



DEVELOPMENT OF AN EXPERIENTIAL LEARNING CYCLE BASED PAI AND CIVIL LEARNING MODULE ON JAMA'AH AND MUNFARID SUNNAH PRAYER MATERIAL AT SMPN 1 KAPUR IX

Rila Anggraini¹, Gustina², Ridwal Trisoni³, Fadriati⁴ and David⁵

¹ Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

² Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

³ Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

⁴ Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

⁵ Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

Corresponding Author:

Rila Anggraini,

Islamic Religious Education, Faculty of Tarbiyah and Teacher Training, UIN Mahmud Yunus Batusangkar.

Jl. Jenderal Sudirman No. 137, Nagari Lima Kaum, Kec. Lima Kaum, Batusangkar, Indonesia

Email: rilaanggraini88@gmail.com

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Abstract

This study addresses the problem of low student motivation and passivity at SMP N 1 Kapur IX, caused by reliance on unappealing, incomplete textbooks that fail to encourage active participation. To solve this issue, an Experiential Learning Cycle-based learning module was developed, specifically designed with comprehensive instructional material, vibrant color displays, and relevant illustrations aligned with the syllabus to enhance student engagement and conceptual understanding. Adopting a Research and Development (R&D) approach using the ADDIE model (*Analysis, Design, Development, Implementation, Evaluation*), data was collected through observations, interviews, and validation sheets, then analyzed using a Likert scale to determine the module's validity and practicality across defined percentage categories. The empirical results demonstrated that the developed module achieved a high validity score of 88.88% (*valid/very valid category*) and an exceptional practicality score of 96% (*very practical category*), confirming that the Experiential Learning Cycle-based module is highly effective, suitable, and feasible for instructional use on Sunnah prayer materials both in congregation (*jama'ah*) and individually (*munfarid*).

Keywords: Development, Module, Experiential Learning Cycle, Congregational Sunnah Prayer and Munfarid



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INTRODUCTION

The learning process is essentially a communication process, in which communication refers to the delivery of messages from educators to students during instructional activities (Huang dkk., 2023). Educators have the responsibility to convey knowledge and information effectively to their students. One of the efforts made by educators to achieve this is by utilizing various supporting components in the learning process, including learning resources, instructional strategies, learning media, and learning models (Verlie dkk., 2021). The integration of these components can facilitate the achievement of learning objectives (Sadawi dkk., 2021). The learning resources used should comply with the regulations and standards established by the educational institution. Learning resources are defined as anything that can be used and utilized to support the teaching and learning process, whether conducted through direct face-to-face instruction or other forms of learning (Dai dkk., 2021).

Achieving learning objectives requires deliberate efforts, which is ensuring the appropriate selection and use of learning resources in the instructional process (Chen dkk., 2025). Learning resources can be obtained from various sources, including teachers, textbooks, the internet, and other relevant materials (Deng dkk., 2022). However, to assist teachers in delivering instructional content effectively, appropriate learning resources are essential. Such resources not only support teachers in the teaching process but also facilitate students in accessing information related to the learning materials. One of the best learning resources used is teaching materials (Noor-A-Rahim dkk., 2022). Teaching materials are an essential component of the learning process and therefore require careful consideration. They should comprehensively cover the subject matter to be learned while also stimulating students' curiosity and encouraging active engagement in learning (X. Chen & Wu, 2024).

During an observation conducted by the researcher and teachers at the school on December 18, 2020, it was found that students demonstrated low motivation and interest in the learning process of Islamic Religious Education and Character Education. Based on these initial findings, the researcher conducted further classroom observations in Class VIII.2. The observations revealed that students' interest in learning was relatively low. This was evident from their classroom behavior during instruction. While the teacher was explaining the learning materials, many students were occupied with their own activities, such as talking with their classmates. Moreover, when the teacher asked questions, students were generally unable or reluctant to respond. They also appeared to have difficulty maintaining their focus throughout the learning process.

