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Developing *Dirasah Islamiyah* Materials Based on Character Values for Afkaaruna Islamic School

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***Abstract**: Integrating character values on materials is essential. This research aimed to develop Dirasah Islamiyah teaching materials based on character values for the fifth-grade students of Afkaaruna Islamic School Yogyakarta. The learning materials, especially Dirasah Islamiyah presented, still needed to be fully integrated with character values. This research was a research and development (R&D) study referred to the Thomlinson model, which included need analysis, stating goals and objectives, designing a syllabus design, developing methodology/material, and conducting testing and evaluation. Needs analysis questionnaires were employed as the instrument for collecting data. The data obtained from the need analysis was analyzed quantitatively. Afterwards, the course grid was developed. The material developed was I Love Good Muamalah and developed into three sub-themes. Although each sub-theme had a different number of tasks, it followed the unit design of which the components were: (1) introduction; (2) main lesson; and (3) reinforcement. The results of the expert judgment showed that the developed materials were appropriate and deserved to be used. The mean values of all aspects were 71, categorized as "good" in the 61 < x < 80.*

***Keywords:** Material development, Dirasah Islamiyah, Character values*

***Abstrak:** Penelitian ini bertujuan untuk mengembangkan bahan ajar Dirasah Islamiyah berbasis nilai-nilai karakter bagi siswa kelas V Sekolah Islam Afkaaruna Yogyakarta. Permasalahan penelitian ini berawal dari data penelitian yang menunjukkan bahwa bahan ajar khususnya Dirasah Islamiyah yang disajikan belum sepenuhnya terintegrasi dengan nilai-nilai karakter, serta bahan ajar berupa modul untuk siswa kelas V belum dibuat oleh Sekolah Islam Afkaaruna. Dalam penelitian ini, pengembangan bahan ajar berupa modul yang mengintegrasikan nilai-nilai karakter diyakini dapat menjadi acuan sumber belajar bagi peserta didik dan pendidik. Penelitian ini merupakan penelitian dan pengembangan (R&D) yang mengacu pada model Thomlinson. Langkah-langkahnya meliputi analisis kebutuhan, menyatakan tujuan dan sasaran, merancang desain silabus, mengembangkan metodologi/materi, dan melakukan pengujian dan evaluasi. Kuesioner analisis kebutuhan digunakan sebagai instrumen untuk mengumpulkan data. Data yang diperoleh dari analisis kebutuhan dianalisis secara kuantitatif. Setelah itu, course grid dikembangkan. Materi yang dikembangkan adalah I Love Good Muamalah dan dikembangkan menjadi tiga subtema. Meskipun masing-*

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masing subtema memiliki tugas yang berbeda-beda, namun mengikuti rancangan unit yang komponennya adalah: (1) pendahuluan; (2) pelajaran utama; dan (3) penguatan. Selanjutnya, hasil expert judgment menunjukkan bahwa materi yang dikembangkan layak dan layak untuk digunakan. Nilai rata-rata seluruh aspek adalah 71 yang dikategorikan "baik" karena berada pada rentang 61 < x < 80.

***Kata Kunci**: Pengembangan materi, Dirasah Islamiyah, Nilai-nilai karakter*

Introduction

In order to attain those objectives, learning entails several processes that occur both inside and outside the classroom, with students and teachers serving as facilitators, motivators, and guides. Learning objectives can be evaluated by observing how students' attitudes and abilities evolve over the course of learning. However, from the student's perspective, learning is an activity they engage in to complete learning objectives successfully. Several supporting elements are required, including learning resources. According to Suhadi in Agus Wismanto's research, device learning or teaching materials are a variety of materials, tools, media, instructions, and guidelines that will be employed in the learning process (Suhadi, 2013). One of the instructional resources is written material in printed form, namely modules. The material might be in written or verbal form. Surahman claims that the seven elements of the framework of module teaching materials are the title, study directions, basic skills or topic matter, and semester evaluation (Surahman, 2015).

