

Feasibility of Negotiation Text Module Based on the Qur'an and Hadith for Class X MAN 2 Model Medan Students

Saripah Hannum Siregar¹, Rosmawaty Harahap², M. Surip³

{saripahhannumsiregar@gmail.com¹, rosmawatyharahap@gmail.com², surif@unimed.ac.id³}

Indonesian Language and Literature Education Study Program, Postgraduate School of Universitas Negeri Medan, Indonesia, 2022^{1,2,3}

Abstract. The problem of this research is how the feasibility of the negotiation text module based on the Qur'an and Hadith for class X MAN 2 Model Medan students. This study aims to explain the feasibility of the negotiation text module based on the Qur'an and Hadith. The data collection technique used in this study was in the form of a questionnaire. The data analysis technique for the feasibility of the module used descriptive data analysis. The results showed that the negotiation text module based on the Qur'an and Hadith that was developed was feasible to use based on the results of material expert validation of 93.61%, design expert validation of 76.34%, religious expert validation of 94.53%.

Keywords: Feasibility, module, negotiation text, Al-Qur'an and Hadith.

1 Introduction

The module is one type of teaching material. Teaching materials are important in the implementation of learning. Learning will not run optimally if the teaching materials in its implementation are not adequate. This statement is in accordance with the opinion of Prastowo [1] which states that the teaching and learning process will be more effective and interactive when using adequate teaching materials. Adequate in this case is following the applicable curriculum, adjusting to the characteristics of students, and according to the conditions of the school environment.

The module teaching materials have several advantages. The advantage is that the module can be used by students as a means of learning independently without the presence of a teacher. The ability of students will not be the same as others even though they are in the same class. By using the module, these students can carry out learning activities according to the speed of their thinking and their abilities. The modules can be used whenever and wherever students are, not necessarily in the classroom, so that students' activities and learning outcomes can increase. Teaching materials in the form of modules are also easier for students to understand

for independent study because the language in the module are more communicative and interactive than other teaching materials.

In the current Covid-19 pandemic situation, module development is also very much needed because learning is done online. Online learning is usually done through zoom meetings, e-learning, social media, or WhatsApp groups. However, not all students have good connections to participate in online learning. Therefore, students must find the solutions so that they can study independently at home. In this self-study, it is very necessary to have a module. This is also expressed by Najuah, et al [2] the modules are ideal teaching materials to be used as independent learning media or distance learning.

Although not in a Covid-19 pandemic situation, the module can still be used, especially for schools that hold the SKS (Semester Credit System) program. MAN 2 Model Medan is one of the schools in the city of Medan that organizes learning with credits. MAN 2 Model Medan is also one of the schools in the city of Medan at the high school level with Islamic nuances. All students and teachers at MAN 2 Model Medan are Muslim. As Muslims, it is natural that learning is carried out based on the teachings of the Islamic religion. To explore the teachings of Islam, of course, one must refer to the sources of its teachings. The sources of Islamic teachings are described in the Qur'an Surah An-Nisa' verse 59, namely:

﴿ يَا أَيُّهَا الَّذِينَ آمَنُوا أَطِيعُوا اللَّهَ وَأَطِيعُوا الرَّسُولَ وَأُولَى الْأَمْرِ مِنْكُمْ فَإِنْ تَنَازَعْتُمْ فِي شَيْءٍ فَرُدُّوهُ إِلَى اللَّهِ وَالرَّسُولِ إِنْ كُنْتُمْ تُؤْمِنُونَ بِاللَّهِ وَالْيَوْمِ الْآخِرِ ذَلِكَ خَيْرٌ وَأَحْسَنُ تَأْوِيلًا ﴾ (النساء/4: 59)

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O you who believe! Obey Allah and obey the Messenger (Muhammad), and Ulil Amri (holders of power) among you. Then, if you disagree about something, then return it to Allah (the Qur'an) and the Messenger (his Sunnah), if you believe in Allah and the Last Day. That is more important (for you) and better as a result. (An-Nisa'/4:59)

From this verse it can be concluded that the sources of Islamic teachings are the Qur'an, Hadith, and Ijtihad. The use of these three sources must be sequential, meaning that the first to be used as a legal guide is the Qur'an, then the Hadith/Sunnah of the Prophet. If it is not found in these two sources, then a third source is used, namely ijtihad.

