



Development of Learning Modules Based on the Halaqah Approach through the ADDIE Model

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Abstract: This research is motivated by facilitating Fiqh learning which is expected to help students and increase the variety of teaching materials for modules based on the Halaqah method so that they are more active and happy in learning Fiqh. This research includes research and development. This research uses the ADDIE development model with 5 stages, namely analysis, design, development, implementation, and evaluation. The instruments in this research used validity and practicality test questionnaires, and student learning outcomes to test the effectiveness of the Fiqh module being developed. The results of this research and development show that the validity test results based on media expert questionnaire validation obtained an average score of 95.55% with valid criteria. While the validation results from material experts obtained an average value of 86.95% with valid criteria. Linguist validation obtained an average score of 87.69% with valid criteria. The results of the practicality test based on the Fiqh teacher response questionnaire obtained an average score of 95.65%. The results of the practicality test based on the student response questionnaire from the experimental class obtained an average score of 89.83. Meanwhile, for module accuracy, an average score of 91.33% was obtained in the very practical category.

Keywords: Approach; Learning; Module

Introduction

Education in its broadest meaning is not only limited by formality in the form of transferring knowledge in the classroom by teachers to students but is manifested in various activities, various methods, and various media. In this context, everything that provides benefits and meaning to life can be categorized as educational activities. Islamic education is an effort to guide, direct, and develop students which is carried out consciously and purposefully so that the values of Islamic teachings are developed (Samal et al., 2023). Education in Islam aims to form students' personalities who are strong physically, spiritually, and spiritually, that is, mature personalities (Villani et al., 2019). The definition of the Islamic Religion itself, namely conscious guidance or assistance provided by the educator towards the physical and spiritual development of the educated person towards maturity towards the formation of a Muslim personality.

Technically, in the formal teaching and learning process, madrasas are no different from schools but are given a more specific connotation, namely "religious school, a place where students learn about the things or ins and outs of religion and religiosity (in terms of this is the Islamic religion). In practice, there are madrasas that, apart from teaching religious sciences (al-'ulum al-diniyyah), also teach the sciences taught in public schools. Apart from that, some madrasas only specialize in religious sciences, which are usually called niyyah madrasas. The fact that the word "madrasah" comes from Arabic, and is not translated into Indonesian, causes people to better understand "madrasah" as an Islamic educational institution, namely "a place for studying religion" or "a place for providing religious and religious lessons".

In learning, students use educational principles and learning theories which are the main determinants of educational success. Learning is a two-way communication process, teaching is carried out by the

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teacher or educator, while learning is carried out by the students or students (Piryani et al., 2022). The learning process requires teaching materials that must be studied by students to achieve predetermined competency standards. For students to be able to achieve these competency standards, teaching materials are needed that suit the student's abilities and needs so that it is easy for them to understand the material and develop the skills that students must master (Lubis, 2018). Therefore, the teaching materials used must cover all cognitive, affective, and psychomotor aspects of students. The principles that need to be considered in selecting teaching materials are: there is a link between learning materials and competency standards; there is consistency, namely if there are two types of indicators mastered by students, then the teaching materials that must be taught must also include two types; there is sufficient material to help students master competencies where the teaching material is neither too little nor too much (Coman et al., 2020).

A model is a conceptual framework that describes an object, system, or concept. This conceptual framework can be a simplification or idealization of an actual object, system, or concept. Meanwhile, the steps for implementing learning use methods as a reference in delivering learning material. In developing teaching materials, the most important thing is to pay attention to students' level of reasoning, especially at the junior secondary level, most students still think abstractly. One of the teaching materials that is considered suitable and relevant to help improve students' understanding and skills is a module. A module is a form of printed media that contains one learning unit, equipped with various components so that it allows students who use it to achieve independent goals, with as little assistance as possible from the teacher, they can control and evaluate their abilities, which can then determine starting from where the next learning activity should be carried out. Meanwhile, teaching through modules is a form of educational innovation that has existed in Indonesia and is used in various educational arrangements, both formal and informal. According to (Dejene, 2019), the module learning system will make learning more efficient, effective, and relevant.

