

## Development of a Qur'an and Hadith Integrated Economics Learning Module

Nurul A'yun<sup>1</sup>, Kotimah<sup>2</sup>

<sup>1, 2</sup> Sekolah Tinggi Agama Islam Sabilul Muttaqin Mojokerto, Kediri, Indonesia

<sup>1</sup> Email: [nurulbjn2018@gmail.com](mailto:nurulbjn2018@gmail.com)

<sup>2</sup> Email: [kotimah06@gmail.com](mailto:kotimah06@gmail.com)

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### Abstract

The limited availability of economics teaching materials integrated with the Qur'an and Hadith in Madrasah Aliyah presents a challenge in aligning economic learning with Islamic values. This study aims to develop an economics learning module integrated with the Qur'an and Hadith for the Economics subject at MA Sirojul Hikmah and to test its feasibility and practicality. Economics education in Madrasah Aliyah is expected not only to provide theoretical knowledge but also to instill Islamic principles as guidance in economic activities. This research employs a Research and Development (R&D) method using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation stages. The research subjects were tenth-grade students of MA Sirojul Hikmah. The results indicate that the developed module was validated as feasible by material and media experts and received positive responses from both teachers and students. Therefore, the economics learning module integrated with the Qur'an and Hadith is considered appropriate as an alternative teaching material that enhances students' economic understanding while simultaneously strengthening the internalization of Islamic values.

### Keywords

Economics Education; Learning Module; Madrasah Aliyah; Qur'an and Hadith Integration

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## INTRODUCTION

Education plays a strategic role in shaping human resources who are not only intellectually superior but also possess moral and spiritual integrity. In the context of Islamic education, the learning process is directed toward integrating the mastery of science and technology with Islamic values derived from the Qur'an and Hadith. This integration is both a hallmark and a strength of Islamic educational institutions in facing increasingly complex social dynamics and global challenges. As an Islamic secondary education institution, Madrasah Aliyah is expected to produce graduates who maintain a balance between academic competence and noble character. Accordingly, each subject should address not only cognitive development but also the internalization of religious values relevant to students' lives. This aligns with national education goals that emphasize holistic human development.

Economics is a vital subject in the Madrasah Aliyah curriculum because it relates directly to students' understanding of production, distribution, and consumption activities in daily life. Economics education is expected to equip students with rational and critical thinking skills for economic decision-making at both individual and social levels. However, economics cannot be separated from the values and ethics that govern human behavior in resource management. From an Islamic perspective, economic activities are a form of social worship (*muamalah*) that must be carried out according to Sharia principles. The Qur'an and Hadith provide comprehensive guidance on economic behavior, such as justice (*'adl*), balance (*tawazun*), honesty (*shidq*), and the prohibition of harmful practices like usury (*riba*) and fraud (Qardhawi, 2011). Therefore, economics learning in madrasahs should explicitly incorporate these values into instructional materials.

Thus, economics learning in madrasah needs to be aligned with these values. The Qur'an and Hadith will be integrated into the teaching materials developed by the researcher in the form of a module. In other words, the educational impact of each subject both in terms of content and the learning process cannot be separated from teaching materials that embody Islamic values. Islamic principles must be positioned by considering various ideological, political, economic, social, cultural, and religious factors. Furthermore, the students' life cycles must be taken into account, spanning from the family and school to the local, regional, and national communities. In this sense, Islamic principles are internalized and applied in accordance with the developmental stages of the students (Aditia, M taufik, Novianti Muspiroh. 2013).

The reality of economics learning in madrasahs shows that most teaching materials still adopt conventional general economics textbooks. These books tend to emphasize the theoretical aspects of modern economics without explicitly linking them to Islamic teachings. Consequently, students often perceive economics as a value-neutral discipline separate from religious guidance. This condition has the potential to create a gap between students' economic knowledge and the Islamic values that should guide their lives. In fact, one of the primary goals of Islamic education is to cultivate the awareness that every activity, including economic activity, must be based on faith and piety (*iman* and

taqwa). Therefore, innovation is needed in developing more contextual and Islamic-nuanced economics teaching materials.

One form of teaching material that can be developed to meet this need is the learning module. Learning modules are designed systematically and structurally, allowing students to learn independently according to their respective abilities and learning speeds (Majid, 2017). Modules also provide space for teachers to link the material to the students' social, cultural, and religious contexts. The development of an economics learning module integrated with the Qur'an and Hadith is a strategic alternative to strengthen students' religious character. Through this module, economic concepts are not only explained theoretically but also linked to relevant naqli (scriptural) proofs. Thus, students can understand that Islamic economic principles have a strong foundation in religious teachings. The integration of the Qur'an and Hadith into learning modules also functions as a means of internalizing values. When students study concepts such as consumption, production, and distribution, they not only understand the mechanisms but also realize the ethical and moral boundaries that must be observed. This is expected to foster responsible and fair attitudes in economic activities.