One of the efforts to instill character values in accordance with Islamic teachings in students is to integrate Islamic teachings into a subject, even though it is not a religious subject. The material on religious subjects alone is not enough to instill the values of the Islamic character in students. One of the general subjects that can be integrated with the teachings of Islam is Indonesian. One of the texts in Indonesian class X is a negotiation text. The purpose of negotiation is to overcome or adjust differences of opinion or interests that exist on both sides in order to reach an agreement and mutually benefit. This is following the statement of Suherli et al [3] which states that negotiation is a bargaining process between one party (group or organization) and other parties (groups or organizations) with ways of deliberation to achieve mutual agreement.

From the texts taught in Indonesian subjects, especially negotiating texts, it will be a great opportunity that teachers can use as a basis for developing quality teaching materials, as well as inculcating Islamic character values. This is in accordance with the objectives of Islamic education by Kompri, [4] namely the realization of a Muslim personality who realizes Islamic teachings in aspects of life. However, based on observations of the Indonesian language teaching materials used by class X students at MAN 2 Model Medan, they are still the same as other schools, namely Textbooks from the Ministry of Education and Culture. There is no specific distinguishing feature between schools with Islamic nuances and public schools.

Therefore, it is necessary to develop a negotiating text module based on the Qur'an and Hadith. One of the stages in the development process is the validation stage. The validation stage is the stage to test the feasibility of the teaching materials developed. The feasibility of teaching materials must be met so that the teaching materials developed have good quality. Based on the problems above, the researcher is interested in conducting a research entitled "Feasibility of Negotiation Text Module Based on the Qur'an and Hadith for Class X MAN 2 Model Medan Students".

2 Theoretical Basis

Modules as Teaching Materials

Teaching materials are one of the supporting tools for the implementation of learning. According Himawan et al, [5] teaching materials are important learning materials because of the role of teaching materials as a means of conveying messages from teachers (messages) to students (messages recipients). Prastowo [6] states that teaching materials are all materials (both information, tools, and texts) that are systematically arranged, can represent a complete set of competencies to be mastered by students and used in the learning process with the aim of planning and reviewing the implementation of learning.

One type of teaching material is a module. The module is one of the tools that students can use in independent learning and assist teachers in guiding and adding to their treasury of learning resources [7]. With the module, students are required to understand the material, find sources of information, and solve problems independently without the help of the teacher. This is in accordance with the demands of the 2013 curriculum that learning is carried out centered on student activity, and in accordance with the Covid-19 pandemic conditions which do not allow face-to-face learning. Daely [8] state that modules are teaching materials that are arranged in a complete and systematic way so that they can function to help students achieve learning goals and reduce students' dependence on teachers.

Based on some of the definitions above, it can be concluded that module teaching materials are one type of teaching materials that are designed systematically, attractively, and clearly by using grammar that is in accordance with the knowledge and age level of students so that it is easy for students to learn independently in order to achieve goals learning. Sasmito et al [9] states that modules are teaching materials in the form of print that are arranged systematically. This is different from Najuah's opinion [10] that the module is not only a print module, but can also be an electronic module (digital/e-module). In accordance with Najuah's opinion, in this

study, the modules developed were not only in the form of a print module, but also a module in the form of a pdf file.

Eligibility Criteria for Teaching Materials

According to Oktavia [11], teaching materials in the form of modules can be useful if they are easy to use and students' learning motivation can be increased. Therefore, a good module according to Oktavia must describe the basic competencies that will be achieved by students, use good and easy-to-understand language, look attractive, and be equipped with illustrations.

The eligibility criteria for teaching materials are items that can be used as a tool to examine and determine the feasibility of teaching materials/teaching materials. Government Regulation No. 19 of 2005 concerning National Education Standards, article 43 paragraph 5, stipulates four criteria in assessing the feasibility of teaching materials, namely 1) content feasibility, 2) presentation feasibility, 3) language feasibility, and 4) graphic feasibility. The explanation of the four eligibility criteria for teaching materials based on the attachments of the instruments that have been set by BSNP is as follows.

