How to Develop Instructional Module in Secondary Middle School

Siti Khadijah, Suyitno Muslim, Diana Nomida Musnir

*Abstract***:** *The purpose of this research is to develop the learning model of Islamic Religious Education which emphasizes the achievement of the spiritual and social attitudes that have been lack of serious attention. Especially with the high flow of negative information in the student environment that if not getting the optimum attention will have an impact on the increasingly moral and morality of students. This study offers a value clarification approach to improve students' ability in choosing, communicating, and applying the values that exist in Islamic Religion Education learning. This research Approach is a mixed method with Research and Development (R and D). This research use Rowntree Design model. The target of this research is Junior High School students. The developed model has been through the evaluation from the material, instructional design, and media experts, which are then formally evaluated on one to one, small group and field trial. The result of the research shows that there is a significant improvement in student learning outcomes, the average of the students' pretest score of 52.8 and the post-test of 84.4. thus there is an increase in student learning outcomes of 31.6. For it can be concluded that the product can improve student learning outcomes and models worthy of use.*

*Index Terms***:** *Development, Learning Modul, Religious Education, R & D*

I. INTRODUCTION

Community and national life are increasingly vulnerable to violence, especially with the amount of information on violence in the world of education lately. The many values that enter both positive and negative through information and communication technology that does not know the limits are very vulnerable to influence the mindset and behavior of the younger generation. Difficulty in choosing value becomes a very important problem in the midst of government efforts with the nation's character education program.

Deviant attitudes and behaviors that have recently been carried out by students have become indications that schools have not yet optimally developed students' moral awareness. The occurrence of inter-student brawls, promiscuity, drugs, speechless, immoral acts, pornographic videos, teacher violence, etc. illustrates the vulnerability of student morale.

The irony is that Religious Education in schools is full of life values, should be at the forefront of internalizing good values in students. But in fact, it focuses more on the achievement of knowledge than on how to change attitudes and behaviors that are suitable for the learning objectives. (1) in their study revealed that there is a great need to balance the assessment of learning outcomes with students by including all domains (cognitive and affective) associated with behavior change rather than just assessing cognitive achievement.

The 2013 curriculum has given an important emphasis on the effective aspect, namely the placement of one and two core competencies (spiritual and social) that are expected to deliver students to the changes in good values to become habituation. But in fact, the new attitude aspect becomes a nurturant effect rather than cognitive achievement which is a top priority for learning achievement in school. This is not in line with the PAI learning objectives in the 2004 Ministry of Religion PAI guide book in public schools, namely "increasing the faith, understanding, appreciation and practice of students towards the teachings of Islam so that Muslims become devoted to Allah SWT and have a noble character in their personal, community life, nation, and state ". This goal has not been fully achieved.

In terms of mind, religion occupies the most vital position. in the subconscious mind, religion has a very "noble" place because it is the main controller of other values that govern the lives of every human being. Religion is the main fortress in the mind of the subconscious, if this fort is weak, it will give birth to negative and even destructive behaviors.

Furthermore, Setara Institute's research related to student tolerance involving 760 high school students in Jakarta and Bandung found that 0.3% of students had the potential to become terrorists; 35.7% of students had a passive intolerant attitude (only limited to the mind), and 2.4% of students had an active intolerant attitude (up to the stage of dislike), (2) Likewise, a survey conducted by the Wahid Foundation found that 0.4 percent had taken radical actions, and 7.7 percent were willing to take radical action if they had the opportunity.

Spiritual guidance in adolescent life is still a factor that lacks serious attention. This contributes to the rise of self-destructive behavior and violence in adolescents. Drugs, sex, gang violence, and even suicide, for some teenagers become an escape from pain

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because they do not have the true source of spiritual fulfillment (3). Though Türkkahraman (4) states that the main purpose of education is to maintain an increase in individuals and society. This process contains moral dimensions and reality in society. Educational programs and policies play an important role in social and individual (student) progress.

According to Tilaar (5), the existence of PAI subjects should be able to shape the personality of students who are immune to the negative influences that exist in society, because religious education is an important part of life that contains references to guide human behavior in a community and culture. The delivery of PAI learning which tends to be informal with mere memorization and formal rites makes learning monotonous and rigid. This is because of the lack of understanding, skills, and creativity of the teacher explores the values contained in the material.

From the results of the preliminary research, there were several indicators of errors in the PAI learning orientation, namely: 1) PAI learning orientation more on how to study religion only rather than on how to shape student personality; 2) In the preparation of learning material, it lacks the right strategy that refers to PAI learning objectives, especially in aspects of attitude and frequent repetition of material; 3) the inability of the teacher to carry out the deepening and expansion of the material that more touches the aspects of attitude and lack of mastery of key and basic terms so that it is not in accordance with the spirit and learning context of the Islamic Education itself; and 4) which is no less important than the form of assessment that is less able to measure the achievement of learning to student affection. So that PAI learning is only understood by students as a discourse and less contextual.