Since selecting teaching resources for the classroom is so important to kids' learning, the developer must be pickier. The curriculum plays a significant role in the development of supplementary learning materials by serving as a guide. Similarly, the Afkaaruna Islamic School incorporates several worldwide curricula, as seen by the availability of English-language teaching resources and methodologies. Afkaaruna also incorporates the 2013 curriculum, which focuses on character education for children, with the Cambridge curriculum. Several topics, including English, Mathematics, and Sciences, follow the Cambridge curriculum (IPA). All schoolwork and learning activities are carried out in English following the curriculum. This sets Afkaaruna apart from other essential institutions. English is a common language among students in Afkaaruna in daily life at school. This affects the pupils' command of the English language at Afkaaruna Islamic School, which is undoubtedly superior to that of

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students at other institutions. Afkaaruna uses learning resources in English in addition to using English in all learning sessions. Therefore, all educational materials are created in English. In this instance, Afkaaruna has put together his study materials following the Dirasah Islamiyah curricula. Due to the integration of the Quran and Hadith, *Aqidah* and *Akhlaq*, *Fiqh*, as well as Islamic History and Culture, this educational material is particularly unique.

In particular, for reading material in Islamic religious education courses, reading content frequently encountered is reading general content, which does not demonstrate the distinctiveness of character education. The process of developing moral character when acquiring Islamic religious education is less varied; most students merely take notes on what the teacher says. The knowledge, abilities, and attitudes that students must learn to meet established competency criteria are generally contained in teaching materials, also known as educational content, which is learning resources supplied by educators to students. Afkaaruna has incorporated the following character traits into his course materials: leadership, siddiq, independence, discipline, and social awareness (communication and adaptation).

The fifth-grade pupils of Afkaaruna Islamic School will be exposed to the research module on creating this instructional material. This is because these educators and institutions of higher learning have yet to utilize the incorporation of character values into module teaching materials in Dirasah Islamiyah topics in Afkaaruna. The production of instructional materials for this module centres on the theme "I Love Good Muamalah". The Fiqh law, which still applies to students' daily lives, is part of the theme. Character values can be incorporated into the creation of Fiqh teaching materials to help students learn how to practice Islamic law according to Islamic law while still placing a high priority on character values.

The researcher hopes that the teaching resources utilized by educators can serve as learning resources for students and that incorporating character values can enhance the delivery of the information. The background mentioned above can be a complex problem to solve. The researcher is interested in raising a research title Developing Materials of Dirasah Islamiyah “I Love Good Muamalah” Theme Based on Character Values for The Fifth Grade Students of Afkaaruna Islamic School Yogyakarta”. Any teacher should consider integrating character values into Dirasah Islamiyah materials.

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Before developing materials, teachers should assess students' needs, wants, and difficulties toward learning. It helps teachers in connecting the contents of materials made. Many of today's book does not represent students' needs and wants.

Research Method

In this study, the researchers used research and development design (R&D) to develop Dirasah Islamiyah materials oriented to character values.

Adapting the Thomlinson model in this investigation which included five development research techniques listed below, will serve as the framework for this study: (1) doing a need analysis; (2) outlining goals and objectives; (3) creating a syllabus design; (4) creating methodology/material; and (5) conducting testing and evaluation.

This study was carried out at Yogyakarta's Afkaaruna Islamic School. As a result, the researchers decided to conduct their study on fourth graders.

To collect data, the researchers used observation interviews and evaluation tools for instructional materials to gather data.

Then, data were analyzed qualitatively. By looking at the outcomes of the expert's evaluation of the creation of Dirasah Islamiyah module teaching materials based on character values, the experts were studied in the validation data. The findings have been included to change or enhance the employed modules. Data generated through a questionnaire were used in this study's validation.

After creating the Dirasah Islamiyah module teaching materials based on character values, the validation questionnaire was distributed. Before teaching materials in the form of this module were utilized generally, the goal of validation was to assess the degree of viability of teaching materials based on character values produced.