1) Content Feasibility

Content feasibility is the feasibility of the substance or content of the material presented or exposed in the textbook. Feasibility of content includes sub-aspects (1) the suitability of the material with KI and KD, including the completeness of the material and the breadth of the material, (2) the accuracy of the material, including the accuracy of concepts and definitions; accuracy of facts and data; the accuracy of examples and cases; accuracy of drawings, diagrams and illustrations; accuracy of terms; accuracy of notations, symbols and icons; the accuracy of the literature references, (3) the up-to-dateness of the material, including the suitability of the material with science; showing the topic of past events/occurrences, and illustrations, (4) encouraging curiosity, including encouraging curiosity and creating the ability to ask questions.

2) Presentation Feasibility

Presentation feasibility is the feasibility of systematic and order of presentation of learning materials. Presentation feasibility criteria include (1) presentation techniques, including systematic consistency of presentation; the sequence of concepts, (2) the presentation of learning, including the involvement of students; student-centered; stimulate students' ability to solve problems through illustrations, and (3) completeness of presentation, including examples of questions in each lesson; practice questions at the end of the learning activity; answer key to practice questions; introduction; list of contents; glossary; bibliography; and summary.

3) Language Feasibility

Language feasibility is the feasibility of using the language used to express ideas. The feasibility criteria for the language aspect include (1) being straightforward, including the accuracy of sentence structure; sentence effectiveness; and the standard of the term, (2) communicative, including the readability of the message; and accuracy; and accuracy of language use, (3) dialogical and interactive, including the ability to motivate messages and information; the ability to encourage critical thinking, (4) conformity with the level of

development of students, including the suitability of the intellectual development of students; and conformity to the level of emotional development of students, (5) coherence and integration of the flow of thought, including coherence and integration between learning activities; and coherence and coherence between paragraphs, (6) the use of terms, symbols, and icons, including the consistency of the use of terms;

4) Graphic Feasibility

Graphic feasibility criteria include (1) the size of the teaching materials, including the suitability of the size of the teaching materials with ISO standards (A4, A5, and B5); conformity with the content of teaching materials, (2) cover design of teaching materials (cover), which includes the appearance of layout elements on the front, back, and back covers in harmony with rhythm and unity and consistency; display a good center point; the colors of the layout elements are harmonious and clarify the function; the composition and size of the layout elements (title, author, illustration, logo, etc.) are proportional, balanced, and in tune with the layout of the content (according to the pattern); the size of the title of the teaching material is more dominant and proportional than the size of the teaching material, the name of the author; the color of the title of the teaching material contrasts with the color of the background; don't use too many typeface combinations; describe the content/teaching materials and reveal the character of the object; and the shape, color, size, proportion of objects according to reality, (3) the design of the content of teaching materials, including the placement of consistent layout elements based on the pattern; clear separation between paragraphs; print area and proportional margins; proportional adjoining page margins; appropriate spacing between text and illustrations; proper placement of learning activity titles, subtitles, illustrations, and captions; placement of decoration/illustration as a background does not interfere with the title, text, page numbers; placement of titles, subtitles, illustrations, and image captions does not interfere with understanding; don't use too many fonts; the use of letter variations (bold, italic, capital) is not excessive; normal text array width; spacing between lines of normal text arrangement; normal letter spacing; the level/hierarchy of titles is clear, consistent and proportional; word cut sign; able to express the meaning of the object; accurate and proportional form in accordance with reality; creative and dynamic.

Negotiation Text

Priyatni [12] states that text is an expression that functions to express meaningful ideas, both in the form of speech (oral) and in writing. This opinion is also supported by Suwandi [13] which states that text is a language used as a means of communication in a social process oriented towards a social goal. So, it can be concluded that the text is not only in the form of writing, but also in the form of oral. This is also supported by the opinion of Radani [14] which states that the text is a series of language expressions both orally and in writing contained in a context of situation and cultural context.

The text in Indonesian language learning curriculum 2013 based on Permendikbud No. 69 of 2013 there are 15 types of text, one of which is negotiation text. Farhan et al [15] defines negotiation in general as a social interaction that occurs between two or more, having different goals but both trying to resolve these differences through a way out in the form of dialogue in order to reach a mutual agreement. According to him, negotiation is important to learn because every human being cannot be separated from problems that must be resolved properly

through negotiations. Cahyaningrum [16] defines negotiation as a process used to reach agreement and agreement from the negotiators so as to obtain mutual benefits. Kosasih [17] gives the understanding that negotiation is a form of social interaction whose function is to reach an agreement between the parties who have different interests.