MA Sirojul Hikmah, as an Islamic educational institution, has a vision to produce graduates who are knowledgeable and have noble character. However, the limited availability of economics teaching materials integrated with Islamic values poses a challenge in realizing this vision. Economics teachers require teaching materials that are relevant, applicable, and suited to the characteristics of madrasah students. The development of this integrated economics learning module at MA Sirojul Hikmah is based on an analysis of field learning needs. The module is designed to support a more meaningful and contextual learning process and to assist teachers in delivering economics material systematically and with religious value. Beyond being a learning resource, the module serves as a tool to increase student learning independence. With the module, students can study material step-by-step, reflect on the values contained in each economic concept, and apply them in daily life. This is consistent with the principle of student-centered learning.

Research into the development of this learning module is essential to ensure that the resulting product meets adequate standards of feasibility and practicality. Validation by material experts and media experts is required so that the developed module meets applicable academic and pedagogical standards (Mulyasa, 2018). Economics is a discipline that studies how humans fulfill their daily needs, yet it cannot be detached from the principle of Tawhid (the oneness of God), the boundaries of halal (permissible) and haram (prohibited), and the ethical values explicitly stated in Islam as a guideline to ensure that human economic endeavors do not cause harm or loss to other people or animals. Divine, philosophical, educational, theoretical, and practical values are fundamental in the teaching of economics. Since these principles serve as the foundation for the growth and fulfillment of all humanity, the teaching of economics aims to develop individuals who are both conscious of their values and experts in their scientific knowledge Solihatun (Ummah, 2018). Furthermore, the responses of teachers

and students to the use of the module are crucial indicators in assessing its effectiveness as a teaching tool. A good module is not only theoretically valid but also user-friendly and capable of increasing student learning motivation.

Based on these considerations, this study aims to develop an economics learning module integrated with the Qur'an and Hadith and to examine its feasibility and practicality in the Economics subject at MA Sirojul Hikmah. The findings are expected to contribute to the development of value-based instructional materials in Islamic economics education, particularly at the Madrasah Aliyah level.

## RESEARCH METHOD

This research employs a Research and Development (R&D) approach, which aims to produce an educational product in the form of a learning module and to test its level of feasibility and practicality. The R&D method was selected as it is suitable for research that focuses not only on theory testing but also on the development and refinement of instructional products that can be directly applied in the teaching and learning process (Borg and Gall, 2003).

The development model used in this study is ADDIE, which encompasses the stages of Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was chosen for its systematic and flexible stages, which facilitate the researcher in designing, developing, and evaluating the learning module continuously, tailored to the students' needs and the specific context of the educational unit (Branch, 2009). The participants in this study consisted of economics teachers and tenth-grade students of MA Sirojul Hikmah. Teachers were involved in the needs analysis and practicality assessment, while students participated in the implementation stage and provided responses regarding the usability and effectiveness of the developed module.

This stage was conducted to identify learning needs, student characteristics, and the challenges faced in economics education at MA Sirojul Hikmah. The needs analysis was carried out through classroom observations and interviews with economics teachers to gain an overview of the availability of teaching materials and the extent of Islamic value integration in economics instruction (Sugiyono 2019). This phase involved formulating learning objectives, drafting the module framework, selecting economics content, and determining the specific verses of the Qur'an and Hadith relevant to each topic. At this stage, learning activities, exercises, and evaluations were also designed, aligned with the Basic Competencies (Kompetensi Dasar) of the Economics subject in Madrasah Aliyah (Majid 2017). The data analysis techniques used in this study include descriptive quantitative and qualitative analysis. Quantitative data from expert validation and questionnaires were analyzed using percentage-based criteria to determine feasibility and practicality levels, while qualitative data from suggestions and feedback were analyzed descriptively to refine and improve the developed module.

## RESEARCH RESULT AND DISCUSSION

This study developed an instructional product in the form of an economics learning module integrated with the Qur'an and Hadith for the Economics subject at MA Sirojul Hikmah. The research results were obtained through several stages, including material expert validation, media expert validation, and practicality testing based on teachers' and students' responses. The data were analyzed and presented descriptively to assess the feasibility and practicality of the module. This study resulted in the development of an instructional product in the form of an economics learning module integrated with the Qur'an and Hadith for the Economics subject at MA Sirojul Hikmah. The research findings were obtained through several stages, including material expert validation, media expert validation, and practicality testing based on teachers' and students' responses. The data were analyzed and presented descriptively to demonstrate the feasibility and practicality of the developed module.

