QUALITY OF INTEGRATED MATHEMATICS LEARNING MODULE OF ISLAMIC VALUES AND LOCAL WISDOM IN BANGUN DATAR FOR CLASS IV PRIMARY EDUCATION

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Abstract
The problem that students often face so far is that it is difficult to understand square, rectangle, and triangle material and teachers rarely provide examples with objects that are close to students' daily lives. Therefore, this article wants to raise the value of Acehnese local wisdom, which does contain Islamic values. This article aims to determine the quality of mathematics learning modules integrated with Islamic values and local wisdom on flat shapes for grade IV students at MIN Lhokseumawe City based on aspects of validity and practicality. The type of research used is *Research and Development* (R&D). The preparation of this mathematics learning module was developed using the ADDIE model which consists of 5 main stages, namely *Analysis*, *Design*, *Development*, *Implementation*, and *Evaluation*. This module was tested for validity by six expert validators, namely 4 material validators and 2 media validators. The results of the validity of the material and media validator, namely 92.1%, are included in the very valid category and can be used without revision. While the results of the practicality of the module were obtained from the responses of students from MIN 1, 2, 3, 4 and 5 in the city of Lhokseumawe with a percentage of feasibility and practicality of 96.9% with very feasible and very practical criteria. This makes the integrated mathematics learning module with Islamic values and local wisdom for grade IV students at MIN Lhokseumawe City have good quality. The implication of this research is that the existence of an integrated mathematics learning module with Islamic values and local wisdom will enrich teaching materials for students so that educators are expected to develop a better and better quality integrated mathematics learning module with Islamic values and local wisdom.

Keywords*:* Module Development, Bangun Flat, Integrated Islamic Values and Local Wisdom.

INTRODUCTION

A good learning process, students should have a foundation of critical thinking, as the basis of the knowledge being studied. In addition, it must fulfill diverse thinking insights in understanding concepts, for example referring to something close to students such as aspects of local wisdom where students live. This is to describe a scientific concept map, which aims at achieving effective and efficient understanding and learning outcomes. However, on a different side, the learning process is

subject-oriented and *centralistic in management.* This situation causes students to isolate themselves from the source of essential knowledge and away from the local wisdom of the region. As a result, in the future, students will not be able to connect what they learn with scientific sources, local culture, and use in real life as a complete integration.

Teaching mathematics should be related to reality, which is close to students and relevant to people's lives so that it has human values. Mathematical material can be transmitted as a human activity, however, the mathematical concepts that are taught, are felt far from the daily lives of students today.[1] Likewise in learning mathematics which requires a presentation that is valid, clear, object-oriented in the environment around students, and presented in an attractive manner. Mathematics is very closely related to everyday life and objects around students. Mathematical material must be transmitted as a human activity.[2]

This atmosphere can facilitate students' understanding of mathematical concepts and pick good character values in them as teachings from Allah, so that students increase their faith in Allah SWT. That is, the development of cultural education and character is very strategic for the continuation and excellence of the nation in the future.[3] This is in line with the grand design of national education, which contains thought processes that require students to be smart, to cultivate the heart that creates honest and honest young people. have a high responsibility, then do sports or kinesthetics, namely students look clean, healthy, and attractive and if they have taste and initiative, namely students have a sense of care.[4]

On the other hand aims to break the assumption that mathematics is a lesson which is difficult to learn and scary for students, giving rise to a lazy attitude towards learning, less attractive and a heavy burden for students.[5] This is one of the problems in learning mathematics so that students think that mathematics is scary, boring, and confusing, so that the material presented by the teacher does not attract students' interest in learning. [6]

This is also one of the problems in learning mathematics, in addition to the low or lack of student interest in mathematics. Interest in learning mathematics can be interpreted as full self involvement in doing math learning activities both at home, at school, and in the community. Namely, cultural factors, education system, assessment system, parents or family, nature of the field of study, and teacher factors.[7]

Each student has different abilities in mastering mathematical concepts, so it is very influential on the ability to solve mathematical problems or problems. Most students still think that mathematics is considered difficult so it is less interesting[8] This can be because the concepts in