Harijanti [18] states that the meaning of negotiating text is a form of social interaction carried out by two or more parties with different interests but aiming to reach a mutual agreement. Rojiati [19] also explained that the negotiating text is a form of social interaction that aims to find a common solution between parties who have different interests. Suryandari [20] states that the negotiating text is a text that aims to reach an agreement, which has a different structure and language from other texts. Based on some of the opinions above, it can be concluded, text negotiation is a text used in social interaction in the form of bargaining about something that has a difference interest in achieving a agreement together and each other beneficial both verbally and writing.

Al-Qur'an and Hadith

Etymologically, the Qur'an comes from the words *qara'a*, *yaqra'a*, *qira'atan* or *qur'anan* which means to collect (*al-jam'u*) and collect (*al-dhammu*) letters and words. from one section to another on a regular basis. Rozak [21] defines the Qur'an as the word of Allah Swt. revealed to the Prophet Muhammad through the angel Gabriel. Waluyo [22] gives the definition that the Qur'an is a holy book that is a source in Islamic teachings that guides human life which was revealed by Allah Swt. to the Prophet Muhammad Saw., as an incomparable mercy to the universe.

Hadith according to Hidayat [23] are things narrated from the Prophet Muhammad Saw., either in the form of words, deeds, or decisions (*takrir*). This understanding is also supported by Kompri [24] which states that hadith is everything that is relied on the prophet Muhammad Saw., either in the form of words, deeds, provisions, hopes, or ideals.

Judging from the quality of its *sanad* and *matan*, or based on its strength and weakness, Hadith is divided into two groups, namely Maqbul Hadith and Mardud Hadith.

- 1) Maqbul Hadith is a Hadith that meets the requirements of qabul, namely the requirement to be accepted as a proposition in the formulation of law or to do good with it. The Maqbul Hadiths include Sahih Hadith and Hasan Hadith.
- 2) Hadith Mardud or also called Hadith Dha'if is a Hadith that does not meet the requirements of qabul.

Hadiths that can be used as guidelines for Islamic law as a source of Islamic teachings are the Maqbul (accepted) Hadiths. In addition to the Maqbul Hadith, the Mardud Hadith (Dhaif) is unacceptable and its use is not valid as a legal argument or source of Islamic teachings. So, the Hadith listed in the module that will be developed is Sahih Hadith.

3 Research Methods

The data collection technique used in this study was in the form of a questionnaire. Questionnaire is a data collection technique by giving a several number of questions to

respondents to answer. Data analysis techniques for the feasibility of teaching materials using descriptive data analysis. Descriptive analysis technique was performed using descriptive statistics. Descriptive statistics are statistics used in analyzing data by describing the data that has been collected as it is without intending to make conclusions that can be applied to the public or generalizations [25].

The data obtained are quantitative and qualitative data. Quantitative data comes from a Likert scale assessment questionnaire, while qualitative data is in the form of additional assessments or suggestions from the validator. Qualitative data is used to revise the module in accordance with the suggestions given by the validator. While quantitative data can be analyzed following the following steps:

- a. Accumulating the scores obtained
- b. Calculate the average total, using the following formula (1).

$$\bar{x} = \frac{\sum x}{n} \quad (1)$$

Description:

\bar{x} = average

$\sum x$ = total value

n = total rating

- c. Calculate the percentage obtained, using the following formula (2).

$$\% \text{ score} = \frac{\text{score earned}}{\text{max score}} \times 100\% \quad (2)$$

- d. Interpreting the percentage data obtained into a criterion

Table 1. Assessment Guidelines and Criteria for Interpreting Data

Value	Percentage Interval	Criteria
A	$81\% \leq X \leq 100\%$	Very good
B	$61\% \leq X \leq 80\%$	Good
C	$41\% \leq X \leq 60\%$	Currently
D	$21\% \leq X \leq 40\%$	Not Good
E	$0\% \leq X \leq 20\%$	Very not good

In this development research, the minimum feasibility value is C (currently). Based on the results of assessments from experts, subject teachers, and student questionnaires, if they meet a minimum grade of C (currently), then the development of teaching materials (modules) based on the Qur'an and Hadith for Class X MAN 2 Model Medan students can be said to be feasible to produced and used.

