



DEVELOPMENT OF ISLAMIC VALUES-BASED TEACHING MATERIAL FOR EARLY CHILDHOOD PHYSICAL EDUCATION AND GYMNASTICS

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Abstract

The aim of this research was to develop appropriate teaching materials for Physical Education and Gymnastics for Early Childhood based on Islamic values, tailored to meet the needs of both lecturers and students. This study used data collection techniques including observation, interviews, and questionnaires, and applied the Research and Development (R&D) method with the Borg and Gall approach, which consists of five stages: (1) preliminary study, (2) product development, (3) validation, (4) feasibility testing, and (5) dissemination. The results of this study show that the teaching materials for Physical Education and Gymnastics for Early Childhood successfully integrated Islamic values. The materials received excellent feedback and were deemed highly suitable for use. This was evidenced by the validation results from experts in content, language, and media, who gave an average score of 89%, classifying the materials as highly suitable. Furthermore, the materials were tested in a small-scale trial, receiving a score of 85%, and in a large-scale trial, receiving 88%, both indicating that the materials are highly suitable for use.

Keywords: Teaching Materials, Early Childhood Physical Education, Gymnastics, Islamic Values

INTRODUCTION

Teaching materials refer to all types of materials used to facilitate the learning process (Kosasih, 2021). Learning materials are defined as content that students must comprehend as a medium in the learning process. Additionally, teaching materials contain knowledge, skills, and attitudes that students need to achieve specific competencies. According to research by Badru et al. (2010), learning materials refer to any form of material or learning resources used to facilitate the learning process. This aligns with Sungkono (2009), who stated that any form of material or learning resource used to support and facilitate the learning process qualifies as learning material. These materials can take the form of textbooks, workbooks, handouts, videos, presentations, quizzes, assessments, and other resources that help students acquire knowledge and skills. Effective teaching materials should be well-organized, engaging, and suitable for the level and needs of students. They should also be designed to encourage activ

learning and provide opportunities for students to practice the concepts they have learned. In this regard, the development of teaching materials for early childhood sports and gymnastics based on Islamic values is expected to enable students to apply Islamic values in their daily lives. The development of learning materials is an activity and process within education that aims to improve the quality of learning. By using learning materials, the learning process can become more effective. Learning materials typically consist of a collection of content sourced from various references, providing students with a diverse learning experience and making the process more meaningful for the development of their abilities. The use of learning materials in lectures can help address monotonous and passive learning environments. Lecturers can benefit from the reduced time needed to explain learning materials, while students can further develop their skills and receive support throughout the learning process (Dinda Pratiwi, 2019).

Early childhood sports and gymnastics is a compulsory subject in the early childhood Islamic education program in the third semester. Based on initial observations, the teaching materials used for this course are general and do not yet include content that incorporates Islamic values. The learning outcomes aim to produce graduates who are professional, possess strong character, and integrate Islamic values into their daily lives. Therefore, the researcher intends to develop teaching materials based on Islamic values to meet the learning outcomes of the early childhood sports and gymnastics course. This aligns with Ahmad Akhwani's research (2022), which emphasizes that the most important aspect of teaching materials is the inclusion of messages related to both general and spiritual aspects of learning. Essentially, every subject should integrate Islamic values because education should not only develop cognitive and psychomotor skills but also focus on affective development. Therefore, in the early childhood sports and gymnastics course, Islamic moral teachings are applied to ensure that cognitive, affective, and psychomotor skills are developed as expected (Akhwani & Afwan Romdloni, 2021).

To address the challenges in the early childhood sports and gymnastics course, it is necessary to develop teaching materials that integrate Islamic values. For instance, additional content in chapters 2 and 3, which originally discussed early childhood sports and gymnastics, will now include a review of Islamic perspectives on early childhood sports and gymnastics education. Similarly, in chapter 3, which covers the general concept of early childhood, the researcher adds the Islamic perspective on early childhood development. This is in line with the 2020 "Merdeka Curriculum" guidebook, which states that the presence of teaching materials is intended to help students achieve the desired learning outcomes. By integrating Islamic values into the early childhood sports and gymnastics course, students are expected to apply these values in organizations that require them in early childhood sports and gymnastics activities. This will help instill Islamic values as habits and ultimately shape the students' character.