Based on the research results of the Center for Islamic Studies and the Community of Syarif Hidayatullah State Islamic University, it was found that the results of the text analysis of PAI books used in schools especially in junior high school found that the PAI books currently used were not proportional, for example there were still many material repetitions, monolithic opinions, the selection of illustrations that can give rise to misunderstandings and anti-multicultural, such as the justification of unclean food in Balinese chicken spices, the existence of violent prototypes such as examples of contention themes with images of "bombs in cafes" associated with QS. Al Maidah verse 32, as well as unclear reference sources for book content (6). In addition to the *need assessment* found in the PAI textbooks used in South Tangerang 3 Middle School, SMP 87 and 178 South Jakarta, the breadth and depth of the material have not referred to the competencies that have been determined, the selection of images and illustrations that are less relevant, and the forms of assessment that are still *cognitive*.

Efforts to improve and improve the quality of PAI learning in junior secondary schools (then junior high school) cannot be postponed anymore so that PAI subjects can function as expected in the 1945 constitution and be able to revitalize the existence of PAI as the front guard in the formation of national character that begins a crisis. In addition, the 2013 curriculum known as the scientific approach and authentic assessment is still a big obstacle for PAI teachers in their implementation and even tend to be allergic, which eventually returns to traditional learning patterns with lectures and memorization (Observation Results of PAI Modules in some SMP 2 and SMP 3). Tangerang, 2018).

II. LITERATURE REVIEW

A. The Concept of Individual Learning

An individual learning system is a very flexible multi-material and multi-procedure system in which students are given a great responsibility to plan and implement their own organized learning programs with the help of their teachers where progress is determined as planned (7).

Individual learning is also defined as "giving the most appropriate assignment for each learner by giving special teachers and the right resources in the right time (8). In this case, the learning material and how to study is designed for how students can learn on their own.

Some individual differences include: 1) differences in intellectual development; 2) differences in language skills; 3) different background experiences; 4) differences in learning styles in receiving and processing information with a learning environment; 5) differences in talents and interests; 6) personality differences; 7) cultural differences; 8) sex differences; 9) differences in the learning environment; 10) differences in motivation (9).

In general individual, learning uses a module system. Some things that must be considered in designing modules are: modules must include interaction with content and others so students in continuous learning; connect new ideas with previous student knowledge; provide explicit explanations and clear basic knowledge to students; structuring reasonable student workloads; provide opportunities for students to study material more deeply so students can understand themselves; and ensure the suitability of formative and summative assessment strategies (10). Some module components include student activity sheets, worksheets, worksheet keys, question sheets, answer sheets, and answer keys.

B. The Concept of Module Development

The module is a learning material that is structured with the aim that students can learn independently without or with limited guidance from the instructor. Modules as self-learning materials can be defined as a learning process related to certain discussion units that are arranged systematically, operationally and directed to be used by learners along with guidelines for their use for learners(11). Ibrahim (2010), interpreting the module as a component of independent learning material that includes all learner needs including learning goals, guidelines for use, material description, learning progress,

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learning evaluation, improvement programs and follow-up (11).

Smaldino, Lowther, and Russell (2012) define learning modules as learning that are packaged into one whole unit that is designed to be used alone or a group of learning without teacher's presence (12). Thus it can be concluded that the module is one form of learning material that is packaged intact and systematically that contains a set of planned learning experiences and is designed to help students master specific learning goals. Modules can be used as one of the learning materials to facilitate independent or conventional learning.

Module development is a set of procedures that are carried out sequentially to carry out the development of a module learning system. In developing the module certain procedures are needed that are in accordance with the goals to be achieved, the structure of learning content is clear, and meets the criteria that apply to the development of learning. Some criteria in module development, namely; 1) help students learn independently, 2) have a plan of learning activities that can be responded to optimally, 3) contain the depth and breadth of content more fully so as to provide deeper learning opportunities for students, 4) can monitor the progress of student learning activities, and 5) can provide advice usually there is my notes room, and instructions for using the module, as well as feedback and follow-up, to see how high the level of student learning progress. The theory and model of learning design, in general, has three main components, namely; 1) learning conditions, 2) learning methods, and 3) learning outcomes.

The purpose of writing modules in terms of independent learning is: clarify the presentation of messages so they are not verbal because they contain a variety of varied learning experiences; overcome the limitations of space and time; can be used appropriately and varied in an effort to increase student motivation and interest in learning; students can measure their own competency achievements. Some important factors that are the requirements for developing modules are format, organization, attractiveness, font size, blank spaces, and consistency.

C. Islamic Education Learning

Reigeluth'saffirms that there are two main theories underlying learning activities, namely descriptive learning theory that is more related to learning citizens in learning activities and prescriptive learning theory that explains how the teacher tips on guiding students during the learning process to achieve the stated goals. And intentional elements are the main characteristics of learning.

Thus it can be concluded that learning is a systematic and structured activity carried out in a planned and organized manner involving various environmental conditions such as methods, media, materials, and learning resources that can help students carry out learning activities so that achieved expected goals. The concept of learning and learning is an activity that processes in a system as follows: (1) has a purpose; (2) objectives are described in various functions; (3) have various components or elements to implement the function.