[1] Intan Aulia Rakhmawati and Nugrahaning Nisa Alifia, "Kearifan Lokal Dalam Pembelajaran Matematika Sebagai Penguat Karakter Siswa," *Jurnal Elektronik Pembelajaran Matematika* 5, no. 2 (2018): 186–96.
[2] Rakhmawati and Alifia.
[3] Kasinyo Harto, "Developing Character Internalization Model in Islamic Education Through Value Clarification Technique," no. 0711 (n.d.).
[4] Muhammad Isnaini, "ISLAM," n.d., 445–50; Hamdi Abdul Karim, "Pendidikan Karakter Di Madrasah Ibtidaiyah," n.d., 45–56.
[5] Rakhmawati and Alifia, "Kearifan Lokal Dalam Pembelajaran Matematika Sebagai Penguat Karakter Siswa"; A Wulandari, O Juarsa, and ..., "Pengembangan RPP Inovatif Abad 21 Pada Pembelajaran Tematik Di Kelas IV SD Negeri Kota Bengkulu," *JURIDIKDAS: Jurnal Riset …* 3, no. 3 (2020): 362–72, https://ejournal.unib.ac.id/index.php/juridikdasunib/article/view/14566.
[6] Wulandari, Juarsa, and ..., "Pengembangan RPP Inovatif Abad 21 Pada Pembelajaran Tematik Di Kelas IV SD Negeri Kota Bengkulu."
[7] Sukasno, "Problematika Pembelajaran Matematika Di Sd," *Jurnal Perspektif Pendidikan* 5, no. 1 (2012): 107–14.
[8] Kamid Kamid et al., "A Study of Problem Based Learning and Mathematics Process Skills in Elementary School," *Jurnal Ilmiah Sekolah Dasar* 5, no. 2 (2021): 359, https://doi.org/10.23887/jisd.v5i2.37157; Dwi Sulistyani, Ervina Eka Subekti, and M.Yusuf Setia Wardana, "Students' Learning Difficulties Review from Mathematics Problem-Solving

mathematics are abstract, so teachers have difficulty in implanting the mathematical concepts themselves.[9]

Learning mathematics in elementary schools is very important for children, because the knowledge they get at this level will be very important. affect the next level.[10] Therefore, students must be educated at this time according to their development, so that they can achieve success in the future. Ratna Megawangi who showed that 13 aspects support a person's success in the world of work, 10 of them or 80% are aspects of one's character and the rest are aspects of intelligence.[11]

Mathematics actually has a big influence in human life. This is because every mathematical material taught shows aspects that contain "*value*" in everyday life[12] Therefore, in learning mathematics, students should learn to reason, not memorize. It feels strange if math lessons are given by teachers who lecture in front of the class or "talk" with the blackboard, while students only take notes and then memorize them.

Learning mathematics should be an active process such as investigating, justifying, describing, constructing, using, explaining, developing and predicting, and carried out to involve physically and mentally actively in learning mathematics. This situation makes teachers need to create and facilitate learning environments in order to encourage children to investigate, develop, discuss, test and apply concepts in mathematics.[13] Every math problem requires reasoning ability and to train students' reasoning ability can be done by giving questions designed to make students accustomed to solving questions.[14]

The teacher is the key in efforts to make problem solving activities a habit.[15] To carry out problem solving activities in mathematics classes, teachers must also have good problem solving skills[16] On the other hand,must be possessed by every student to get used to facing various problems, both problems in mathematics, as well as problems that exist in other subjects as well as problems in

Ability in Third-Grade Elementary School," *Indonesian Journal Of Educational Research and Review* 4, no. 2 (2021): 345, https://doi.org/10.23887/ijerr.v4i2.30310.

[9] Hasratuddin, "Permasalahan Pembelajaran Matematika Sekolah Dan Alternatif Pemecahannya," *Pythagoras : Jurnal Pendidikan Matematika* 4, no. 1 (2008): 67–73.