Based on the results of a further interview with the Islamic Religious Education teacher, it was found that the learning resources available at the school were still limited. The learning resources used in the school were not sufficient. Although the school had provided textbooks as teaching materials, the textbooks were not able to support students' active participation in the learning process. This became one of the problems in the teaching and learning process because the students tended to be passive and less focused during the lesson. As a result, the students felt bored and found it difficult to understand the learning materials. In addition, at that time, the unexpected COVID-19 pandemic prevented students from studying directly at school, so they had to study independently at home.

The researcher also analyzed the content of the Islamic Religious Education and Character Education textbook used by Mrs. Mayrizah Hamda, S. Pd., I. The analysis showed that the contents of the textbook did not fully cover all of the learning objectives stated in the syllabus used as a guideline for teaching Islamic Religious Education. In addition, the language used in the textbook was still too general, making it difficult for students to understand the learning materials.

Based on these conditions, the researcher believes that the school needs an alternative learning resource. This alternative learning resource is expected to provide additional materials that are not available in the existing textbook and can also be used when learning cannot be

conducted directly at school. Therefore, developing a learning module is considered an appropriate solution because it can help cover all the learning indicators stated in the syllabus and support the achievement of the learning objectives during the teaching and learning process.

This is one of the reasons why the researcher decided to develop a learning module. A module was chosen because the learning resources that can be used by teachers in the teaching and learning process (An dkk., 2023). That is developed systematically in printed form and designed according to the students' educational level and age (Zeng dkk., 2023). The researcher also considered the advantages of using a module as a teaching material. One of its advantages is practical and can be used not only during classroom learning but also for independent study at home (P. Wang & Ni, 2024). Students can study the module by themselves by following the instructions provided. Since every student has different learning abilities, some students can learn independently, while others learn better with their classmates (Choi dkk., 2023). In addition, the module provides practice exercises that help students evaluate their understanding of the learning materials and measure the knowledge they have gained after studying the module.

Referring to the constructivism approach, learning is the result of the learner's own construction as a result of their interaction with the learning environment (Liu dkk., 2021). It showed to enable students to explore knowledge they do not yet know, while simultaneously honing creativity in children's thinking activities (Yuan dkk., 2024). To create learning that can hone students' creativity, it is necessary to pay attention to the main components of the learning process, namely learning strategies and learning resources, etc.

One of the learning resources that can foster children's creativity is a module based on the Experiential Learning Cycle. This type of module is developed by implementing the stages of the Learning Cycle strategy (S. Wang dkk., 2025). Experiential Learning can be defined as a learning approach that is developed based on children's experiences. Meanwhile, the Learning Cycle is a child-centered learning process that emphasizes active participation throughout the learning stages. Therefore, the Experiential Learning Cycle refers to a comprehensive learning module developed from children's experiences and implemented through a series of learning phases centered on those experiences .

In the learning cycle approach, particularly the Learning Cycle model, there are several types of learning cycles, including the 3E, 5E, and 7E cycles (Iyenghar dkk., 2024). However, in this study, the researcher applies the Learning Cycle 5E model. The reason for choosing the 5E Learning Cycle instead of the 7E Learning Cycle is due to the limited time available for the research process. The Learning Cycle 5E consists of five stages: Engagement, Exploration, Explanation, Elaboration, and Evaluation. Meanwhile, the Learning Cycle 7E includes two additional stages, namely Elicit and Extend (Barcellona dkk., 2023). According to the researcher, the Engagement stage in the 5E Learning Cycle has already covered the aspects of the Elicit stage in the 7E Learning Cycle. The final stage of the 7E Learning Cycle, Extend, focuses on expanding and applying knowledge further .

The Experiential Learning Cycle-based learning module has several advantages. It encourages children to think carefully about the events they experience, allows them to use their existing concepts as a foundation for the learning process, and promotes active learning. Furthermore, children can obtain new information that is connected with their learning schemes and personal experiences (Geng dkk., 2025).

