

DEVELOPMENT OF PROJECT-BASED LEARNING MODULE FOR AL-QUR'AN HADITH AT MADRASAH TSANAWIYAH

Sri Munawarah¹, Zainal Asril², Apridana Nopriastuty Rasdiany

¹²³Universitas Islam Negeri Imam Bonjol Padang, Sumatera Barat, Indonesia

[*srimunawarah18@gmail.com](mailto:srimunawarah18@gmail.com), [*zainalasil@uinib.ac.id](mailto:zainalasil@uinib.ac.id), [*apriana.nr09@gmail.com](mailto:apriana.nr09@gmail.com)

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ABSTRACT

This research is motivated by the condition of the Qur'an Hadith teaching materials used by teachers at MTsS DMP Diniyyah Puteri Padang Panjang are not project-based learning, teachers need teaching materials developed based on projects that refer to the Merdeka curriculum, and the condition of students who are less actively involved in learning in the classroom and less interested in reading books provided at school. This research aims to develop a project-based learning module for the Qur'an Hadith at Madrasah Tsanawiyah. This research uses a research and development method (R&D) with 4D model (Define, Design, Develop, and Disseminate).

The results of the study revealed that: (1) The development process of the Qur'an Hadith learning module based on the project based learning model resulted in the teaching material product of the Qur'an Hadith learning module based on the project based learning model through the 4 D development model. (2) The product of the development of the Qur'an Hadith learning module based on the project based learning model It is proven to be very valid from the validation aspect of the subject matter expert obtained the assessment result of 87%, the teaching material expert obtained the assessment result of 88.7%. (3) The product of the development of the Qur'an Hadith learning module based on the project-based learning model has proven to be very practical to be used in learning, judging from the students' response to the learning module, the assessment results were obtained by 85.3%, the results of the module implementation practicality test were obtained by 82.7%, and the results of the module readability practicality test were obtained by 96%. The conclusion of this study is that the product of the Al-Qur'an Hadith learning module based on the project-based learning model that has been developed has gone through appropriate development procedures, has excellent feasibility and is effective in the subject of Al-Qur'an Hadith.

Keywords: Learning modules, project based learning, 4D models.

A. INTRODUCTION

Learning the Qur'an Hadith is one of the branches of Islamic Religious Education (PAI) which has the characteristics of emphasizing on reading and writing the Qur'an and hadith correctly, simple recognition of meaning or meaning, and understanding verses and hadiths related to commendable morals to be practiced in daily life through example and habituation. The learning of the Qur'an Hadith has an emphasis on certain verse, and certain hadith is also to be studied both in reading, meaning, and practice.

The verse and hadiths are written that have relevance for students' self-development, especially as a guide in reflecting daily behavior that is in accordance with the guidance of the Al-Quran and Hadith. On that basis, it is not surprising that

the Al-Quran and Hadith learning material contains a variety of selected the ayat and hadiths with an emphasis on reading them, interpreting them, and practicing them in everyday life (Hanum, 2021). The teaching of the Qur'an and Hadith involves studying many verse of the Qur'an and Hadith, so it is hoped that the teacher can create an interesting and innovative teaching atmosphere so as not to give students the impression that teaching the Qur'an and Hadith is a boring lesson.

Teachers play a very important role in creating an interesting and enjoyable learning atmosphere. Teachers are expected to be agents of change and can produce active students, have critical thinking skills, communication skills and have knowledge. Allah SWT explains the importance of the role of a teacher in Surah Al-Jumu'ah verse 2:

هُوَ الَّذِي بَعَثَ فِي الْأُمِّيِّينَ رَسُولًا مِنْهُمْ يَتْلُو عَلَيْهِمْ آيَاتِهِ وَيُزَكِّيهِمْ وَيُعَلِّمُهُمُ الْكِتَابَ وَالْحِكْمَةَ وَإِنْ كَانُوا مِنْ قَبْلُ لَفِي ضَلَالٍ مُبِينٍ