According to Nizar (2002: 2016), Islamic Education is one of the names of religious subjects studied at every level of education. PAI learning seeks to develop and encourage students to live more dynamically based on high values and noble life. more in detail (13) PAI learning is physical and mental education based on Islamic Shari'a which aims to shape the personality of Muslims having, deciding, acting, and being responsible in accordance with Islamic values. Daradjat (2004), explains that PAI learning aims to enable students to understand what is contained in Islam holistically and comprehensively to practice and make life views for the safety of the world and the hereafter. In line with Tafsir (14), which defines as guidance to be able to develop optimally in forming a person who breathes Islamic teachings. Puskur (2003: 4), formulates as a conscious and planned effort in preparing students to know, understand, appreciate to believe, devote, and have a noble character in practicing the teachings of Islam from its main source of the holy book Al Quran and Hadith, through guidance, learning activities, practice, and use of experience. Accompanied by guidance to respect the adherents of other religions in relation to harmony between religious communities in society to realize the unity and unity of the nation (15).

Based on some of the definitions above, it can be taken the understanding that what is meant by PAI is an activity or efforts of actions and guidance that are carried out consciously and intentionally and planned that lead to the formation of student personality in accordance with the norms determined by the teachings of Islam. Therefore individuals who have the personality or noble character become very important in their existence as a reflection of the implementation of PAI.

III. METHODOLOGY/MATERIALS

The general objective of this research and development is to develop a learning module of Islamic Education with a Value Clarification Approach in Junior High Schools

. This research was conducted at PAI at South Tangerang SMPN 3, South Jakarta SMPN 87, and South Jakarta SMPN 178 for analysis of the ongoing PAI learning process and analysis of the need for the importance of the model carried out through discussion and interviews with 5 teachers, 3 principals and also students. Whereas for formative evaluation through *one two one, small group,* conducted at SMP Negeri 3 Tangerang Selatan as well as for *field trials* module conducted in 7 meetings.

The approach of this research is qualitative and quantitative *(mix method).* All types of qualitative research have a common goal, where the observation of the subject of research is always influenced by the world, thoughts, views, situations, and feelings *(emotional thrill)* researchers. According to Semiawan (16), the research construct has its roots in subjective (phenomenological) symptoms experienced by the subject under study. The framework of qualitative research concepts tries to make a

phenomenological description purely through participatory observation.

The study uses the method *Research and Development.* Initially, R & D originated from observing various symptoms that emerged in the education community and demanded the handling of long-term educational products(17). Products born from this study have validity in their development (18)

R & D is a process used to develop steps in testing research findings related to the product being developed. Product development is based on findings, product testing in the field to be used, and revisions based on the field test (19), explaining that one of the contributions to development is to find out limitations and bridge the gap between research findings and practices. According to Borg and Gall, R & D is an industry-based development model where research findings are used to design new products and procedures that are systematically tested in the field, evaluated, and refined to meet the criteria determined in terms of effectiveness, quality, or similar standards (18). Furthermore, Yusuf (2017) R & D has held a very meaningful position both in the business world in the fields of science and technology and social sciences and humanities (20).

The R & D cycle includes research findings on products that will be produced, review them in a "*setting*" where the results are used as a reference for continuous revisions until development is deemed adequate (21) Putra, stated that the research on R & D is an ongoing program that covers the whole element in building the learning process and the implementation of education which is often multi and interdisciplinary.

In the world of education, development research seeks to develop, validate, and disseminate education products. In this case, the research seeks to produce PAI learning materials with a value clarification approach for semester VIII to improve the quality of learning outcomes that are more comprehensive covering all competencies both knowledge, skills and attitudes effectively and efficiently.

According to Prawiradilaga (2008), the R & D research method used in this study is the development of Rowntree which consists of three steps, namely the planning stage, the development stage, and the evaluation phase. In the evaluation phase using the model *Tessmer formative*, with 5 stages, namely 1) *self-evaluation, 2) expert review, 3) one to one evaluation*, 4) *small group*, and 5) *field test* (22).

IV. RESULTS AND FINDINGS

Learning material products designed were reviewed and validated by expert material experts by PAI FITK UIN Jakarta professors; expert on learning design and media experts by UNJ Education Technology Professor while the instrument to be used was validated by Education Technology expert UNJ Rawamangan.