In addition, the researcher developed a module because one appropriate method for implementing independent learning is through the use of learning modules. The learning materials are already provided, allowing educators to focus on providing guidance and instructions to learners. The learning process using Experiential Learning Cycle (ELC)-based materials emphasizes children's experiences in their daily lives (Cassola dkk., 2022). Therefore, the researcher developed an Experiential Learning Cycle (ELC)-based module

carefully, so that the developed teaching material can be utilized effectively by children during the learning process.

The research conducted by Renner and Mark, the use of the Learning Cycle model in the learning process was found to improve children's learning achievement. In addition, children's skill development abilities also showed improvement (Adnan dkk., 2023). Based on these findings, they stated that the Learning Cycle is a natural approach for developing students' abilities to achieve the main goals of education by encouraging critical thinking about the concepts being learned.

Similarly, research conducted by Tantri Racmiati Utaraja on the development of a group-based Experiential Learning module for teaching descriptive text writing to junior high school students showed that the Experiential Learning module was highly effective based on the results of the conducted trials.

Furthermore, the reason the researcher chose the topic of understanding the wisdom of performing sunnah prayers in congregation (jama'ah) and individually (munfarid) is because the characteristics of this material are suitable for experiential learning. This means that the material can be taught based on children's experiences in their daily lives through examples that are relevant to their real situations. Based on this consideration, the researcher will implement an Experiential Learning Cycle-based learning module for the topic of sunnah prayers performed in congregation and individually.

The purpose of this implementation is to help students further develop their talents and interests in learning, encourage active participation during the learning process, and support positive changes in students' behavior and attitudes. These changes can be achieved by guiding students to believe, understand, and practice religious teachings. Based on this explanation, appropriate teaching materials are needed to support educators in conducting learning activities that can contribute to improving the quality of knowledge and education.

RESEARCH METHOD

The methods was used in this research is Research and Development (R&D). Research and Development is a research method used by researchers to produce a specific product and conduct trials to determine the effectiveness of the developed product (Sugiyono, 2007, p. 407). Meanwhile, Sukmadinata states that development research is a process or a series of steps taken to develop an existing product that can be scientifically and practically justified (Meza dkk., 2024). Meredith D. Gall, Joyce P. Gall, and Walter R. Borg, as explained by Fahyuni, describe development research as a process of analyzing students' needs in mastering learning materials and developing instructional materials that are validated by experts who are competent in the related field (Abackerli dkk., 2024).

This research aims to produce an Experiential Learning Cycle-based learning module as a learning medium or resource for the topic of the implementation of sunnah prayers performed in congregation (jama'ah) and individually (munfarid) at SMP N 1 Kapur IX. The development of the module is carried out through several systematic stages, beginning with a preliminary analysis of the learning needs and problems encountered by students and teachers (Fujii dkk., 2022). This stage is followed by the design and development of the initial module based on the Experiential Learning Cycle approach. The content of the module is arranged according to the learning objectives and competencies that students are expected to achieve (Song dkk., 2023). In addition, learning activities, examples, exercises, reflections, and evaluations are incorporated into the module to provide students with opportunities to understand and practice the material independently.

After the initial product has been developed, the learning module is subjected to an expert validation process. The validation aims to determine the quality and appropriateness of the module in terms of content, presentation, language, and learning media (Na dkk., 2022).

Suggestions and comments provided by the validators are used to improve the initial product. The revised module is then prepared for a limited trial involving students at SMP N 1 Kapur IX. During the trial, data are collected regarding students' responses, ease of use, understanding of the material, and the suitability of the module for supporting the learning process.

The final stage of the development process is the evaluation of the developed module based on the results of validation and field trials (Garg dkk., 2022). The data obtained from the research instruments are analyzed to determine the level of validity and practicality of the module. The results of the analysis are subsequently used to determine whether further revisions are required (Trichopoulos dkk., 2022). Through these stages, the research is expected to produce an Experiential Learning Cycle-based learning module that is not only theoretically appropriate but also practical and relevant for use in learning Islamic Religious Education, particularly on the material concerning sunnah prayers performed in congregation (jama'ah) and individually (munfarid).

