Development of Islamic Cultural History (SKI) Teaching Materials Based on Self-Directed Learning for University Students

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ABSTRACT: *The use of teaching materials for the History of Islamic Culture Madrasah Ibtidaiyah (SKI MI) Course in the Madrasah Ibtidaiyah Teacher Education study program has yet to include self-directed learning to improve learning outcomes. Therefore, this study aims to develop teaching materials for the History of Islamic Culture Madrasah Ibtidaiyah (SKI MI) Course based on self-directed learning for students of the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI). The research method is Research and Development, with a qualitative approach to collect data from interviews and observations and a quantitative approach to obtain data from surveys and experimental tests. The development model used is the development of Borg and Gall. Research results include: First, teaching materials for the History of Islamic Culture Madrasah Ibtidaiyah (SKI MI) Course based on self-directed learning to improve learning outcomes. Second, teaching materials are developed in 7 stages by the development of Borg and Gall. Third, the teaching materials are assessed from the material with an ideality reaching 88%, presentation with an ideality reaching 83%, language with an ideality reaching 86%, and graphics with an ideality reaching 90%. From several presentations, it is valid and practical with an ideality of 85% and effective with an Equal Variance Assumed of 0.007, effectively improving student learning outcomes. This study is limited to developing teaching materials without exploring other aspects of the learning process, such as teaching methods, teacher involvement, or the context of the learning environment that may affect student learning outcomes. The originality of this article is the development of SKI MI teaching materials based on independent learning using the Borg and Gall model.*

Penggunaan bahan ajar Mata Kuliah Sejarah Kebudayaan Islam Madrasah Ibtidaiyah (SKI MI) pada program studi Pendidikan Guru Madrasah Ibtidaiyah belum mencakup kemandirian belajar dalam rangka meningkatkan hasil belajar. Oleh karena itu, penelitian ini bertujuan untuk mengembangkan

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bahan ajar Mata Kuliah Sejarah Kebudayaan Islam Madrasah Ibtidaiyah (SKI MI) berbasis kemandirian belajar untuk mahasiswa program studi Pendidikan Guru Madrasah Ibtidaiyah (PGMI). Metode penelitian adalah Penelitian dan Pengembangan dengan pendekatan kualitatif untuk mengumpulkan data dari wawancara serta observasi dan pendekatan kuantitatif untuk memperoleh data dari survei dan uji eksperimen. Model pengembangan yang digunakan sesuai dengan pengembangan Borg dan Gall. Beberapa hasil penelitian antara lain: Pertama, bahan ajar mata kuliah Sejarah Kebudayaan Islam Madrasah Ibtidaiyah (SKI MI) yang berbasis kemandirian belajar untuk meningkatkan hasil belajar. Kedua, bahan ajar dikembangkan dalam 7 tahap sesuai dengan pengembangan Borg dan Gall. Ketiga, bahan ajar dinilai dari materi dengan keidealan mencapai 88%, penyajian dengan keidealan mencapai 83%, bahasa dengan keidealan mencapai 86%, kegrafikaan dengan keidealan mencapai 90%. Dari beberapa penyajian dapat dikatakan valid dan praktis dengan keidealan 85% dan efektif dengan *Equal Variance Assumed* sebesar 0,007 sehingga efektif dalam meningkatkan hasil belajar mahasiswa. Penelitian ini terbatas pada pengembangan materi ajar, tanpa mendalami aspek lain dari proses pembelajaran, seperti metode pengajaran, keterlibatan guru, atau konteks lingkungan pembelajaran yang mungkin mempengaruhi hasil belajar siswa. Orisinalitas artikel ini adalah pengembangan bahan ajar SKI MI berbasis pembelajaran mandiri menggunakan model Borg dan Gall.

I. INTRODUCTION

A teacher must improve quality when optimising a good learning process (Tirado-Morueta et al., 2022). For the learning process to be carried out optimally, active interaction between teachers and students, namely teaching materials is required (Puspitasari et al., 2023). For this reason, teachers need knowledge to carry out various teaching and learning process activities to achieve optimal learning.

Lecturers must have sufficient open materials. Therefore, lecturers need to develop suitable open materials that must, of course, be based on the characteristics of their students. The best teaching materials come from the research results of the lecturer himself as the instructor. In addition, every lecturer must be competent in the fundamental theories of developing teaching materials comprehensively (Hasan, 2014).

