

## Effectiveness: Integrated Mathematics Module of the al-Qur'an and Hadith with Internalization of Madurese Culture and Religious Moderation

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### Abstract

Fractions are one of the mathematics topics that students consider difficult. This aligns with data in the field that shows that students' understanding of fractions at the elementary school level still needs to be more profound. This research aimed to determine the effectiveness of fraction number teaching materials based on the al-Qur'an and hadith with the internalization of religious moderation and Madurese culture for grade V Elementary School or Islamic Elementary School. This research was quantitatively descriptive. The effectiveness test was done through a limited trial involving 6 class V students at the Islamic Elementary School of *Matsaratul Huda*, Pamekasan. The instruments used were response questionnaires and student observation sheets. The research results showed that the teaching materials developed could be categorized as effective. It was based on an average response questionnaire score of 100% and an average observation score of 86%. Thus, the teaching materials implemented could facilitate students' learning of mathematics. The teaching materials implemented could teach the al-Qur'an and Hadith. The teaching materials implemented could teach the values of religious moderation. The teaching materials implemented could also contribute to preserving Madurese culture.

### Kata Kunci:

Efektifitas;

Matematika;

Budaya;

### Abstrak

*Bilangan pecahan merupakan salah satu topik matematika yang dianggap sulit oleh peserta didik. Hal ini sejalan dengan data di lapangan bahwa pemahaman peserta didik pada tingkat Sekolah Dasar terhadap*

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**Moderasi beragama**

*konsep pecahan masih sangat rendah. Tujuan penelitian ini yakni untuk mengetahui efektifitas bahan ajar bilangan pecahan berbasis al-Qur'an dan hadis dengan internalisasi moderasi beragama serta budaya Madura untuk Sekolah Dasar atau Madrasah Ibtidaiyah kelas V. Penelitian ini merupakan penelitian deskriptif kuantitatif. Uji efektifitas dilakukan melalui uji coba terbatas dengan melibatkan 6 peserta didik kelas V SD Islam Matsaratul Huda Pamekasan. Instrumen yang digunakan yakni angket respon dan lembar observasi peserta didik. Hasil penelitian menunjukkan bahwa bahan ajar yang dikembangkan dapat dikategorikan efektif. Hal ini berdasarkan rata-rata skor hasil angket respon 100% dan rata-rata skor hasil observasi 86%. Dengan demikian, bahan ajar yang diimplementasikan dapat memfasilitasi peserta didik dalam belajar matematika. Bahan ajar yang diimplementasikan dapat membelajarkan al-Qur'an dan hadis. Bahan ajar yang diimplementasikan dapat membelajarkan nilai-nilai moderasi beragama. Bahan ajar yang diimplementasikan juga dapat memberikan andil dalam melestarikan budaya Madura.*

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**PENDAHULUAN**

Religious moderation is one of the values that need to be instilled in students from an early age. Religious moderation, from the perspective of the Indonesian Ministry of Religion, is an attitude and view that rejects extremism with the basic principles of balance and fairness (Junaedi, 2019). It is undoubtedly in line with the Ministry of Religion program, which promotes religious moderation to be internalized through classroom learning (Husna & Thohir, 2020; Sutrisno, 2019). This internalization instruction is not limited to religious subjects but also general subjects, including mathematics learning.

Apart from religious moderation, other things need to be internalized in classroom learning. It is culture. It is necessary to maintain the existence of culture so that it is not eroded by era. Indonesia is so rich in culture. However, the current generation is more familiar with foreign cultures, which they acquire through social media. The internalization of culture in mathematics learning in the classroom is, of course, very important in

introducing, maintaining, and preserving culture in Gen-Z. Madura, as one of the islands in Indonesia, certainly has a different culture from other regions. Even religious behavior has become part of the culture of the Madurese people. It can be seen in the number of Islamic boarding schools in Madura (Achmad et al., 2021; Hamzah, 2016; Jannah, 2019; Qadariyah, 2019).

Talking about religiosity, in Islam, we will refer to the al-Qur'an and hadith. It is because the al-Qur'an and Hadith are guidelines for Muslims. In this regard, the Ministry of Religion has also instructed integrating religion with science. It will return to the fact that there is no dichotomy between religious knowledge and science (Anshar, 2017; Rosikhoh, Abdussakir, et al., 2022; Rosikhoh, Ali, et al., 2022; Rusdiana, 2014). Therefore, mathematics teaching materials are needed to teach the al-Qur'an and Hadith, teach the values of religious moderation, and teach Madurese culture.

