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Development of Integrated Thematic Learning Modules of Islamic Values for Grade VI Students at Elementary Madrasahs

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Abstract

This study aims to develop a thematic learning module integrated with Islamic values on the sub-theme "Working Together to Achieve Goals" for grade VI students at MI Al-Ikhlas Balebo. The study used the Research and Development (R&D) method with a 4D development model consisting of the Define, Design, Develop, and Disseminate stages. At the Define stage, a needs analysis was conducted through interviews and questionnaires to identify the challenges faced by students and teachers in learning. Based on the results of the analysis, the module was designed with attractive illustrations and clearer materials to improve student understanding. The Develop stage involved validation tests by experts in the fields of language, materials, and religion, with an average validity result of above 90%, indicating that the module is suitable for use in learning. In addition, the practicality test showed that this module is very practical with an average value of 88.12%. This module not only helps students understand the material better, but also instills Islamic values in the learning process. This study concludes that the developed learning module is effective and relevant in improving the quality of learning and the formation of students' religious character.

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Introduction

Education is a fundamental process in learning knowledge, skills, and habits that are passed down from one generation to the next through teaching, training, and research. Education can occur formally under the guidance of educators, but can also occur autodidactically. In a formal context, education is realized in learning activities at school. To achieve the desired goals, quality learning is the main key. The interaction of various factors that support each other in the teaching and learning process will contribute to optimal learning outcomes. Therefore, educators need to master innovative teaching methods and in accordance with curriculum developments.

Law Number 14 of 2005 on Teachers and Lecturers Article 8 emphasizes that an educator must have pedagogical, personality, social, and professional competencies. Pedagogical competence refers to the teacher's ability to manage an effective and interactive learning process, while personality competence includes moral and ethical role models. Social competence requires a teacher to be able to communicate effectively with various parties, while professional competence demands in-depth mastery of the subject matter. Along with these demands, educators are expected to be able to develop creative teaching materials that are relevant to students' needs and in accordance with the applicable curriculum.

The 2013 curriculum implemented in Indonesia aims to change the educational paradigm from solely result-oriented to process-oriented, with an integrated thematic approach. This curriculum combines affective, cognitive, and psychomotor aspects in learning. In addition, students are also trained to solve problems through collaboration, which is one of the 21st century competencies that is much needed.

Although there are official guidelines for the implementation of the 2013 Curriculum, several problems still arise, especially related to student handbooks. The basic competencies that should be in the student handbook are often not relevant to the established syllabus, or even not in accordance with Ministerial Regulation Number 57 of 2014 concerning the Curriculum. Some of the content of the material taught is considered too shallow and not relevant to the required competencies. This causes limitations in the knowledge that can be absorbed by students.

One solution to overcome this problem is to develop thematic learning modules integrated with Islamic values. These learning modules are designed to be more relevant and easy for students to understand, and allow students to learn independently with minimal teacher guidance. This module must also contain clear basic competencies, be presented in an interesting language, and be equipped with illustrations that support understanding of the material.

Islam views value education as the core of the educational process. The values that are prioritized are morals, which are sourced from the Qur'an and Hadith. Therefore, the development of modules that are integrated with Islamic values is expected to be able to shape the character of students who are religious, have noble morals, and have high quality faith. The challenge faced in Islamic education in Indonesia is how to implement these values in their entirety so that students not only master knowledge, but also have balanced skills and personalities.

Based on this background, this study aims to develop a thematic learning module with the subtheme of Working Together to Achieve Goals that integrates Islamic values in

class VI of MI Al-Ikhlas Balebo. It is expected that this development will improve the quality of learning and help students understand the material better, especially related to religious values that are relevant to everyday life.

Method

This study uses the Research and Development (R&D) method with the aim of producing a thematic learning module integrated with Islamic values and testing the effectiveness of the product. This method is applied through a 4D development model consisting of four main stages, namely Define, Design, Develop, and Disseminate. In the initial stage, a needs analysis was carried out through observation and interviews to identify learning challenges and student needs, which then became the basis for designing the learning module. After the module was designed, the development stage was carried out by involving expert validation and trials on students, to ensure that the module was relevant, effective, and in accordance with the expected competencies.

This research was conducted at MI Al-Ikhlas Balebo, with the subjects of the study being grade VI students. The selection of the location was based on the relevance of the educational context and ease of access. The developed module is expected to improve the quality of learning in the subtheme of Working Together to Achieve Goals, which aims to strengthen students' social interactions in learning activities. Data were collected using observation, interview, and questionnaire techniques, which were then analyzed to understand the effectiveness of the developed module. Data analysis techniques include a qualitative approach, where input from experts and interview results are used to refine the module, as well as quantitative analysis to measure the validity and practicality of the module based on student and teacher responses.

The results of this study are expected to contribute to improving the quality of learning in elementary schools through the development of more innovative and relevant teaching materials with Islamic values. This module is not only designed to support the achievement of academic competence, but also to shape the character of students who are religious and have noble morals, in accordance with Islamic teachings. With the implementation of this module, it is expected that students can learn more independently, effectively, and enjoyably, and gain a deeper understanding of Islamic values in everyday life.