For each item in the evaluation, the validation questionnaire from the study's material specialists utilized a Likert scale and a checklist approach to determine whether or not it was worthy. The experts will offer suggestions for changes on things that were deemed to be subpar. The evaluation criteria for approving the creation of modules for teaching materials were very poor, poor, fair, reasonable, and very good.

Results and Discussion

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The Dirasah Islamiyah module "I Love Good Muamalah" theme, based on the character values of the fifth-grade pupils of Afkaaruna Islamic School, is the main output of this study and development. Phases one through five of the Thomlinson process was modified to conduct research and development. The following data are the results of each stage of the development research procedure:

Need analysis

The first step is need analysis. It referred to gaining all student's needs based on the materials given. Field surveys and literature research were conducted at this point. The literature review aimed to assess the Dirasah Islamiyah module based on the topic "I Love Good Muamalah" and character values. This stage was the foundation for creating instructional materials or learning resources to help students grasp the performed competencies. While this was going on, a field survey was carried out by observers with the goal of gathering data for product development requirements.

The research findings revealed that there needed to be teaching resources for fifth-grade pupils that used textbooks in the learning process based on character values. At this point, Afkaaruna Islamic School served as the site for preliminary research, which was carried out utilizing interviews and questions on the accessibility of learning resources and media. The findings from these interviews served as the foundation for writing the backdrop of the issue and an overview of the needs analysis for the school. Learning media that provide value, clarify messages, inspire learning, and make it simple for students to learn independently are thus needed.

This study's data was gathered by completing questionnaires and interviews with teachers or educators at Afkaaruna Islamic School. The results of the completed surveys and interviews are then examined to serve as a foundation for creating the problem's backdrop.

The course grid was created based on the study's findings of the abovementioned needs. Topics, accomplishment indicators, language functions, input, language focus, and processes comprise the course grid created. Most of the course grid's components were created based on the study's findings. It was also created considering the fifth grade's fundamental skills and critical abilities at Afkaaruna Islamic School.

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Outlining aims and goals

The module's objectives will be developed by the KD of the Ministry of Religion curriculum and the Afkaaruna Curriculum, specifically, KD 3.1, 4.1, 3.2, 4.2, 3.3, and 4.3, whose activities are based on character values aspects. These objectives will be based on the findings of the needs analysis that has been described.

Creating a curriculum

After gathering data, the researcher undertook preliminary planning for the production of products in the form of modules. The Dirasah Islamiyah module was then designed based on character values to aid teachers and students in learning. The module development syllabus is organized as follows:

Table 1. The module development syllabus

No	**Steps of Scientific Approach**	**Subtheme 1 (KD 3.1 and 4.1)**	**Subtheme 2 (KD 3.2 and 4.2)**	**Subtheme 3 (KD 3.3 and 4.3)**
1.	Observing	Observing pictures of buying and selling activities	Observing pictures about lending and borrowing	Observing pictures related to discovery items
2.	Questioning	Sharing experience related to buying and selling	-Giving opinions about good lending and borrowing -Sharing experience about lending and borrowing	Sharing experience related to discovery items
3.	Associating	• Understanding the definition and law of buying and selling	• Understanding the definition and law of lending and borrowing	• Understanding the definition and law of discovery items

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		• Reading the base of buying and selling with the correct recitation and then memorizing it • Understanding the pillars and legitimate terms of buying and selling	• Understanding the responsibilities and wisdom of lending and borrowing • Reading the base of lending and borrowing with the correct recitation and then memorizing it	• Understanding the types of discovery items and how to announce the discovery items
4.	Experimenting	• Giving a simple statement regarding an example of buying and selling according to Islamic law • Identifying the correct statement regarding buying and selling	• Identifying several statements regarding lending and borrowing • Discussing the problems with lending and borrowing	• Completing the appropriate sentences in the statement about the found items • Answering the available question
5.	Networking (communicating)	Exploring buying and selling materials and putting them in the form of simple play in groups.	Delivering the results of the discussion in a pair presentation	Providing an explanation related to the statements or questions given

