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Developing Islamic Nuanced Learning Module of Rectangular for Junior High School Students

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Abstract

This study aims to develop Islamic nuanced module of rectangular for junior high school students and to determine students' responses to teaching materials in the form of Islamic nuanced learning module of rectangular. This study uses research and development (R&D) methods with the ADDIE development model. There are five stages in this model, namely Analyze, Design, Development, Implementation, and Evaluation. The learning module were validated by several experts' namely material experts, media experts, and religious experts. The results of the study showed that the Islamic mathematical modules on the rectangular material developed met valid and practical criteria. The validity of the module, assessed by material experts, media experts, and religious experts show respectively the percentage of 87%, 88%, and 91% which are included in the "very valid" category. The learning module are practical based on the student's practicality questionnaire in which the percentage of 92% is categorized as "very practical" category. This shows that the Islamic module nuanced on the rectangular material can be appropriately used for teaching and learning process which integrate Islamic values into mathematics learning.
Keywords: Learning Module, Islamic Nuanced, Rectangular

Abstrak

Penelitian ini bertujuan untuk mengembangkan modul persegi panjang bernuansa islami untuk siswa SMP dan untuk mengetahui respon siswa terhadap bahan ajar berupa modul pembelajaran persegi panjang bernuansa islami. Penelitian ini menggunakan metode penelitian dan pengembangan (R&D) dengan model pengembangan ADDIE. Ada lima tahapan dalam model ini, yaitu Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Modul pembelajaran divalidasi oleh beberapa ahli yaitu ahli materi, ahli media, dan ahli agama. Hasil penelitian menunjukkan bahwa modul matematika islami pada materi persegi panjang yang dikembangkan memenuhi kriteria valid dan praktis. Validitas modul yang dinilai oleh ahli materi, ahli media, dan ahli agama masing-masing menunjukkan persentase 87%, 88%, dan 91% yang termasuk dalam kategori sangat valid. Modul pembelajaran bersifat praktik berdasarkan angket kepraktisan siswa dimana persentase 92% dikategorikan sebagai kategori sangat praktis. Hal ini menunjukkan bahwa modul keislaman bernuansa materi segi empat dapat tepat digunakan untuk proses belajar mengajar yang mengintegrasikan nilai-nilai Islam ke dalam pembelajaran matematika.

Kata kunci: Modul Pembelajaran, Nuansa Islami, Segi Empat

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Introduction

Education is an important part of human life that will be needed until the end of his life. Education makes humans try to develop themselves so that they are able to deal with any changes that occur due to advances in science and technology (Putra & R. Anggraini, 2016). The 2013 curriculum shows the efforts to simplify and integrate the thematic chosen in the KTSP (Kurikulum Tingkat Satuan Pendidikan (KTSP)). The 2013 curriculum encourages students to be able to make observations, ask questions, reason, communicate what is obtained and understood in the learning process (Mayasari et al., 2017). The learning process by integrating Islamic values aims to make students understand that science is based on the Qur'an. Islamic values in question is to unite mathematics with Islamic values (religious) by not eliminating the elements of the two sciences. Integrating Islamic values (religious) in

learning through mathematics textbooks that can be seen in examples of practice questions and exam questions. Examples of these problems raise issues of Islamic perspective without changing the competency standards contained in the established curriculum (Huda et al, 2020; Supriadi, 2015).

However, to create a learning that makes students have a balance between faith and piety and science and technology is not easy. Moreover, this is implemented in mathematics learning, which most people think that mathematics is a secular subject and has nothing to do with religion. The statement was justified by Zubaidah (2019) who stated that the general education curriculum (science) was often regarded as a secular subject The success of a learning process can be driven by a number of factors supporting the achievement of learning objectives including, teachers, learning strategies, students, the environment and learning support facilities that strongly support learning in the form of media (Setiyawan et al, 2019). To realize these goals and apply mathematics one of them is by linking Islamic values in learning mathematics with teaching materials (Purwati et al, 2018). In the Islamic perspective, education, or in a narrower scope is learning, is a means to form a person of noble character (akhlaqul karimah) by instilling the values of goodness derived from religious teachings (Qur'an and Hadith) in activities learning. Similarly, in learning mathematics can also be used as a means to instill the values of goodness contained in the teachings of Islam (Khotimah et al, 2015).

