Development of a Children's Story Learning Module Based on Religious Values in Class V of Madrasah Ibtidaiyah

Suharniati [1]*, Alauddin[2], Edhy Rustan[3]
[1]Institut Agama Islam Negeri (IAIN) Palopo, Indonesia

*Corresponding author(s).
 E-mail address:
 Suharniatinia20@gmail.com

Abstract. This study was intended to describe the development of the IRE curriculum based on Higher Order Thinking Skills (HOTS). The intended curriculum was centered on development of subject teachers, which included the process of planning, implementing, and evaluating learning. In this study, the analysis was carried out on three aspects, namely lesson plans, scenarios and learning modules, as well as the design of evaluation or learning assessment. The research method used was a qualitative approach. Data collection was done through observation and interview techniques as well as documentation studies. The data that was collected was then sorted according to the needs which would then be presented and concluded. The results of this study indicated that curriculum development in HOTS-based learning planning was obtained from two things: 1) lesson plan content that was different from that stipulated by the Ministry of Education by adding components of learning objectives that were integrated with the themes in sustainable development goals. 2) in the lesson plan document, HOTS content was found in the learning contract determined by the students and the teacher. The implementation of learning took place with an independent learning approach using Discovery and Inquiry learning methods as well as Problem-Based Learning which guided students to design their learning methods and determine the results they were projected to get. In the aspect of evaluating HOTS curriculum development, there were assessments based on process, outcome, and peer-to-peer assessments and using operational verbs at levels 4, 5, and 6 or analyzing, evaluating, and creating.

Keywords: **Learning Module; Children's Story; Religious Values**

INTRODUCTION

In the current era of globalization, the availability of sufficient teaching materials can support learning to be more effective and efficient, coupled with the cultivation of noble moral character and religious values from an early age is very important. Lots of young people forget manners such as being polite because they are influenced by foreign cultures. Religious values education is considered very difficult and boring for students. The education of these values is only conveyed through dogmatic rote memorization. Students are only told to memorize good and bad attitudes in ethical values without any strategy and habituation.

Subekti et al (2016) explained that learning modules are materials that can be learned, which contain components and learning guides so that students can study independently, optionally, are directed for use by students, and are accompanied by guidelines for their use by teachers. According to Daryanto (2014), a module is a form of teaching material that is packaged as a whole and systematically, containing a set of planned and designed learning experiences to help students master specific learning objectives.

Susanto (2013) explains that "learning is a combination of two words, learning, and teaching". Meanwhile, according to Khair (2018) "learning is an educational activity in schools that functions to help the growth and development of children so that they grow in a positive direction". Ansori (2015) states that learning objectives are a description of the ability of students to show the desired performance that they were previously unable to.

Nurgiyantoro (2005) agrees that children's stories are works of fiction written by and/or for children, telling stories about children's lives, and relating to children. Everyone likes stories, especially children. In fact, for some people, the need for stories is something that has to be fulfilled as well as other life needs such as eating and drinking. Children's stories can be seen as something important for children. By reading and enjoying stories, children not only get pleasure from stories and fulfill their curiosity, but also indirectly learn about the life, a life that is intentionally created and dialogued with children.

According to Wibowo (2012), a character is synonymous with morals. Character is the values of universal human behavior which includes all human activities, both in the context of dealing with God, with oneself, with fellow human beings, and with the environment that is embodied in the mind, attitudes, feelings, words, and actions based on religious norms, laws, etiquette, culture, and customs that last from an early age to adulthood can form and take strong roots that have an influence on a person until the end of his life.

Jeumpa (2017) emphasizes that value is something that makes a situation liked and valued, useful, and gives a picture of what is good and bad. Religion is often seen as a source of value because religion talks about good and bad, about what humans should do and avoid. Islam contains rules from Allah to regulate human relations with Allah. Vice versa, it is necessary to use the language of Islamic values relating to the environment and the form of environmental awareness in the child's personality; children's education has something to do with values. One of the efforts to instill religious values and ethics in elementary school-age children is to apply an appropriate approach so that learning can run effectively.