RESULTS AND DISCUSSION

The needs analysis was conducted to obtain information about students' learning conditions, examine their characteristics, and identify their knowledge related to Islamic Religious Education and Character Education learning (Guo dkk., 2022). Specifically, this needs analysis was carried out to collect information related to the learning situations required by students. Students' conditions and characteristics are important considerations that need to be taken into account, including their basic abilities and the types of learning media preferred by students (Li dkk., 2022). The information for the student analysis was collected through interviews with the Islamic Religious Education and Character Education teacher of Grade VIII. Based on the interview results, it was found that the teacher had not yet used an Experiential Learning Cycle-based module in the learning process. This was because there was no available learning module based on the Experiential Learning Cycle. The learning resources commonly used were only textbooks and student worksheets (LKS).

The results of the analysis conducted on Eight grader students at SMP N 1 Kapur IX showed that students have different levels of abilities, which can be categorized into high, moderate, and low ability groups. In addition, students also have different learning styles, including visual, auditory, and kinesthetic learning styles. Based on the results of observations and interviews conducted by the researcher, it was found that not all students were focused and serious during the learning process. Some students were less engaged and did not fully participate in learning activities. This condition was caused by several factors, including the limited availability of printed learning materials that students could use for learning and the lack of other supporting learning media.

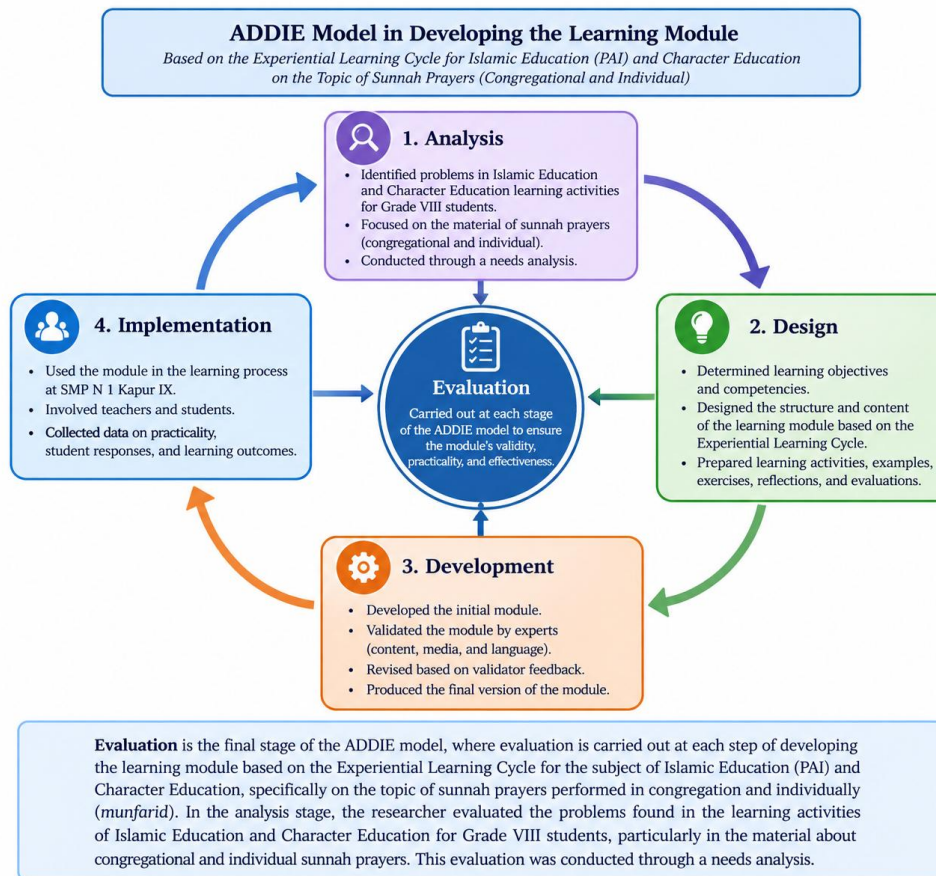


Figure 1. ADDIE Model in Developing the Learning Module

This research was conducted based on the development stages of the ADDIE development model proposed by Reiser and Molenda (1990). This development model consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation, which are used as a framework for designing the research process (Quinal dkk., 2025). After completing these stages, the results regarding the validity and practicality of the Experiential Learning Cycle-based learning module were obtained. The results of the research conducted are as follows: Analysis Stages

In addition, some students did not pay sufficient attention when the teacher was delivering the learning materials. Some students were less active during the learning process, and there was a lack of cooperation among several students because they tended to rely only on their classmates during classroom activities. This situation was observed during discussion sessions. The various obstacles encountered by students in the learning process present a challenge for teachers to develop and create learning media that can be used effectively by students. Such learning media should enable students to access and understand learning information independently, even when they are not directly interacting with the teacher.