1 Draft 1 of the Conceptual Module was developed based on the value clarification approach developed by Raths, Harmin & Simon, Simon & Kirschenbaum, and Simon, Howe & Kirschenbaum (1975: 71), which emphasizes more on the process of getting value than knowing values and trying to reduce consistent behavior caused by confusion of

value with learning steps that emphasize the ability of students to choose, appreciate, and implement values
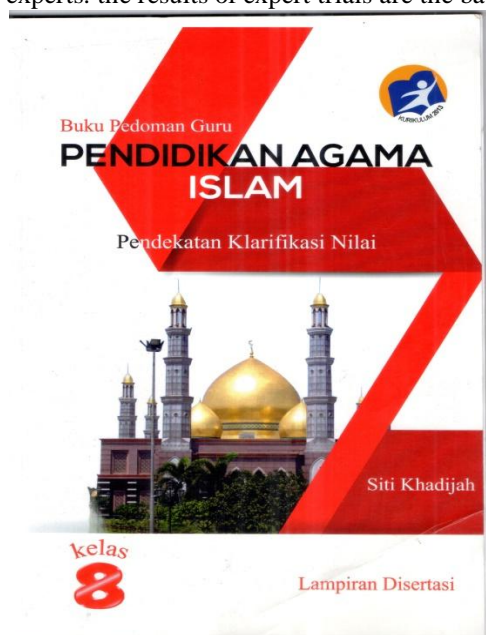
The conceptual module design is made based on a needs analysis that shows the need for modules that can implement learning by emphasizing the ability of students to choose, communicate, implement, and familiarize values learned on PAI subjects in everyday life. The conceptual module is a PAI learning module for students whose content and presentation are activities that are expected to be able to improve students' value clarification skills. The module structure is as shown in the diagram below.
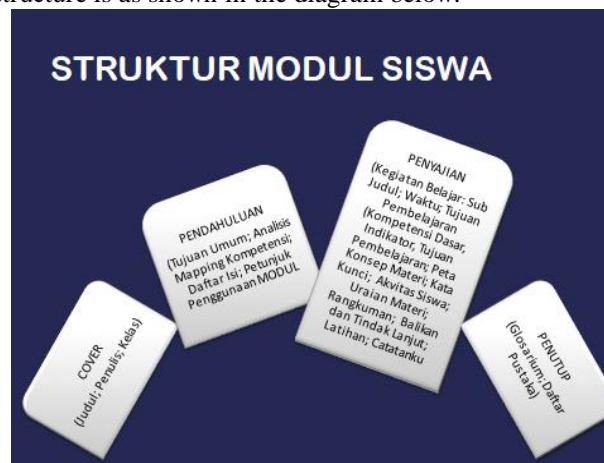
Fig 1 Structure of the Student

Module The student module is equipped with a PAI teacher manual that contains specific guidelines for implementing the learning approach with a value clarification approach that has been adjusted to scientific and authentic steps.

This module was tested in 2017 at South Tangerang SMPN 3, where the products were previously reviewed and validated by material experts, learning design experts, and media experts. the results of expert trials are the basis

Fig 2 Module and Teacher Guidebook

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The module above consists of seven themes, as follows:

1. Believe in the scriptures that Allah SWT revealed
2. Apply the contents of *QS al-Furqan / 25: 63, QS al-Isra '/ 17: 26-27* and related Hadiths
3. Implementing the prayer of the congregation and *munfarid*
4. Apply thanksgiving, prostration, and prostration
5. Embrace the value contained in the growth of knowledge during the Bani Umrah
6. Avoid liquor, gambling, and quarrels
7. Be honest and fair

All of these learning units are organized system so that students can understand the above themes and apply the values contained in them in everyday life. while the concept map analysis on the first draft as shown below. In order for the Basic Competence and Basic Competence above can be measured well, then the learning indicators are developed in each of the Basic Competencies which emphasize the ability of student value clarification (choosing, communicating, and practicing). is as attached.

The ExpertMaterialThe material

Review of expertise Reviewexpert from the substance aspect is aimed at obtaining inputs in terms of suitability of the scope of the material with the curriculum, the clarity of explicit learning objectives, the clarity of study instructions, the suitability of the materials provided with the learning competencies developed in the module and teacher guidelines, the suitability of the material sequence with competence, the clarity of the description / material explanation, the material depth, the suitability of training with the material, the feedback of motivation in learning, the suitability of test questions given at the end of the material with learning aims, clarity of explanation, . Material experts conduct product evaluations by reviewing the product and providing assessments, suggest improvements and make decisions about whether the product can be tested or not. The expert in this study is the Professor of Islamic Education at the State Islamic University of Syarif Hidayatullah Jakarta. In this case, material experts look at the product in terms of material substance. The researcher interviews the material expert in detail on the various suggestions and improvements that must be made in order for the improvement to be made in accordance with the instructions of the material expert. Upon revision in accordance with the feedback, the researcher again asked the material expert to validate the substance of the material. More clearly can be seen in Table I below.

Table 1 Results of the Feasibility Study Substance of Material Experts Module on Content Feasibility Contents

Indicator	Score Min	Score	Score Final Score	%	Interpretation of
Material Conformity	3	15	14	93.3	Very Good / Very Effective
Material Accuracy	8	40	36	90	Very Good / Very Effective
Supporting Learning Materials	8	40	37	92.5	Very Good / Very Effective
Total	19	95	87	92	Very Good / Very Effective

Table 2 Results of Study on Feasibility of Material Substance of Material Expert Module on Aspect Eligibility Aspect Presentation

ASSESSMENT INDICATOR	Score Min	Score	Score Final	%	Interpretation
Of Presentation Techniques	2	10	10	100	Very Good / Highly Effective
Support Presentation	8	40	37	92.5	Good / Effective
Presentation of Learning	1	5	5	100	Very Good / Highly Effective
Completeness	3	15	14	93.3	Very Good / Very Effective
Total	14	70	66	96.5	Very Good / Highly Effective