Creating techniques or materials

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The creation of the material for the module follows the creation of the syllabus. The material on language, reflection, and evaluation activities is also included in the module development, in addition to using the syllabus as a foundation for the activities in the module. The stages of module development include the following:

a. Developing a title

During the research and production process, the module was named Dirasah Islamiyah Module "I Love Good Muamalah" Theme Based on Character Values for The Fifth Grade Students of Afkaaruna Islamic School.

b. Developing usage instructions for the module

The researcher created two sets of instructions for using the module, one for teachers and the other for students. The contents detailed the beginning activities of learning, the process through to the end of learning, and how to use the module correctly.

c. Producing a material map

Based on a predetermined curriculum, concept maps are created. Students can use concept maps to study the key ideas and claims and connect or link what they already know to their learning.

d. Determining the material's character values

Particularly Dirasah Islamiyah is helped by validators who guide researchers during the stage of defining character values connected to the material so that the suitability of characters can be correlated effectively. The character characteristics of Siddiq, discipline, independence, social awareness (communication, adaptation), sincerity, and leadership—which are also the guiding principles of Afkaaruna Islamic School—are what the researcher refers to in this instance.

e. Choose appealing colours and imagery.

The researcher chooses an image appropriate for the module's content and clear images to make learning easier for students. The colours used must also be appealing to prevent students from becoming disinterested.

f. Using character values to design modules

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The creation of the modules, particularly Dirasah Islamiyah, guides students to learn excellent character, which is integrated into the reading text presented so that by reading, students may understand and apply the values of existing characters to perform in daily life.

The module is initially analyzed and validated before testing and evaluation. The supervisor consults with the module to get ideas and feedback. The module is validated after receiving supervisor permission before being tested on students. Material specialists that serve as validators do module validation to gather opinions, feedback, and ideas for module enhancement. Mrs Harisna Hikmah, a lecturer in English Education at UNU Yogyakarta, is the subject matter expert for the review of this module's material. A questionnaire is used in this study to validate the module. The feasibility of the module is assessed using the questionnaire. The following are the findings of the module review by subject matter experts:

Table 2. findings of the module review

No	Aspect	Item	Mean	Category
1.	Introduction	1-3	80	Good
2.	Contents	4-12	71,1	Good
3.	Evaluation	13-17	64	Good
4.	Epilogue	18-20	73,3	Good

Experts have advised adding a linguistic focus for the kids to tie it into an English lesson. According to the material expert's analysis, the average score across all aspects of the questionnaire is 71, placing this module in the excellent category and deserving of use. Researchers update the modules after consulting with experts' recommendations. Revisions are made in numerous portions based on the notes and opinions of subject-matter experts relating to the modules that have been compiled, as shown in the table below:

Table 3. Module revision notes form experts

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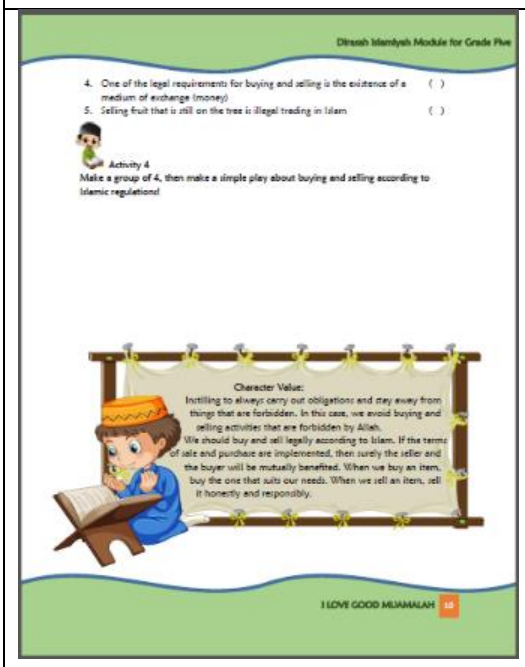
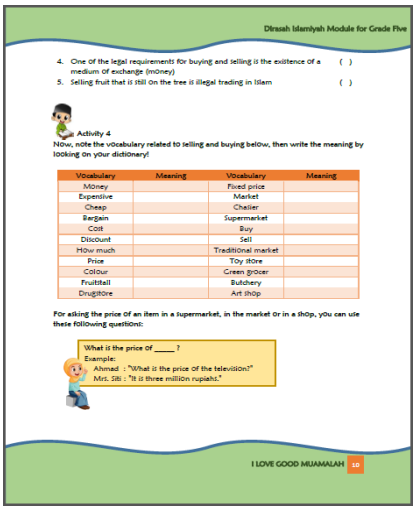
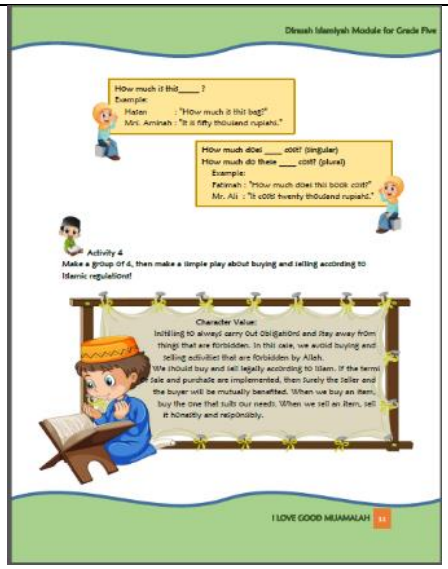
Suggestion	Revision
 Add the expressions as a language focus related to the theme.	 Make simple material about the expressions of selling and buying.
	 Make simple material about the expressions of selling and buying.

1. Conducting evaluations and tests

Testing and assessment come next after the primary instructional materials in modules have been finished. However, the researcher in this study only considered the expert validation stage when limiting the stages. This is due to a number of factors,

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including the need for fifth graders in the classroom where this product is meant to be used. Additionally, it has been challenging to evaluate the product for kids due to the continuing COVID-19 pandemic.

The first goal of creating this product is to provide a learning module for Dirasah Islamiyah based on moral principles for fifth-graders. The second goal is to assess the Dirasah Islamiyah learning module's appeal to fifth-grade pupils as a learning tool based on character qualities. The framework of this module is built on core competences, fundamental competencies, and performance indicators. A glossary, evaluation, student worksheets, verses from the Quran and Hadith that are presented after the material, discussion sheets for groups, learning materials with pictures and Islamic character values in each text, instructions for using the module, learning materials that provide a lot of current information and daily events to add insight into learning for teachers and students, and verses from the Quran and Hadith that are presented following the material are all included in this module.

Material specialists have verified the created modules. The module was changed following the material expert validation step, and an evaluation using the criteria that the generated product was excellent and appealing was obtained.

Conclusion

The discussion's findings concluded that character-based learning modules and instructional resources are still desperately needed today. This study found that the grade 5 Dirasah Islamiyah module still needed to be available to teachers and schools. In this regard, the teacher positively responded to creating the Dirasah Islamiyah module based on character values. Based on the material expert's assessment findings, it was deemed appropriate for use in Dirasah Islamiyah instruction at Afkaaruna Islamic School. However, teachers still need to be creative in using different resources and creating their products based on the demands of students, teachers, and stakeholders. It is also appropriate for schools to allow teachers to build modules that align with the academic unit's vision, mission, and personality.

Because it only develops a few foundational abilities from the 2013 curriculum, this research is still relatively constrained in its growth for Dirasah Islamiyah learning. Due to the Covid-19 pandemic situation, the module trial process was also postponed.

Therefore, there is still much room for the development of modules based on character values.

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