Strategy for instilling religious values in primary schools

Hakim (2016) provides the idea, one of the efforts to instill religious and moral values in early childhood can be carried out using the right strategy so that this development can be constructed effectively. For this reason, two strategies can be developed by teachers in the classroom, namely:

Routine activities are daily activities that are carried out continuously but programmed with certainty. These activities are usually not documented in lesson plans. These routine activities include: saying greetings, praying before and after studying and praying before eating and after eating.

Special activities are activities that focus more on the development of religious values which are implemented specifically and are not included in the development of other basic skills. This special learning requires special time and adequate facilities according to the needs and time available and uses places of worship practice in the Islamic religion including the practice of *wudhu*, the practice of prayer, rituals of pilgrimage, learning to read the Qur'an, and memorizing short verses of Qur'an.

While making observations at Datok Sulaiman Palopo's Madrasah Ibtidaiyah on September 20, 2021, the researchers saw the learning process in class V, especially children's story material. Some students did not pay attention to the teacher properly because of the lack of learning facilities such as worksheets and modules. The module only used textbooks so students feel bored.

Based on the above context, this study takes the setting of children's story material. with the title "development of a children's story learning module based on religious values in Datok Sulaiman Palopo's Madrasah Ibtidaiyah class" to produce a valid and effective children's story-learning module.

METHOD

This type of research was Research and Development (R&D), a research that produces certain products, and tests the effectiveness of these products. The research and development method can be interpreted as a scientific way to design, produce, and test the validity of the products that have been produced. This study uses the ADDIE model, namely analysis, design, development, implementation, and evaluation. The research only focused on three stages, namely analysis, design, and development due to limited research time. Data collection instruments used observation sheets, interview guides, and documentation. While the data analysis technique exemplified a validity test using the Likert formula which can be seen in the following table:

Table 3.2 Likert Scale

Category	Score
Very eligible	4
Eligible	3
Less eligible	2
Not eligible	1

The total assessment results obtained were then entered into the Likert scale category with the formula:

$$P_K = \frac{S}{K} \ x \ 100\%$$

P_k = Feasibility scale category value
S = Total score obtained
k = The ideal score

The feasibility scale category values are as follows:

Tabel 3.3 Feasibility Scales

| Feasibility Scales	Criteria
80.50-100%	Strongly Valid
60.50-80%	Valid
40.50-60%	Valid enough
20.50-40%	Less valid
0-20%	Not valid

RESULTS & DISCUSSION

In developing a children's story-learning module based on religious values, the first step was to do a needs analysis. Based on the analysis carried out by conducting a review of various kinds of literature (documentation process) it was found that the development of children's story modules based on religious values was based on the need for a special strategy to deal with the lack of teaching materials and the demand for instilling religious values in schools. For this reason, innovation was needed, which was expected to increase the enthusiasm and motivation of students to study. In addition, there was a demand for mastery of the 4 language skills namely reading, writing, listening, and speaking. Based on the literature review conducted, it was found that reading and telling Islamic stories is one of the right learning approaches to achieve learning.