Table 3 Results of the Module Module Substance Feasibility Study by Materials Experts on Language Eligibility Aspects

INDICATORS EVALUATION	Mean Score	Score Mak	Final Score	%	Interpretation
candor	3	15	14	93.3	Very Good / Very Effective
Communicative	2	10	10	100	Very Good / Very Effective
Dialogic and interactive	2	10	10	100	Very Good / Very Effective
Compliance with the level of development of learners	3	15	13	86.6	Good / Effective
Use of terms, symbols, or icons.	2	10	10	100	Very Good / Highly Effective
Total	12	60	57	96	Very Good / Highly Effective

Results of the review from the material expert indicate that the module is feasible to do the test with the revision. Some inputs can be seen in the table below.

Table 4 List Revision Module

Type Test	Elements to be Repaired	This	Proposed Improvement	Results Repair
Test Specialist Material	Title, not "Classification"	Cover	Replace with "Clarification"	has been changed to the "Clarification"
Test Specialist Material	existence of a formatting error in the "type of act honestly / Adil	h. 52	Replaced with the type of deed only	Replaced with the type of deed only

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Expert Material Test Existing	overlapping format	h. 52	For the second format is omitted only because it already exists on the page. 50	Has been eliminated
Material Expert Examinations	There is noon Low, Save, and Simple Life	. 31	HadistAdd Hadiths to Low, Save, and Simple Life	Hadist About Low Self-esteem, Save, and Simple Living
Material Expert Test	on Priority to Doing no a. Written there is a sense of concern	Fair and Honest	The truth, No worries	Have changed the
Test of Material	Expatriateparagraph	first, p. 4	In language	Language
Expert Examining Materials	Raih Cinta Allah through (omitted) With Prayer Sunnah	Hal VII	Raih Cinta Allah With Prayers Sunnah	God's Love With Sunnah Prayer
RaisesThe Physical Expert Test	On the prophecy "ya ayyuhalladziina Amanuu kuunuu qawwamiina bi qishti. No QS information yet.	Fair and honest chapter Hal 166	Add QS. An-Nisâ`: 135 at the end of the verse has	been added

Comparison of module feasibility with PAI Teacher Guidelines as shown below.
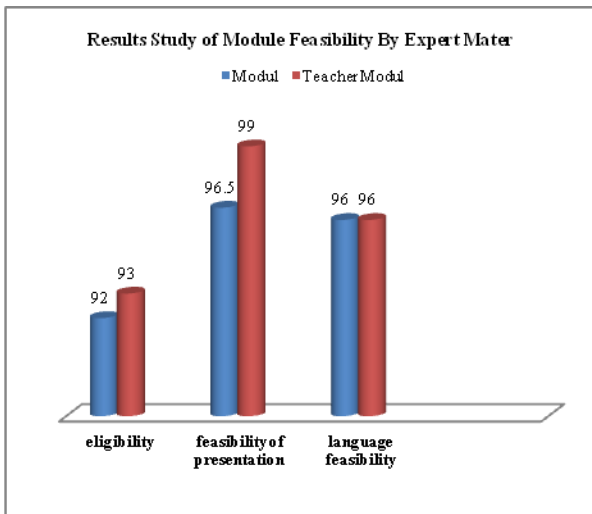
Fig 2. Results of the Feasibility Diagram of the Material Expert

Results of the validation from the material expert show that the feasibility aspects of the presentation are highest, then the aspects of the feasibility of the language and aspects of the feasibility of the contents. From the results of the interview, it was stated that the product in the form of student modules and teacher manuals were worthy of testing with several revisions. Thus the module material is very feasible to use.

Feasibility Study Results of Educational Technology Experts

feasibility study of modules by educational technology experts aims to obtain various inputs in terms of topic selection accuracy, clarity of the formulation of learning objectives, clarity of objectives, clarity of examples given, training, quality of learning interactions, segmentation, test consistency with learning objectives, feedback on student test results, and motivation. The results of the review and suggestions for improvement are a decision whether the product can be tested or not.

Product feasibility testing of educational technology experts is a Professor of Educational Technology at UNJ, then researchers conducted interviews with educational technology experts in detail about various suggestions and improvements that must be made so that improvements will be carried out in accordance with the direction of experts. After being revised according to the input, the researcher again asked the Education Technology expert to validate the learning aspects.