"He is the One Who raised for the illiterate people a messenger from among themselves reciting to them His revelations, purifying them, and teaching them the Book and wisdom, for indeed they had previously been clearly astray"

This verse explains the arrival of the Prophet to provide guidance with the Qur'an. The Qur'an is a source of guidance from Allah to bring humans out of the darkness of polytheism into the bright light of monotheism. (Bakry, 1984). In this verse it is explained that the Messenger of Allah was sent to people who were ummi, namely not educated people, to read to them the verses of Allah, namely to teach them about monotheism and all the things the Prophet taught them. The end of this verse explains very clearly the changes in the ummi people after the arrival of the Messenger of Allah which emerged within their own circles, the Messenger of Allah taught the umiyyah about the holy book Al-Qur'an, then they became people who mastered the book, Rasulullah taught them to know the characteristics of objects, they were also good at determining and measuring everything (HAMKA, 2003, Shihab, 2003).

The quality of learning is not only reflected by the curriculum itself, but there are also several components that influence the quality of learning in educational institutions, including teachers, students, student activity, learning models and the quality of teaching materials used. However, when observing in the field, it was found that the teaching materials used by teachers in the learning process were directed at activities that actively involve students in learning, the teaching materials used were directed at students to project-based activities such as learning characteristics in the Merdeka Curriculum, so that this caused students to be passive in learning, students were less actively involved in learning in class, students were less bored when learning and students were less interested in reading the learning materials used in class because the materials used too complicated and monotonous. The low level of student activity in this lesson is influenced by several factors, such as the condition of the teaching materials and the learning model used by the teacher in teaching.

The teaching materials prepared by the teacher in learning must attract the attention of students. The teaching materials that have been used by the teacher need

to be analyzed and developed according to the characteristics of the students. One of the teaching materials that can be developed with simple delivery of materials and learning activities, attracting students' interest and making students actively involved in learning is a learning module. A module is a teaching material that is written with the aim that students can learn independently without or with teacher guidance. Therefore, the module must contain learning instructions, competencies to be achieved, the contents of the lesson material, supporting information, practice questions, work instructions, evaluation and feedback on the results of the evaluation. (Yuberti, 2014). The advantages of modules as teaching materials are that they can be studied in various places by students, independently and flexibly. Thus, the use of learning modules can bring students to the expected learning competencies.

The implementation of active learning in the classroom is one of the learning objectives in the independent curriculum, the implementation of learning is organized in an interactive, inspiring, fun, challenging learning atmosphere, motivating students to participate actively, and providing sufficient space for initiative, creativity, independence in accordance with the talents, interests, and physical, and psychological development of students. The scope of learning in the independent curriculum also includes the Project Penguatan Profil Pelajar Pancasila (P5). The Project Penguatan Profil Pelajar Pancasila is a collaborative learning process across scientific disciplines in observing, exploring or formulating solutions to real issues or problems that are relevant to students. (KEMDIKBUD, 2024).

Based on the objectives and scope of learning in the Merdeka curriculum, one of the appropriate and relevant learning models to be applied in achieving learning objectives in the Merdeka curriculum and to implement project-based learning is the project based learning model. The Project Based Learning (PjBL) model emphasizes student activities to be able to understand a concept or principle by conducting an in-depth investigation of a problem, and finding relevant solutions and implementing them in project work, so that students experience a meaningful learning process by building their own knowledge. The Project Based Learning (PjBL) model allows students to work independently or in groups in producing a project that originates from everyday life problems. (Vebrianto, 2021).