After finding the main basis for developing a children's story learning module based on religious values, an assessment of student characteristics was carried out. It was found that 25 students actively read the stories of the prophet Muhammad's friends. From this finding, it was concluded that some fifth-grade students have the characteristic of liking to read Islamic stories. Then an analysis of the material to be developed was implemented.
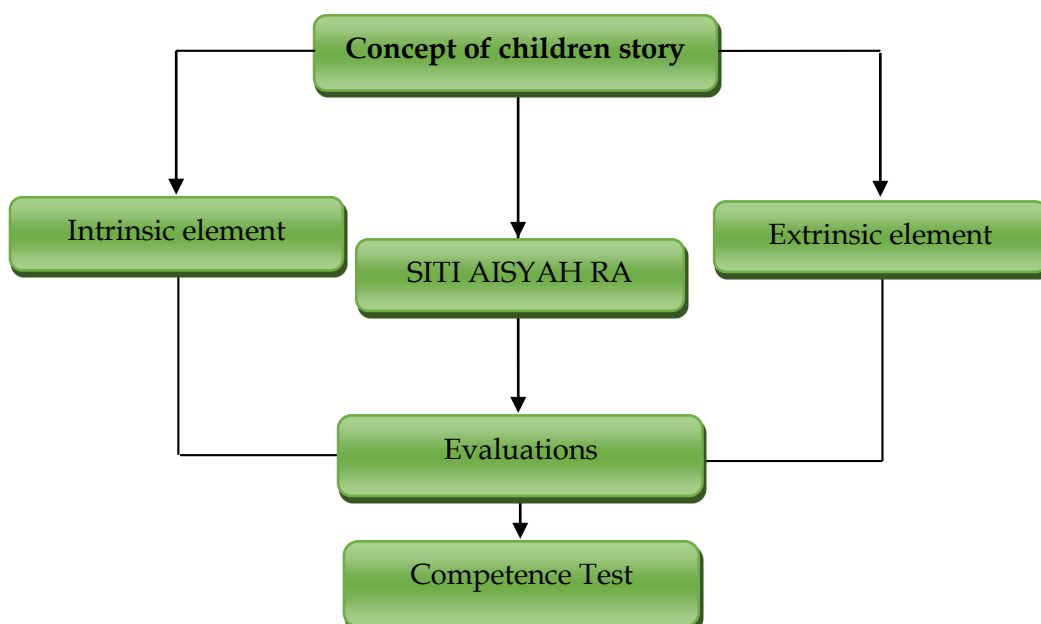
In content development, the material developed was the story of Siti Aisyah along with a detailed explanation of the intrinsic and extrinsic elements. After that evaluation and competency test were carried out, designing the systematics module is created, which consists of writing a cover, preface, table of contents, about the module, learning objectives, description of the material (containing learning activities), a summary of exercises, and answer keys. These parts can be seen in the following flowchart:
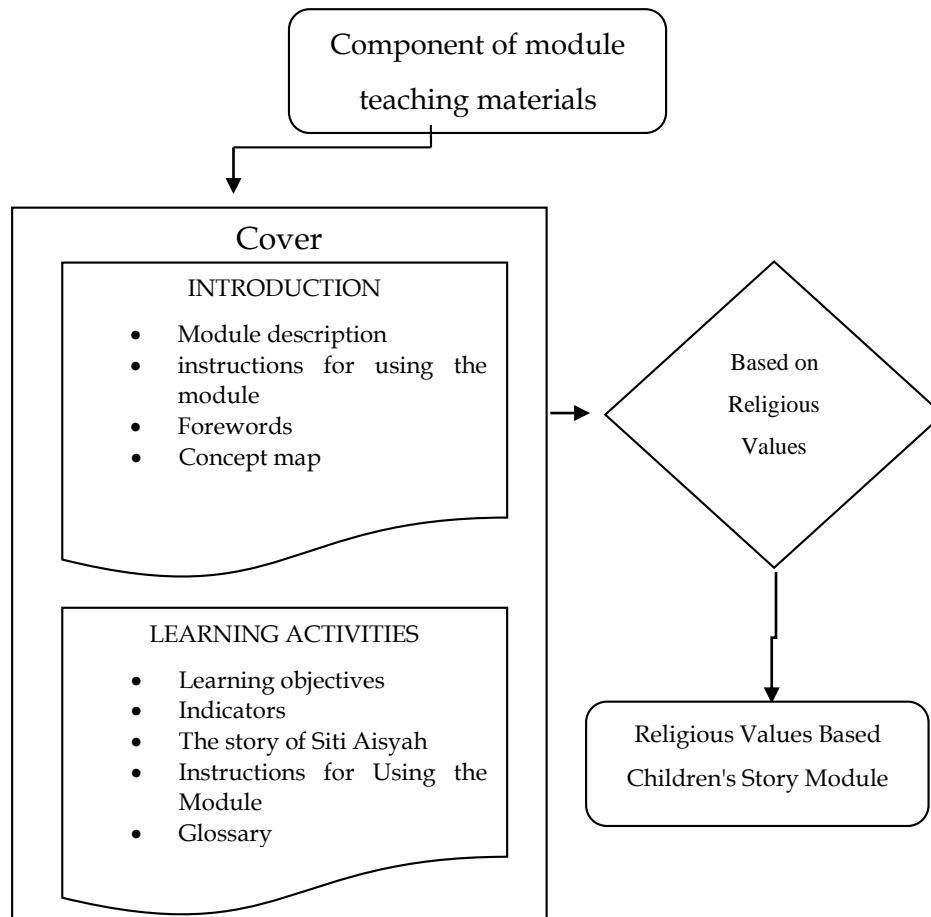
The next step was to design a children's story learning module based on religious values using the ADDIE design model consisting of 5 stages, namely analysis, design, development, implementation, and evaluation. However, this research was only carried out until the development stage due to time and knowledge limitations.

