



DEVELOPMENT OF CO-CURRICULAR MODULES BASED ON THE LOVE CURRICULUM IN MADRASAH ALIYAH

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Abstract:

Curriculum Love Based is curriculum initiated by the Ministry of Religion and started implemented in madrasas at the end of 2025. Implementation of KBC can done in activity Intracurricular, co-curricular and extracurricular activities. Facts on the ground show that implementation activity Co-curricular activities in various Madrasah Aliyah are still face a number of constraint Because absence existence module. Because of this that madrasah requires guidelines systematic operations so that its implementation in harmony with objective curriculum Love-based. Research objectives This is to 1) develop module co-curricular 2) feasibility and practicality research module This is Research and Development (R & D) research with the ADDIE model development model. Subject in study This is madrasah principal and staff educators at the Kapuas Regency Islamic Senior High School. Research results This show that 1) The products produced is module co-curricular use curriculum based Love with theme Humanist Madrasah: Caring Fellow, Caring Environment with allocation 16 JP time using 3 panca love and 6 Dimensions Profile graduate (DPL). module Co-curricular activities are very much needed in madrasas for support implementation curriculum based love 2) Developed module based on expert material get score 91% or very worthy and from media experts get score 86% with very worthy category. Meanwhile For 89% practicality with very practical category.

Keywords: *Co-curricular Modules, Curriculum Based on Love*

INTRODUCTION

Curriculum based Love is draft curriculum that emphasizes to mark love in it (Ministry of Religion of the Republic of Indonesia). Since launched his curriculum In 2025, several madrasas began implement it at the beginning 2026. KBC aims build participant humanist, nationalist, naturalist, religious and tolerant education so that the learning process No only emphasize achievement competence cognitive, but also formational character and well-being social-emotional participant educate. WHO highlights that support to emotional and loving Darling in the environment education can prevent mental disorders in children (Syah, 2025, p. 2859).

Madrasah as institution Islamic education has not quite enough more answers big Because besides develop competence intellectual, also on duty form participant Educate those who are faithful, pious, have good morals noble, moderate, and capable life side by side in pluralistic society (Maharani, 2025, p. 105). Because that, the educational process in madrasas must be implemented in a way holistic through integration activity intracurricular, co-curricular, and extracurricular so that all over potential participant educate develop optimally.

Success implementation Curriculum Love Based is highly dependent on availability device capable learning integrate values Love to in activity study . One of the devices that have role important is module co- curricular activities co-curricular is an integral part of functioning curriculum strengthen , deepen , integrate , and expand achievements learning through experience contextual learning (Shilviana , 2020, p. 162) . In Madrasah Aliyah, the activities co-curricular can become an effective media For implant values religious , leadership , collaboration , caring social , conservation environment , as well as strengthening moderation religious through learning based experience (experiential learning). However Thus , the implementation activity co-curricular Still need guidelines systematic operations so that its implementation in harmony with objective Curriculum Based on Love.

Facts on the ground show that implementation activity Co-curricular activities in various Madrasah Aliyah are still face a number of constraints . Activities co-curricular often implemented in a way incidental , not yet structured in form module learning , and not yet own indicator clear success . Teachers generally develop activity based on their respective experiences so quality implementation different between madrasahs. In addition , the values the character that becomes soul Curriculum Love Based yet integrated in a way systematic in planning , implementation , and evaluation activity co-curricular . Conditions the cause activity co-curricular Not yet fully capable support formation character participant educate optimally .

On the other hand , various study for five years final show that use module developed learning in a way systematic capable increase effectiveness learning , strengthening independence Study participant educate (April , 2025, p. 326) . In addition , it can also increase motivation , as well as make it easier for teachers to managing the learning process (Izzati , 2025, p. 350) . Research results development device learning also shows that compiled modules based on need participant education and characteristics curriculum capable increase quality implementation learning at a time strengthen achievement competence attitudes , knowledge , and skills . In addition , development device learning based need participant educate proven give experience learn more meaningful and enhancing involvement participant educate in the learning process .

Although study about development module learning has develop Enough rapid , studies that are special develop module Madrasah Aliyah- based co-curricular activities Curriculum Love Based is still very limited . Most of study more focused on development module intracurricular , digital learning media, as well as teaching- based tools Independent Curriculum . In fact , the implementation Curriculum Based on Love as policy The Ministry of Religion just needs it device learning that can be implemented in a way practical by teachers, especially in activity co-curricular activities that become vehicle internalization values Love through experience real participant education . Gap the show existence need research that produces product in the form of module valid, practical and effective co-curricular For support implementation Curriculum Love- Based in Madrasah Aliyah.