4 Results and Discussion

Research Result

The feasibility of the negotiation text module based on the Qur'an and Hadith for class X students at MAN 2 Model Medan can be seen from the validation results carried out by experts, Indonesian language teachers at MAN 2 Model Medan, and field trials (individual, small groups, and limited groups).

Results of Module Validation by Material Experts

Validation of material experts on the negotiating text module based on the Qur'an and Hadith was carried out by two experts, namely the Postgraduate lecturer at the Universitas Negeri Medan. Material expert validation is carried out to assess the feasibility of the negotiating text material contained in the module. The feasibility of the assessed material consists of 3 assessment aspects, namely (1) content feasibility aspects, (2) presentation feasibility aspects, and (3) language feasibility aspects. The following are the results of the validation by the two material experts.

Table 2. Expert Validation Results on the Negotiation Text Module Based on the Qur'an and Hadith

No.	Rating Indicator	X1	X2	Total	Percentage	Criteria
1	Content feasibility aspect	3,7	3,5	7,2	90,44%	Very good
2	Presentation feasibility aspect	3,8	3,8	7,7	96,15%	Very good
3	Language feasibility aspect	3,8	3,8	7,6	95,19%	Very good
Total Average		3,8	3,7	7,5	93,61%	Very good

Based on the table above, it can be described that the average percentage of material expert validation results is 93.61%. The average percentage obtained from the content feasibility aspect is 90.44% with the "very good" criteria, the presentation feasibility aspect is 96.15% with the "very good" criteria, and the language feasibility aspect is 95.19% with the "very good" criteria.

4.1.2 Results of Module Validation by Design Expert

The validation of the design expert on the negotiating text module based on the Qur'an and Hadith was carried out by one expert, namely a lecturer at the Faculty of Language and Arts, Universitas Negeri Medan. Design expert validation was carried out to assess the feasibility of graphics which consisted of 3 assessment indicators, namely (1) module physical size, (2) module cover design, and (3) module content design. The following are the results of the validation by design experts.

Table 3. Design Experts Validation Results on the Negotiation Text Module Based on the Qur'an and Hadith

No.	Rating Indicator	X	Max score	Percentage	Criteria
1	Module physical size	3,5	4	87,5%	Very good
2	Module cover design	2,6	4	63,9%	Good
3	Module content design	3,1	4	77,6%	Good
Total Average		3,1	4	76,34%	Good

Based on the table above, it can be described that the average percentage of design expert validation results is 76.34%. The average percentage obtained from the indicators for assessing the module physical size is 87.5% with the "very good" criteria, the module cover design assessment is 63.9% with the "good" criteria, and the module content design assessment is 77.6% with the criteria "good".

Results of Module Validation by Religious Experts

The validation of religious experts on the negotiating text module based on the Qur'an and Hadith was carried out by two experts, namely lecturers at the Universitas Islam Negeri of North Sumatera. The validation of religious experts was carried out to assess the feasibility of using the verses of the Qur'an and Hadith in the negotiating text module based on the Qur'an and Hadith. The following are the results of the validation by the two religious experts.

Table 4. Religious Experts Validation Results on the Negotiation Text Module Based on the Qur'an and Hadith

No.	Rating Indicator	X1	X2	Total	Percentage	Criteria
1	Aspect of presentation of the verses of the Qur'an and Hadith	3,7	4	7,7	95,83%	Very good
2	Aspect of meaning and interpretation of the Qur'an and Hadith	3,7	3,8	7,5	93,75%	Very good
3	Aspect of buying and selling based on the Islamic perspective	3,6	3,8	7,4	92,5%	Very good
4	Aspect of compatibility of the verses of the Qur'an and Hadith with the teaching materials	4	4	8	100%	Very good
Total Average		3,7	3,9	7,6	94,53%	Very good

Based on the table above, it can be described that the average percentage of religious expert validation results is 94.53%. The average percentage obtained from the assessment indicators for the presentation of the verses of the Qur'an and Hadith is 95.83% with the criteria of "very good", the assessment of the meaning and interpretation of the verses of the Qur'an and Hadith is 93.75% with the criteria of "very good", the assessment of buying and selling based on the Islamic perspective is 92.5% with the criteria of "very good", and the assessment of the compatibility of the verses of the Qur'an and Hadith with the teaching material of the negotiating text is 100% with the criteria of "very good".