The halaqah method is one part used by educators in strategic learning (Muh Mustakim, 2021). Historically the halaqah method has been used since the time of Rasulullah SAW when teaching Islam to his friends, the Nabawi mosque in Medina was the place (Erman et al., 2021). Furthermore, the ulama continued to teach knowledge to their students. Among the famous mosques full of halaqah taklim in the Islamic era are Jami' Al-Manshur in Baghdad, Jami' Amru bin Al-Ash in Fustat, Jami' Al-Umawi in Damascus, Jami' al-Azhar in

Cairo, Masjid an -Nabawi in Medina Al-Munawwarah, Grand Mosque in Mecca, Al-Jami' Mosque in Cordoba and so on. Halaqah comes from Arabic which means circle.

Hasan Alwi defines halaqah as a way of learning or teaching by sitting on a mat in a circular position (Rijal, 2020). Meanwhile, in Javanese, halaqah is better known as wetonan or bandongan. The term halaqah proposed by Hanun Asrohah is a teaching and learning process carried out by students by circling the teacher concerned (Nurul Fadilah, 2022). This halaqah method is guided by kiai, each of whom has their realm of knowledge concentration. This teacher sat in the corner of one of the pillars of the mosque, then the students gathered in a circle (forming a halaqah), after that, this teacher delivered his study according to his scientific concentration (Sutarna & Anwar, 2020). In the past, teaching methods in halaqah were very diverse. Sometimes using the imla' (dictation) method, sometimes with explanation and discussion (Yusuf et al., 2023). The discussion method is beneficial for students in learning and increases their self-confidence. As time goes by, the halaqah method is not only used in Islamic boarding schools but can also be used in modern schools.

One of the main problems in learning Fiqh at MTsS TI Batang Kabung Padang is the low level of student absorption. The assumption that Fiqh is only a subject that is not included in the subjects included in the National Examination (UN) is one of the reasons why students are not serious about studying it. In the teaching and learning process, students often have difficulty accepting the material presented by the teacher. These difficulties include Fiqh subjects. Because so far students have always been passive in the teaching and learning process so students underestimate the lesson. In fact, in this Fiqh subject, students are required to work on questions in various forms. Meanwhile, before working on the questions, students have given up. An urgent problem often faced by educators in learning activities is preparing appropriate learning materials (teaching materials) to help students achieve competency. This is because, in the curriculum or syllabus, teaching materials are only written in outline in the form of "main material". Apart from that, how to use teaching materials is also a problem in itself. The intended use is how to teach effectively from the educator's side how to learn it from the educator's side and how to learn it from the student's side.

Based on the problems above, it shows that there is a need to develop module teaching materials based on the Halaqah method. So, to facilitate Fiqh learning, it is hoped that it will help students and increase the variety of teaching materials for modules based on the Halaqah

method so that they are more active and happy in learning Fiqh. Therefore, researchers took the initiative to develop teaching materials for modules based on the Halaqah method for learning Fiqh on the theme of Prostration of Gratitude at MTsS TI Batang Kabung Padang. The author hopes that developing a module based on the Halaqah method in learning Fiqh on the theme of Sujud Gratitude, can help students be more interested and active in carrying out learning activities in class, thereby helping students explore their ideas so that they can gain new knowledge by using the steps of the Halaqah learning method.

Method

The type of research used is research and development (R&D) research. R&D is used when researchers intend to produce a certain product and at the same time test the effectiveness of the product. One of the characteristics of the accuracy of a product developed is that the product can be applied well and provides benefits to its users. The results of good and appropriate product development will increase students' motivation and desire to gain deeper knowledge of the material presented (Jääskä et al., 2022); (Wardoyo et al., 2021). The ADDIE development model is a development model that is widely used in research that develops a product. The ADDIE development model consists of five stages as the name suggests, which stands for Analysis, Design, Development, Implementation, and Evaluation.

Research subject

The research subjects in the research were the Fiqh subject teacher (Mrs. Sarifah S.Pd.I), and Class VIII MTsTI Batang Kabung students who were taking the Fiqh subject on prostration of gratitude. Data sources were obtained from field observations and direct interviews with fiqh teachers and students who were taking the Fiqh subject on prostration of gratitude. Meanwhile, the research subjects were class VIII students at MTsTI Batang Kabung Class 2023/2024.