Based on results interview with head madrasah and also manpower educator obtained information that the madrasa has implement curriculum based Love during one semester. However For implementation in activities co-curricular , madrasah not yet Can maximum . Because it is still Not yet get training and also not yet own module activity co-curricular . Meanwhile, in the implementation carried out , the curriculum based Love must implemented in

activities intracurricular and also co-curricular . So that the madrasah really needs it module co-curricular For maximize implementation curriculum based love in madrasah.

Based on description said , research about development module Madrasah Aliyah co-curricular activities use Curriculum Based on Love to be important For done . So that novelty from study This is later will availability module co-curricular based love in Madrasah Aliyah. Research This expected produce modules that meet aspect validity content and practicality use so that can become guidelines for teachers in organize activity co-curricular . In addition , the results study This expected give contribution to development device learning in madrasahs, strengthening implementation policy Curriculum Based on Love, and support realization excellent graduates of Madrasah Aliyah in a way academic , moral noble , have concern social , love environment , love homeland , and ready face challenge global life.

RESEARCH METHODS

Study This use method Research and Development (R&D) with the ADDIE model which includes stage analysis , design , development , implementation , and evaluation . Instruments data collection using 3 instruments that is interviews , documentation and questionnaires . Subjects study This is madrasah principal and staff educators at the Kapuas Regency Islamic Senior High School . The data validity technique used is validation expert materials and validation media expert . Data analysis techniques used is with use qualitative data analysis and quantitative data analysis.

RESULTS AND DISCUSSION

Co-curricular Module Development Based Love Curriculum at Madrasah Aliyah

Research purposes This is For produce product in the form of module co-curricular based curriculum love at Madrasah Aliyah. Development module using the ADDIE development model which includes stage analysis , design , development , implementation , and evaluation .

Stage First is stage analysis , at the stage This divided become four stages that is analysis curriculum , analysis material , analysis needs and analysis characteristics . Analysis curriculum show that the Darussalam Islamic High School has implement curriculum based love . As for the results analysis material show that material appropriate activities at the time this is in madrasah about concern environment . Meanwhile results analysis need show that at the time This is Darussalam Islamic High School, not own module co-curricular as reference in implementation activities . Meanwhile analysis characteristics done with analyze characteristics of teachers, students and characteristics madrasah environment . Teacher characteristics show that the teacher will the more active give learning co-curricular during There is modules that can made into guidelines so that activity more directed . Characteristics student show that student like activities based on experience and practice real , whereas analysis environment show that environment in the madrasa own a large yard and fertile land , but you have n't well maintained . Analysis characteristics This show that module must developed with notice meaningful activities so that felt directly by students .

Stage second that is stage design , in the stage This compiler make draft module in form flowchart and storyboard . Flowcharts are used as instruction chart channel manufacturing product . while Storyboard is compiler graph .

Creation flowchart and storyboard used For reference compiler in stage development . Stage development is stage manufacturing module . Module is created in accordance with draft module in the form of flowchart and storyboard that have been made . After finished , module validated by two validators, namely a media expert validator and a data expert validator material .

Stage implementation is trial phase module co-curricular based curriculum love at Madrasah Aliyah. Stages This done with objective know teacher's response to practicality module . The following is results product.



Co-curricular Module Image cover section , identity modules , and results analysis madarash .



Co-curricular Module Image part dimensions profile graduates , topics five lovemodule , and form activity .



Co-curricular Module Image part objective activity co-curricular , allocation time and design activities .

Eligibility of Co-curricular Modules Based Love Curriculum at Madrasah Aliyah

Validation media experts are carried out twice with using 12 aspect. Assessment results from media experts get score 79.16% with category worthy.

Table 4.1 Results of Media Expert Validation Before Repair

Indicator Evaluation	Item Evaluation	Mark	
		Score	Criteria
a. Appearance module (design)	1. Accuracy in choose the front and back cover (<i>background</i>) book .	3	Agree
	2. Compliance election color book .	4	Strongly agree
	3. Accuracy in put picture .	3	Agree
	4. Accuracy in choose picture .	3	Agree
b. Writing (text)	1. Accuracy in choose type of letter font .	3	Agree
	2. Compliance choose size letter .	3	Agree
	3. Accuracy in choose color letter .	3	Agree
	4. The letters used easy readable and simple .	4	Strongly agree
c. Presentation book enrichment	1. Systematics presentation module clear	3	Agree
	2. Order presentation logical	3	Agree
	3. Every part module each other related	3	Agree
	4. The module makes it easier for teachers to carry out co-curricular	3	Agree
Total Score		38	
Maximum Score		48	
Percentage (%)		$P = \frac{38}{48} \times 100\%$ $= 79.16\%$	
Criteria		Worthy	

Furthermore researchers do repair in accordance comments /suggestions provided by expert media validators .