Results of Indonesian Language Teachers' Responses to the Module

The response of the Indonesian language teacher is needed to assess the feasibility of the module when used in classroom learning. The teacher's response to the negotiating text module based on the Qur'an and Hadith was given by two Indonesian language teachers at MAN 2 Model Medan. Responses to the module consist of three aspects of the assessment, namely from the aspect of the module display, the material presentation, and the module benefits. The following are the results of the responses by the two Indonesian language teachers.

Table 5. Results of Teachers Responses on the Negotiation Text Module Based on the Qur'an and Hadith

No.	Statement	X1	X2	Total	Percentage	Criteria
1	Modul display	4	3,8	7,8	96,86%	Very good
2	Material presentation	3,7	4	7,7	95,83%	Very good
3	Module benefits	4	3,3	7,3	91,7%	Very good
Total Average		3,9	3,7	7,6	94,79%	Very good

Based on the table above, it can be described that the average percentage of Indonesian language teacher responses at MAN 2 Model Medan is 94.79% with the criteria of "very good". The average percentage obtained from the module display aspect is 96.86% with the "very good" criteria, the material presentation aspect is 95.83% with the "very good" criteria, and the module benefits aspect is 91.7% with the "very good" criteria. "

Results of Student Responses to the Module

The trial was carried out three times, namely individual trials, small group trials, and limited group trials. Individual and small group trials were conducted on students who had high, medium, and low abilities. Small group trials were conducted to identify deficiencies in the developed product. While a limited field trials were conducted to identify the shortcomings of the products developed when used in a wider scope. Limited field trials were carried out in one class, namely in class X IPA 3 with a total of 35 students. The data on the results of student responses at the individual trial, small group trial, limited field trial stage to the negotiating text module based on the Qur'an and Hadith can be seen in the following table.

Table 6. Results of Student Responses to the Negotiation Text Module Based on the Qur'an and Hadith

No.	Rating Indicator	Individual trial	Small group trial	Limited field trial	Criteria
1	Material	80,56%	85,19%	88,89%	Very good
2	Language	85,42%	86,11%	87,86%	Very good
3	Interest	83,33%	84,44%	87,29%	Very good
Total Average		82,41%	85,19%	88,21%	Very good

Based on the results of research on individual trials obtained an average total percentage of 82.41% with the criteria of "very good". The average percentage results obtained based on the assessment indicators from the material aspect of 80.56% with the criteria of "very good", from the language aspect 85.42% with the criteria of "very good", and from the aspect of interest 83.33% with the criteria " very good". Based on the results of research on small group trials, the total average percentage was 85.19% with the criteria of "very good". The average percentage results obtained based on the assessment indicators from the material aspect were 85.19% with the criteria of "very good", from the language aspect 86.11% with the "very good" criteria, and from the interest aspect it was 84.44% with the criteria " very good". Based on the results of research in a limited field trial, the total average percentage was 88.21% with the criteria of "very good". The total average percentage results obtained based on the assessment indicators from the material aspect of 88.89% with the criteria of "very good", from the language aspect 87.86% with the criteria of "very good", and from the interest aspect of 87.29% with the criteria "very good".

Discussion

Research on the development of teaching materials is carried out to produce teaching materials that are suitable for use. After the module is developed, the next step is to validate the module by experts and test it with students. The feasibility test was carried out on 4 aspects of the assessment in accordance with the BSNP, namely 1) content feasibility, 2) presentation feasibility, 3) language feasibility, and 4) graphic feasibility. This is also supported by the opinion of Oktavia [26] which states that the module teaching materials describe the basic competencies that will be achieved by students, use good and easy-to-understand language, look attractive, and are equipped with illustrations. However, the researcher modified the feasibility assessment by adding the feasibility to the religious aspect because the material in the module was integrated with religious knowledge about the verses of the Qur'an and Hadith. Therefore, validation is carried out by 5 experts, namely 2 material experts, 1 design expert, and 2 religious experts.

Material expert validators assess three aspects of feasibility, namely aspects of content feasibility, presentation feasibility, and language feasibility. The results of the feasibility of the material expert after the revision obtained the percentage of the overall average score of 93.61% with the criteria of "very good". So, it can be concluded that the negotiation text module based on the Qur'an and Hadith on the material aspect is valid.