There are several studies that have similarities in examining the development of project-based learning modules. However, the study has some differences with the research conducted by the researcher. First, research conducted by Merti Triyanti (2023) with the title "*Pengembangan Modul IPA Berbasis Project Based Learning (PjBL) untuk Meningkatkan Pengetahuan Faktual dan Konseptual Siswa SMP Kelas VIII*". This study aims to (1) produce a PjBL-based science module that is feasible and can be used for grade VIII junior high school students, (2) determine the effectiveness of PjBL-based science modules on the factual knowledge of grade VIII junior high school students. And (3) to determine the effectiveness of PjBL-based science modules on the conceptual knowledge of junior high school students in grade VIII. The similarity between the research conducted by Merti Triyanti and the researcher is in the development of a learning module based on *the project based learning* model,

Merti Triyanti also develops a project-based learning module just like the researcher did. The development model carried out by Merti Triyanti also uses the 4-D development model. Merti Triyanti conducted research on science subjects in Junior High School Grade VIII, while researchers developed modules in Al-Qur'an Hadith class VII at MTs.

Second, research carried out by Eka Khairani (2022) with the title of research "*Pengembangan Modul Project Based Learning pada Bimbingan TIK Selama Masa Pandemi di SMP N 9 Padang*". This research aims to develop a project-based learning-based ICT learning module at SMP Negeri 9 Padang. The similarity of this research with the research carried out by the researcher is that it aims to develop learning modules, the research conducted by Eka Khairani and the research that the researcher will conduct also uses *a project-based learning model*. Research conducted by Eka Khairani developed an ICT guidance learning module. Meanwhile, the research that the researcher will conduct is the development of a learning module of the Qur'an Hadith. In addition, the place where the research was carried out was also different, the previous research developed a learning module at SMP N 9 Padang, while the research that will be carried out to develop a learning module at MTsS DMP Diniyyah Puteri Padang Panjang.

Third, Research conducted by Sinka Aprilia (2023) with the title "*Pengembangan E-LKPD Berbasis Project Based Learning (PjBL) Dengan Pendekatan Stem Berbantuan Flipped Classroom Untuk Melatihkan Keterampilan Berpikir Komputasi Dan Numerasi Peserta Didik*". This study aims to train computational thinking and numeracy skills of grade X students of SMA Negeri 1 Seputih Surabaya using e-LKPD based on Project Based Learning (PjBL) on business and energy materials with a static-group pretest-posttest design research design. The similarity of this research with the research carried out by the researcher is that it uses *the project-based learning model* as a basis in the development of teaching materials. The difference between the research conducted by Sinka Aprilia is that in the type of teaching materials developed, Sinka Aprilia developed E-LKPD while the researcher developed the Learning Module.

Based on the results of observations and interviews on Thursday, May 2, 2024 with a teacher of Al-Quran Hadith at MTsS DMP Diniyyah Puteri Padang Panjang and as one of the members of the Al-Quran Hadith Learning Module development team of the Religious Education Ministry, namely Mrs. Elzi Fadilla, S.Ag, she said that there were conditions of teaching materials used by the teacher in project-based teaching that emerged in the current curriculum (Medeka Curriculum), the teacher provided teaching materials that supported project-based learning activities in schools, the availability of teaching materials provided by the school was very far from the desired expectations because it is still being developed in a scholarly manner, students are less actively involved in learning and less interested in reading the books provided at school.

Mrs. Ezi Fadilla also showed the Al-Qur'an Hadith learning module for Phase D Class VII MTs offered by the Ministry of Religious Affairs of West Sumatra, while conveying that although this module has not been implemented in schools in West

Sumatra, this module can be an initial reference for the author to make innovations and be developed. The Al-Qur'an Hadith module offered by the Ministry of Religious Affairs of West Sumatra inspired the author to make innovations in developing the Al-Qur'an Hadith learning module based on the project based learning model. Therefore, the author wants to develop the existing learning module into a product in the form of a learning module based on the project based learning model.

The Qur'an Hadith learning module is designed specifically for students based on learning objectives, the learning module is designed to have a simple and attractive appearance so that it can encourage students' interest in learning. The learning module is designed based on *the project based learning model*. The project-based learning *model* is a learning model with the special characteristics of designing and carrying out a project in it to produce a product. This learning model provides a direct learning experience to students, through project creation activities that lead to the creation of a product. Projects produced by students can be in the form of learning media such as posters, flashcards, learning videos, comics or novels, and can also be in the form of applications related to subject matter.