Research Instrument

The instruments used in collecting data in this development are questionnaires and learning outcomes tests.

Questionnaire (questionnaire)

A questionnaire is several written questions to obtain information from respondents about what they experienced. This method is used to obtain more complete data about expert validators, validation material experts, media experts, language experts, and

class teachers, as well as students' opinions and experiences while using the Fiqh module teaching materials based on the contextually based Halaqah approach.

Observation

Observation is a data collection method in which researchers or their collaborators record information as they witness it during research. Witnessing these events can be done by seeing, listening, and feeling, which are then recorded as subjectively as possible (Hoscheidt et al., 2014). By observing, researchers will find out the conditions in the field (school) to analyze needs which will be used as initial material for developing teaching materials.

Learning outcomes test

A test is a tool for carrying out measurements, namely a tool for collecting information on the characteristics of an object. These characteristics can be in the form of skills, knowledge, and talents, whether possessed by individuals or groups (Abubakar et al., 2019). The learning outcomes tests used in this research and development use the form of written tests, which are tests where the questions and answers are given to student participants in multiple choice form.

Result and Discussion

Module Development Process and Results

The type of research carried out is Research and Development (R & D) with the resulting product being developed in the form of a fiqh module on the theme of prostration of gratitude based on the halaqah approach. This research aims to produce valid, practical, and effective learning modules. Validity, practicality, and effectiveness are obtained based on the results of validator questionnaires, fiqh teacher response questionnaires, student response questionnaires, and student post-test results. The development model used in this development is the ADDIE model, with stages of analysis, design, development, implementation, and evaluation. Below we will explain the results of developing animated video media based on an inquiry strategy based on the 5 stages of the ADDIE model.

Analysis of Student Characteristics

Analysis of student characteristics, material analysis, and learning analysis described above, then the evaluation of the research conducted at MtsTI Batang Kabung still requires a development in learning that can overcome students' boredom in participating in Fiqh learning and can increase student interest and learning outcomes. One way that can be done to solve this problem is by creating a learning module. The module

created must be attractive based on appearance and content so that it can increase student interest and learning outcomes.

Design

The presentation of the modules is arranged in the order of cover, foreword, Arabic-Indonesian transliteration guidelines, table of contents, concept map, introduction (instructions for using the module, learning outcomes and indicators of learning achievements), concept and material mapping, learning activities, glossary, bibliography, answer key, conclusion, biography (Darling-Hammond et al., 2020).

Module Cover

The module cover consists of 1 page, namely the front page and the back page. The front page consists of the module code, module title, images related to the title, and the author's name. The appearance of the front and back page modules can be seen in Figure 1.



Figure 1. Module Cover View

Foreword

The module introduction is on the next page after the back cover. The foreword contains thanksgiving, hopes that the module based on the halaqah approach in learning Fiqh on the theme of prostration of gratitude will be completed, and hopes that there will be criticism and suggestions from readers for the module or product being developed. The appearance of the foreword can be seen in Figure. 2.



Figure 2. Display of the Foreword

Guide to Arabic-Indonesian Transliteration

Guidelines for Arabic-Indonesian transliteration, in the Arabic writing system they are symbolized by letters. In this transliteration, some are symbolized by letters some are symbolized by signs, and some are symbolized by letters and signs at the same time. The display of Arabic-Indonesian transliteration guidelines can be seen in Figure 3.



Figure 3. Arabic-Indonesian Transliteration Guidelines

Concept maps

Concept maps play a role in helping to explain the material described in the module briefly and in detail. The concept map display can be seen in Figure. 4.



Figure 4. Concept Map Display

Development

Validation of the module product based on the halaqah approach to Fiqh learning on the theme of prostration of gratitude by 5 experts consisting of 1 questionnaire instrument validator, 1 material expert, 1 language expert, 1 media (design) expert, and 1 Fiqh teacher. The criteria for determining an expert subject is experience in the field.