The results of the material expert validation indicate that the content of the economics learning module is generally feasible for instructional use. The evaluation covered the alignment of the material with basic competencies, the accuracy of economic concepts, the relevance of Qur'anic verses and Hadith to the discussed topics, and the clarity of material presentation. Although categorized as feasible, minor revisions were recommended to enhance contextual examples and explanation. The media expert validation results show that the module meets the criteria for feasible instructional media. The assessment focused on visual appearance and technical aspects, including cover design, layout organization, text readability, the use of illustrations, and consistency of formatting. The experts concluded that the module is appropriate for classroom use, with minor suggestions related to visual refinement and layout optimization.

The practicality testing conducted through teachers' response questionnaires indicates that the module is practical and easy to use in the economics learning process. Teachers reported that the module facilitates the delivery of economics material integrated with Islamic values, supports effective time management during instruction, and assists in guiding students toward a value-based understanding of economic concepts. Students' responses to the use of the module were predominantly positive. The students indicated that the material was easy to understand, systematically presented, and helpful in linking economic concepts with Qur'anic verses and Hadith. Furthermore, the integration of Islamic values was perceived to enhance students' understanding of ethical economic behavior and increase their motivation to learn independently.

In summary, based on expert validation and practicality testing, the developed economics learning module integrated with the Qur'an and Hadith was deemed feasible and practical for use as instructional material in the Economics subject at MA Sirojul Hikmah. The module supports economics learning that emphasizes not only conceptual understanding but also the internalization of Islamic values in students' economic perspectives.

The results of this study indicate that the economics learning module integrated with the Qur'an and Hadith is feasible and practical for use in Madrasah

Aliyah. The feasibility of the module, as shown by material and media expert validation, demonstrates that the developed content and design are appropriate for economics instruction in an Islamic educational context. This finding supports the view that well-designed learning materials can improve the quality of the learning process (Branch, 2009). The positive results of material validation indicate that the integration of Qur'anic verses and Hadith into economics learning does not reduce the accuracy of economic concepts. Instead, it strengthens students' understanding by linking economic theory with Islamic values such as justice, honesty, and social responsibility. This result is in line with previous studies emphasizing the importance of integrating Islamic values into social science learning in madrasahs (Qardhawi, 2011).

The media validation results show that the module's visual appearance and technical presentation support its usability. Clear text, organized layout, and consistent formatting make the module easy to use for both teachers and students. This finding confirms that instructional media quality plays an important role in supporting effective learning (Mulyasa 2018). The practicality test based on teachers' responses indicates that the module is easy to implement in classroom learning. Teachers stated that the module helps them deliver economics material more systematically and facilitates the integration of Islamic values into the learning process. This result supports the argument that practical instructional materials are essential for effective curriculum implementation. This finding reinforces the argument that instructional materials must not only be valid but also practically applicable in classroom contexts (Majid, 2017).

Students' responses also show that the module positively supports their learning experience. The systematic presentation of material and the integration of the Qur'an and Hadith help students understand economic concepts more easily and meaningfully. In addition, the module increases students' learning motivation and supports independent learning, which is an important goal of modern education (Sugiyono, 2019). In conclusion, the developed economics learning module integrated with the Qur'an and Hadith can be considered an effective instructional resource for economics learning in Madrasah Aliyah. The module supports not only conceptual understanding but also the internalization of Islamic values. Therefore, it can be used as an alternative learning resource in economics instruction. Further research is recommended to examine the effectiveness of the module on students' learning outcomes through broader implementation.

## CONCLUSION

As explained above, divine guidance, social consensus, and conscience are. This study concludes that the economics learning module integrated with the Qur'an and Hadith developed for the Economics subject at MA Sirojul Hikmah is feasible and practical for instructional use. The results of material and media expert validation indicate that the module meets academic and pedagogical standards, while the practicality test shows positive responses from both teachers and students. The developed module supports economics learning by presenting systematic material and integrating Islamic values into economic concepts. This



integration helps students understand economics not only as a theoretical subject but also as a value-based discipline guided by Islamic teachings. In addition, the module facilitates teachers in delivering economics material more effectively and supports students' independent learning. Therefore, the economics learning module integrated with the Qur'an and Hadith can be used as an alternative learning resource in Madrasah Aliyah. Further studies are recommended to examine the effectiveness of the module in improving students' learning outcomes through broader implementation and experimental research designs.

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