B. METHODOLOGY

This type of research is classified as research and development which is often known as R & D research, which is a type of research that develops a new product or improves a previously existing product. Research and development is a process or method used to validate and develop a product. Validating a product means that the product already exists, and the researcher only tests the effectiveness or validity of the product. Developing a product in a broad sense can mean updating an existing product (so that it becomes more practical, effective and efficient) or creating a new product (which has never existed before). Planning and development research is a systematic study of how to design a product, develop or produce the design, and evaluate the performance of the product, with the aim of obtaining empirical data that can be used as a basis for creating products, tools and models that can be used in learning and non-learning. (Sulgiyono, 2022).

This research was conducted in an effort to produce a module for learning the Qur'an and Hadith on certain materials, that about sifat pemurah, menjauhi sifat kikir. The development model used is the 4-D development model. The 4D model is one of the research and development methods. Developing learning tools using four models. The 4D model was developed by S. Thiagarajan, Semmell, and Semmell in 1974. 4-D research has four steps that are outlined, namely: define, design, development, disseminate (Hariyanto et al., 2022).

C. RESULT AND DISCUSSION

1. Define Phase Results

The following describes the results of the analysis carried out at the define stage:

a. Initial Analysis

In this phase, the researcher collected, analyzed information, and defined

the problem by conducting interviews and observations at MTsS DMP Diniyyah Puteri Padang Panjang. Based on the results of interviews and observations conducted by the researcher, data was obtained that the condition of the Al-Qur'an Hadith teaching materials used at MTsS DMP Diniyyah Puteri was still in the form of textbooks provided by the school, the available learning modules were still inadequate to increase student learning activity. Because in the module there are no project work steps as referred to in the Merdeka curriculum.

The module already contains learning materials, learning video links, crossword puzzle games and learning evaluations. However, it does not include project creation steps according to the current curriculum, the availability of existing teaching materials still does not meet the needs of teachers in project-based learning.

b. Student Analysis

The researcher conducted initial observations on Wednesday, December 13, 2023, then the researcher conducted re-observations on Thursday, May 2, 2024, observations were conducted in class VII MTsS DMP Diniyyah Puteri Padang Panjang. Based on the results of the observations made, the researcher saw several things as follows: (1) Students and teachers only focus on textbooks and the textbooks used are not interesting, this results in students being less interested in reading the available textbooks and less active in learning because the learning carried out is too monotonous and more memorization and lectures. (2) Students feel lethargic and sometimes sleepy during class learning because the teaching materials used do not stimulate students to be actively involved in learning. (3) There are several students who fall asleep while listening to the teacher's explanation of the material. (4) The teaching materials used are not yet project-based which refers to the current curriculum (Merdeka Curriculum).

Based on the results of the observations and interviews above, a teaching material is needed that refers to the curriculum currently used and can improve and support the activeness and effectiveness of student learning in the Al-Qur'an Hadith subject. With the existence of teaching materials based on project based learning, it will be easier for teachers to deliver learning materials and work on projects according to curriculum demands and students will better understand the learning materials delivered.

The researcher conducted an interview at MTsS DMP Diniyyah Puteri on Thursday, May 2, 2024 with an Al-Qur'an Hadith teacher in class VII, based on the results of the interview, she conveyed regarding the conditions of students while studying in class, Mrs. Ezi Fadilla said the following:

Peserta didik kurang terlibat aktif dalam pembelajaran dan kurang tertarik untuk membaca buku yang disediakan di sekolah. Karena buku yang disediakan di sekolah memuat materi yang terlalu banyak, hanya berisi latihan-latihan dan tugas saja, tidak disediakan game atau quiz. Ada juga beberapa peserta didik terkadang tertidur saat pembelajaran berlangsung (Fadilla, Interview, May 2, 2024).

c. Task Analysis

The researcher conducted an interview at MTsS DMP Diniyyah Puteri on Thursday, May 2, 2024 with an Al-Qur'an Hadith teacher in class VII, based on

the results of the interview, information was obtained that the condition of the teaching materials used at MTsS DMP Diniyyah Puteri Padang Panjang was not yet project-based which refers to the current curriculum, namely the Merdeka Curriculum, the teaching materials used were still in the form of textbooks only.