Implementation

The fourth step in implementing the ADDIE model, namely the implementation stage. The implementation stage was given to Fiqh teachers and all class VIII-A students. The implementation aims to see the practicality of the fiqh module on the theme of prostration of gratitude based on the halaqah approach that was developed. This implementation was given to all respondents or students in class A, totaling 29 students. This implementation aims to develop the product and see the level of practicality of the module developed based on the student response questionnaire sheet. In this implementation, each student was given a questionnaire with several questions in it, and then the students gave a grade according to the predetermined score. The module developed will also be given to one designated Fiqh teacher. This aims to see the practicality of the module developed based on the Fiqh teacher response questionnaire sheet.

The evaluation carried out at this implementation stage carries out revisions to the modules developed based on input and suggestions provided by validators, Fiqh teachers, and students. This revision aims to make the module developed perfect for use in Fiqh learning according to student's needs and abilities.

Evaluation

The final step in the ADDIE development model is the evaluation stage. At this evaluation stage, the researcher used 2 evaluation stages, namely the formative evaluation stage and the summative evaluation stage. The formative evaluation stage is carried out at the end of each implementation of the ADDIE model steps. The results of the evaluation were carried out based on analysis of student characteristics, material, learning, validation of media and material questionnaires, Fiqh teacher response questionnaires, and student response questionnaires.

Meanwhile, summative evaluation is carried out after students have completed the post-test. The results of this evaluation were obtained based on the post-test results obtained by students. Student graduation is determined based on the KKM score in Fiqh learning, namely 75. Based on the results of the evaluation carried out, it can be concluded that the fiqh module with the theme of prostration of gratitude based on the halaqah approach for learning Fiqh at MtsTI Batang Kabung is declared valid, practical, and effective.

Questionnaire Instrument Validator

The questionnaire instrument for material, media, and language experts in product assessment was assessed by 1 validator, Dr. Ramalis Hakim, M.Pd. as a UNP lecturer. The assessment of the validator of the questionnaire instrument is based on what has been determined. Questionnaires are given a predetermined score. The results of the questionnaire instrument validation data can be seen in Table 1.

Table 1. Questionnaire Instrument Validation Results.

Score	Aspects	
	Clarity	15
	Content accuracy	5
	Relevance	10
	Content Validity	5
	No bias	5
	Language accuracy	15
55		
100%		
Valid		

Material Expert Validation Results

The material in this product was assessed by 1 material expert (Dr. Fauza Masyhudi, M.A), lecturer in Islamic Religious Education at UIN Imam Bonjol Padang. The results of the material validation data can be seen in Table 2. Based on Table 2, the validation process for the content (material) is declared to be included in the Valid criteria or is declared valid and can be tested or used at the next stage.

Table 2. Material Expert Validation Results

Stage	Validator
	Dr. Fauza Masyhudi, M.A.
1	Revision
	Recommendation
	Refine learning objectives, Link learning objectives, indicators, learning materials, practice and evaluation questions, Connect pictures with sentences so that the language is easy to understand, Simplify the use of language so that it is easier to understand, Clarify parts of the picture.
2	Already repaired, The images have been corrected and some have been changed, The language has been simplified, Has been added to the section of the page before the biography.
	, Already repaired, Module will be used.
	Modules can be used
Amount	100
Percentage	86.95%
Criteria	Valid

Linguist Validation Results

Language validation was carried out by a lecturer in the Indonesian Language and Literature Study Program at Padang State University, Prof. Dr. Agustina, M. Hum. This language expert validation was carried out to test the suitability of the module product from the aspect of language suitability. This linguist's validation sheet is in the form of a questionnaire containing statements about the appropriateness of the language. Apart from that, the validation sheet also contains a column for input or suggestions regarding the development of a Halaqah-based Fiqh module product on the subject of prostration of gratitude. The results of

the questionnaire instrument validation data can be seen in Table 3.

Table 3. Linguist Expert Validation Results

Stage	Validator
	Dr. Fauza Masyhudi, M.A.
1	Revision
	Recommendation
	Writing errors are minimized and consistent. In general, the language used is good and correct, and the language (follows the correct rules)
2	Modules can be used
Amount	57
Percentage	87.69%
Criteria	Valid

Based on Table 3, the results of language validation carried out by 1 expert, namely a lecturer in Indonesian language and literature, FBS at Padang State University, stated that it was included in the valid criteria and could be used at the next stage.