Based on the results of the Study of the Teacher's Manual from Instructional Design experts it was stated that the module is feasible to be used in the field without any revisions.
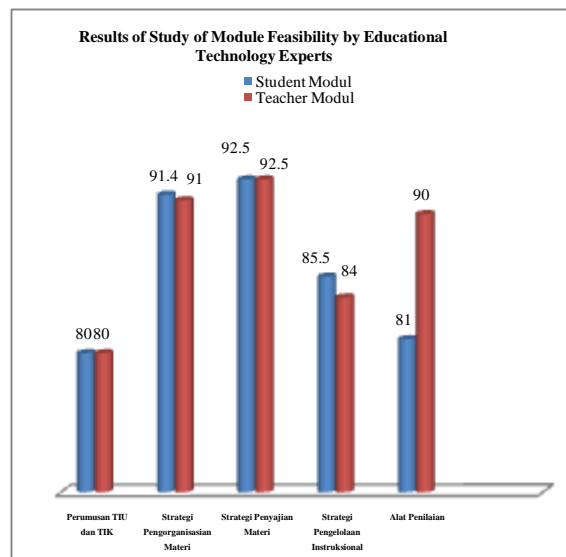

Fig 3 Results of Module Feasibility Diagram by EducationalTechnology Experts

The diagram above explains the effective aspects are on the formulation aspects of TIU and ICT which is equal to 80% for modules and teacher guidelines; module assessment tool at 81%; instructional management strategies of 84% in teacher guidelines and 85.5% in modules. And the rest is very effective.

1) Feasibility Study Results of Media Experts

Further review of the feasibility of the module by media experts from the aspect of product display aims to obtain various inputs in terms of Selection of Font Types and Size, Selection and composition of colors, Graphic Selection;

pictures, photos, and graphics, design cover, explanation of terms, use of language, results of reviews and suggestions for improvement determine whether the product is worth testing or not.

The results of a media expert's review of the feasibility of the module as shown below.
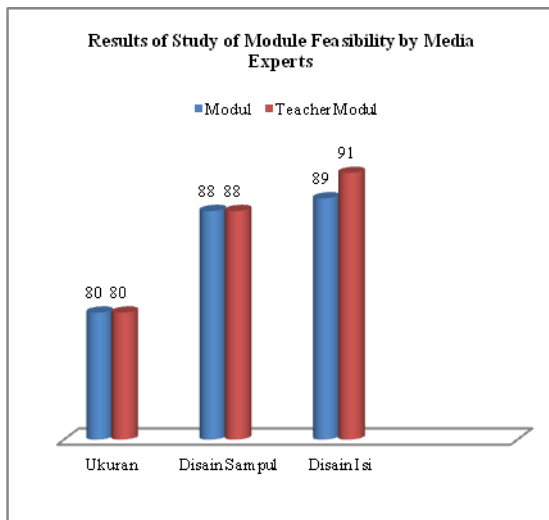

Fig 4. Results Analysis of Module Feasibility Diagram By Media Experts

diagram above shows that the design of the contents of the teacher guidelines is very effective at 91%, while for the effective module it is 89%; the cover design of both the module and teacher guidelines is equally effective at 88%; and for module sizes and teacher manuals it is equally effective at 80%. In this case, media experts suggest reducing the module size by 1 cm. But in general, the module is feasible to use without revision.

1.Formative Evaluation

According to Gall (2007), the formative evaluation was carried out to support the process of improving module effectiveness. The formative evaluation findings can result in a decision to cancel the development of further modules so that resources are not wasted because the programs developed do not have the opportunity to be more effective. A formative evaluation was conducted through *one to one evaluation, evaluation of small groups,* and *field trials* (23).

One to One Evaluation

Trial on 3 students of South Tangerang SMPN 3 class 8.4 with criteria for absorption criteria in high, medium and less intelligent, moderate, and less learning. Selection of students seen from the value of report cards and daily tests discussed with PAI teachers. To find out the results of the assessment, researchers spread the instrument in the form of an assessment questionnaire. The previous researcher demonstrated and explained the product to the respondent, then the respondent was asked to fill out the questionnaire given.

Questionnaires assessed included aspects of module display and material presentation. Assessment indicators for the display aspects of the module include clarity and quality of font type and size, suitability and quality of color composition, image quality, photos and graphics with

material, clarity and quality of the module cover design, clarity of module usage instructions, ease of understanding terms, and ease of understanding languages. While indicators for the assessment of material presentation include: Clarity of lesson objectives, Clarity of learning instructions, Ease of understanding sentences in text/writing, Ease of understanding material (content) of lessons, Accuracy of presentation order, Adequacy of training, Clarity of feedback/response.
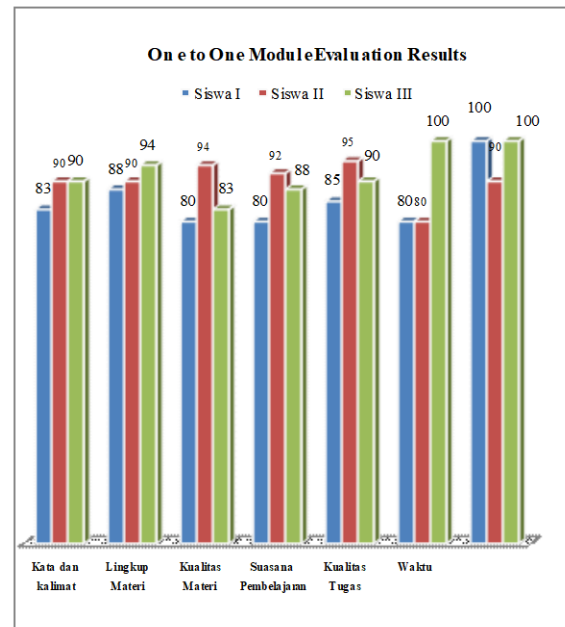