METHOD

The research method focused on the stages of analysis, design, development, implementation, and evaluation, using the R&D framework based on the Borg and Gall approach through five stages: (1) the preliminary study stage, (2) the product development stage, (3) the validation stage, (4) the feasibility testing stage, and (5) the dissemination stage.

The five-stage approach can be explained as follows:

1. In the preliminary study stage, an analysis of the problems and their causes was conducted.

2. In the product development stage, the latest theories were reviewed and integrated with Islamic values.
 3. During the validation stage, the researcher sought validation from several experts.
 4. In the feasibility testing stage, two trials were conducted: a small-scale trial involving 15 PIAUD students followed by revisions, and then a large-scale trial with further revisions before the final product was completed.
 5. In the dissemination stage, the researcher disseminated teaching materials for early childhood physical education and gymnastics, incorporating Islamic values, in the form of journals or books with ISBNs.
- Data collection methods included observation, interviews, and questionnaires. The validation test was carried out by lecturers with expertise relevant to the research requirements.

RESULTS AND DISCUSSION

The development of teaching materials followed five stages, which are outlined below:

Preliminary Study

In this stage, the researcher analyzed the problems present, specifically that the existing teaching materials did not yet integrate Islamic values. Islamic-based teaching materials are essential for both lecturers in teaching and students in their learning process. The course Physical Education and Gymnastics for Early Childhood is a mandatory subject in the Early Childhood Islamic Education program. This course not only covers aspects of fitness and health for young children but also emphasizes the Islamic perspective in studying physical education and gymnastics for early childhood. An analysis of the lecturers' needs regarding the content of teaching materials that integrate Islamic values, presented through a questionnaire, showed a score of 75%. Additionally, the researcher conducted an analysis of student responses. A questionnaire was also given to students to assess the development of teaching materials for Physical Education and Gymnastics for Early Childhood, with the results presented as follows:

Needs for Development of Teaching Materials

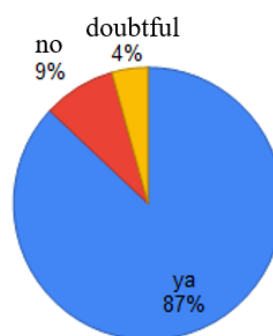


Figure 1. Diagram of Learning Material Development Needs

The diagram above indicated that 87% of the students expressed a need for the development of teaching materials for the Physical Education and Gymnastics for Early Childhood course that integrated Islamic values. In contrast, 9% of the students responded "No," while 4% were undecided.

Product Development Stage

At this stage, the researcher conducted an extensive review of literature related to theoretical analysis and the design of teaching materials based on Islamic values, with a focus on achieving learning outcomes in terms of attitudes, knowledge acquisition, and skills development. This approach guided the development of teaching materials for the Physical Education and Gymnastics for Early Childhood course, grounded in Islamic principles and applied to daily practices. The researcher examined new and relevant theories to address the existing issues. One of the key theories used in developing these materials was that of Alhazimi, a professor of Islamic Studies at the Islamic University of Madinah, who explained the concept of physical education and gymnastics from an Islamic perspective. Additionally, Western theories were also incorporated to broaden students' perspectives in analyzing physical education and gymnastics for early childhood.

Several factors were considered to ensure that the content remained relevant to the course's learning objectives and the graduate profile. These factors included providing students with an understanding of the characteristics and physical, motor, cognitive, and emotional development of early childhood in the context of physical education and gymnastics. Furthermore, the students were expected to comprehend the benefits of physical activities and gymnastics for early childhood development, integrated with Islamic values. The development of the teaching materials included Quranic verses, discussions on motor development in early childhood from an Islamic perspective, and theories of physical education and gymnastics for early childhood through an Islamic lens. This process is illustrated in the diagram below:



Figure 2. Development of Materials

Validation Stage

In this stage, the researcher conducted a validation process, involving three experts who represented different aspects relevant to the teaching materials. These experts included a content expert, a language expert, and a media expert. The primary role of the validators was to provide feedback, suggestions, and assessments of the teaching materials that had been developed, ensuring that they could be revised and improved to meet the desired

standards. Each expert contributed their specific knowledge and perspective to evaluate certain aspects of the materials.