Table 4.2 Results of Media Expert Validation After Repair

Indicat or Evaluati on	Item Evaluation	Mark	
		Score	Crite ria
a. Appearance module (design)	1. Accuracy in choose the front and back cover (<i>background</i>) book .	3	Agree
	2. Compliance election color book .	4	Stron gly agree
	3. Accuracy in put picture .	3	Agree
	4. Accuracy in choose picture .	3	Agree
b.	5. Accuracy in choose type of letter font .	3	Agree

Indicat or Evaluati on	Item Evaluation	Mark	
		Score	Criteria
Writing (text)	6. Compliance choose size letter .	3	Agree
	7. Accuracy in choose color letter .	3	Agree
	8. The letters used easy readable and simple .	4	Strongly agree
c. Presentation book enrichment	9. Systematics presentation module clear	4	Strongly agree
	10. rder presentation logical	4	Strongly agree
	11. Every part module each other related	4	Strongly agree
	12. The module makes it easier for teachers to carry out co-curricular	3	Agree
Total Score		41	
Maximum Score		48	
Percentage (%)		$P = \frac{41}{48} \times 100\% = 85.41\%$	
Criteria		Very Worthy	

After done improvements , on validation second media experts provide assessment of 85.41% with very worthy category so that module co-curricular based curriculum Love can used without revision.

Furthermore validation expert material . The developed module validated by experts material twice . On validation First expert material give evaluation from 14 aspects with very worthy category.

Table 4.3 Results of Validation by Material Experts Before Repair

Indicator Evaluation	Item Evaluation	Mark	
		Score	Criteria
a. Module Compatibility with Curriculum Based on Love	1. Appropriate module with objective Curriculum Based on Love	3	Agree
	2. Integrating module values Five Loves	3	Agree
	3. Pushing material internalization mark love love , empathy , and concern	3	Agree
b. Compliance Dimensions Profile Graduate of in learning	4. Listing Module DPL aspects	4	Strongly agree
	5. Develop Module DPL aspects	3	Agree
c. Clarity material	6. Appropriate material with achievements learning	3	Agree

Indicator Evaluation	Item Evaluation	Mark	
		Score	Criteria
	7. Appropriate material with objective co-curricular	4	Strongly agree
	8. Contextual material with life participant educate .	3	Agree
	9. Activity in accordance objective co-curricular	4	Strongly agree
d. Aspect Activity Co-curricular	10. Activity based experience (<i>experiential learning</i>)	3	Agree
	11. Activity develop ability solution problem	4	Strongly agree
	12. Assessment in accordance objective co-curricular	4	Strongly agree
e. Aspect Assessment Co-curricular	13. Assessment measure attitudes , knowledge , and skills	3	Agree
	14. Assessment rubric clear	3	Agree
Total Score		47	
Maximum Score		56	
Percentage %		$P = \frac{47}{56} \times 100\% = 83.92\%$	
Criteria		Very Worthy	

Furthermore researchers do repair in accordance comments /suggestions provided by expert validators material .

Table 4.4 Results of Material Expert Validation After Repair

Indicator Evaluation	Item Evaluation	Mark	
		Score	Criteria
a. Module Compatibility with Curriculum Based on Love	1. Appropriate module with objective Curriculum Based on Love	4	Strongly agree
	2. Integrating module values Five Loves	3	Agree
	3. Pushing material internalization mark love love , empathy , and concern	4	Strongly agree
b. Compliance Dimensions Profile Graduate of in learning	4. Listing Module DPL aspects	4	Strongly agree
	5. Develop Module DPL aspects	4	Strongly agree
c. Clarity material	6. Appropriate material with achievements learning	3	Agree
	7. Appropriate material with objective co-curricular	4	Strongly agree
	8. Contextual material with life participant educate .	3	Agree
d. Aspect Activity Co-curricular	9. Activity in accordance objective co-curricular	4	Strongly agree

Indicator Evaluation	Item Evaluation	Mark	
		Score	Criteria
e. Aspect Assessment Co-curricular	10. Activity based experience (<i>experiential learning</i>)	4	Strongly agree
	11. Activity develop ability solution problem	4	Strongly agree
	12. Assessment in accordance objective co-curricular	4	Strongly agree
	13. Assessment measure attitudes , knowledge , and skills	3	Agree
	14. Assessment rubric clear	3	Agree
Total Score		51	
Maximum Score		56	
Percentage %		$P = \frac{51}{56} \times 100\%$ $= 91.07\%$	
Criteria		Very Worthy	

Based on assessment on validation secondly , given by subject matter experts , co -curricular modules get score 91.07% or very worthy .