Fig 5. One to One Module Evaluation Diagram

The diagram above shows that the majority of modules are effective for use in students who have high, medium, or low abilities. The lowest assessment is 80% which is good/effective on aspects of material quality in student I, learning atmosphere in students I, and time in students I and II. On word and sentence aspects amounted to 83 in students I as well as on the quality of material in students III by 83%. The quality of the assignment is 88% in students III as well as the scope of material in student I. The rest is considered very good and very effective.

a. Teacher Evaluation of Modules Module

the evaluation was also carried out by 5 teachers.

The aspects of the module and the PAI teacher handbook evaluated included aspects of words and sentences, the scope of the material, the quality of the material, the learning atmosphere, the quality of assignments, time and sarpras.

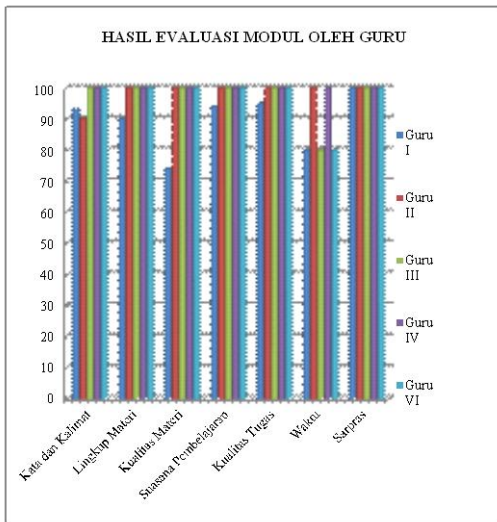The results of teacher evaluations in each aspect as the graphic below.

Fig 6. Results of Module Evaluation Diagram by Teachers

All teachers provide very good assessments of the modules developed. All teachers recommend that they be published immediately so that all PAI teachers can apply the scientific approach and authentic assessment in more detail and emphasize learning ability to *choose, prizing,* and *acting* students' until the values learned become habituation (Interview with PAI teachers in junior 3 Tangerang, SMPN 78 South Jakarta, and SMPN 187 South Jakarta)

a. Small Group Evaluation

After the revision then the module trials were given to a small group of about 15 students at South Tangerang SMPN 3, 5 students representing high achievers, 5 moderate students, and 5 low students who had previously held meetings to explain the criteria and aspects of the will be assessed. then given a week to study the contents of the module and after a week a meeting was held again to be given a questionnaire. In the meeting, a question and answer session was held so that students could fill the questionnaire well. In general, the results of the assessment of the small group are as shown in the diagram below.
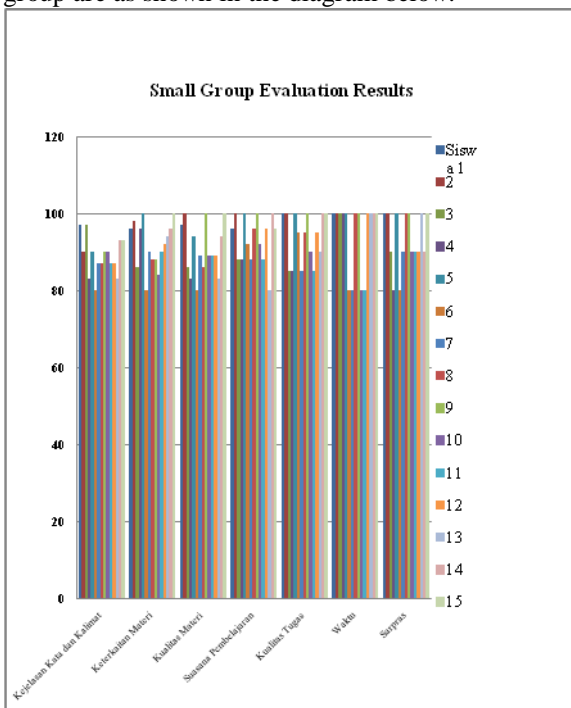

Fig 7. Evalusai Small Group Results Diagram

The evaluation results *small group* shows that the average student assessment of the module is very feasible. In the aspect of the word and sentence clarity the average rating of all students is 90%; material linkage of 92%; material quality of 91%; learning atmosphere of 93%; task quality of 94%; time of 95%; and the infrastructure of 93%

Effectiveness of Module

1) A Field Trial (Field Test)

A field trial was conducted for 7 sessions in class 8.4 on every Friday. This stage is the implementation phase of the module in the class with 40 students. At this stage, the previous researcher explained the learning stages in the teacher who would teach using the teacher manual and module. in this case the researcher as an observer. *The Field Trial* begins with the pretest at the beginning of the meeting and post-test at the end of the meeting.