Regarding the condition of the teaching materials used at MTsS DMP Diniyyah Puteri Padang Panjang, Mrs. Ezi Fadilla said the following:

Saya mengajar Al-Qur'an Hadis belum menggunakan modul pembelajaran berbasis PjBL yang mengacu pada kurikulum saat ini dalam pembelajaran, bahan ajar yang digunakan hanya menggunakan buku paket saja saat mengajar. Bukunya hanya berisi tentang materi dan latihan-latihan untuk evaluasi pembelajaran saja. Seharusnya, dalam pembelajaran guru-guru membutuhkan bahan ajar yang mendukung kegiatan pembelajaran berbasis proyek di sekolah untuk memudahkan peserta didik dalam pengerjaan proyek di sekolah (Fadilla, Interview, May 2, 2024).

Mrs. Ezi Fadilla also showed the learning module offered by the Ministry of Religion of West Sumatra while stating the following:

Modul Pembelajaran Al-Qur'an Hadis ini ditulis oleh beberapa guru-guru Madrasah di Sumatera Barat. Di dalam modul sudah memuat beberapa kegiatan pembelajaran yang menarik, seperti teka teki silang, link video pembelajaran dari youtube, permainan mencari kata dan lain-lain. Akan tetapi, dalam modul belum memuat kegiatan-kegiatan pembelajaran berbasis proyek di madrasah seperti yang diterapkan dalam kurikulum merdeka (Fadilla, Interview, May 2, 2024).

Based on the interview results delivered by Mrs. Ezi Fadilla, regarding the learning module offered by the Ministry of Religion of West Sumatra, this module can be an initial reference for researchers, and inspire researchers to make innovations in developing Al-Qur'an Hadith learning modules based on project based learning.

The researcher analyzed the Al-Qur'an Hadith learning module for Class VII Phase D offered by the Ministry of Religious Affairs of West Sumatra, namely the module that will be used as an initial reference in developing the Al-Qur'an Hadith learning module based on the project based learning model. Based on the results of the analysis conducted by the researcher, the Al-Qur'an Hadith learning module offered by the Ministry of Religious Affairs of West Sumatra already contains learning materials discussed in class VII, the tasks in the module are varied, such as crosswords, word search games and there are also learning media in the form of learning video barcodes that can be accessed by students.

However, the Al-Qur'an Hadith learning module offered by the Ministry of Religion of West Sumatra does not yet contain project-based activities that refer to the current curriculum in Madrasah, namely the Merdeka curriculum. This is what makes researchers interested in developing an Al-Qur'an Hadith learning module based on the project-based learning model at Madrasah Tsanawiyah.

d. Concept Analysis

This stage is the stage of determining the teaching materials that will be given to students. The materials that will be included in the Al-Qur'an Hadith learning module are materials about Sifat Pemurah dan menjauhi sifat kikir.

The researcher also conducted observations and looked at the lesson

material in the Al-Qur'an Hadith learning module provided at the school. In this module, the lesson material included only contains a brief explanation of sifat pemurah dan sifat kikir, The explanation of the material is also incomplete, there is no definition of stingy and generous from Arabic terms, the interpretation of Surah Al-Lail verses 1-11 is incomplete, and the explanation of the hadith narrated by Muslim from Jabir bin Abdillah is only a little.