Based on the considerations above, it can be concluded that students need a learning medium in the form of a learning book that can be used during the learning process, either through face-to-face learning or online learning from their respective homes. Students are also expected to use this learning medium appropriately and responsibly during the teaching and learning process. Therefore, an Experiential Learning Cycle-based learning module was developed as a learning medium that students can access even when they are not directly meeting with teachers at school. This module is one of the alternatives that can make the learning process more interesting and encourage students to actively participate. The development of this learning medium, particularly a module-based medium, aims to support

learning activities without neglecting the essential learning content that needs to be delivered.

Design Stages

This stage was conducted to produce a prototype of a learning medium in the form of an Experiential Learning Cycle module. This learning medium was designed by integrating the stages of the learning strategy. The developed prototype focuses on the material regarding the provisions of sunnah prayers performed in congregation (*jama'ah*) and individually (*munfarid*) based on Islamic teachings, which is taught in the second semester. This learning module contains teaching materials that are in accordance with the indicators previously analyzed. The results of the needs analysis of students and teachers, curriculum analysis, and concept analysis were used as guidelines in designing the Experiential Learning Cycle module.

After the product development stage, the Experiential Learning Cycle-based learning module that had been developed was first discussed with the academic supervisor (M. Cao dkk., 2023). This development stage aimed to produce a product that had been revised based on suggestions and feedback from experts and to determine the validity level of the Experiential Learning Cycle-based learning module in Islamic Religious Education and Character Education learning for Grade VIII students. The next step was the development stage, which was carried out through an assessment procedure. The assessment stage consisted of two processes: the validation stage and the practicality testing stage.

Based on the results of the RPP validation assessed by the validators, as presented in Table 4.6, it can be seen that the overall average validation result was 86%, which was categorized as Very Valid. The assessed aspects obtained the following average scores: curriculum suitability 83%, RPP format suitability 90%, formulation of learning indicators 88%, formulation of learning objectives 83%, organization of learning materials 78%, learning models/methods 98%, selection of learning resources/learning media 89%, learning steps 86%, assessment 85%, validity 85%, and writing techniques 88%.