The results of module feasibility evaluations carried out by large groups were carried out after the learning was carried out, as in the diagram below
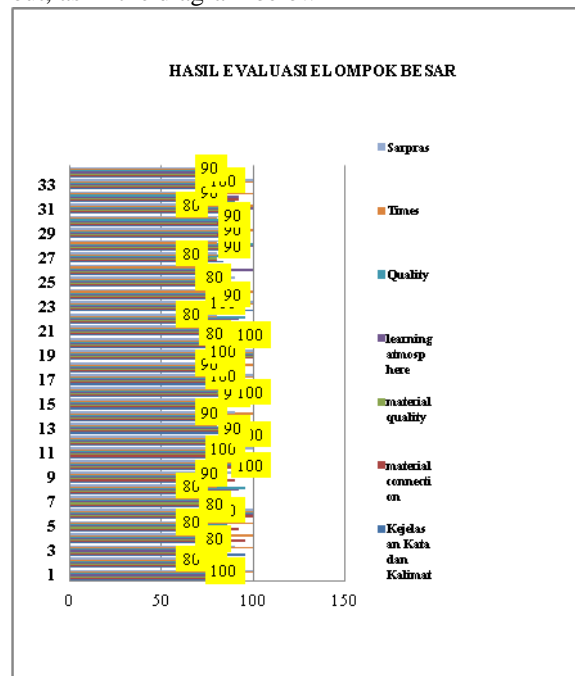

Fig 8. Large Group Evaluation Result Diagram

From the results of interviews with 32 students (2017), all students (100%) stated that learning with modules is fun, exciting, and easy to understand. The most interesting thing about the module according to the interview results is that 15 students like the inspiring stories in the module. Another interesting thing is the ease in understanding the module content by 22 students, and as many as 4 students are interested in the material benefits of each learning activity. while 3 students expressed interest in the color and image of the module (the results of interviews with 32 students of South Tangerang SMPN 3 after face to face seven times in class VIII. 4 on the stairs October 20, 2017).

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Final Product Development Module

Final product module after revision based on 1) results of feasibility tests by material experts, educational technology experts, and media experts; 2) results of module evaluation on one to one, small Group, and Field Trial.

The physical module consists of two products, namely the PAI learning module with a value clarification approach for students and the teacher manual as shown below.
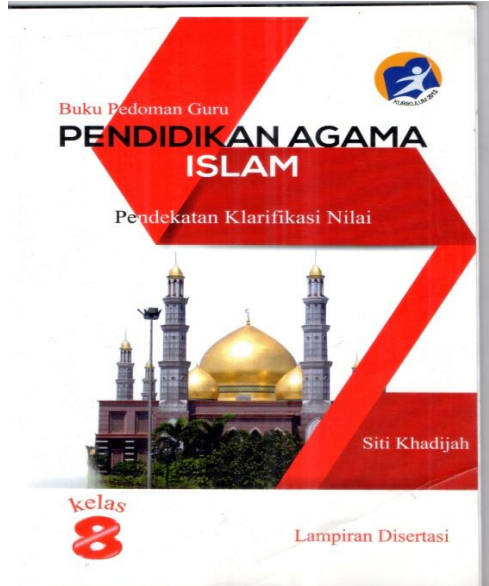

Fig 4.34 Module Physical Module

The above products have specifications for the type of paper used is 80 grams of HVS, color prints, *Cartoon cover art*. The size of the module book is 21X27 cm with the Cambrian font type, KFGPC Uthmanic hafs with the number X and 184 pages. while the Teacher's Manual has the same size and type as the module, only the number of pages VI and 76 pages.

V. CONCLUSION

1. The implementation of Islamic Education learning in schools has not emphasized the achievement of effective aspects, namely the ability to clarify the value of students and has not applied a scientific and authentic approach in accordance with the 2013 curriculum. This is evidenced by the facts in the field which show that PAI learning has paid attention to cognitive and psycho only References to the new PAI learning in textbooks that researchers find many deficiencies both in terms of the formulation of ICT, the depth and breadth of the material, as well as the existence of images, illustrations that are not suitable so that PAI learning is not optimal in applying scientific and authentic approaches. PAI Learning. Learning PAI which refers to improving student attitudes has not been the main concern.

2. The development of the PAI learning module with the value clarification approach in SMP produces physical module teaching materials in the form of PAI learning modules and Teacher's Handbook with a value clarification approach. This development refers to the development of Rowntree which consists of three stages, namely the planning stage, the writing preparation stage, and the writing and editing stages.

3. The results of the feasibility test of the PAI learning module with the value clarification approach developed are very feasible to implement because it has gone through a good assessment process by experts both material experts, instructional design experts, and media experts who then carried out module formative evaluations to users with the stages o*ne to one, small group*, and *trial field* in class. The input found at each stage of the assessment becomes a reference for the module revision to the final stage and produces the optimal final product.

4. Effectiveness, efficiency, and product attractiveness can be seen from the results of the pretest and posttest. The average score of students at pretest was 52.8 and after the post-test, the average score of students was 84.4. thus there is an increase in student learning outcomes by 31.6. For this reason, it can be concluded that the product can improve student learning outcomes and the module is feasible to use.

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