Additionally, the researchers gave a pretest to determine the understanding of class V students regarding the concept of fractions. It was done to determine the understanding of the fraction material taught in class IV. The pretest results showed that of the 17 class V students, three answered correctly and correctly, 7 answered correctly but needed to be corrected, and seven answered incorrectly and incorrectly. These results indicate that students' understanding of fractions still needs to improve. Thus, efforts are needed to overcome this problem. One effort that can gather the need for understanding the concept of fractions, integrating the Koran and hadith, and internalizing religious and cultural moderation is through teaching materials.

The development of mathematics teaching materials at the elementary school (SD) level has been carried out. Previous research reports that the development of elementary mathematics teaching materials in the form of modules, e-modules, LKPD, and e-LKPD is effective in accommodating problems in mathematics learning (Cahyaningsih & Nahdi, 2020; Desri, 2021; Ilahiyah et al., 2019; Lestari et al., 2021; Maghfiroh & Hardini, 2021; Mailani & Wulandari, 2019; Marhamah et al., 2022; Mulia et al., 2022; Nasution & Sukmawarti, 2022; Nindiawati et al.,

2021; Pribadi et al., 2021; Putra, 2021; Sukmawarti & Pulungan, 2020; Wahyuningtyas & Pratama, 2018). Ihsan (2019) stated that the development of realistic mathematics teaching materials based on the Qur'an on fractions fosters students' learning motivation (mainly) in the Islamic boarding school environment. Previous research only covered mathematics teaching materials based on the al-Qur'an (Ihsan, 2019). Thus, this research will examine the effectiveness of mathematics teaching materials integrated with the al-Qur'an and Hadith by internalizing religious moderation and Madurese culture developed by Rosikhoh (2024).

## **METHOD**

This research is a quantitative descriptive study to test the effectiveness of mathematics teaching materials based on the al-Qur'an and Hadith with the internalization of religious moderation and the internalization of Madurese culture in facilitating the learning of fraction material at the elementary school level in Pamekasan. After the teaching materials are declared valid by experts and practitioners at the development stage, the teaching materials are subjected to limited or small group trials. Trials were carried out to determine students' responses to the teaching materials developed. This limited trial involved 6 students consisting of 2 low-ability students, 2 medium-ability students, and 2 high-ability students. At this stage, researchers collect student response questionnaires and observations of student activities to measure the effectiveness of teaching materials. The data that has been collected is then used in the evaluation stage.

The data analysis technique for student response questionnaire results is done by looking at the percentage of student responses. The criteria for teaching materials are effective based on student responses if at least 75% of the students involved respond positively to teaching materials based on the Qur'an and hadith fractions with internalization of religious moderation (Rusdi, 2018). The data analysis technique from observing students' activities using teaching materials in this research adopted the frequency distribution of learning activity scores from Daud (2015), as shown in

Table 1. The formula for calculating the percentage of students' activities is as follows.

$$%A = \frac{F}{n} \times 100\%$$

Information:

- %A : activity percentage;
- F : frequency of students;
- n : many students

**Table 1. Effectiveness Categories Based on The Frequency Distribution of Student Activity Scores**

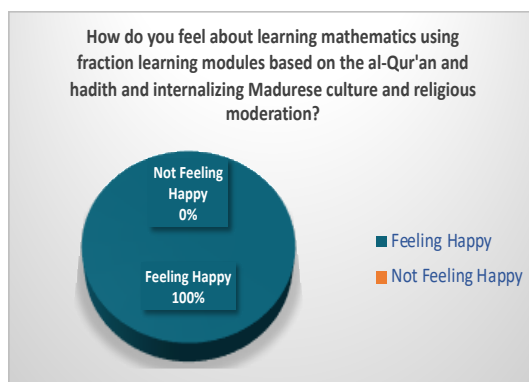
| Value Interval (%) | Category     |
|--------------------|--------------|
| 85 – 100           | Very Active  |
| 65 – 84            | Active       |
| 55 – 64            | Quite Active |
| 35 – 54            | Less Active  |
| 0 – 34             | Not Active   |

Meanwhile, the criteria for teaching materials are effective, one of which is if the students' activities are in the active and very active categories.