Temporary For practicality module co-curricular , researchers spread questionnaire to teachers after the trial . Questionnaire results practicality get score 89 with very practical category .

DISCUSSION

Co-curricular Module Development Based Love Curriculum at Madrasah Aliyah

Research purposes This is For produce product in the form of module co-curricular based curriculum love at Madrasah Aliyah. Development module using the ADDIE development model which includes stage analysis , design , development , implementation , and evaluation . According to Rohaeni (2020), “The ADDIE model is considered more complete and rational . This model can used For develop various type products , including models, strategies, methods , media, and materials lessons ” (Rohaeni, 2020) . This reinforced by research previous ones that used the ADDIE model such as Elfa Fitria's research (2021) which shows that the ADDIE model is effective used in development teaching materials / modules and produce product with “very worthy ” category . Co-curricular modules This This made based on with analysis teacher and student needs in the process of implementing KBC in madrasas, this This in accordance with theory that teaching materials / modules must customized with need students so that learning more effective and meaningful (Supardi, 2020, p. 16-19).

Stage First is stage analysis , at the stage This divided become four stages that is analysis curriculum , analysis material , analysis needs and analysis characteristics . Analysis curriculum show that the Darussalam Islamic High School has implement curriculum based love . As for the results analysis material show that material appropriate activities at the time this is in madrasah about concern environment . Meanwhile results analysis need show that at the time This is Darussalam Islamic High School, not own module co-curricular as

reference in implementation activities . Meanwhile analysis characteristics done with analyze characteristics of teachers, students and characteristics madrasah environment . Teacher characteristics show that the teacher will the more active give learning co-curricular during There is modules that can made into guidelines so that activity more directed . Characteristics student show that student like activities based on experience and practice real , whereas analysis environment show that environment in the madrasa own Luscious yard and fertile land , Nanmu not yet well maintained . Analysis characteristics This show that module must developed with notice meaningful activities so that felt directly by students . This is in line with draft education based culture that states that wisdom local can increase meaningfulness learning Because related direct with life students (Putri et al., 2022, p. 106-107).

Stage second that is stage design , in the stage This compiler make draft module in form flowchart and storyboard . Flowcharts are used as instruction chart channel manufacturing product (Syabrina & Sulistyowati, 2020, p. 28) , whereas Storyboard is compiler chart like a group illustration or the image displayed in a way sequentially or order of media to be developed (Kunto et al., 2021, p. 111) . Making flowchart and storyboard used For reference compiler in stage development .

Stage development is stage manufacturing book enrichment based wisdom local . Book made in accordance with draft book in the form of flowchart and storyboard that have been made . After finished , book will validated by two validators, namely a media expert validator and a data expert validator material .

Stage implementation is trial phase module co-curricular based curriculum love at Madrasah Aliyah. Stages This done with objective know teacher's response to practicality module . The following is results product the .

Eligibility of Co-curricular Modules based curriculum love at Madrasah Aliyah

Co-curricular modules based curriculum love at Madrasah Aliyah developed Then validated by two validators, namely expert media and expert material . Good module must fulfil aspect eligibility content and presentation so that it can used optimally in learning (Norliana et al., 2023, p. 128).

Media validation was carried out twice by media experts with using 12 aspects . Assessment results from media experts get score 79.16% with category worthy . Next researchers do repair in accordance comments /suggestions provided by expert media validators . After done improvements , on validation second media experts provide assessment of 85.41% with very worthy category so that module co-curricular based curriculum Love can used without revision . Next validation expert material . Developed modules validated by experts material twice . On validation First expert material give evaluation from 14 aspects with very worthy category . Next researchers do repair in accordance comments /suggestions provided by expert validators material . Based on assessment on validation secondly , given by subject matter experts , co -curricular modules get score of 91.07% or very worthy . Meanwhile For practicality module co-curricular , researchers spread questionnaire to teachers after the trial . Questionnaire results practicality get score 89 with very practical category .

CONCLUSION

Products that have been developed in the form of module co-curricular based curriculum love at Madrasah Aliyah is stated worthy For used after get validation by two validators, namely media experts and experts material . So that module can used as guidelines implementation activity co-curricular activities at Madrasah Aliyah.

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