Media Expert Validation Results (Design)

Media expert validation aims to determine the attractiveness of the presentation of the product being developed. The media/design experts consist of 1 lecturer in the Educational Technology course, Dr. Rayendra, M.Pd FIB UNP. The results of media expert validation can be seen in Table 4.

Table 4. Media Expert (Design) Validation Results

Stage	Validator
	Dr. Fauza Masyhudi, M.A.
1	Revision
	Recommendation
	Reduce space, The position of wrap text on shapes needs to be adjusted, Improve the selection of the right color to use, Colors are adjusted to the module cover, Placement of emphasis and images is less attractive, Use Arial typeface
	It has been improved by adding illustration images that support the material. It has been repaired. It has been repaired by changing the module cover and re-

Stage	Validator
	selecting colors. It has been repaired by replacing several images that are considered less attractive. It has been changed to use the Arial font.
2	The writing arrangement does not comply with the KBBI and PUEBI rules, correct the margins, both paper margins and writing columns, incorrect arrangement of page numbers It has been fixed for every writing in a sentence. It has been fixed by adjusting the module page size. It has been fixed
3	Modules can be used Modules can be used
Amount Percentage Criteria	95.55%, Valid

Fiqh Teacher Validation

Table 5. Analysis of Fiqh Teacher Response Questionnaire

Stage	Validator
	Syarifah S.Pd.I
1	Aspect Content Score 24
2	Eligibility Language 24
3	Presentation 35
4	Graphics 27
Amount Percentage Criteria	110 95.65% Valid

Fiqh teacher validation of the activity process to assess whether rational product design will be more effective than the old one or not. The validator who is a Fiqh teacher is Syarifah S.Pd.I. He is a Fiqh teacher from MTs TI Batang Kabung. The results of the validation are in the form of assessments and suggestions about learning media contained in the questionnaire provided

Table 7. Results of T-Test Analysis for Pretest Group and Posttest Group

					Group Statistics	
Learning outcomes	group	N	Mean	Std. Deviation	Std. Error Mean	
	pretest	29	66.20	8.52	1.58	
	posttest	29	82.06	8.07	1.49	

by the researcher which will then be revised according to the Fiqh Teacher's suggestions. The results of the material validation data can be seen in Table 5. Based on Table 5, the validation results by the Fiqh teacher are included in the valid category and can be used at the next research stage.

Results of analysis of student response questionnaires

This analysis of the student response questionnaire aims to see the practicality of the module being developed. Analysis of the student response questionnaire was given to all students who were research subjects, totaling 29 students. The subjects in the research came from MtsTI Batang Kabung Class VIII-A. The following are the results of the practicality test of the module obtained based on the questionnaire responses from class VIII-A students:

Table 6. Analysis of Student Response Questionnaire

Respondent	Total score	Score Percentage	Total ideal score
Learners	1393	87%	1595
Criteria			Very practical

Based on the average value and criteria obtained from the results of the analysis of the questionnaire responses from class VIII-A MTs TI Batang Kabung students, it can be concluded that the fiqh module on the theme of prostration of gratitude based on the halaqah approach that was developed is stated to be practical for use in teaching Fiqh on the subject of prostration of gratitude.

Effectiveness Test Results

Effectiveness is activeness, usefulness, and conformity in an activity that carries out a task with the intended target. The effectiveness test of the module in this research was seen based on the results of student test analysis. Before the question instrument is tested, a validity test, reliability test, and difficulty level test are first carried out. The module developed is said to be effective if the average student learning outcomes have minimum good criteria. After carrying out the t-test analysis using the SPSS program, the following results were obtained:

Based on the "group statistics" output table above, it is known that the total result data for the pretest group was 29 students and the posttest group was 29 students. The average score of the pre-test group was 66.207 and the average score of the post-test group was 82.069. Thus, descriptive statistics can be concluded that there is

a difference in the average learning outcomes between the pre-test group and the post-test group. Next, to prove whether this difference is significant (real) or not, we need to interpret the following "independent sample test" output.