[10] Kristina Gita Permatasari, "Problematika Pembelajaran Matematika Di Sekolah Dasar/ Madrasah Ibtidaiyah," *Jurnal Ilmiah Pedagogy* 17, no. 1 (2021): 68–84, http://www.jurnal.staimuhblora.ac.id/index.php/pedagogy/article/view/96.

[11] Herry Fitriyadi, "Integrasi Teknologi Informasi Komunikasi Dalam Pendidikan : Potensi Manfaat , Masyarakat Berbasis Pengetahuan , Pendidikan Nilai , Strategi Implementasi Dan Pengembangan Profesional," *Pendidikan Teknologi Kejuruan* 21, no. 3 (2013): 269–84; Sukring, "Pendidik Dalam Pengembangan Kecerdasan Peserta Didik (Analisis Perspektif Pendidikan Islam)," *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah* 01, no. 1 (2016): 69–80.

[12] Nunuk Sulistyanigrum Suprapto, "ISSN 2615-3939 IAIN Kudus Http://Journal.Stainkudus.Ac.Id/Index.Php/Jmtk," *Jurnal Pendidikan Matematika* 2, no. 2 (2019).

[13] Hasratuddin, "Permasalahan Pembelajaran Matematika Sekolah Dan Alternatif Pemecahannya."

[14] Nur Rahmi Rizqi and Edy Surya, "An Analysis of Students' Mathematical Reasoning Ability In VIII Grade of Sabilina Tembung Junior High School," *International Journal of Advance Research and Innovative Ideas in Education (IJARIIE)* 3, no. 2 (2017): 3527–33; Ali Muhtadi, Gamar Assagaf, and Julham Hukom, "Self-Efficacy and Students' Mathematics Learning Ability in Indonesia: A Meta Analysis Study," *International Journal of Instruction* 15, no. 3 (2022): 1131–46, https://doi.org/10.29333/iji.2022.15360a.

[15] Suriana, *Strategi Pembinaan Karakter Rabbani Dalam Al-Qur'an Melalui Metode Hikmah*, I (Banda Aceh: Bravo Datussalam, 2019); Fadhlina Harisnur and Suriana, "Pendekatan, Strategi, Metode Dan Teknik Dalam Pembelajaran PAI Di Sekolah Dasar," *Genderang Asa: Journal of Primary Education* 3, no. 1 (2022): 20–31, https://doi.org/10.47766/ga.v3i1.440.

[16] Mohammad Archi Maulyda et al., "Problem-Solving Ability of Primary School Teachers Based on Polya's Method in Mataram City," *Pythagoras: Jurnal Pendidikan Matematika* 14, no. 2 (2019): 139–49, https://doi.org/10.21831/pg.v14i2.28686.

everyday life.[17] Children develop their cognitive and language skills through problem solving. For example, learning to make connections between things (how things are similar), or classification, is an important ability in cognitive development.[18] The importance of classifying mathematics for students is that students use categories to expand their knowledge.[19] It also remembers that in the second seven years (up to the age of fourteen) children enter the age of *tamyiz* (able to distinguish good and bad deeds), and can obey orders correctly and sincerely.[20]

Thus, mathematics can be taught beautifully. in an interesting way using concrete examples that are close to students' daily lives, and contain the values of local wisdom. For this reason, this paper tries to produce a module that is interesting, beautiful, easy for students to understand, contains examples of local wisdom that will automatically be preserved in the body of the next generation. Mathematics must be related to reality, be close to students and relevant to people's lives in order to have human values. In addition, another combination is to integrate this module with Islamic values[21] that are included in the values of Aceh's local wisdom.

This Islamic values-integrated math learning module is a math learning module developed through the presentation of concepts and practical problems that can stimulate learning activities. Islamic values are also related to character values. This is due to the inequality of assumptions so far that consider mathematics is a difficult and feared subject and is considered a general science that has nothing to do with religion (al-Qur'an). It is time to eliminate this assumption, because the Qur'an also talks about math.