In the Al-Qur'an Hadith learning module based on project based learning which is developed regarding the material sifat pemurah dan menjauhi sifat kikir, The material available in the module is more complete, namely by adding a more complete explanation about sifat pemurah dan sifat kikir, completes the interpretation of surah Al-Lail verses 1-11 and adds an explanation of the hadith of Muslim history from Jabir bin Hizam.

e. Formulation of Learning Objectives

Based on the results of the analysis of Learning Achievements and Learning Objectives of Al-Qur'an Hadith Phase D for class VII MTs semester one in the development of the Al-Qur'an Hadith module based on the project based learning model, the author took the third material, namely about sifat pemurah and menjauhi sifat kikir. Students create learning projects from this material. The projects that students work on include mind mapping, comics, flashcards, and learning videos.

Learning outcomes in the elements of the Al-Qur'an, students are able to recite, analyze and communicate the meaning and contents of the verses of the Al-Qur'an textually and contextually on the theme sifat pemurah and menjauhi sifat kikir which are relevant in the life of society, nation and state.

In the hadith element, students are able to read, recite, understand and analyze the meaning and content of the hadith textually and contextually on the theme sifat pemurah and menjauhi sifat kikir to be able to think critically and apply it in social, national and state life.

2. Design Phase Results

The design stage is carried out based on the prototype stage. The prototype of the Al-Qur'an Hadith learning module based on project based learning that was designed and developed is on the material sifat pemurah and menjauhi sifat kikir, The module is created using Microsoft Word then designed using the Canva application and consists of:

a. Cover

On the cover there is a title, author's name, subject and class indicating that this module is intended for class VII phase D, Madrasah Tsanawiyah level. The cover is made to find out the initial presentation of the material to be studied. The following is a picture of the cover in figure 1.



Figure 1.
Module Cover

b. Table of Contents

The table of contents in this module makes it easier for students to find the pages they want to read, students can see the material and pages they want to read and study, the table of contents of the module is presented in Figure 2.

UNIT PEMBELAJARAN 2: HADIS RIWAYAT MUSLIM	
DARI ABU HURAIRAH	
PETA KONSEP	21
Ayo Mencari Tahu	22
URAIAN MATERI	23
Lafaz dan Arti Hadis	23
Mufradat	24
Ayo Mendesain Proyek	26
Mari Menyusun Jadwal	27
Saatnya Memonitor Proyek	28
Ayo Berbagi Pengalaman	29
UNIT PEMBELAJARAN 3: HADIS RIWAYAT MUSLIM	
DARI JABIR BIN ABDILLAH	
PETA KONSEP	30
Ayo Mencari Tahu	31
URAIAN MATERI	32
Lafaz dan Arti Hadis	32
Mufradat	32
Ayo Mendesain Proyek	34
Mari Menyusun Jadwal	35
Saatnya Memonitor Proyek	36
Ayo Berbagi Pengalaman	37

Figure 2.
Module Table of Contents

c. Module Introduction

The module introduction is the opening of the learning module which contains the background, brief description, benefits and objectives, Learning Achievements, Learning Objective Flow, and an outline of activities in the module. The introductory page of the learning module can be seen in Figure 3 below:





Figure 3. Module Introduction

d. Lesson Material

The learning material is presented in three Learning Units (UP), learning unit I discusses about pemurah and kikir, Learning unit II discusses the hadith

narrated by Muslim from Abu Hurairah, and learning unit III discusses the hadith narrated by Muslim from Jabir bin Abdillah. For lesson materials, please see Figure 4.