To accommodate the need of integrating Islamic values into mathematics learning, teaching materials which support this need is required. Teaching material can be defined as learning resource that aims to make it easier for students to obtain information on knowledge, experience, and skills in learning. Teachers as educators must be able to package these two aspects in the teaching material developed, one of the steps teachers can take is to develop instructional materials that are internalized with character values such as Islamic charged teaching materials (Budimah, et al, 2014). The module is a complete unit that stands alone and consists of a series of learning activities arranged to help students achieve a number of goals that are specifically and clearly formulated (Hamalik, 2006). In line with this definition, the module is an independent learning package which includes a series of learning experiences that are planned and systematically designed to help students achieve learning goals (Mulyasa, 2006). To produce modules that are able to increase motivation to learn, module development must pay attention to the characteristics required as modules.

The following are the characteristics of the module. 1) Self Instructional, meaning that teaching material that can make students able to learn themselves with developed teaching material. To fulfill this characteristic, the module should contain clearly formulated objectives, packaged in small units so as to facilitate learning thoroughly, provide examples and industries that support the clarity of exposure to learning materials, includes questions and assignments exercises that allow students to respond and can measure the level of mastery, contains contextual problems, uses simple and communicative language, contains a summary of learning material, contains an assessment instrument that allows the use of self-assessment, contains feedback back on assessment, so that its use knows the level of mastery of the material, and provides information about references or references that support learning materials and modules (Cahyono, 2014).

Futher characteristics of the module are as follows. 2) Self Contained, in which all learning materials are from one competency unit or sub competency that is studied is contained in a whole module (Hamdani, 2011). 3) Stand Alone, meaning that the modules developed do not depend on other media or do not have to be used together with other learning media. If the module is still related or still needs other media, then the module cannot be said to stand alone. 4) Adaptive, meaning that the modules can arrange the development of science and technology, and are flexible to use, this is a module that is said to be adaptive. Besides the adaptive module is if the contents of learning materials can be used up to a certain period of time. Lastly, 5) User friendly, meaning that the modules must be friendly to their owners. In other words the module must be easy to understand so that it makes it easy for students to understand from the contents of the module that has been provided, so that it is not only as a handbook

but also as a handbook and textbooks that must be studied.

Geometry is one of the fields of study in mathematics material that gets a large portion to be studied by students at school. Likewise, with Jiang who said that one part of mathematics that is very weakly absorbed by students is geometry. In particular, learning about rectangular plane, including the properties and its area and perimeter are also challenging and somewhat difficult for students to understand. (Mifetu, 2019)

In the fact that there is a state junior high school in Bandar Lampung that many students do not understand Islamic values such as practicing faith and piety, steady personality or self-confidence in themselves, and intelligence, discipline skills. Students also need knowledge about mathematics in Islamic values, in accordance with curriculum 2013 whose core competency is the first to appreciate and appreciate the teachings of the religion that is embraced. Students also lack understanding of mathematics learning associated with Islam. Based on the results of daily tests of students showed that students in class VII odd semester at a state junior high school at Bandar Lampung city, some students still did not meet the Minimum Completeness Criteria (MCC). From these data it can be said that students of a state junior high school in Bandar Lampung in mathematics can still be said to be low. In this case the students are demanded to be more active in solving problems related to daily life. One of the teaching materials that meets the needs of students is an Islamic nuanced module. This module is the best solution to be used as a reference in addition to existing books so students can learn systematically. In the learning process in using modules students are required to learn independently and be able to solve problems by issuing new ideas, so that it will make it easier for students to understand the material and achieve the desired goals (Anggoro, 2015).