From the Qur'anic perspective, moral or moral values are grouped into four things:

1. Moral values related to hablun minallah (the relationship of a servant with Allah) such as obedience, truth, patience and so on;
2. Character values related to hablun minannas (human relationship with fellow human beings) such as mutual cooperation, cooperation, mutual respect, etc;
3. Character values related to hablun minannafi (self) such as honesty, discipline, reliability, etc.
4. Character values related to hablun minal alam (relationship with the surrounding nature) such as cleanliness, beauty, balance, and others.

Furthermore, the Ministry of National Education identified character values grouped into five main values, namely:

1. Character values in relation to God are religious values, which are thoughts, words, actions that are in line with God's values and religious teachings;
2. Innate character values relating to oneself include: honesty; responsibility; healthy lifestyle; discipline; hard work; self-confidence; entrepreneurship; logical, critical, creative and innovative thinking; independence; curiosity; love for knowledge.
3. Character values in relation to others, including: aware; obedient; respect for the work and achievements of others; polite; democratic.
4. Character values in relation to the environment, including: the value of social care; care for the environment.

[17] Athirah Nur Ramadhani, Mulyono, and Agus Yulianto, "The Mathematical Problem-Solving Ability of Elementary Students Using Problem-Based Learning Model with Open-Ended Approach," *Journal of Primary Education* 8, no. 6 (2019): 276–81.

[18] Aktivitas Fisik and Perkembangan Siswa, "Indonesian Journal of Primary Education" 1, no. 1 (2017): 51–58.

[19] Nunuk Chozin Tiara Astari, "Meningkatkan Kemampuan Klasifikasi Matematika Melalui MEdia Saku Pintar Anak Usia 4-5 Tahun" (Jakarta: Universitas Muhammadiyah, 2019).

[20] Solichin Mohammad Muchlis, "Fitrah; Konsep Dan Pengembangannya Dalam Pendidikan Islam," *Tadrîs* 2, no. 2 (2007): 236–49.

[21] Suriana, "Urgensi Pendidikan Nilai-Nilai Karakter Rabbani Bagi Generasi Digital Native," *Mudarrisuna* 13, no. 3 (2023): 369–83, https://jurnal.ar-raniry.ac.id/index.php/mudarrisuna/article/view/19293.

5. National values, including: nationalism; respect for diversity.[22]

While local wisdom is a bridge from generation to generation that plays an important role in minimizing the fading of the nation's culture, it is always a role model for social life. In the world of education, local wisdom is used as a means to preserve the potential of each region's resources. From various previous studies, there are many aspects of local wisdom that can be used in learning, as a learning resource, play model, and as a means of increasing student social interaction. Therefore, the study of developing modules integrated with Islamic values and local wisdom is very interesting and important to do.

RESEARCH METHODS

This research uses research and development research and development (R&D). Sugiono believes that the R&D method is a method used to produce certain products and test the effectiveness of these.[23] In developing this learning module, researchers used the ADDIE.[24] Development model carried out through the following steps:

1. Analysis
   The analysis stage is carried out by the process of defining what students will learn, namely: First, conduct a needs assessment (needs analysis) to determine the ability or ability of students to learn to improve learning outcomes. Second, the characteristic of students is to find and clarify whether the problems they face need to be solved in the form of making learning devices.
2. Design
   At this stage, the selection of the format and initial design of the module is carried out in accordance with the needs and character analysis that has been carried out with the following steps:
3. Preparation and Writing of Module Draft
   The preparation of the draft module is carried out based on the ability or sub-ability in the specified bidnag structural material in order to get the initial product of the integrated module of Islamic values and local cultural wisdom in graphic building materials.
4. Module Editing
   The next step is to consult with teachers or experts who understand math learning modules for the draft modules that have been prepared. If there are errors and deficiencies in the draft module, it is revised so that finally a draft module is obtained which will be verified by the expert verifier.
5. Development
   The development phase is based on the first two phases. If the first two phases pass smoothly, then enter this development phase. The main purpose of this phase is to develop the module based on the module design in the design phase, by conducting expert verification and revising the module.
6. Implementation
   At this stage, testing of mathematics learning modules integrated with Islamic values and local cultural wisdom on flat building materials is carried out. Experiments were conducted in