Can develop teaching materials by identifying, developing and assessing the content and learning strategies. The development of teaching materials also includes reviewing and considering the nature of the material to be taught, the number of students, and the availability of the material. The development of teaching materials uses adaptive principles, meaning that you can get new things that are not yet contained in the substance of the course at the time of its implementation (Twizeyimana et al., 2024). The adaptive principle means that students can adapt and accept new values/competencies in learning through lectures delivered by lecturers. This competency can be realised through a learning process determined by implementing

semester learning plan (RPS). Whether or not the learning process is by planning learning will support the achievement of learning outcomes (R. Ramdani et al., 2018).

Based on the description above, ideally, lecturers as professionals and at the same time as scientists can develop teaching materials according to the field of science they are involved in so that students can attend lectures effectively. However, regarding lecturers' duties as mentioned above, it seems that they do not correspond to reality with what is happening in campus life, especially at State Islamic University (UIN) Famawati Sukarno Bengkulu, because many lecturers have not produced written works in the form of teaching materials which are published in the form of printed books such as Darras books. In this case, many lecturers still teach by relying only on textbooks based on the written work of lecturers or other authors. Conditions like this also occur in lecturers at the PGMI Study Program, Faculty of Tarbiyah and Tadris, UIN Famawati Sukarno Bengkulu.

Teaching materials have a critical role for lecturers as teachers and students. There are benefits for lecturers as teachers in trying to use their time as effectively as possible (Yalcin et al., 2015), and it's interesting, especially as the government is launching the Merdeka Belajar-Kampus Merdeka Curriculum. Apart from teaching materials and other determining factors, student learning success is also determined by self-directed learning (Syahputri et al., 2018). One of the student's abilities to be able to control and regulate behaviour and be able to evaluate their learning to achieve goals is self-directed learning. According to Rodrigo, self-directed learning has several indicators, namely a) personal regulation, including organisation and transformation; arrangement, goals and plans; seeking information, practice and remembering; reviewing notes; b) behavioural performance, including self-evaluation, making notes, self-consequences; and c) learning environment including arranging the environment and seeking social assistance (Vela Rodrigo, 2022).

However, the History of Islamic Culture Madrasah Ibtidaiyah (SKI MI) teaching materials available so far and used as learning resources by lecturers and students in SKI MI courses, both in terms of the implementation of learning method steps and the content of the material, have yet to reflect efforts to foster student self-directed learning. Based on the results of a preliminary survey via Google Forms on 77 students of the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI) and Tadris Study Programs of UIN Fatmawati Sukarno Bengkulu, it shows that the level of student self-directed learning based on the indicator of dependence on others is 65.8% in the reasonably high category, having self-confidence is 53% sufficient, Behaving disciplined is 51.6% sufficient, having a sense of responsibility is 56% acceptable. The indicator of exercising self-control is 53% in the adequate category. The survey data indicates that student self-directed learning is still in the medium category, which is different from what the campus management expects, which is in the high category, above 70%.

Several previous studies have shown the development of inquiry-based and technology-based teaching materials in improving learning independence. Ramdani found that blended learning-based laboratory inquiry teaching materials were effective in improving students' learning independence, especially male students, with significant improvements in goal setting and planning (A. Ramdani et al., 2022). Munzil & Rochmawati developed e-learning teaching materials based on guided inquiry and augmented reality for distance learning, which have been validated with very good

results for the topic of hydrocarbons at SMAN 10 Malang (Munzil & Rochmawati, 2021). Budiastra et al tested the validity and reliability of new generation inquiry-based science teaching materials in elementary schools, with high validity results and good reliability according to experts (Budiastra et al., 2020). Erlina et al. (2022) showed that atomic physics teaching materials in blended learning were effective in improving the independent learning skills of Open University students, with a focus on the practicality and effectiveness of tutorials in distance education (Erlina et al., 2022).

From several research results, there has yet to be any research related to the History of Islamic Culture Madrasah Ibtidaiyah (SKI MI) course based on self-directed learning for the Madrasah Ibtidaiyah Teacher Education Study Program (PGMI). This situation raises problems regarding the need for and development of teaching materials that have been tested for validity, practicality, and effectiveness. This research can be helpful in the development of teaching materials that prioritise self-directed learning to improve learning outcomes.

II. METHOD

The development model of teaching materials for the History of Islamic Culture Madrasah Ibtidaiyah (SKI MI) course based on self-directed learning used in this study applies the stages taken from Borg and Gall (Klima Ronen, 2020). The stages in this study are the stages of research and initial information collection, planning, product development, trial stage I, Revision of results, trial stage II, Revision of results stage II, feasibility test and Revision of the final product.