Results

Research Procedure Description (4D Model)

After conducting research on grade VI students at MI Al-Ikhlas Balebo related to the development of theme 2 modules, especially on the subtheme "Working Together to Achieve Goals". The researcher has a picture or design related to the development of the module product. The stages that will be developed by the researcher are:

a. Define (Definition)

In the define stage there are several stages, namely, initial analysis, student analysis, task analysis, concept analysis, learning objective analysis. The following is a description of the stages in define.

1) Initial Analysis

From the results of the interview conducted by the researcher with the homeroom teacher of class VI, namely Mrs. Sri Putriana, S.Pd.I, she said that when students studied theme 2, especially in subtheme 2 "Working together to achieve goals", they still experienced obstacles because the books they used were only student books, there were no similar support books. In addition, the material in the book also did not provide enough explanation so that students had difficulty understanding the material. In addition, in the interview, the teacher gave suggestions to create teaching materials in the form of modules that were designed according to the existing material, but there must be a difference between books and modules so that students are more interested and understand the material in them.

Next, the researcher gave an instrument in the form of a questionnaire to students to find out information about the needs analysis in the form of student problems, the form of preferred teaching materials, and other information that became the basis for developing learning modules. The information obtained from the results of the questionnaire that had been filled out by students showed that it was necessary to develop learning modules that were designed as attractively as possible. The data taken from the student questionnaire was to find out what kind of learning modules were preferred by students. It turned out that 16 students liked picture books, not only that, they also liked book covers with attractive pictures.³²

2) Student Analysis

This stage is carried out to analyze the characteristics of students in learning sub-theme 2 "Working Together to Achieve Goals". This is done by interviewing the homeroom teacher of class VI MI Al-Ikhlas Balebo, information was obtained that the learning styles of students vary. The activeness of students also varies depending on how the educator delivers the material.

Regarding the characteristics of students, researchers also obtained information that all students in grade VI said they were bored when the teacher delivered the material. This was clearly seen when the educator delivered a material that the students found boring and difficult to understand, as well as the practice questions that referred to the student handbook which sometimes provided evaluations as homework in the hope that students would be able to understand the material given. The results obtained by giving a perception questionnaire to 17 grade VI students regarding the form of questions can be seen in the data presented in the following chart.

The diagram above shows that out of 17 sixth grade students at MI Al-Ikhlas Balebo, 6% of students prefer essay questions, 88% of students prefer multiple-choice questions, and 6% of students prefer matching questions.

Still related to teaching materials in the form of modules that students like, researchers also obtained data on book models and materials that students like which make them enthusiastic about learning and working on questions, as can be seen in the following chart.

The picture shows that, out of 17 students in grade VI of MI Al-Ikhlas Balebo, 53% of students like materials accompanied by pictures and 47% of students like short materials without pictures. This shows that there is a need for teaching materials to help with the difficulties faced by teachers and students. Therefore, the researcher developed a product in the form of printed teaching materials such as learning modules integrated with Islamic

values which in their design are adjusted to the results of the needs carried out by referring to the answers of teachers and students.

3) Concept Analysis

In the concept analysis, the researcher used a tool in the form of a document containing Basic Competencies (KD) and Core Competencies (KI) related to the material in the sub-theme "Working Together to Achieve Goals". The results of the concept analysis conducted by the researcher were taught through the RPP used by educators, as follows.

4) Learning Objective Analysis

At this stage, the researcher analyzes the learning objectives that have been determined. The learning objectives used in the material on working together to achieve goals are as follows:

- a) Students can understand what cooperation is.
- b) Students can learn about the various types of cooperation in everyday life.
- c) Students can adapt and work together in the environment where they live.

b. Design (Design)

This stage contains the activities of designing learning modules based on Islamic values with the sub-theme "Working Together to Achieve Goals" for class VI MI Al-Ikhlas Balebo, which has been prepared by the researcher to facilitate students in the learning process of the sub-theme of working together to achieve goals. The module that will be developed by the researcher consists of a cover, discussion of the material, images that can facilitate students in understanding the material along with questions to measure students' understanding of the material.

After the definition at the define stage, the researcher then carries out the module design process as follows:

1) Module Framework Development

At this stage, the module framework consists of the contents of the teaching materials, namely:

a) Opening Section

This section consists of the front cover of the module, foreword, table of contents, core competencies, learning objectives, basic competencies, indicators, and instructions for using the module.

b) Module Content Section

This section is filled with material, understanding cooperation, sodor games that can improve cooperation, examples of cooperation, benefits of cooperation, and there are also practice questions accompanied by interesting pictures.

c) Closing Section

This section consists of a summary, evaluation, bibliography, and the author's biography.