[22] Muhamad Asvin and Abdur Rohman, "Pendidikan Karakter Di Sekolah Menengah Pertama (SMP) (Teori , Metodologi Dan Implementasi)," n.d., 125–46.
[23] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2015).
[24] Andi Rustandi and Rismayanti, "Penerapan Model ADDIE Dalam Pengembangan Media Pembelajaran Di SMPN 22 Kota Samarinda," *Jurnal Fasilkom* 11, no. 2 (2021): 57–60, https://doi.org/10.37859/jf.v11i2.2546; Dewi Salma Prawiradirga, *Prinsip Desain Pembelajaran* (Jakarta: Kencana, 2012).

schools as the object of research to test the quality of the module to obtain data on the practicality and effectiveness of the developed mathematics learning module.

7. Evaluation
   Evaluation is carried out at each stage of the ADDIE model. At this stage, the practicality and effectiveness of this module is measured by the evaluation of expert validators during the development stage.

This research will be conducted in the State Madrasah Ibdidayah in Lhokseumawe city. The subject of this research is class IV, but because the researchers conducted a limited trial, the students taken as research subjects were only 210 students from 5 MINs in Lhokseumawe City, namely MIN 1, MIN 2, MIN 3, MIN 4, and MIN 5 Lhokseumawe City.

Data analysis techniques are carried out to obtain mathematics learning module products integrated with Islamic values and local wisdom on flat material that are of quality, meet the aspects of validity, and practicality. The steps in analyzing the quality criteria of the products developed are as follows: (1) Analysis of Learning Module Validity: The assessment questionnaire is used to analyze the validity. This validity analysis was obtained after the validator filled out the validation questionnaire that had been given by the researcher, (2) Practicality Analysis: The data obtained was then processed through a descriptive questionnaire, and (3) Analysis of Product Assessment Results The data obtained from the results of validation by experts and teacher questionnaires related to the quality and feasibility of learning module products were analyzed descriptively quantitatively. This activity was carried out for 2 (two) months.

DISCUSSION

Student needs for integrated learning modules of Islamic values and local wisdom on flat-building materials for grade IV MIN students in Lhokseumawe City include:

1. Initial understanding of flat wake.
   Based on the results of the study, it was found that for the statement of the importance of mastery of flat shapes for students, in this case researchers will develop more interesting learning modules to help students learn flat shape material and can help improve students' mastery of flat shape material and provide convenience in learning flat shape material.
2. The need for an integrated learning module for Islamic values and local wisdom in flat-building materials.
   Based on the results of the study, it was found that for statements, *first*, the availability of learning modules for flat shapes in the field that the modules that will later be able to add to the existence of modules as a means of studying flat shapes so that interest and desire arise from students to learn flat shapes. *Second*, the response to the integrated learning module of Islamic values and local wisdom in the flat-shaped material is that it is hoped that the module that will be compiled will later be accepted by students and put to good use
3. The need for the content of the integrated learning module with Islamic values and local wisdom in the flat material.
   Based on the results of the study, it was found that for the statement, (1) the method of presentation or delivery of material that the method of delivery or presentation of the material desired by students is a presentation that is not long, but the delivery or presentation is short, clear, and easy to understand. (2) The material on the introduction of flat shapes that students want material on the introduction of flat shapes in the integrated learning module of Islamic values and local wisdom in flat shapes is adapted to the material studied by elementary/MI students. (3) Material about finding the circumference and area of flat shapes that students want material about finding the circumference and area of flat shapes in the integrated learning module

of Islamic values and local wisdom on flat shapes tailored to the needs of SD/MI students and added other materials if needed. must be mastered by elementary/MI students. (4) The material about solving the flat shape problem that students want the material about solving the flat shape problem is tailored to the needs of SD/MI students. (5) The existence of examples after the material that the existence of examples of the application of flat shapes after the presentation of the material is very necessary to clarify the material that has been studied by students. (6) The existence of a final evaluation that the existence of an evaluation of flat shapes after the presentation of the material is very necessary to increase the understanding of the material that has been studied by students. (7) There is a final evaluation related to the form of evaluation questions that the form of evaluation that students want is an essay, students can make from what is known and asked, how to solve it and the completion of the questions.