The findings of Rahmawati (2017) indicates that it is known that the development of mathematics teaching materials nuanced with Islamic values facilitates students to understand the Islamic values contained in social arithmetic material so that students are expected to be able to apply in everyday life and it can be stated that mathematics teaching materials based on Islamic values are able to contribute in the development of students' knowledge in terms of Islam and can be performed in daily life (Rahmawati, 2017). Thus, the aims of this study is to develop Islamic nuanced module of rectangular for junior high school students and to determine students' responses to teaching materials in the form of Islamic nuanced learning module of rectangular.

Methods

This research uses research and development methods. Research and development is a research method used to produce certain products, and test the effectiveness of these products (Sugiyono, 2011). The development procedure used in this study is the ADDIE development model. This model consists of five stages, namely Analysis, Design, Development or Production, Implementation or Delivery, and Evaluation (Branch, 2009).

1. Analysis

The activity at this stage is to analyze the need for teaching materials to be developed, so that later the products developed are suitable and meet the needs of the target. The analysis process carried out is an instructional material analyst that is in accordance with competencies based on the needs, curriculum, and characteristics of students as targets. Situation analysis was carried out with an initial survey at the school participant. The school was chosen in the hope that the use of teaching materials in this module could be used well by the Grade VII students. Initial research was carried out by means of observations in schools and interviews with mathematics teachers. The activity aims to find out the problems that occur in schools related to the learning process of mathematics. This include the stage of needs analysis which aims to find out the problems that exist in the field so that it is necessary to develop teaching materials in the form of modules with a contextual approach, and curriculum analysis where in the initial stage, researchers analyzed the curriculum that applies to learning at the school participants.

The researcher analyzes the competency standards and basic competencies that will be achieved through module development. The results of this analysis were then be used as a basis for developing modules. Another stage is related to the analysis of student characteristics, in which the differences in character that exist in students is a natural thing and of course very important to be considered in learning. Modules as teaching materials used in learning must be developed with regard to the character of students so that they are appropriate for students. Student characteristics that need to be considered include individual academic abilities, physical, learning motivation, economic and social background, previous learning experiences, etc.

2. Design

At the planning stage the researcher will design modules that are tailored to the results of the conceptual analysis stage. Activities in module design include 1) preparation of the module needs map that contains an overall picture of the content of the material based on competence in the curriculum used, 2) determination of the module framework which includes the preparation of the module outline, the systematic preparation of the material will be used in product development, 3) collection of references related to the material to be developed in the module, and 4) the preparation of instruments that used in this research.

The mathematics module products to be developed have the following specifications. 1) this module product is written in Windows 2010, 2) written form and printed form to be printed in PDF format, 3) the product to be produced is in the form of a mathematical module integrated with Islamic values in the sub-material of flat build, 4) The title start from the cover, 5) integrated with the verses of the Qur'an, 6) contains the material of rectangular plane, 7) contains Islamic treasure that is related to the material so that it will add to their horizons, 8) provides features of student evaluations and student activities to empower critical thinking, 9) equipped with core competence and basic competence in order to adjust the suitability of learning media and learning outcomes to be achieved. This module product was made because previously there was no mathematical module that integrated Islamic values based on the Qur'an. The previous module was only based on mathematics.

3. Stages of Development

At this stage the researcher concretizes the results of planning at the design stage. It includes the stages of validate modules to experts and media experts. Modules must be declared valid and appropriate by these experts before they are implemented in learning. Evaluation data from material experts and media experts are then analyzed to determine the validity of the module and the revisions that need to be done based on the input and advice from these experts. After writing the module draft, the steps were continued with editing the module. This stage consists of editing and assessment activities carried out by a team of experts. The modules that have been compiled are consulted periodically and then proceed with the assessment by material experts, media experts, and religious experts. Based on the editing results, the researcher made a revision according to the module's shortcomings. After the module has been declared feasible, the next step is processing the script or production.