## RESULTS AND DISCUSSION

After validation and valid criteria were obtained, the teaching materials based on the al-Qur'an and hadith based on the internalization of religious moderation were developed, and a limited trial was carried out. A limited trial involved 6 students, with the mathematical abilities of 2 students in the high category, 2 in the medium category, and 2 in the low category. The selection of 6 students for the limited trial was carried out based on the recommendation of the class V teacher. The limited trial was conducted at one of the Islamic elementary schools in Pamekasan district. It is because Islamic Elementary School is an elementary school under the auspices of the Islamic Education Foundation. The results of the student response questionnaire showed that 100% of the students involved responded positively to teaching materials based on the al-Qur'an and

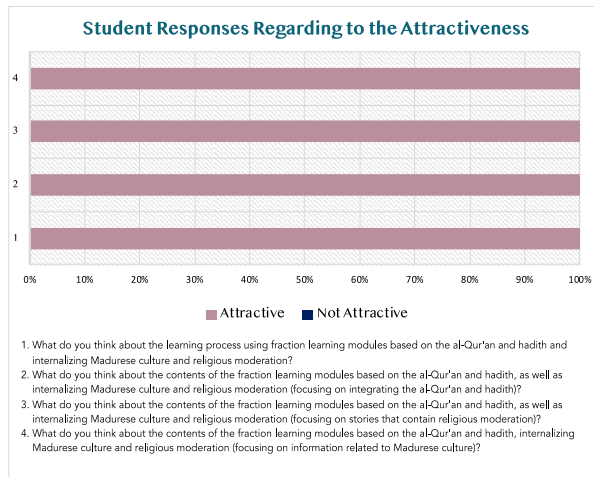
hadith based on fractions with internalization of religious moderation and internalization of Madurese culture. Three aspects were tested in the student response questionnaire. The results of the student response questionnaire can be seen in Figure 1-3 below.



**Figure 1. Diagram of Student Responses Regarding to Feeling**

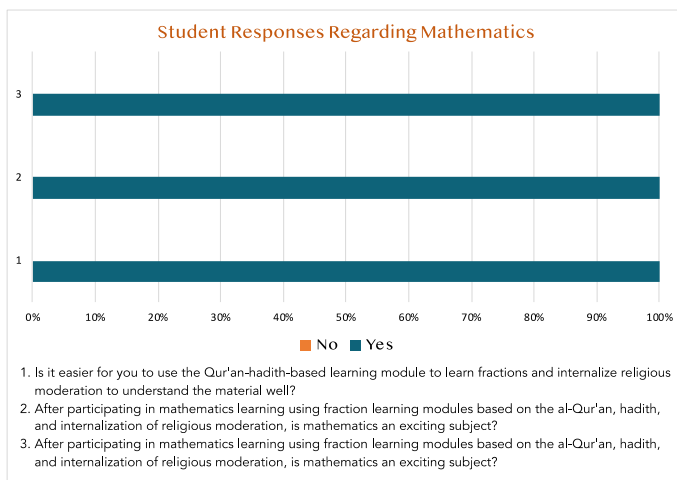
The first aspect relates to students' feelings when using teaching materials. All 6 students of respondents stated that they enjoyed using mathematics teaching materials based on the al-Qur'an and hadith with the internalization of religious moderation and Madurese culture as a learning medium for fractions. It can be seen in Figure 1.

The second aspect, namely the attractiveness of teaching materials, refers to integrating the al-Qur'an and hadith, the internalization of religious moderation, and the internalization of Madurese culture. 100% of respondents, totaling 6 students, stated that mathematics teaching materials based on the al-Qur'an and hadith with the internalization of religious moderation and Madurese culture were enjoyable to use as a medium for learning fraction material. It can be seen in Figure 2.



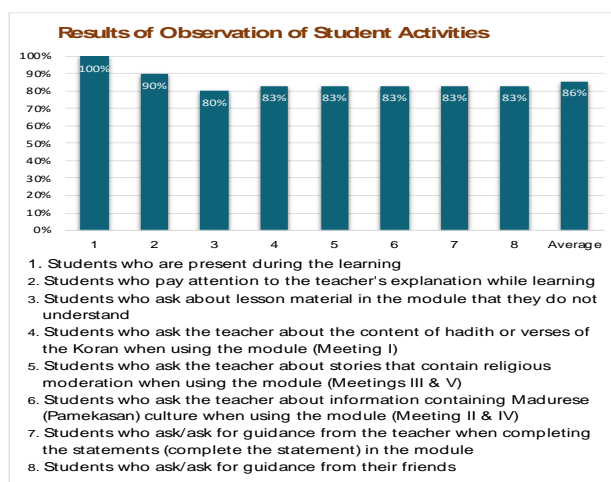
**Figure 2. Diagram of Student Responses Regarding to the Attractiveness**

The third aspect is related to mathematics material, in this case, fraction material. All 6 students of respondents stated that it was easier to understand fractions well. Respondents also stated that learning mathematics using teaching materials based on the al-Qur'an and hadith with the internalization of religious moderation and Madurese culture was new and attractive. It can be seen in Figure 3.