4. Students' expectations for the prototype of the integrated learning module of Islamic values and local wisdom in the flat shape, namely the integrated learning module for Islamic values and local wisdom in the flat shape, which is interesting, full of motivation, brief but clear and not confusing, animated images and according to the characteristics basic education students.

Furthermore, the results of the presentation of the analysis of teacher needs for integrated learning modules of Islamic values and local wisdom in flat shapes for basic education students include:

1. Initial understanding of flat wake.
   Based on the results of the study, it is known that a better and more interesting module is needed for students as a means to study flat shapes so that students' mastery of flat shapes increases.
2. The need for an integrated learning module for Islamic values and local wisdom in flat shapes. Based on the results of the study, it was found that for the statement (1) Availability of flat wake learning modules related to existing flat wake materials and is expected to motivate students to study flat shapes well. (2) The availability of learning modules for studying flat shapes is still inadequate, so the presence of this module can increase the presence of media for studying flat shapes. (3) The response to the integrated learning module of Islamic values and local wisdom on flat shapes is that the teacher strongly agrees that there is a new learning module that can help students learn flat shapes.
3. The need for content or material for integrated learning modules of Islamic values and local wisdom in flat shapes. Based on the results of the study, it was found that for the statement (1) The method of presentation or delivery of the material desired by the teacher was a detailed explanation. (2) The material about the introduction of flat shapes that the teacher wants the material about the introduction of flat shapes in the module should be adapted to the needs of basic education students. (3) The material on finding the circumference and area of a flat shape that the teacher wants is adapted to the needs of SD/MI students and added other materials that SD/MI students must master. (4) The material about solving the flat shape problem that the teacher wants the material about solving the flat shape problem is tailored to the needs of SD/MI students. (5) There is an example after the material that is very necessary to clarify the material that has been studied by students. (6) The existence of a final evaluation that the existence of an evaluation of flat shapes after the presentation of the material is very necessary to increase the understanding of the material that has been studied by students. (7) There is a final evaluation related to the form of evaluation questions that the teacher wants questions in essay form, so that students can find out and ask how to solve them.
4. The teacher's expectations for the prototype of the integrated learning module of Islamic values and local wisdom in flat shapes are that they are arranged more attractively with packaging using bright colors accompanied by pictures. The packaging should be made as attractive as possible so that from the beginning students are interested in using the learning module. In terms of

material, the teacher provides input so that the material presented is accompanied by examples of the application of flat shapes to certain basic competencies taught at the basic education level.

The second stage of development (*development*). At this stage, the teaching materials needed by students are developed as in the *analysis*, which is in the form of meaningful teaching materials that can support students in independent learning and support the delivery of integrated learning for teachers. Therefore, a mathematics learning module was developed on the subject of flat shapes for class IV integrated with Islamic values and local wisdom. This development stage is called the prototype development stage which consists of the design and development stages.stage *development* consists of validation and revision of the module. After the module is compiled and edited, it is then corrected to the validator for revision. The validator who validates the integrated learning module of Islamic values and local wisdom consists of 4 experts. While the media expert validation sheet is filled with 2 experts. Based on the results of validation by validator 1, validator 1 gets a score percentage of 90.7%, validator 2 gets a score percentage of 93.8%, validator 3 gets a percentage score of 97.6% and validator 4 gets a score percentage of 94.6%. The percentage score of the four validators when converted is included in the very valid category and can be used without revision.

Third, the *design* consists of designing and writing a draft of the module and editing the module. At the design stage and the writing of the draft module, the module will be arranged according to what is in the *analysis*. After the mathematics learning module is integrated with Islamic values and local wisdom, it is designed and compiled, then edited or revised before being validated by expert validators. The mathematics learning module on the subject of flat shapes is integrated with Islamic values and local wisdom, containing material related to religious knowledge and local wisdom. The integration is almost entirely done in each sub module material.