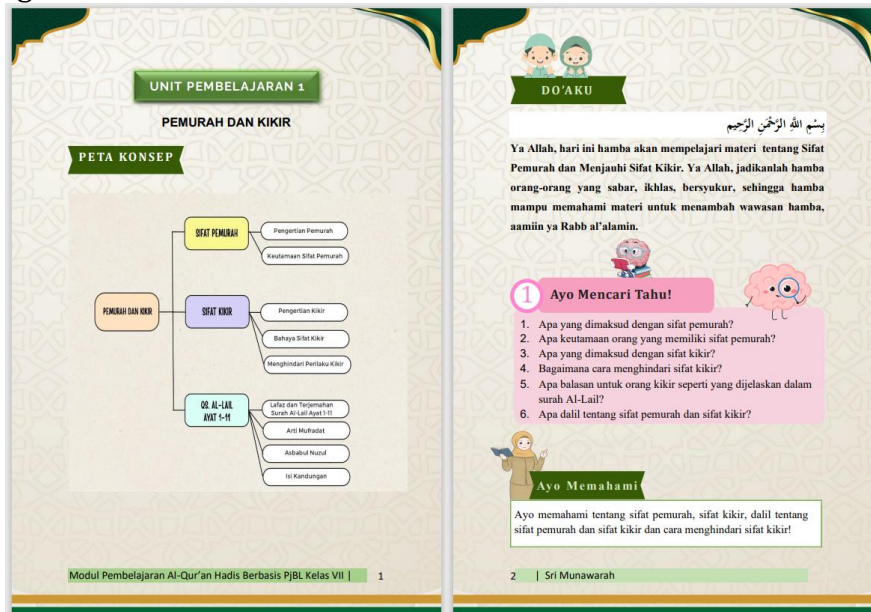


Figure 4. Study Material

e. Project Work Activities

In this section, there are steps that students must take to create the project instructed in the module. The steps can be seen in Figure 5.

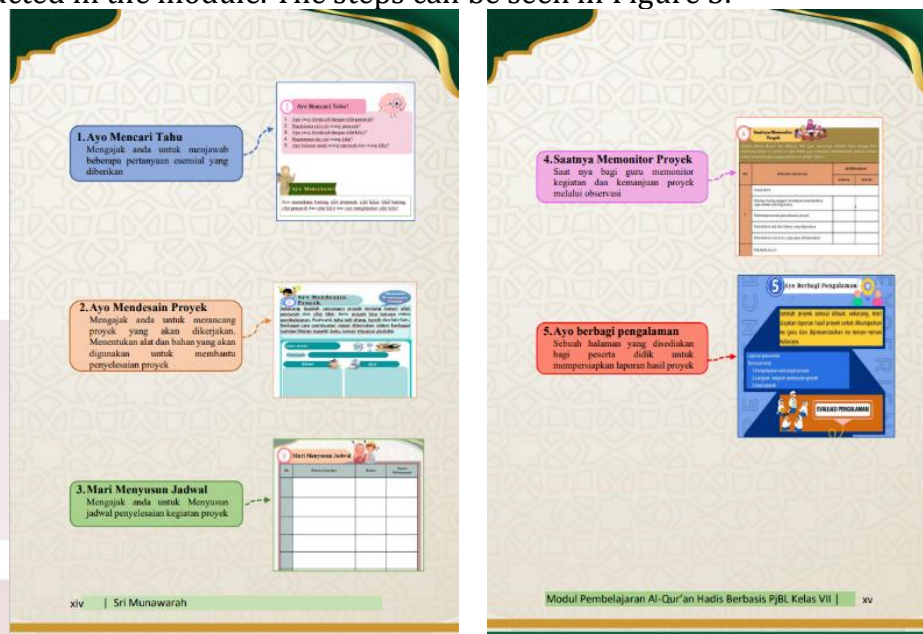


Figure 5. Project Work Steps

f. Evaluation

In the evaluation activity, students are presented with multiple choice, fill-in-the-blank, and matching questions. Students can answer questions while in

class or outside the class. The evaluation form is presented in Figure 6.