4. Implementation

In this stage, the module was printed and then implemented in learning activities in schools. This trial was conducted by students using the module to study the material in flat shapes. The event then continued with questionnaires conducted by students who had used the module. It aims to get some data to assess the practical aspects of the module and evaluation as a reference for revision so that the module becomes better.

5. Evaluation

Based on the stages of implementation, modules need to be evaluated. Evaluations were obtained from student questionnaires, teacher interviews, and field notes. At the evaluation stage a final revision of the product is developed based on student input provided during the implementation phase because there may still be deficiencies in the mathematics module. Based on the whole process, the module developed is expected to be suitable for use in the learning of mathematics because has fulfilled the quality aspects reviewed from the feasibility of the contents, language, graphics and compatibility with the contextual approach and practical aspects.

This research uses quantitative and qualitative analysis techniques. Data obtained from the results of the media evaluation questionnaire on material experts, media experts, and religious experts are then analyzed for module evaluation purposes. The technique used in data analysis is the Likert scale.

The results of the percentage of questionnaires obtained both from the validation questionnaire and student response questionnaire were categorized according to the interpretation in Table 1 below:

Table 1. Percentage Range and Program Qualitative Criteria

Percentage (P)	Criteria
P >80%	Very Good
60%<P≤80%	Good
40% <P ≤ 60%	Enough
20% <P ≤ 40%	Less
P≤20%	Very Less

Results and Discussion

The results of the development in this study are learning tools in the form of Islamic nuanced mathematics modules on the rectangular material of junior high school students who have been validated by experts, education practitioners, and have been tested on students. The steps of develop a mathematical module developed by researchers using the ADDIE development model can be explained as follows:

1. Analysis

The analysis phase is carried out on several aspects related to the development of instructional media, including:

a. Requirement Analysis

Based on the results of an interview that was conducted with one of the teachers in a state junior high school in Bandar Lampung stated that teaching materials provided at the school were quite available such as, worksheets, simple modules and textbooks that still have flaws viewed from several aspects, while the lack of teaching materials is a description of the material and learning activities, from the teaching materials used are still difficult to understand by students, students' understanding of mathematical concepts and religious values are less satisfying.

b. Curriculum Analysis

Based on curriculum 13 (C13), the selection of subjects for mathematics learning is appropriate to be conveyed through the mathematics learning module. The subject chosen is square for seventh grade junior high school students. Furthermore, determined the basic competencies and competency standards for achieving the expected learning outcomes based on C13.

c. Analysis of Student Characteristics

Based on the analysis of the characteristics of grade VII students at SMPN 24 Bandar Lampung, it was found that some students had low motivation to study mathematics so that many of them scored

below the Minimum Completeness Criteria (MCC). Based on some of the characteristics of these students, we need teaching material to overcome problems and generate motivation to understand concepts for learning mathematics. For this reason, the researcher developed an Islamic nuanced module on the quadrilateral of junior high school students. In addition to motivating students to improve their understanding of the concepts they receive, this teaching material can provide convenience for teachers to provide teaching, so they are expected to learn more effectively.

Based on the analysis phase, the Islamic nuanced mathematics module on the rectangular material of junior high school students needs to be evaluated. Evaluation is obtained from curriculum analysis and student character analysis. Based on the above analysis the material chosen to be developed in an Islamic nuanced module on the rectangular material of junior high school students. Rectangular material was chosen because based on the results of discussions with the teacher, it is known that the material is material that has an average low learning outcome.

2. Design (Planning)

At the planning stage the researcher will design modules that are tailored to the results of the conceptual analysis stage. There are a number of things done in the product design stage of developing an Islamic nuanced mathematics module on the rectangular material of junior high school students. The steps in preparing the design of this teaching material product include adjusting standards of competence and basic competencies and syllabus based on the 2013 curriculum. Islamic mathematics modules on the rectangular material of junior high school students use paper size B5, space scale 1.5, font 12 pt, and font Comic Sans Ms.