a. Content Experts

The content validation of the teaching materials for Physical Education and Gymnastics for Early Childhood involved two experts: Mrs. Amanah Rahmaningtyas, M.Pd, a lecturer in Early Childhood Islamic Education (PIAUD) and an assessor for PAUD accreditation from the State Islamic Institute of Curup, and Mrs. Darmawati, M.Pd, a lecturer at Ibnu Sina College in Batam, who has been teaching the Physical Education and Gymnastics for Early Childhood course since 2016. The purpose of this validation was to assess the quality of the teaching materials produced. The assessment instrument used by the content experts consisted of 30 questions, and the analysis results showed an average score of 90%, indicating that the teaching materials for Physical Education and Gymnastics for Early Childhood integrated with Islamic values were highly suitable for use. The details of this analysis are presented in the table below.

Table 1. Content Expert Validation

Aspect	Average Score	Number of Questions	Percentage	Qualification
Relevance of material to students' abilities	13	15	87%	Highly Suitable
Material novelty	9	10	90%	Highly Suitable
Ease of understanding	5	5	100%	Highly Suitable
Total Score	27	30		
Overall Average			90%	Highly Suitable

However, there were suggestions and feedback for improving the teaching materials for Physical Education and Gymnastics for Early Childhood. These included adding a section on child development stages from an Islamic perspective, providing a brief overview of each chapter before introducing sub-themes, and correcting any typographical errors. The researcher then made revisions based on this feedback.

b. Language Expert Validation

The language validation for the teaching materials on Physical Education and Gymnastics for Early Childhood was conducted by Ummul Khair, M.Pd, a lecturer of Indonesian Language at IAIN Curup. The purpose of this validation was to assess the quality of the teaching materials in terms of language use and writing conventions. The assessment instrument contained several items, and the analysis results showed a score of 85%, indicating that each item was well classified. Despite the positive evaluation, the language expert provided feedback and suggestions for improvement. These included adding captions to images within the chapters, correcting the use of capital letters when mentioning names and at the beginning of sentences, applying italics for foreign words, and avoiding the use of too many font styles in the teaching materials.

Table 2. Language Expert Validation

Aspect	Average Score	Number of Questions	Percentage	Qualification
Appropriateness in selecting	8	10	80%	Highly

words to explain concepts				Suitable
Clarity and directness of the language used	9	10	90%	Highly Suitable
Correct application of spelling rules	6	7	85%	Highly Suitable
Total Score	27	30		
Overall Average			85%	Highly Suitable

In response to the language validation, the researcher immediately revised the materials. These revisions included adding captions to all images within the chapters, correcting the use of capital letters at the beginning of sentences, applying italics for foreign terms, and standardizing the use of a single font style throughout the teaching materials on Physical Education and Gymnastics for Early Childhood based on Islamic values.

c. Media Expert Validation

The media validation for the development of teaching materials on Physical Education and Gymnastics for Early Childhood was conducted by two experts: Lina Amelia, M.Pd, a lecturer in Early Childhood Islamic Education (PIAUD) at UIN Ar-Raniry Banda Aceh, and Rizki Yunita Putri, M.Pd, a lecturer at IAIN Curup who teaches early childhood learning media courses. The purpose of this validation was to assess the media used in the development of teaching materials and to evaluate whether the media was suitable for implementation or required further revision.

Table 3. Media Expert Validation Results

Aspect	Average Score	Number of Questions	Percentage	Qualification
Size of teaching materials	7	7	100%	Highly Suitable
Cover design	4	5	80%	Highly Suitable
Content design	7	7	100%	Highly Suitable
Total Score	18	19		
Overall Average			93%	Highly Suitable

Based on the table above, the media validation results show an average score of 93%, indicating that the teaching materials for Physical Education and Gymnastics for Early Childhood are highly suitable for use. This suggests that the media developed for the course is ready for implementation without the need for further revision.

Feasibility Testing Stage

In the feasibility testing stage, two activities were conducted: small-scale trials and large-scale trials. The small-scale trial was attended by 15 students from the third semester of the Early Childhood Islamic Education (PIAUD) program in the Faculty of Education at the State Islamic Institute (IAIN) of Curup. Following that, a large-scale trial was conducted with 27 students from two classes of the same program at IAIN Curup. Below is documentation from the small-scale trial during the teaching and learning activities for the Physical Education and Gymnastics for Early Childhood course, based on Islamic

values, which took place over four meetings.