Next is product development. To find out the validity of the product, a validity test was carried out by three experts, they were material, language, and design experts. The validation results from experts are presented in the following table:

Table.1. 3 Module validation results by lecturers/experts

No.	Name	Expertise	Score in percentage
1	Dr. Muhaemin MA	Material	75%
2	Sukmawaty S.Pd. M.Pd	Language	80%
3	Arwan wiratman S.Pd M.Pd	Design	70%

DISCUSSION

a. Needs analysis

The results of the needs analysis for the development of a children's story learning module based on religious values in class V of Madrasah Ibtidaiyah Datok Sulaiman Palopo were obtained through interviews with teachers, which is the first step of the ADDIE approach. The results of the teacher interview can be seen in the following chart:
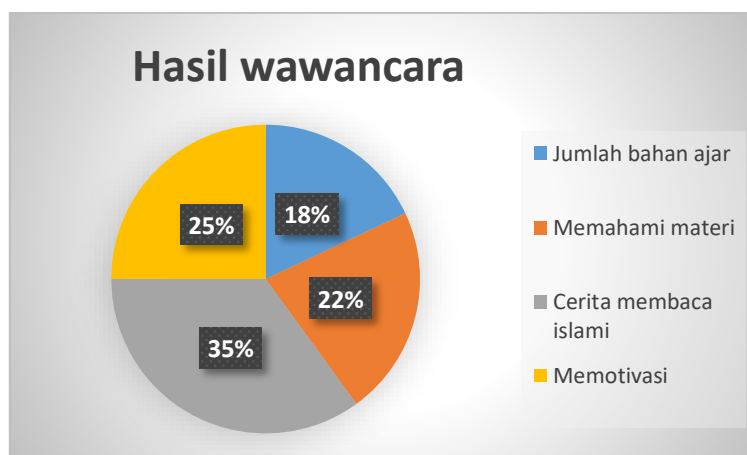
Interview results
Blue   : number of learning materials
Dark orange   : material comprehension
Gray   : reading Islamic stories
Light orange   : motivation

The results of the interviews showed a lack of teaching materials and a high interest in reading Islamic stories among students. The lack of teaching materials made it difficult for students to understand the material, hence they were less motivated during learning. This is supported by the opinion of Ekawati, Anggoro, and Komarudin (2019) who said that a module is a learning device that contains material, instructional instructions, and evaluation questions so that students can learn independently. Integrated topics contain the information students need to achieve to train their certain abilities. Daryanto (2013) emphasizes that good and interesting modules are those that can improve students' motivational abilities and learning outcomes, by telling many things about life and many forms of information for children. Likewise, we can instill moral messages and religious values in children through figures they idolize and increase their level of imagination (Widiastuti 2016).

b. Learning module design

Design is the second stage of the ADDIE model. To prepare the teaching materials that are developed, the design is carried out based on the results of a needs analysis but still pays attention to things such as choosing fonts, colors, punctuation, and paragraphs, and selected material according to the Core Competencies and Basic Competencies that apply at school. The learning module that the researcher designed was a children's story learning module based on religious values in class V of Madrasah Ibtidaiyah Datok Sulaiman Palopo and has gone through the validation and revision stages of three experts namely material experts, language experts, and design experts.

c. The validity of the learning module

   The validity of this children's story learning module based on religious values could be observed from two aspects, namely the language and material aspects. These two aspects were in line with the basic competencies and learning objectives at the school. Suryani, Suyatna, and Wahyudi (2016) argue that a module has to have basic competencies, materials, and clear learning objectives. The material in the children's story-learning module was developed so that students can easily understand it. In line with this opinion (Puspitasari 2019; Septora 2017) see that this learning module was developed by paying attention to aspects of language, writing, and clarity of information and by communicative Indonesian grammar rules. This was in line with the opinion of Surahman and Sarjono, that the developed module should go through a validation process. This process was performed to test the feasibility of the product developed based on the validator's assessment, which made the product suitable for use. This children's story learning module based on religious values was validated by three experts, namely material experts 75%, language experts 80%, and design experts 70%, and was declared valid.