Table 8. Independent Sample T-Test Analysis Results for Pretest Group and Posttest Group

		Levene's Test for Equality of Variances		t-test for Equality of Means		95% Confidence Interval of the Difference				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Learning outcomes	Equal variances assumed	.024	.877	-7.27	56	.000	-15.86	2.17		-20.22
	Equal variances not assumed			-7.27	55.83	.000	-15.86	2.17		-20.22

Based on the output above, the sig value is known. Levene's test for equality is $0.87 > 0.05$, so it can be interpreted that the data variance between the pretest and posttest groups is the same (Farmus et al., 2019). So the interpretation of the Independent Samples Test output table above is guided by the values contained in the "equal variances assumed" table. The existing assessment provisions are to determine whether students pass or not according to the predetermined KKM score, namely 75. The scores obtained by class VIII-A MTSsTI Batang Kabung students in the post-test can be seen in the following table:

Table 9. Results of Pretest and Posttest Student Learning Completeness Analysis.

Calculation	Number of pretest students(%)	Number of posttest students(%)
Completed students	6 (20.68)	26 (89.65)
Students who did not complete	23 (79.31)	3 (10.34)

The number of students who completed the pretest was 6 students with a percentage (20.68%) with very poor criteria, while the students who did not complete the pretest were 23 students with a percentage (79.31%) with very poor criteria. 26 students completed the post-test with a percentage of 89.65%, a very good criterion. Meanwhile, 3 students did not complete with a percentage of 10.34%, the criteria were very poor. This means that the fiqh module of prostration of gratitude

based on the halaqah approach that was developed was declared effective for use in learning the Fiqh material on prostration of gratitude.

Discussion

Steps and Results of Module Development Based on the Halaqah Approach

This research and development uses a development model, namely the ADDIE model. The ADDIE model consists of 5 stages, namely analysis, design, development, implementation, and evaluation (Dwitiyanti et al., 2020). The first stage is analysis. Analysis is the activity of observing object activities by describing the composition of the object and rearranging it to be studied or studied in detail (Majlesi et al., 2019). At the analysis stage, there are 4 activities carried out, namely competency analysis, student characteristics analysis, material analysis, and content analysis. The competency analysis stage is conducting interviews with fiqh teachers. The results obtained in these interview activities can conclude that students' low interest in participating in fiqh learning is based on the learning results obtained by students.

This is because teachers who teach have not been able to create media that can increase students' interest in learning. Based on the results of research conducted (In'ami et al., 2022), it can be seen that learning using a fiqh module based on the halaqah approach can increase students' interest in learning. Analysis of student characteristics, the activities carried out are analyzing interests, cognitive development, learning styles,

motivation, and social development. In line with research conducted (Tamrin et al., 2017), one of the causes of students experiencing difficulties in learning is due to the lack of use of learning media. According to Piaget's theory, children's intelligence changes as the child grows. A child's cognitive development is not only about acquiring knowledge, children must also develop or build their mentality which is accompanied by changes in the child's characteristics (Sabri et al., 2015).

Analysis of the average age of vulnerable students is between 16 and 17 years old, at this age children's thinking patterns enter the formal operational stage, and can think critically. Students' lack of interest in participating in fiqh learning is caused by a lack of motivation and a learning style that is not well understood by teachers. This has an impact on the low learning outcomes of students in learning fiqh. The social skills possessed by students are good, meaning that students can interact and communicate with fellow students and new environments. Material analysis and material presentation in the fiqh module based on the halaqah approach are by the provisions of the KI and KD curriculum 2013. The applicable laws and regulations in compiling the material to be discussed must be adjusted to the curriculum applicable in the area and the real conditions. This is in line with research conducted by (Sabri et al., 2015), which that content analysis and all material presented in animated video media must be based on the curriculum and guidebooks used by teachers in learning fiqh. The choice of strategy is also adjusted to the student's abilities and circumstances. The curriculum used at MTsS Teluk Kabung is the 2013 curriculum.

The second stage is design. There are three stages of activities carried out, namely module cover, foreword, Arabic-Indonesian transliteration guidelines, table of contents, concept map, introduction, concept and material mapping, learning activities, glossary, bibliography, answer key, closing biography (Nowell et al., 2017). The third stage is development. Validation of the module product based on the halaqah approach in learning fiqh on the theme of prostration of gratitude by 4 experts, namely: instrument validator, material, media, and language experts. Next, a revision stage is carried out according to input and suggestions so that the module is declared valid, then the module is suitable for testing. Research conducted by (Taber, 2018), states that media and material are declared valid if the validity test results have minimum good criteria. The criteria for good media and materials must be by student characteristics, the goals to be achieved, and be ability to improve the quality of education.