The design of the presentation of this teaching material is arranged in a sequence consisting of the front cover, back cover, preface, standard content, table of contents, title chapter containing basic competencies and learning experiences. Things that will be done in the design stage are as follows: 1) collection of reference and instrument arrangement. The preparation of instruments that will be used in research. The instruments used in this research development are as follows: a) Validation questionnaire sheet for material experts, media experts, and religious experts, and b) Student questionnaire response sheet. Based on the planning (design) stage, the mathematics learning module needs to be re-evaluated. Evaluation is obtained from the preparation of the framework and the preparation of instruments. Based on the evaluation planning stage, an interesting learning module is carried out both in the material and examples of questions understood by students.

3. Development (Development Stages)

At this stage, the researcher focused on the results of planning at the design stage. The product concept that has been conceptualized is then developed using the following steps:

a. In the form of print media consisting of front cover, back cover, preface, standard content, table of contents, chapter titles containing basic competencies and learning experiences.
   1) Module Cover

Figure 1. Display of the Front and Back Cover of the Module

The cover of teaching materials in the form of modules consists of the front cover and the back cover. The front cover consists of the module title, class and author's name. The back cover consists of the author's identity. The picture chosen on the cover is adjusted to the flat build learning material that is packaged in an interesting picture. The cover page layout is arranged in such a way as to attract students' attention to study this module.

2) Foreword

Preface contains remarks from the author of the completion of writing a mathematical module integrated with Islamic values, expressions of gratitude, gratitude, goals and benefits of the author as well as constructive criticism and suggestions as well as hopes for better works.

3) Module Part

The content standard is designed as a reference of teaching materials with materials that are in accordance with what students will learn.

Figure 2. Initial Display of Material

Figure 3. Display of One Material

In designing the content of the material in this module is designed in accordance with the material of flat builds in junior high school learning that exists in daily life and in real life, as well as examples and exercises in accordance with the material that has been explained and

based on potential problems that have been found in students before making this module.

b. Validate modules to experts

Modules must be declared valid and appropriate by these experts before they were implemented in learning. Evaluation data from media experts, religious experts, and education practitioners were then be analyzed to determine the module's validity level and the revisions that need to be made based on input and advice from these experts. This validation uses a set of research instrument that has been previously validated by a validator lecturer. The research instrument consists of 13 indicators assessed by learning material experts, while indicators assessed by learning material experts include the accuracy of sentence structure, effectiveness of sentences, term rigidity, understanding of messages or information, ability to motivate students, compatibility with intellectual development, suitability with the level of emotional development of students, grammatical accuracy, and spelling accuracy.

Meanwhile, as many as 12 indicators assessed by learning media experts include the suitability of the column format with the paper size, the suitability of the paper format with the layout and typing format, the appearance of the module, the use of colors that are not excessive, interesting learning tools, spacing between lines of normal text arrangement, the composition and flow between paragraphs are easily understood, and the organization between titles and subtitles is easy to follow. Then, as many as seven indicators assessed by religious experts include the accuracy and factual relation of concepts in the material with Islamic values, truth of the contents of the material with explanations that exist in Islamic values, easiness of understanding language and Islamic values, attractiveness of the module as teaching material, clarity of Islamic values and use of letters, and clarity of illustrations or descriptions of the values of gloom in the material. The assessment was also carried out on students as a small class trial consisting of 10 indicators including interest in the contents of the module and the experience gained from studying the module.

The material in the product was assessed by three material experts, namely 2 mathematics lecturers from UIN Raden Intan Lampung and 1 teacher at SMPN 24 Bandar Lampung. The results of material validation data in stages 1 and 2 can be seen in table 2 bellows:

Table 2. Validation Results Phase 1 and 2 by Material Experts

Validation Results	Phase 1	Phase 2
	60%	87%
Criteria	Enough	Very Good

Based on the results of the validation stages 1 and 2 by material experts consisting of validator 1 lecturer of UIN Raden Intan Lampung, Validator 2 lecturer of UIN Raden Intan Lampung, and validator 3 of a state junior high school in Bandar Lampung teachers obtained an average value of 60% with the criteria of "Enough " and in stage 2 an average of 87% was obtained with the criteria of" Very Good ". Phase 1 and 2 validators from all aspects have increased and are included in the criteria for feasible teaching materials (modules) are valid and no further improvement is made. Besides in the form of a validation result table by the material expert, data in the following graphic form are also presented to see the results of the comparative assessment of the material experts' stage 1 and stage 2 as follows:

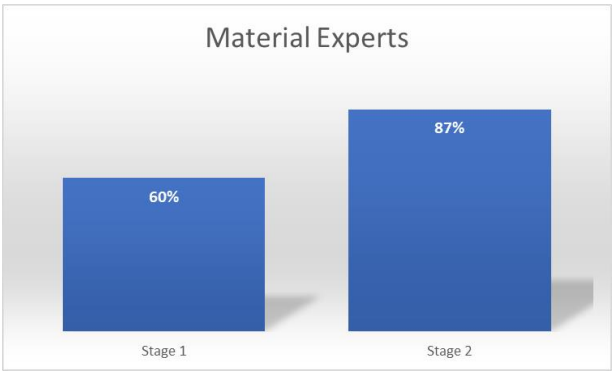

Figure 4. Chart of Validation Results for Phase 1 and Phase 2 by Material Expert

Media expert validation aims to test the graphics and presentation of the teaching material (modules). The media experts consisted of 1 lecturer from UIN Raden Intan Lampung.

Table 3. Results of Phase 1 and Phase 2 Validation by Media Experts

Validation Results	Phase 1	Phase 2
	58%	88%
Criteria	Enough	Very Good

Based on the results of the validation of stages 1 and 2 by the Media expert with the validator of the UIN Raden Intan Lampung lecturer the following values were obtained, in stage 1 an average of 58% was obtained with the criteria of "Enough", while stage 2 was obtained an average of 88% with the criteria of "Very Good". Phase 1 and 2 validators from all aspects have improved and are included in the proper criteria, the teaching materials (modules) are valid and no further improvements are made. Besides in the form of a validation result table by the material expert, data in the following graphic form are also presented to see the results of the comparative assessment of stage 1 and stage 2 media experts, as follows:

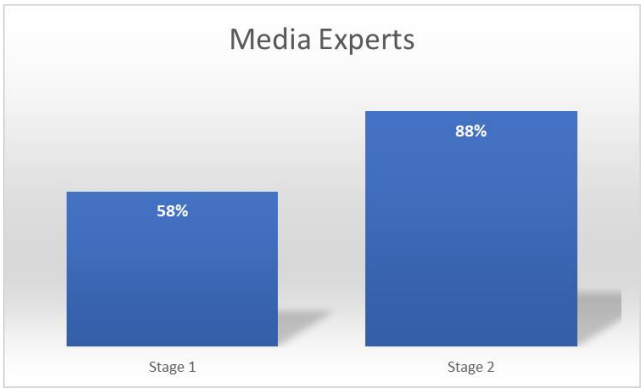

Figure 5. Charts of the Results of Validation Stage 1 and Stage 2 by Media Experts

Media expert validation aims to test the graphics and presentation of the teaching material (modules). The media experts consisted of 1 lecturer from UIN Raden Intan Lampung.

Table 4. Results of Phase 1 and Phase 2 Validation by Religious Experts

Validation Results	Phase 1	Phase 2
	69%	91%
Criteria	Enough	Very Good

Based on the results of the validation of stages 1 and 2 by the Media expert with the validator of the UIN Raden Intan Lampung lecturer the following values were obtained, in stage 1 an average of 69% was obtained with the criteria of "Good", while stage 2 was obtained an average of 91% with the criteria of "Very Good". Phase 1 and 2 validators from all aspects have improved and are included in the proper criteria, the teaching materials (modules) are valid and no further improvements are made. Besides in the form of a validation result table by the material expert, data in the following graphic form are also presented to see the results of the comparative assessment of stage 1 and stage 2 media experts, as follows:

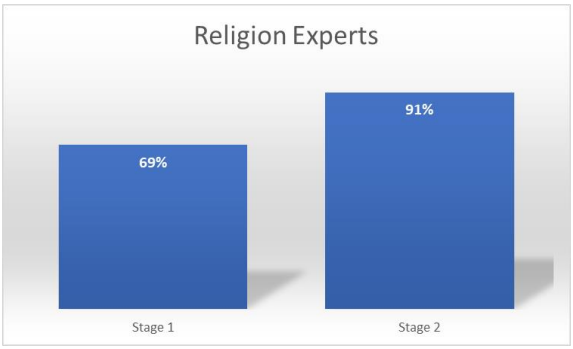

Figure 6. Charts of the results of validation phase 1 and stage 2 by religious experts

c. After making a revision the next researcher prints the design of the learning module in the form of an integrated mathematics learning module with Islamic values.

Based on the development stage (Development), mathematics learning modules that are integrated with Islamic values need to be re-evaluated. Evaluations were obtained from material experts, media experts, and religious experts. The validation stage of the material expert learning module there are two stages which are examined by two lecturers and teachers. The material integrated with Islamic values is still small, the lack of motivational words in the module, and the questions in the module are still few and less varied. After being re-evaluated in the learning module, there are already materials with Islamic nuance, motivational words and various questions. Mathematics learning module integrated with Islamic values validated by three material experts obtained a percentage of 87% with the criteria of "Very Good".

The validation phase of the media expert learning module is carried out by one lecturer. The evaluation in this stage is that the supervisor's name is not yet listed in the module, the drawings and frames used are not very attractive, and the description of the image is not yet concrete. After re-evaluating the mathematics learning module there are already mentor names, interesting pictures and frames and more concrete picture descriptions. Based on the results of the validation by media experts, the percentage of eligibility was 88% with the criteria of "Very

Good".

The evaluation stage of the learning module by a religious expert is carried out by one lecturer. The evaluation in this stage is that the language used is less communicative and the illustrations used are less clear. After re-evaluating, the language used is communicative and the illustrations with Islamic values are clear. Based on the results of the validation conducted by religion obtained a percentage of 91% with the criteria "Very Good". So based on the evaluation stage of the development of a mathematics learning module integrated with Islamic values, it is appropriate for the researcher to apply to school.

4. Implementation

This mathematics learning module is implemented in two stages, namely in small classes and large classes (learning). In the small class trial, it is conducted once to 10 students, while in the large class there are 2 meetings held in class VII of SMP Negeri 24 Bandar Lampung starting from October 7, 2019 to October 9, 2019. This large class trial is carried out to ensure data and find out the attractiveness of the product widely. Respondents in this large class trial numbered 30 students in class VII by giving a questionnaire to determine student responses to the attractiveness of the module. The results of field trials at the school participants achieved an average value of 92% with the criteria of "very good". This means that the module developed by the researcher has very interesting criteria to be used as a tool in the learning process.

Table 5. Average Results Questionnaire Student responses

Number	School	Small Class Trial	Large Class Trial
1	A state junior high school in Bandar Lampung	63 %	92 %

From the results of the learning media trials that have been conducted at the school participants, it appears that the average results of the trials have increased where on the small scale trials the average is 63% with the criteria of "Good" and field trials on average 92% with the criteria of "Very Good". So the product of teaching materials (modules) developed is feasible to use. Besides in the form of a trial table, it can also be seen in graphical form as follows:

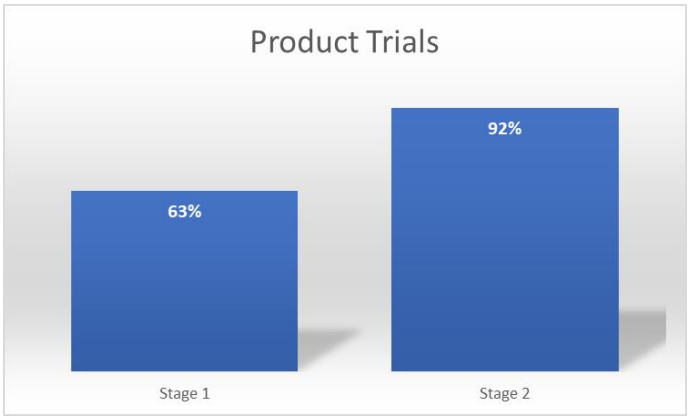

Figure 7. Charts of Product Trial

5. Evaluation

The final development stage is evaluating the use of mathematics learning modules that have

been developed and tested. After a small class trial and a large class trial to find out the module's attractiveness, the product is said to be attractive after a revision carried out in 2 stages by 3 material expert validators consisting of 2 lecturers of UIN Raden Intan Lampung, one teacher and a validator media expert consisting of 1 UIN Raden Intan Lampung lecturer, and a religious expert validator consisting of 1 UIN Raden Intan Lampung lecturer. In this study the revision stage is the last stage. The revised learning module will be a module that meets the attractiveness standard of the learning module in terms of the material including the suitability of the material, the accuracy of the material, helping in solving problems, the feasibility of presenting teaching materials, the feasibility of teaching materials.

Judging from the feasibility of the media including, the suitability of the module with ISO standards, the suitability of the size of the material content of the module, the appearance of layout elements on the cover, back and back in harmony has a rhythm and unity as well as consistent, the color of the harmonious layout elements and clarify the function, used interesting and easy to read, do not use too many letter combinations, cover module illustrations, consistent layout, harmonious layout elements, complete layout elements, speed up page layout, simple module content typography, module content typography makes it easy to understand, content illustrations. What is considered attractive is after the learning media was developed. So that it is produced a mathematical module that is integrated with Islamic values on the subject of flat figure which has very interesting criteria.

The module validation results were obtained from 5 validators, namely 2 lecturers of UIN Raden Intan Lampung and 1 teacher at the school participant as material expert, 1 lecturer at UIN Raden Intan Lampung as media expert, and 1 lecturer at UIN Raden Intan Lampung as religious expert. The data obtained in the form of quantitative data and qualitative data. Quantitative data in the form of assessment questionnaires and qualitative data in the form of responses to suggestions, criticisms and conclusions in general to the modules developed. Qualitative data in the form of suggestions and criticisms are used as material to make improvements to the developed instrument modules. Quantitative data were analyzed by calculating the average value of the questionnaire in the form of a rating scale of 1, 2, 3, 4, 5. The values of the 5 validators were then averaged again to obtain the final validity value. This value is then referred to at the interval of determining the level of validity of the product developed so that the validator criteria for the module is obtained.

Based on the research that has been done, the modules that have been developed are feasible to be used and applied in the learning process with validation data filled by media experts, material experts, religious experts and teachers as validators, then this learning module is declared to meet the requirements to be eligible to be used as modules learning with evidenced by an average value of 88%

(Very Good) from media experts, an average value of 87% (Very Good) from material experts, an average value of 91% (Very Good) from religious experts. Then the results of a questionnaire evaluation conducted on small groups with respondents of 10 students with different abilities obtained an average rating of 63% (good) and then field trials with 30 students with different abilities, showing this learning media desirable by students with an average score of 92% (Very Good).

The advantages of this development product as follows. The developed module gives students new insights into knowledge, mathematical modules integrated with Islamic values on the subject of flat figure make learning interesting, the modules compiled have prominent figures in the field of geometry, practice exercises, so that motivating students in learning, the Qur'an-aided module on flat material is effective if used independently or in groups. However, we found some lack of product development results from the development of this product, for example this module were only developed only on the topic of rectangle, and also his module does not yet include an answer key.

Conclusion

Based on the results of research and development conducted on Islamic learning modules on rectangular material for junior high school students, it was concluded that the learning modules

developed with ADDIE development procedures namely Analysis, Design, Development, Implementation, and Evaluation were stated to be very valid and very practical.

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