Figure 6. Material Evaluation

3. Develop Phase Results

The develop stage is carried out using procedures in the assessment stage. The assessment stage is carried out in one stage, namely Validation.

a. Validation Phase Results

The Al-Quran Hadith learning module based on the project based learning model contains material about sifat pemurah and menjauhi sifat kikir for class VII semester one. The validation data of the Al-Qur'an Hadith learning module based on the project based learning model can be seen in full. The validation carried out was validation of material or content that was validated to material experts and validation of constructs that were validated to teaching material experts. In general, the results of the module validation can be seen in the following table:

Table 1. Module Validation Result Data

No	Assessment Aspects	Percentage	Category
1	Contents	87%	Very Valid
2	Construct	88,7%	Very Valid

The table above shows that the results of the validation of the contents or materials of the module and the validation of the construct of the Al-Qur'an Hadith learning module based on the project based learning model as a whole, the Al-Qur'an Hadith learning module based on the project based learning model is classified as very valid with a percentage of material validation of 87% and construct validation of 88.7%. In more detail, the assessment aspects of content or material experts and teaching materials experts can be seen from the

following table:

Table 2. Material Expert Validation

No	Assessment Aspects	Percentage	Category
1.	<i>Self instruction</i>	85,7%	Very Valid
2.	<i>Self contained</i>	89,3%	Very Valid
3.	<i>Stand alone</i>	86,6%	Very Valid
4.	<i>Adaptive</i>	86,6%	Very Valid
5.	<i>User friendly</i>	86,6%	Very Valid

The table above shows that the results of the validation of the content or material of the Al-Qur'an Hadith learning module based on the project based learning model for each aspect ranged from 85.7% to 89.3%. Overall, the Al-Qur'an Hadith learning module based on the project based learning model is classified as very valid with a percentage of 87%. In other words, the material outlined in the module is in accordance with the current curriculum, namely the Merdeka Curriculum, and the module developed can support students' understanding of concepts.

Table 3. Construct Validation Results

No	Assessment Aspects	Percentage	Category
1.	Presentation aspects	91%	Very Valid
2.	Language aspects	85,7%	Very Valid
3.	Graphic aspects	85,7%	Very Valid

The table above shows that the validation results of the Al-Qur'an Hadith learning module construct based on the project based learning model for each aspect ranged from 91% to 85.7%. Overall, the Al-Qur'an Hadith learning module based on the project based learning model is classified as very valid with a percentage of 88.7%.

b. Results of the Practical Phase of the Module

To find out the practicality of the Al-Qur'an Hadith learning module based on project based learning, a trial was conducted in class VII D. Data on the practicality of the designed module were obtained from observation sheets and student response questionnaires. The following describes the results obtained regarding the practicality of the Al-Qur'an Hadith learning module based on project based learning in the following table 4:

Table 4. Module Practicality Test Results Data

No	Assessment Aspects	Percentage	Category
1.	Module implementation	82,7%	Very Practical

	test		
2.	Module readability test	96%	Very Practical
3.	Student response	85,3%	Very Practical

Table 4 above shows that the results of the practicality test of the Al-Qur'an Hadith learning module based on the project based learning model for each stage of the learning implementation as a whole are classified as very practical.

D. CONCLUSION

The development of the Al-Qur'an Hadith learning module based on project based learning in Madrasah Tsanawiyah produces teaching materials in the form of an Al-Qur'an Hadith learning module based on project based learning. The validity of the module includes aspects of expert validation of the material obtained by the assessment results of 87%, or is classified as very valid. The assessment of construct validation by the teaching material expert obtained a percentage of 88.7% or is classified as very valid. This shows that the presentation of the material, language and graphics of the module are very valid. The practicality test of the Al-Qur'an Hadith learning module based on project based learning shows a very practical category, as seen from the results of the module trial to class VII D students, the percentage of student responses to the learning module was 85.3% or can be categorized as very practical. Then, the results of observations from the Al-Qur'an Hadith subject teachers were also seen, the results of the practicality test of the module's implementation were 82.7% or can be categorized as very practical. The results of observations of the practicality of the module's readability were 96% or categorized as very practical. This shows that the Al-Qur'an Hadith learning module based on project based learning is very practical to use in the learning process.

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