The negotiation text module based on the Qur'an and Hadith which was developed from the aspect of the module content has been in accordance by the learning objectives that have been set. The learning objectives set are adjusted to the characteristics of Islamic students. The examples of negotiation texts displayed in the module are also in accordance with the characteristics of the students. This is done to match the characteristics of the module presented by Daryanto & Dwicahyono [27], which is user friendly. User friendly means friendly or familiar with the user. The use of simple, easy-to-understand language, examples that are close to students, and the use of common terms, is a form of user-friendliness.

Design expert validators assess the graphic aspects. The graphic aspect consists of three assessment indicators, namely the physical size of the module, the design of the cover of the module, and the design of the content of the module. The results of the feasibility of the design expert validator after the revision obtained the percentage of the overall average value of 76.34% with the criteria of "good". So, it can be concluded that the negotiation text module based on the Qur'an and Hadith in the design aspect is valid.

Religious expert validators assess four aspects, namely the presentation of the verses of the Qur'an and Hadith, the meaning and interpretation of the verses of the Qur'an and Hadith, buying and selling based on an Islamic perspective, and the suitability of the verses of the Qur'an and Hadith with the teaching material negotiation text. The results of the feasibility of the religious expert validator after the revision obtained the percentage of the overall average value of 94.53% with the criteria of "very good". So, it can be concluded that the negotiation text module based on the Qur'an and Hadith on the aspect of using the verses of the Qur'an and Hadith is valid.

In addition to validation by experts, two Indonesian language teachers were also asked for responses. Furthermore, the trial was carried out 3 times, namely individual trials, small group trials, and limited field trials. After the trial, a questionnaire was given to students to provide

responses to the negotiation text module based on the Qur'an and Hadith. Feedback from students is needed to find out the usefulness and ease of use of the module. According to Oktavia [28], teaching materials in the form of modules can be useful if they are easy to use and students' learning motivation can be increased.

The assessment of the negotiating text module based on the Qur'an and Hadith by the Indonesian language teacher after the revision was carried out, the average score percentage was 94.79% with the criteria of "very good". So, it can be concluded that the negotiation text module based on the Qur'an and Hadith based on the responses of the Indonesian language teacher is feasible/valid.

Furthermore, the trial was carried out 3 times, namely individual trials, small group trials, and limited field trials. In individual trials, the percentage of the average score was 82.41% with the criteria of "very good". In this individual trial, the lowest percentage value was obtained in the material aspect, namely 80.56%. Therefore, a revision was made to the presentation of the material. The material on the activity of constructing a negotiating text based on the Qur'an and Hadith needs to be equipped with examples and explanations. The essence of learning the negotiating text is to construct. So, the construction activities must be explained more clearly, starting from determining the topic to developing a negotiating text framework based on the Qur'an and Hadith. In the small group trial, the average score percentage was 85, 19% with "very good" criteria. In this trial, the lowest score was obtained at aspects of interest, namely 84.44%. Therefore, a revision was made to the appearance of the concept map to make it more attractive. Finally, in a limited field trial, the average score percentage was 88.21% with the criteria of "very good". After a limited field trial, not many revisions were made. Revisions are only in the form of correcting errors in writing letters, punctuation marks, sentences that are less effective and adding more examples of texts based on the Qur'an and Hadith. This is done based on suggestions from students who expect sample texts to make it easier to understand the negotiating text material based on the Qur'an and Hadith.

The results of the feasibility of the negotiation text module based on the Qur'an and Hadith are in accordance with the research conducted by Bambang Sri Anggoro, et al [29] in the journal *Biodik: Scientific Journal of Biology Education* with the research title *Development of Al-Qur'an and Hadith-Based Biology Magazines in Biology Subjects for Class X Students at the SMA/MA Level*, namely the results obtained that the development of Al-Qur'an-based teaching materials The Qur'an and Hadith received a very good response from teachers and students and deserve to be used as additional teaching materials for students.

5 Conclusion

Based on the results of research and discussion on the feasibility of the negotiation text module based on the Qur'an and Hadith, it was concluded that the developed Al-Qur'an and Hadith-based negotiation text module was suitable to use for class X students of MAN 2 Model Medan. This can be seen from the validation results obtained from material experts, design experts and religious experts, responses from Indonesian language teachers, and responses from students of MAN 2 Model Medan. The feasibility of the negotiating text module is not only seen from the assessment of the experts, but also from the responses of the module users, namely teachers and students.

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