CONCLUSION

1. A needs analysis was obtained through the interview method with the result that a learning module was crucially needed to increase students' interest in Islamic values so that students might develop better character.
2. The design of the learning module implemented the ADDIE model, namely analysis, design, development, implementation, and evaluation. However, this research only reached the development stage due to the limited time, knowledge, and costs of the research team.
3. The validity of the learning module was tested through three stages of validation from experts, namely material experts 75%, language experts 80%, and design experts 75%, and declared valid.

REFERENCES

Daryanto. 2013. *Menyusun Modul Bahan Ajar Untuk Persiapan Guru Dalam Mengajar*. Yogyakarta: Gava Media.

———. 2014. *Pendekatan Pembelajaran Saintifik Kurikulum 2013*. Yogyakarta: Gava Media.

Ekawati, Tia, Bambang Sri Anggoro, and Komarudin. 2019. "Pengembangan Modul Pembelajaran Matematika Pada Materi Statistika Terintegrasi Nilai-Nilai Keislaman. Ajpm 8." *Aksioma: Jurnal Program Studi Pendidikan Matematika* 8(1).

Hakim, Arif. 2016. "Pengembangan Nilai-Nilai Agama Dan Moral Di Taman Kanak-Kanak." *Ta'bid: Jurnal Pendidikan Islam* 5(1).

Jeumpa, Nurul. 2017. "Nilai- Nilai Agama Islam." *Jurnal Pedagogik* 4(2).

Khair, Ummul. 2018. "Pembelajaran Bahasa Indonesia Dan Sastra (BASASTRA) Di SD Dan MI." *Ar-Riayah: Jurnal Pendidikan Dasar* 2(1).

Nurgiyantoro, Burhan. 2005. *Sastra Anak Pengantar Pemahaman Dunia Anak*. Yogyakarta: Gadjah Mada University Press.

Puspitasari, Anggraini Diah. 2019. "Penerapan Media Pembelajaran Fisika Menggunakan Modul Cetak Dan Modul Elektronik Pada Siswa SMA." *Jurnal*

Pendidikan   Fisika   7(1).   https://journal.uin-alauddin.ac.id/index.php/PendidikanFisika/article/view/7155.

Septora, Rio. 2017. "Pengembangan Modul Dengan Menggunakan Pendekatan Saintifik Pada Kelas X Sekolah Menengah Atas." *Jurnal Lentera Pendidikan Pusat Penelitian LPPM UM Metro* 2(1).

Subekti, Tabah, and Dkk. 2016. "Pengembangan Modul Bahasa Indonesia Bermuatan Nilai Karakter Kebangsaan Bagi Mahasiswa PGSD." *PDD: Profesi Pendidikan Dasar* 3(2).

Suryani, Yani, Agus Suyatna, and Ismu Wahyudi. 2016. "Pengembangan Modul Pembelajaran Menggunakan Learning Content Development System Materi Gerak Harmonik   Sederhana."   *Jurnal   Pembelajaran   Fisika*   4(3). http://jurnal.fkip.unila.ac.id/index.php/JPF/article/view/11485.

Susanto, Ahmad. 2013. *Teori Belajar Dan Pembelajaran Di Sekolah Dasar*. Jakarta: Fajar Interpratama Mandiri.

Wibowo, Agus. 2012. *Pendidikan Karakter Strategi Membangun Karakter Bangsa Berperadaban*. Yogyakarta: Pustaka Belajar.

Widiastuti, Niken. 2016. "Peran Mendongeng Dalam Melatih Kecerdasan Emosi Anak Usia Dini." *Jurnal Psikologi Pendidikan* 8(2).