Table 1. RPP Validation Results Was Based on Riduwan's Criteria

No.	Validation	Score
1	invalid	0%–20%
2	less valid	21%–40%
3	moderately valid	41%–60%
4	valid	61%–80%
5	very valid	81%–100%
Mean		100%

The categorization of the RPP validation results was based on Riduwan's criteria, where a percentage of 0%–20% is categorized as invalid, 21%–40% as less valid, 41%–60% as moderately valid, 61%–80% as valid, and 81%–100% as very valid. Based on the validation results assessed by the validators, it can be concluded that the developed RPP was valid. This indicates that the designed RPP was well-developed and could be used as a learning resource to support students in the learning process

The module that had been designed and discussed with the supervisor was then validated by three validators, consisting of two lecturers from IAIN Batusangkar and one Islamic Religious Education and Character Education teacher, namely Dr. Fadriati, M. Ag., Dr. Elda Herlina, M. Pd., and Mayrizah Hamda, S. Pd., I. After the validation process, the researcher conducted direct discussions with the validators regarding the validity of the designed prototype and requested suggestions for improving the prototype. The results of the validation of the Experiential Learning Cycle module assessed by the validators showed that the overall average validation score was 80.278%, which was categorized as valid. The assessed aspects obtained the following average scores: learning objectives 86.11%, learning materials 83.33%, accuracy of use 88.88%, module principles 83.33%, and module components 75%. The categorization of the validity results of the Experiential Learning Cycle module was based on

Riduwan's criteria, where a percentage of 0%–20% is categorized as invalid, 21%–40% as less valid, 41%–60% as moderately valid, 61%–80% as valid, and 81%–100% as very valid. Based on the validation results assessed by the validators, it can be concluded that the developed Experiential Learning Cycle module was valid. This indicates that the module was properly developed and can be used as a learning resource to support students in the teaching and learning process.

The practicality test was conducted to determine the practicality level of the developed Experiential Learning Cycle product. In this study, the practicality assessment was only carried out in terms of readability. The validated Experiential Learning Cycle learning module was then tested on a limited basis with Grade VIII students at SMP N 1 Kapur IX. After the Islamic Religious Education and Character Education teacher reviewed and used the Experiential Learning Cycle learning module, the teacher completed a questionnaire. The questionnaire was administered to determine the teacher's responses and opinions regarding the Experiential Learning Cycle learning module. The results of the practicality test instrument can be seen in the research instrument section.

The percentage of students' assessments of the Experiential Learning Cycle module for Islamic Religious Education (PAI) and Character Education ranged from 93.75% to 100%. Therefore, the Experiential Learning Cycle module obtained an average percentage score of 96%, which was categorized as highly practical. This finding is in accordance with Riduwan's criteria, which state that a percentage of 0%–20% is categorized as not practical, 21%–40% as less practical, 41%–60% as moderately practical, 61%–80% as practical, and 81%–100% as highly practical. Thus, it can be concluded that the designed module was categorized as highly practical, with a percentage score of 96%. This is because the module contains learning materials that are in accordance with the learning indicators, verses from the Qur'an, and Hadiths. In addition, the module is equipped with supportive images and colors, practice exercises, and answer keys that can motivate students to memorize learning materials. Furthermore, the module allows students to learn independently according to their individual abilities. At this stage, a practicality test was conducted to determine whether the newly developed media was practical for use. Therefore, a trial was carried out in class VIII of SMP N 1 Kapur IX on February 15, 2022. The results were obtained through observations and students' responses collected using a student response questionnaire.

