

**DEVELOPMENT OF A SCIENCE LEARNING MODULE BASED ON THE
EXPERIENTIAL LEARNING MODEL INTEGRATED WITH QUR'ANIC
VERSES ON ENVIRONMENTAL POLLUTION MATERIAL**

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ABSTRACT

This study aims to develop a science learning module based on the Experiential Learning model integrated with Qur'anic verses on the topic of environmental pollution that is valid, practical, and effective. This research employed the ADDIE development model within the R&D (Research and Development) approach, which consists of five stages: (1) Analyze, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. The research subjects were seventh-grade students of MTsN 2 Ciamis. The module's validity was assessed by three experts, consisting of a material expert, a learning expert, and a Qur'anic interpretation expert, using a Likert-scale questionnaire, resulting in very valid scores (93%; 95%; 94%). The module's practicality was obtained from questionnaires given to three science teachers (96.30%) and student responses in small group trials—10 students in the first stage (91.36%) and 20 students in the second stage (87.61%)—all categorized as very practical. The module's effectiveness was measured through pretest–posttest analysis in a field trial involving 28 students, yielding an N-Gain score of 0.74 (high category). Thus, the Experiential Learning-based science learning module integrated with Qur'anic verses developed in this study was declared valid, practical, and effective, making it suitable for use in science learning at the MTs/SMP level.

Keywords: *learning module, science, Experiential Learning, Qur'anic verses*