The product produced from this study is a printed product developed as teaching materials for the SKI MI course based on self-directed learning. It is ready to be used as a textbook for PGMI Study Program students in the first semester of the History of Islamic Culture *Madrasah Ibtidaiyah* (SKI MI) Course Elementary Madrasah Teacher Education (PGMI) Study Program, Faculty of Tarbiyah and Tadris, UIN Fatmawati Sukarno.

The research subjects used as a reference for the quality of teaching materials for the SKI MI course based on self-directed learning in this development research are six material experts, two learning experts (senior media lecturers), Indonesian language experts, and two graphic design experts. Furthermore, the researcher also involved 2 lecturers of the SKI MI course as validators of the learning instruments in the form of syllabus and RPS that had been developed. The other trial subjects were students, especially in obtaining data on student needs related to the SKI MI course teaching material model based on self-directed learning.

The types of data are qualitative data and quantitative data. Each type of data needed in the study, namely 1) data needed for the development of SKI MI course teaching materials based on self-directed learning is data obtained through the preliminary study stage; 2) data on the validity of SKI MI course teaching materials based on self-directed learning will be obtained through the SKI MI course teaching material validation sheet; and 3) data on the practicality of SKI MI course teaching materials based on self-directed learning is a type of quantitative data. Quantitative data is obtained from students filling out the questionnaire sheet regarding their responses to the SKI MI course teaching materials.

Based on the type, form, and method of collecting research data, in this study, there are two data collection techniques: interview techniques and survey techniques. The process will be an in-depth interview list instrument, and the second technique will use a questionnaire instrument. Interviews will be conducted with lecturers who teach the SKI MI course and students to obtain data related to the practicality of the SKI MI course teaching materials that have been developed. The questionnaire will be given to validators, SKI MI course lecturers and students. The questionnaire is given to validators to assess the validity of the prototype (teaching materials that have been developed). The questionnaire is given to lecturers to evaluate the practicality of the prototype that has been created. The questionnaire will also be given to students to find out their responses to the old teaching materials and the teaching materials that have been developed.

Data analysis techniques through qualitative and quantitative data analysis. Qualitative data from interviews are then analysed by applying the Miles and Huberman analysis model, which consists of 3 components: 1) data reduction, data display and conclusion drawing/verification (Miles et al., 2014). Quantitative data will be obtained through expert validity assessment, and data from the developed prototype practicality test results will be analysed using percentage calculations (Weyant, 2022). Likewise, the data obtained through distributing questionnaires to students to determine the students' responses to the old teaching materials and the new teaching materials to be developed were then analysed with results in the form of percentage calculations.

III. RESULT AND DISCUSSION

Analysis of Teaching Material Needs

The results of observations and interviews, as well as distributing questionnaires related to the SKI MI course teaching materials for the PGMI study program, which are used as textbooks for lecturers and students, showed that the teaching materials used in the PGMI study program at UIN Fatmawati Sukarno Bengkulu had not been prepared by the student's need analysis. Apart from that, there is also no clear objective regarding the usefulness of studying SKI MI for the PGMI study program, resulting in low learning motivation and lack of self-directed learning SKI to the PGMI study program, low increase in students' insight and knowledge regarding SKI knowledge so that SKI MI course teaching materials are felt by students of the PGMI study program at UIN Fatmawati Sukarno Bengkulu to be unable to be applied and connected with other learning materials and other Islamic education learning materials.

The results of the analysis of aspects of the presentation of the design of SKI MI teaching materials for the PGMI study program at UIN Fatmawati Sukarno Bengkulu still need to reflect efforts to increase student self-directed learning. In this case, lecturers still use conventional methods such as the lecture method to teach students; likewise, in the SKI MI teaching materials for the PGMI study program at UIN Fatmawati Sukarno Bengkulu that have been used so far, there is no indication of the existence of a student learning model of self-directed learning.

The results of the analysis of the presentation aspects of the PGMI UIN Fatmawati Sukarno Bengkulu study book did not provide Islamic-based pictures or photos relating to reading texts about Islamic-based teaching. This is because the authors of the SKI MI teaching materials for the PGMI UIN Fatmawati Sukarno Bengkulu study program are

guided by SKI textbooks written by foreign authors in general, such as freelance writers who publish SKI books and sell them in bookstores. Almost all of these books do not display pictures or photographs of Islamic culture appropriate to the themes and topics of discussion. So, it feels less interesting to study SKI MI.

Edgar Dale's cone of experience theory states that learning media to help students quickly understand teaching material will make it easier to know if the learning media is more concrete. And conversely, it will be increasingly more work to understand the more abstract it is (Khani, 2024). This theory can be related to the fact that if the teaching material is abstract and presented by the lecturer, it will be more difficult for students to understand. Still, students will understand it more quickly if it is more concrete. The absence of pictures or photos in the SKI MI PGM study book can impact students' low motivation to take SKI MI SKI MI PGM study courses. This is due to students' opinions regarding the need for pictures or photos in the SKI MI textbook.