The fourth stage is implementation. This implementation stage was carried out in two stages,

namely large-group trials and small-group trials. The small group trial was given to one fiqh teacher, while the large group trial was given to class VIII A MTsS TI Batang Kabung students. This aims to see the practicality of the module being developed and obtain input and suggestions, then make revisions according to the input and suggestions.

The fifth stage is evaluation. This research and development is in line with research (Rizma & Indrati, 2020) that evaluation is carried out in two stages, namely formative evaluation and summative evaluation. Formative evaluation is carried out at each stage of development. Meanwhile, summative evaluation is carried out by looking at the post-test results obtained by students. This aims to see the level of practicality of the module being developed.

Validity test

According to Anggraini & Anwar (2017), a product or learning media can be used in learning if it has valid criteria. Validity can be interpreted as the learning media or product developed being valid or suitable for use before being used in the learning process. The validity test of this module development was obtained based on the results of media expert validation questionnaire analysis, language, and material given to each media validator. This media, language, and material expert validation questionnaire was first given to Mr. Dr. Ramalis Hakim, M.Pd. as an instrument validator to see whether the questionnaire is valid or not before distributing it.

Material Expert Validation

This material expert validation is based on predetermined aspects, namely aspects of material presentation. Material expert validation assessments are the same as media expert assessments. Based on material expert validation for the material presentation aspect, a percentage of 86.95% was obtained with valid criteria. Presenting examples of questions in the form of stories related to everyday life helps students develop their ideas. Apart from that, steps for implementing halaqah strategies in presenting material have also been implemented, making it easier for students to understand the material discussed and able to improve students' critical thinking skills (Fransisca et al., 2019).

Based on the results of the material expert validation test analysis, it can be concluded that the material presented in the halaqah approach-based module is declared valid and suitable for use in class VIII Islamic jurisprudence learning at MTsS TI Batang Kabung regarding prostration of gratitude.

Media Expert Validation

This media expert validation assessment is based on predetermined aspects, namely the appearance aspect. Based on the results of media expert validation analysis, a percentage of 95.55% was obtained in the Valid category. Based on the calculation of the results of the media expert validation test analysis, it can be concluded that the halaqah approach-based module is declared valid and suitable for use in fiqh learning. The media used is appropriate to the student's circumstances and abilities as well as to the availability of existing facilities and infrastructure.

Linguist Validation

This linguist's validation assessment is based on predetermined aspects, namely linguistic aspects. Based on the results of the linguist validation analysis, a percentage of 87.69% was obtained in the Valid category. Based on the calculation of the results of the validation test analysis by linguists, it can be concluded that the module based on the halaqah approach is declared valid and suitable for use in learning fiqh. The language used in the module used is the enhanced spelling.

Practicality test

Practicality means that the learning media developed can help and make it easier for teachers and students in their learning (Romdhoni et al., 2023). The practicality of the halaqah module being developed can be seen from the results of the analysis of the fiqh teacher's response questionnaire and student response questionnaires after being tested.

Fiqh Teacher Response Questionnaire

The analysis of the Fiqh teacher response questionnaire was filled in by one validator who works as a Fiqh teacher, namely Mrs. Syarifah S.Pd.I. The assessment of the Fiqh teacher response questionnaire is based on 4 aspects, namely the suitability of the content, language, presentation, and graphics. Based on the results of the analysis of the fiqh teacher response questionnaire by Mrs. Syarifah S.Pd. For all aspects, a percentage of 95.65% was obtained with valid criteria. The results of the analysis for the four aspects used in the fiqh teacher response questionnaire for the aspect of using the module have the highest average, namely 5 with very good criteria. This means that the use of halaqah strategies in developing this module is considered capable of improving students' critical thinking skills in developing new ideas to solve existing problems.