Fourth, the first implementation phase*is*a small group trial of 10 students, with 2 students each from 5 MIN in Lhokseumawe City. Field trials with 210 students MIN 1 Lhokseumawe City, MIN 2 Lhokseumawe City, MIN 3 Lhokseumawe City, MIN 4 Lhokseumawe City and MIN 5 Lhokseumawe City. Before the module is used, the lesson is opened by greeting and introducing yourself. The modules began to be distributed to students before entering the material, students began to learn to use the modules and do the exercises.

The results of student assessments during the trial were as follows: Small group trials were conducted on 10 students of MIN Lhokseumawe city by filling out an assessment questionnaire sheet. Obtained for all variables and indicators with very feasible and very practical categories, based on the results of this test the researchers continued to conduct direct field trials with 210 students as respondents from five schools, namely MIN 1 to 5 in Lhokseumawe City. The trial was carried out during the learning process. After the students did the learning with the integrated mathematics learning module with Islamic values and local wisdom, the students were asked to fill out a response questionnaire. The results obtained from the trial are described as follows:

1. MIN 1 Lhokseumawe was conducted by 54 students consisting of two classes, namely class IV Darussalam with 28 students and class IV Raudhah with 27 students. The average percentage of feasibility and practicality is 96.3% with very feasible and very practical categories.
2. MIN 2 Lhokseumawe was conducted by 52 students consisting of two classes, namely 26 students from class IV A and 26 students from class IV B. The average percentage of feasibility and practicality was 93.7% in the very feasible and very practical category.
3. MIN 3 Lhokseumawe was conducted by 36 students consisting of one class, namely class IV Cut Mutia. Average Percentage of feasibility and practicality 97.4% with very feasible and very practical category.

4. MIN 4 Lhokseumawe was carried out by 29 students consisting of one class, namely class IV zaid bin sickle. The average percentage of feasibility and practicality is 99.7% with very feasible and very practical categories.
5. MIN 5 Lhokseumawe was carried out by 39 students consisting of two classes, namely 21 students from class IV B and 18 students from class IV C. The average percentage of feasibility and practicality was 97.4% with very feasible and very practical categories.

The results of the trial recapitulation of MIN 1 Lhokseumawe, MIN 2 Lhokseumawe, MIN 3 Lhokseumawe, MIN 4 Lhokseumawe and MIN 5 Lhokseumawe got an average score for MIN 1 Lhokseumawe with a feasibility percentage of 96.3%, MIN 2 Lhokseumawe with a feasibility percentage of 93.7%, MIN 3 Lhokseumawe with 97.4% eligibility percentage, MIN 4 Lhokseumawe with 99.7% eligibility percentage, and MIN 5 Lhokseumawe with 97.4% eligibility percentage. It can be concluded that the results of the trial of the Integrated Mathematics learning module for Islamic values and local wisdom at MIN 1 Lhokseumawe, MIN 2 Lhokseumawe, MIN 3 Lhokseumawe, MIN 4 Lhokseumawe and MIN 5 Lhokseumawe are included in the "very feasible and very practical" category.

Trials of the revised mathematics learning module were also conducted for teachers in five schools, namely MIN 1 Lhokseumawe, MIN 2 Lhokseumawe, MIN 3 Lhokseumawe, MIN 4 Lhokseumawe and MIN 5 Lhokseumawe. This trial was conducted by 5 teachers representing five MIN in Lhokseumawe. The average percentage of feasibility and practicality is 91.4% with very feasible and very practical categories.

Fifth, the e-*valuation stage.* This type of evaluation relates to the research development stage to improve the resulting product development. At this stage, the evaluation of the two data in the form of suggestions was obtained from students using a response questionnaire sheet from the implementation stage which was used to improve the product that had been developed by the researcher. This is done in order to produce a feasible and practical product.

