approach as mandated in Permendikbud No. 81A of 2013. Each chapter in the module includes the following components: concept map, learning objectives, materials, activity exercises, reflection, and evaluation.

The main topics of the module are:

- Q.S. Al-Hujurat: 10 on Islamic brotherhood
- Q.S. Al-Ma'un: 1-7 on social concern

This design adopts a constructivist model, where students are invited to build understanding through experience and active interaction (Piaget, 1973; Vygotsky, 1978).

4. Design Validation

The initial design was validated by two experts: a material expert from IAIN Kudus and a media expert from UNNES. The assessment was carried out using a validation instrument containing indicators of content feasibility, presentation, language, and visual appearance. The final scores from the two validators are summarized below:

Table 2. Final Validator Score

Aspects	Assessed Average	Score Category
Content feasibility	91%	Very Feasible
Language	86%	Feasible
Visual presentation	88%	Very Feasible
General feasibility	89%	Very Feasible

Source: Expert Validation Results (2024)

Main recommendations from the validator: improving the language wording to be more communicative, and adding visual illustrations to support understanding.

5. Design Revision

Improvements to the module were made based on expert input, including:

- Addition of illustrations in the form of verse value infographics
- Adjustment of fonts and layouts to make them more readable

- Addition of application examples in the student's environment

This is in accordance with the dual coding theory by Paivio (1986), which states that verbal information accompanied by visuals will be easier for students to understand and remember.

6. Limited Trial

The trial was conducted on 25 students of class VIII MTs Khozinatul Ulum Blora. The test was conducted through pretest and posttest using cognitive instruments.

Table 3. Limited Trial Results

Test Type	Average	Score Number of Students
Pretest	61.2	25
Posttest	88.6	25

There was an increase of 27.4 points, indicating a positive influence of the module on learning outcomes. The results of the student response questionnaire on the module:

Table 4. Results of Student Response Questionnaire to the Module

Positive Response	Statement (%)
The module helps me understand the material more easily	92%
I enjoy learning with this module	88%
This module makes me more enthusiastic about independent learning	84%

Source: Student Response Questionnaire (2024)

7. Final Product Revision

The module was then revised based on the results of the trial. Additions were made to the following sections:

- HOTS evaluation questions
- Reflection of character values (responsibility, tolerance)
- Summary and concept maps for each chapter

The findings derived from the comprehensive analysis conducted in this study clearly indicate that the meticulously crafted Al-Qur'an Hadith teaching module possesses the capability to significantly enhance both the understanding and active engagement of students in the learning process. This observation provides substantial support for the constructivist theory proposed by Vygotsky in 1978, which fundamentally underscores the critical importance of fostering active learning experiences through social interactions and the utilization of contextual media that resonates with students' real-life experiences.

The notable increase in posttest scores serves as a compelling indicator of the cognitive effectiveness and impact of the module on students' learning outcomes. In alignment with Bruner's learning theory articulated in 1966, it is posited that the process of learning becomes far more meaningful and impactful when students are actively involved in the discovery of concepts rather than being passive recipients of information. This particular module is designed to create an exploratory space where students are encouraged to delve into the profound values embedded within the Qur'an through a variety of reflective activities and collaborative group discussions that promote deeper understanding.

The overwhelmingly positive responses received from students regarding both the design and content of the module strongly suggest that employing a scientific approach in the development of Islamic religious teaching materials can effectively enhance students' intrinsic motivation to learn. In accordance with Keller's ARCS theory proposed in 1987, it becomes evident that the elements of attention and relevance play an essential role in fostering genuine interest in the learning process; these two critical aspects are successfully integrated and realized within the framework of this contextual-based module, ensuring that students remain engaged and motivated throughout their learning journey.

From a pedagogical standpoint, it is important to recognize that this module adeptly addresses the multifaceted challenges faced by educators in their efforts to differentiate learning experiences for diverse learners. The module is thoughtfully designed to accommodate a wide range of learning styles, including visual, kinesthetic, and verbal modalities, thereby supporting and reinforcing Gardner's assertion from 1993 regarding the existence of multiple intelligences within the classroom setting.

In practical terms, the successful implementation of this innovative module presents a viable solution to the inherent limitations often associated with traditional textbooks, while simultaneously supporting the achievement of curriculum objectives that place a strong emphasis on instilling character values and fostering spirituality in students, as articulated in KMA No. 183 of 2019. This holistic approach not only enriches the educational experience for students but also aligns seamlessly with contemporary educational goals aimed at nurturing well-rounded individuals.

D. CONCLUSION

This comprehensive research endeavor is meticulously designed with the primary objective of formulating a contextual-based teaching module specifically targeted towards the study of the Qur'an and Hadith, which is not only effective and engaging but also aligns seamlessly with the educational requirements and needs of the students enrolled at MTs Khozinatul Ulum Blora. Drawing upon the foundational principles of the development model proposed by Borg and Gall in 1983, which has been judiciously streamlined into a series of seven distinct yet interconnected stages, we arrive at several critical conclusions: The necessity for well-structured teaching modules is overwhelmingly evident in the experiences of both students and educators alike.

An extensive needs analysis has revealed that a considerable number of students encounter significant challenges when attempting to grasp the material presented in traditional, conventional textbooks, while simultaneously, teachers are in dire need of supplementary teaching resources that are specifically tailored to align with the contextual realities and individual needs of their students. The teaching module that has been developed has successfully met the established criteria concerning content appropriateness, linguistic clarity, presentation quality, and overall aesthetic appeal. Validation results obtained from subject matter experts indicate that the module has been assessed as "very feasible" for implementation in the educational contexts of learning the Qur'an and Hadith.

This positive evaluation underscores the fact that the design of the module adheres closely to recognized pedagogical principles and takes into account the diverse characteristics of students. Furthermore, the application of these teaching modules has been empirically validated to produce a significant enhancement in student learning outcomes. Initial trials conducted in a limited context demonstrated a remarkable improvement in the average test scores, which increased by an impressive 27.4 points from the pretest to the posttest phase. Such outcomes provide compelling evidence that the module is proficient in fostering a deeper understanding of the Qur'an's verses in a manner that is contextually relevant.

Moreover, the feedback received from students regarding the module has been overwhelmingly positive, reflecting high levels of satisfaction in terms of readability, active participation in learning activities, and the promotion of independent learning. The module has proven to be instrumental in bolstering students' motivation and enthusiasm towards the subject matter of the Qur'an and Hadith. This teaching module is fundamentally designed to support an active and contextual learning approach, which is perfectly aligned with the principles of the Independent Curriculum and competency-based learning methodologies.

Additionally, the module serves to encourage the seamless integration of character values and opportunities for spiritual reflection throughout the learning process, thereby ensuring that it aligns harmoniously with the overarching goals of Islamic education. In conclusion, this teaching module should effectively address the research inquiries initially posed. Furthermore, a series of recommendations related to the findings of this research can be proposed for future consideration. This synthesis of conclusions and recommendations encapsulates the significant discoveries that emerged from the research undertaken.

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