Student Response Questionnaire

Analysis of the student response questionnaire was given to all students who were research subjects. The

subjects in the research came from MTsS TI Batang Kabung, namely class VIII A, totaling 29 students. The assessment of this student response questionnaire is based on 4 aspects, namely appropriateness of content, language, presentation, and graphics. Based on the results of the questionnaire analysis of class VIII A student responses for all aspects, an average score of 3.25 was obtained with very good criteria.

Test effectiveness

The effectiveness of the module being developed can be seen from the student test results. A learning media that is developed is declared effective if student learning outcomes increase compared to before. The test question instrument used will be tested for validity, reliability, and level of difficulty of the question instrument. The validity test and reliability test of the question instrument aim to determine the extent to which the questions are a tool for measuring student learning outcomes. The question item is declared valid if $r\text{-count} > r\text{-table}$ at a significance level of 5%.

Instrument validity testing is a testing step carried out on an instrument to measure the accuracy of the instrument used in research (Sudaryono et al., 2019). The results of the validity test obtained a value of $r\text{-count} > r\text{-table}$ (0.632) at a significance level of 5% or 0.05. This shows that the 20-question instruments used are declared valid and can be tested. Reliability is the truth of the results obtained on a test (Ellis, 2013). Reliability testing was carried out using the Cronbach-Alpha formula. Based on the results of the reliability test analysis of the question instruments that have been carried out, the value of r_{11} is 0.996, where $r_{11} > 90$. This shows that the 20-question instruments used are declared reliable.

After testing the validity and reliability of the question instrument, the difficulty level of the questions was then tested. Testing the difficulty level of the questions aims to see the level of difficulty of the questions being tested. (Susilaningih et al., 2021), states that an instrument can be tested if the level of difficulty is at least moderate. Next, the scores obtained by students are analyzed to determine the completeness of student learning according to the predetermined KKM score, namely 75. Based on the post-test scores obtained by class VIII A MTsS TI Batang Kabung students. The results of the analysis of the percentage of learning completion, the number of students who completed the post-test was 26 students with a percentage of 89.65%, very good criteria. Meanwhile, 3 students did not complete with a percentage of 10.34%, the criteria were very poor. This means that the development of this module can improve student learning outcomes in fiqh learning.

Conclusion

This research and development was carried out to produce a product in the form of a halaqah-based fiqh module that is valid, practical, and effective for use in teaching fiqh about prostration of gratitude at MTsS TI Batang Kabung. Based on the results of the research and development that has been carried out, it can be concluded that the results of the validity test based on the validation analysis of the material expert questionnaire obtained a percentage of 86.95% with valid criteria. Validation analysis of the language expert questionnaire obtained a percentage of 87.69% with valid criteria, and validation analysis of the media expert questionnaire obtained a percentage of 95.55% with valid criteria. So, it can be concluded that the module based on the halaqah approach for learning fiqh at MTsS TI Batang Kabung is declared valid. The results of the practicality test based on analysis of the fiqh teacher response questionnaire obtained a percentage of 95.65% with valid criteria. Analysis of the questionnaire responses from class VIII A MTsS TI Batang Kabung students obtained a percentage of 87% with valid criteria. So, it can be concluded that the halaqah approach-based module for learning fiqh at MTsS TI Batang Kabung is declared practical. The results of the validity test of the question instruments can be concluded that all question instruments are declared valid because $r_{hitung} > r_{tabel}$ (0.63) with a significance level of 5%. The reliability test results obtained a value of 0.99, so it can be concluded that the question instrument used was declared reliable. Based on the post-test scores obtained by class VIII A MTS TI Batang Kabung students, the results of the analysis of the percentage of learning completion, the number of students who completed the post-test was 26 students with a percentage of 89.65%, very good criteria. Meanwhile, 3 students did not complete with a percentage of 10.34%, the criteria were very poor. This means that the development of this module can improve student learning outcomes in fiqh learning. So, it can be concluded that the module based on the halaqah approach for learning fiqh at MTsS TI Batang Kabung is declared effective.

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Author Contributions

Conceptualization; A. Q. Q., A. A., J., Z.; methodology; A. Q. Q.; validation; A. A formal analysis.; J. investigation.; Z. resources; A. Q. Q. data curation: writing – original; A. A draft preparation; J., writing – review and editing; Z. Visualization;

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Conflicts of Interest

The authors declare no conflict of interest.

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