Thus, based on the results of this study, it can be found that the integrated mathematics learning module with Islamic values and local wisdom is very interesting, because a similar module has not been found for grade IV Madrasah Ibtidaiyah flat building material. This unique combination is interesting, motivating and can improve students' understanding and bring students closer to the values of local wisdom in their area as a source of learning. Cultural customs is one of the local wisdoms which is a regional potential and becomes a local advantage that can be used as a source of learning in learning. The integration of science (mathematics) and religion (Islam) aims to balance the intellectual and spiritual sides.[25] This mathematics education teaches students to always be close to concrete situations in everyday life. In addition to introducing local culture to students, character education is based on local cultural wisdom.[26]

This is because local wisdom has a function that can be learned, understood, or applied, namely as conservation and preservation of natural resources, resource development human development, cultural and scientific development, advice, belief, literature, and taboos, socially meaningful, for example the integration ceremony of relatives with social significance, for example

[25] Mu Tijah, "Model Integrasi Matematika Dengan Nilai-Nilai Islam Dan Kearifan Lokal Budaya Dalam Pembelajaran Matematika," *Jurnal Pendidikan Matematika (Kudus)* 1, no. 2 (2019), https://doi.org/10.21043/jpm.v1i2.4878; Latifatun Mukaromah, Ali Mustadi, and Ana Nisa, "Study of STEM Based on Local Wisdom in Hoening Science Process Skills in the 21st Century Era," *Jurnal Penelitian Pendidikan IPA* 8, no. 3 (2022): 1168–74, https://doi.org/10.29303/jppipa.v8i3.1445.

[26] Rakhmawati and Alifia, "Kearifan Lokal Dalam Pembelajaran Matematika Sebagai Penguat Karakter Siswa."

in the agricultural cycle ceremony, ethical and moral meaning, political meaning, for example the *languishing languid* and the power of *patron client*.[27]

On the other hand, what is more important and interesting from this module is that when students understand mathematics, they will be amazed by the Islamic values contained in it. This situation will certainly increase students' faith in Allah SWT and will increase student obedience and politeness. This is because "*every lesson has its own main characters as the priority to be taught to the students*", including mathematics.[28]

Teaching materials in mathematics learning that are integrated with Islamic values are very interesting for students. This is because there are several character values that develop during the mathematics learning process, namely tolerance, respecting the opinions of others, patient, honest, curious, disciplined, religious, democratic, working hard, logical thinking, never giving up, and being brave. issue an opinion[29] Learning mathematics while internalizing character values in students through local wisdom is an *integrated* with its own charm.

CONCLUSION

The quality of the mathematics learning module on the subject of flat shapes integrated with Islamic values and local wisdom on the aspect of validity according to the assessment of the expert validator team (4 material experts and 2 media experts) is included in the very valid category and deserves to be used without revision. This allows this module to be suitable for use as a mathematics learning material with an average percentage of 92.1%. The quality of the module is also determined from the practicality of a module when used in learning. Data to determine the practicality of this module was obtained from student responses questionnaires. The average percentage of feasibility and practicality is 96.9% by students and 91.4% by teachers. Therefore, this module is included in the very feasible and very practical category, which means that the integrated mathematics learning module with Islamic values and local wisdom is very practical to use in learning mathematics.

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[27] Suprapto, "ISSN 2615-3939 IAIN Kudus Http://Journal.Stainkudus.Ac.Id/Index.Php/Jmtk"; Internalisasi Dan et al., "The Internalization and Actualization of Character Values in the Studies of Junior High Schools in Phenomenological Perspective," 2009, 181–95.

[28] Milad Islami, "Character Values and Their Internalization in Teaching and Learning English at Madrasah," *Dinamika Ilmu* 16, no. 2 (2016): 279, https://doi.org/10.21093/di.v16i2.417.

[29] Syari; Haryati, "Pengembangan Modul Matematika Bersumber Al-Qur'an Dengan Materi Perbandingan Di Kelas VII SMP/MTs," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 8, no. 10 (2019): 1–11, https://jurnal.untan.ac.id/index.php/jpdpb/article/view/37212; Muh. Khoirul Rifa'i, "Internalisasi Nilai-Nilai Religius Berbasis Multikultural Dalam Membentuk Insan Kamil," *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 4, no. 1 (2016): 116, https://doi.org/10.15642/pai.2016.4.1.116-133.

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