Dissemination

In the dissemination stage, the researcher introduced the teaching materials for Physical Education and Gymnastics for Early Childhood based on Islamic values to a broader audience. This dissemination was carried out through publications in journals and ISBN-registered books. The objective of this activity was to promote and introduce the teaching materials to the wider community, allowing the integration of Islamic values in early childhood education to reach a larger audience.

Physical Education and Gymnastics for Early Childhood is a compulsory course in the Early Childhood Islamic Education (PIAUD) program. Therefore, appropriate teaching materials are required to be prepared by the course lecturer, aligning with the learning outcomes and integrating Islamic values. Previous studies, such as Mardiana's research in 2018 on developing teaching materials using a scientific approach, Mulyati's study in 2017 on Islamic values-based teaching materials, and Susilowato's research in 2017 on the development of Islamic-based algebra materials, have all focused on integrating Islamic perspectives into various subjects. The novelty of this study lies in integrating Islamic values specifically into the Physical Education and Gymnastics for Early Childhood course.

In developing teaching materials based on Islamic values, this study followed Borg and Gall's development model through five stages: The first is Preliminary Study. The initial stage involved conducting a needs analysis for the teaching materials. Based on interviews with lecturers of the Physical Education and Gymnastics for Early Childhood course regarding the development of Islamic-integrated teaching materials, it was found that the lecturers desired a model and product in the form of a module or teaching material that incorporated Islamic guidelines and could be applied in students' daily activities. The lecturers also emphasized the need for references that could support the learning process, as suggested by Wiguna (2019), who highlighted the importance of logical content mastery in fostering holistic character development. In this context, learning is not only perceived as an academic process but also as a means to cultivate positive values and attitudes. Thus, education is expected to equip individuals with critical thinking skills and strong character, incorporating Islamic values into everyday life.

The second is Product Development. In this stage, theoretical studies were conducted to enhance the content. This included adding Quranic verses to the concept of physical education and gymnastics for early childhood, discussing physical and motor development from an Islamic perspective, and providing a definition of physical education within the Islamic worldview. The third is Validation Stage. The validation process involved three experts: a content expert, a language expert, and a media expert. The overall score from the three experts was 93%, indicating that the developed materials were highly suitable for use. The fourth is Feasibility Testing. Feasibility testing was conducted in two phases: a small-scale trial involving 15 students from the PIAUD program at IAIN Curup and a large-scale trial involving 27 students. The results are presented in the following diagram:

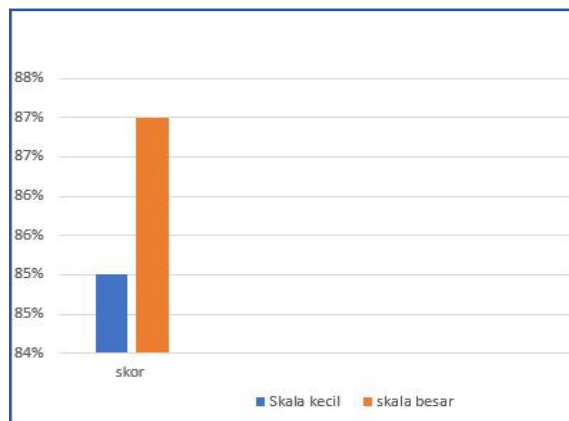


Figure 3. Diagram Comparison of Small-Scale and Large-Scale Trial Scores

The diagram above shows that the small-scale trial received a student response score of 85%, which increased to 87% in the large-scale trial, indicating that the teaching materials are highly suitable for implementation.

The fifth is Dissemination. The final stage was the dissemination process, which involved promoting the Islamic values-based teaching materials for Physical Education and Gymnastics for Early Childhood through various channels, such as journals and ISBN-registered books. The aim of this stage was to introduce the teaching materials to a broader audience, thus expanding the impact of the integrated approach in early childhood education.

CONCLUSION

Based on the research and development of teaching materials for the Physical Education and Gymnastics for Early Childhood course, which integrates Islamic values, the researcher concludes that the teaching materials for this course, developed using the Borg and Gall model, consist of five stages: (1) preliminary study, (2) product development, (3) validation, (4) feasibility testing, and (5) dissemination.

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