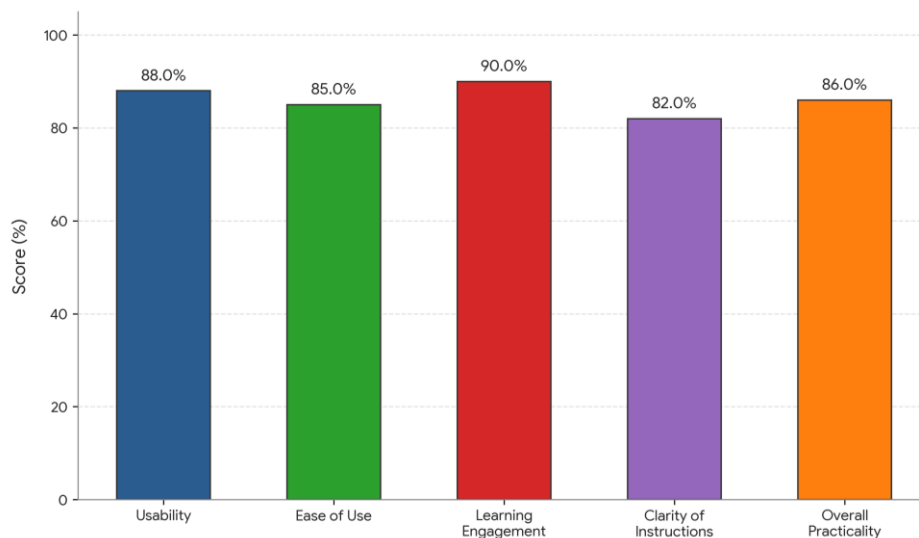


Figure 2. Practicality Test Result of the Experiential Learning Module

Several steps were carried out during the implementation stage. First, the researcher conducted a limited trial by implementing the Experiential Learning Cycle-based learning module in the classroom. After the trial was conducted, students were given a questionnaire to

determine the level of usability and the ease of use of the Experiential Learning Cycle-based learning module. The Experiential Learning Cycle-based learning module was considered practical if the results of the practicality test reached the good or practical category based on the predetermined criteria.

The observation was conducted to examine the use of the Experiential Learning Cycle-based learning module in Islamic Religious Education (PAI) and Character Education, specifically on the topics of Sunnah prayers performed in congregation and individually (munfarid). The implementation of this learning module helped students understand the materials delivered by the teacher more easily. This can be seen from the results of students' daily assessments, where the average scores were high. Approximately 18 students achieved scores above the Minimum Completeness Criteria (KKM), while around 2 students had not yet reached the KKM after the implementation of the Experiential Learning Cycle-based module.

The interview was conducted to determine the teacher's opinion regarding the Experiential Learning Cycle-based learning module for Islamic Religious Education (PAI) and Character Education. After conducting an interview with the PAI and Character Education teacher of class VIII at SMP N 1 Kapur IX on February 15, 2022, the results showed that, according to the teacher, the module was clear and appropriate. The presented module was in accordance with the Basic Competencies (KD) and learning indicators being studied. In addition, the materials presented in the module were clear and easy for students to understand.

The student response questionnaire was validated by three validators. The overall results of the questionnaire validation can be seen in the table below. Based on the validation results of the student response questionnaire assessed by the validators, as presented in Table 4.7, it was found that the overall average validation score was 83.75%, which was categorized as highly valid. Based on the evaluated aspects, the average scores obtained were as follows: the questionnaire format meeting the standard requirements of questionnaire writing was 81.67%, grammatical accuracy was 81.25%, simplicity of sentence structure was 75%, statements in the questionnaire being easy to measure was 81.25%, module appearance being attractive was 87.5%, instructions in the module being clear and easy to understand was 81.25%, the language used in the module being easy to understand was 87.5%, the module helping students understand the learning materials was 87.5%, and the module increasing students' motivation was 93.75%. The categorization of the validity results of the Experiential Learning Cycle module was based on Riduwan's criteria, in which a percentage of 0%–20% is categorized as invalid, 21%–40% as less valid, 41%–60% as moderately valid, 61%–80% as valid, and 81%–100% as highly valid.

Evaluation is the final stage of the ADDIE model, where evaluation is carried out at each step of developing the learning module based on the Experiential Learning Cycle for the subject of Islamic Education (PAI) and Character Education, specifically on the topic of sunnah prayers performed in congregation and individually (munfarid). In the analysis stage, the researcher evaluated the problems found in the learning activities of Islamic Education and Character Education for Grade VIII students, particularly in the material about congregational and individual sunnah prayers. This evaluation was conducted through a needs analysis.