2) Systematic and Material Design

At this stage, to design a product there are several things that have been prepared by the researcher to design a teaching material in the form of a module that can make it easier for students to understand the material on the sub-theme "Working Together to

Achieve Goals". The design of the learning module based on Islamic Values on the sub-theme Working Together to Achieve Goals for class VI MI Al-Ikhlas Balebo is described in the following flowchart:

c. Development

After the developed product has been designed, a validation test will be carried out by involving three experts as validator experts. The names of the validators in the development of the learning module Working Together to Achieve Integrated Goals of Islamic Values can be seen in the following table.

At this stage, input from experts is also used as a reference for revision and to fill out the validation questionnaire which will determine the validity of the developed teaching materials and re-check the designed products starting from typing, layout of illustrations, selection of appropriate sample questions. These are the things that can be done to improve the module to make it even better.

1) Validation Test Results

The results of the validation by linguists can be seen that the learning module developed on average obtained a percentage value of 96.25%. Based on table 3.1 regarding the qualification of the level of validity, the results of the validation by linguists are in the valid category. Thus, the learning module Working Together to Achieve Integrated Goals of Islamic Values that was developed can be used in the learning process. The results of the validation by material experts can be seen that the learning module developed on average obtained a percentage value of 97.5%. The qualification of the level of validity, the results of the validation by material and design experts are in the valid category. Thus, the learning module Working Together to Achieve Integrated Goals of Islamic Values that was developed can be used in the learning process. The results of the validation by religious experts can be seen that the learning module developed on average obtained a percentage value of 90%. The qualification of the level of validity, the results of the validation by religious experts are in the valid category. Thus, the learning module Working Together to Achieve Integrated Goals of Islamic Values that was developed can be used in the learning process.

2) Revision of Validation Test Results

After getting an assessment from experts, the next step is to revise the product being developed.

3) Practicality Test Stage

At this stage, namely the product distribution stage, it will only be carried out with limited distribution, namely by distributing the product in the form of a learning module Working Together to Achieve Integrated Goals of Islamic Values limitedly to class VI students at MI Al-Ikhlas Balebo.

The tested teaching materials were developed, namely the learning module Working Together to Achieve Integrated Goals of Islamic Values for class VI MI Al-Ikhlas Balebo, the trial was conducted by the researcher himself. The results of the practicality test can be seen in the following table.

Based on the practicality results data, it can be seen that the developed learning module obtained an average percentage value of 88.12. The qualification of the practicality level shows that the results of the practicality test are in the very practical category. Thus, the learning module Working Together to Achieve Integrated Goals of Islamic Values that was developed can be used in the learning process..

Discussion

The results of this study indicate that the development of thematic learning modules with the subtheme "Working Together to Achieve Goals" has gone through systematic research stages in accordance with the 4D model (Define, Design, Develop, Disseminate). In the Define stage, findings from interviews and questionnaires with students and teachers indicate major challenges in understanding the material. This is due to the limited number of handbooks which are only student books, as well as the lack of adequate explanations in the materials provided. This information is important as a basis for developing modules that are expected to be able to bridge the gap in understanding. The need to create more interesting and informative modules, with rich visual elements, is an important highlight of this analysis.

The Design stage produces a module that includes various components that support the learning process. This module is designed not only to convey material informatively but also to attract students' interest. The module design that includes images, practical examples, and interactive practice questions aims to improve students' understanding of the concept of cooperation taught. The importance of integrating Islamic values is also reflected in each part of the module, with the hope of not only forming knowledge but also students' character. The use of illustrations and attractive cover designs, according to students' preferences, has proven to be a factor that can increase their learning motivation.

At the Develop stage, this module has been validated by experts in the fields of language, materials, and religion. The validation results show that this module is very feasible to use, with a high validity score (above 90% in all aspects). The revision process carried out after validation further refined the final product, so that this module can be applied effectively in the classroom. The practicality test also showed that this module is very practical and easy to use, with an average practicality score of 88.12%. This shows that the developed module is not only academically appropriate, but also meets the practical needs of students and teachers in the field.

Overall, the results of this study show that the development of thematic modules based on Islamic values is able to overcome learning problems faced by students at MI Al-Ikhlas Balebo. This module not only improves students' understanding of the material, but also helps foster religious and social values in the learning process. The high validity and practicality of the module are evidence that the approach applied in this study is effective and worthy of being implemented more widely.

Conclusion

This study successfully developed a thematic learning module with the subtheme "Working Together to Achieve Goals" integrated with Islamic values for grade VI students of MI Al-Ikhlas Balebo. This module was designed based on the 4D model which includes the stages of Define, Design, Develop, and Disseminate. Based on the analysis of student and teacher needs, it was found that there were limitations in the textbook that caused students to have difficulty understanding the material. Therefore, the developed module was designed interactively by utilizing clearer and more interesting illustrations and materials.

The validation results by experts show that this module is very suitable for use in learning with an average validity score above 90%. This module is also considered very

practical by students and teachers, with a practicality value of 88.12%. The use of this module not only helps students understand the material better but also contributes to the instillation of Islamic values in the learning process.

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