**Figure 3. Diagram of Student Responses Regarding Mathematics**

The results of observations of student activities show that teaching materials based on the al-Qur'an and Hadith with religious moderation internalization and Madurese culture are in the very active category. It is based on the average result of observing student activities of 86%. The percentage of results from observations of student activities can be seen in Figure 4. Thus, teaching materials based on the al-Qur'an and Hadith with the internalization of religious moderation and Madurese culture can be considered an adequate and effective category.



**Figure 4. Diagram of Student Activity Observation Results**

The student activity observation sheet contains eight activities that were observed. These activities include attendance, paying attention to explanations, and the following 6 questions related to the intensity of asking. The intensity of questions observed included material in teaching materials that were not yet understood, asking questions related to the content of the verses of the al-Qur'an and hadith, asking questions related to religious moderation contained in teaching materials, asking questions related to Madurese culture contained in teaching materials, asking questions, or asking for guidance when completing statements in teaching materials and asking questions or asking for guidance from friends.

Based on the results presented, the teaching materials tested meet the qualifications of being effective. This finding is consistent with previous



research, which indicated that students provided positive responses, expressed happiness, and significantly developed their abilities in realistic mathematics learning practices grounded in Islamic values (Putri, R. I. I. & Aisyah, 2020). The positive impact of such an approach highlights the importance of integrating cultural and religious contexts into mathematics education, as it enhances student engagement and fosters a deeper understanding of mathematical concepts. Educators can create a more meaningful and relevant learning experience by aligning learning with students' cultural backgrounds. Additionally, Umar et al. (2020) demonstrated that realistic mathematics approaches based on ethnomathematics can significantly improve student motivation and learning outcomes, as students find it easier to grasp mathematical concepts when taught through their cultural contexts.

Furthermore, this research aligns with earlier studies that emphasize the effectiveness of realistic mathematics learning by utilizing everyday culture as a student experience (Laurens, 2018). Incorporating familiar cultural elements into mathematics instruction helps students relate mathematical concepts to their daily lives, improving their comprehension and retention. Saparuddin Nur et al. (2020) also highlights the importance of integrating cultural elements in mathematics education, noting that such approaches enhance students' understanding and strengthen their cultural identity. Additionally, Susiliastini (2022) demonstrated that ethnomathematics-based learning media, when tested in small group trials, effectively facilitated the learning of fractions for fifth-grade elementary school students. These findings underscore the significance of culturally responsive teaching methods in mathematics education, suggesting that such approaches can lead to improved student outcomes and a more inclusive learning environment.

Moreover, the use of ethnomathematics-based learning media has been shown to enhance students' understanding of mathematical concepts and problem-solving skills, and according to Alghiffari et al. (2024), students who learned with ethnomathematics-based media exhibited better results compared to those taught through traditional methods. It further supports the notion that culturally relevant teaching strategies engage

students and lead to more effective learning experiences. By incorporating these diverse approaches, educators can foster a richer and more effective mathematics learning environment that resonates with students' experiences and cultural backgrounds.

## CONCLUSION

Based on the results and discussion, it can be concluded that the developed teaching materials integrate fractional numbers with verses from the al-Qur'an and hadith. The teaching materials also contain the internalization of religious moderation and Madurese culture, especially Pamekasan culture. Teaching materials based on the al-Qur'an and hadith with internalization of religious moderation for grade V elementary school in Pamekasan can be considered valid, more precisely in the very valid category based on expert and practitioner validation questionnaires with an average score of 93%. Apart from that, based on the results of limited trials, the teaching materials developed can be said to be effective. It is based on the results of student response questionnaires and the results of observations of student activities. The results of the student response questionnaire stated that 100% of students responded positively to the teaching materials developed.

Meanwhile, the results of observing student activities are in the very active category, with an average score of 86%. Teaching materials based on the al-Qur'an and hadith with the internalization of religious moderation for an elementary school in Pamekasan can be carried out on a medium-scale trial or field test. Apart from that, similar teaching materials can be developed with other mathematics topics at the elementary school, or similar teaching materials can be developed on the same topic but by internalizing the culture of each region.

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