The learning module based on the Experiential Learning Cycle was validated by four validators and obtained a very valid result with a percentage of 86%. Therefore, it can be stated that the designed module is in accordance with the 2013 Curriculum. The developed module can support students' conceptual understanding because it is presented in a simple form and is equipped with illustrations that are easy for students to understand and learn independently or in groups. Thus, students can complete the learning process at their own pace according to their individual learning styles. The module is also considered an easy-to-understand learning resource because it contains clear identification, detailed main material explanations, and instructions that are easy for students to follow (Phukan dkk., 2024). In addition, the module has an attractive appearance and presents learning materials that are in accordance with the

learning indicators. It is also equipped with quizzes related to the rules and provisions of sunnah prayers performed in congregation and individually (*munfarid*).

The practicality results of the learning module based on the Experiential Learning Cycle that was designed and used by students were categorized as very practical and were able to motivate students to actively participate in learning (Ahammad dkk., 2024). This can be seen when students answered the quiz questions, where the answers could be directly viewed after they responded to each question. When students answered incorrectly, they were immediately motivated to ask about the location of their mistakes and provide explanations to the teacher regarding their understanding after observing and studying the material presented in the learning module (T. Cao dkk., 2025). The presence of example questions in the learning module based on the Experiential Learning Cycle became an added value to the developed module because it could motivate students to ask questions, discuss, and review the material provided in the module. Furthermore, this was also proven by the improvement in students' learning outcomes after studying the module, as shown by the increased scores from the evaluation tests. This indicates that the module encouraged students to become more active and interactive during the learning process.

Developed product in the form of a learning module based on the Experiential Learning Cycle on the implementation of sunnah prayers performed in congregation and individually (*munfarid*) according to Islamic law was categorized as very valid and very practical (Pokhrel dkk., 2024). These results were obtained through validation and practicality tests. The validity of this learning media was determined through the validation process of the Experiential Learning Cycle-based module on the material of sunnah prayers performed in congregation and individually according to Islamic law. The validation was carried out by three validators, and the results were obtained from the validation process. Each validator completed the provided validation sheet, which contained several aspects to be assessed, including content feasibility, presentation feasibility, and language feasibility. The average assessment results from the three validators showed that the content feasibility aspect obtained a percentage of 95%, the presentation feasibility aspect obtained 83.33%, and the language feasibility aspect obtained 88.88%.

Based on the results of the student response questionnaire, it was found that the learning module based on the Experiential Learning Cycle that had been designed for the material on the provisions of dressing according to Islamic law obtained an average percentage of 88.88%, which was categorized as very practical. Based on the data analysis that has been conducted, it can be stated that the quality of the learning module based on the Experiential Learning Cycle for the subject of Islamic Education (PAI) and Character Education on the material of sunnah prayers performed in congregation and individually (*munfarid*) is valid and practical. This is because the percentage of validity has met the required criteria, with the average score and practicality percentage also fulfilling the criteria. The learning module based on the Experiential Learning Cycle for Islamic Education (PAI) on the material of sunnah prayers performed in congregation and individually (*munfarid*), which has been declared valid and practical, can be used by teachers as one of the learning media and as a guide in implementing Islamic Education.

CONCLUSION

Teachers and students need a supportive learning module to achieve an effective learning process and accommodate students' learning pace. The module can be used in the teaching and learning process both in face-to-face and non-face-to-face learning activities. The learning module based on the Experiential Learning Cycle was designed using the Experiential Learning Cycle strategy and was equipped with examples and illustrations. The learning module based on the Experiential Learning Cycle was designed using the Experiential

Learning Cycle strategy on the material of sunnah prayers performed in congregation and individually (munfarid) according to Islamic law. The module was declared very valid, so it can be recommended for use in the Islamic Education (PAI) learning process, both in face-to-face and non-face-to-face learning activities. The learning module based on the Experiential Learning Cycle was designed using the Experiential Learning Cycle strategy in Islamic Education learning. The module is very practical to use in the learning process for the material on the provisions of sunnah prayers performed in congregation and individually (munfarid) according to Islamic law.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used Grammarly to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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