Identification of needs according to the curriculum is the result of analysis of the curriculum and learning objectives of the SKI MI PGM study program. The results of this analysis are the basis for preparing SKI MI teaching materials for the PGM study program based on student self-directed learning. The basic aim of the SKI MI course is to teach students to understand and explain SKI.

Based on the study results above, researchers formulated learning objectives for SKI MI teaching materials based on self-directed learning, called Competency Standards (SK). From the goals outlined above, the researchers then reduced them to Basic Competencies (KD) based on the SK and KD, and the researchers developed the indicators. Based on the formulation of SK, KD and indicators, the researcher developed independence-based SKI MI teaching materials.

Table 1. Student Responses to the SKI MI Teaching Materials Currently Used

No	Statement	Alternative options			
		1	**2**	**3**	**4**
1	The textbook material consists of theory and direct practice in the field.	1 (2.1%)	16 (33.3%)	21 (48%)	10 (20,8 %)
2	Theory and practice are balanced in learning SKI MI.	1 (2,1%)	13 (27,1%)	25 (52,1%)	9 (18,8%)
3	The textbook material presented has not been able to motivate students to learn SKI MI	1 (2,1 %)	3 (6,3%)	31 (64,3%)	13 (27,1%)
4	The textbook material presented needs to help in understanding other subjects.	3 (6,4%)	6 (12,5%)	30 (6,25%)	9 (18,8%)
5	Textbook material trains student activity.	1 (2,1%)	5 (10,4%)	31 (64,6%)	11 (22,9%)
6	Efforts to foster self-directed learning have been included in the SKI MI textbook that has been used so far	3 (6,4%)	18 (38,3%)	18 (38%)	8 (17%)
7	Textbook material cannot develop students' self-directed learning	4 (8,3%)	16 (33,3%)	17 (35,4%)	11 (22,9%)
8	Textbook material cannot develop individual and group abilities	1 (2,1 %)	5 (10,4 %)	26 (54,2%)	16 (33,3%)

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9	Textbook material does not increase self-directed learning	1 (2,1 %)	6 (12,5%)	35 (72,9 %)	6 (12,5%)

Based on Table 1, it was found that first, most students stated that the textbook material consisted of theory and practice, with 48% choosing alternative "3" (agree). However, 33.3% were in position "2" (less agree), and 20.8% strongly agreed (option "4"). This shows that although the majority agree, there is still room to improve the balance of theory and practice. *Second*, most students (52.1%) felt that theory and practice were balanced in SKI MI learning. However, 27.1% of students felt less agree (alternative "2"). This shows that although students think there is a balance, there is a significant view that the balance could be more optimal. *Third*, as many as 64.3% of students stated that the teaching material did not motivate them enough. This is an important indicator that there needs to be improvement in the delivery and development of materials to make them more interesting and encourage students to learn. *Fourth*, as many as 62.5% of students felt that the SKI MI textbook material needed to help them understand other courses. This shows that the teaching material is still separate from different learning contexts and does not support course integration. *Fifth*, as many as 64.6% of students felt that the textbook material had trained their activeness in learning. This indicates that the teaching material has an interactive aspect that can be further developed. *Sixth*, students were relatively evenly divided in assessing whether efforts to foster self-directed learning were included in the teaching materials, with 38% agreeing and 38.3% disagreeing. This indicates the potential to improve content that encourages self-directed learning. *Seventh*, most students (35.4%) agreed that the textbook material did not support self-directed learning. This correlates with previous results, which showed that despite efforts, the development of independence still needed to be improved. *Eighth*, as many as 54.2% of students stated that the textbook material had not been able to develop individual or group abilities. This indicates the need to improve collaborative and personal materials. And *ninth*, 72.9% of students felt the textbook material needed to enhance self-directed learning. This is one of the most prominent issues, emphasising the need to redesign teaching materials to support self-directed learning.

Based on student response data on SKI MI course teaching materials, it can be concluded that although most students feel that the teaching materials are balanced between theory and practice, there are several significant areas for improvement. Most students think that the materials are less motivating and have not been able to develop self-directed learning, with most also stating that the materials do not help them understand other courses and do not support the development of individual and group abilities. Although there are positive indications that the teaching materials train student activeness, more focused efforts are needed to improve the quality of learning, especially in encouraging motivation and self-directed learning. This indicates the need for enhanced content that is more relevant, interactive, and integrated with broader learning needs.

In more detail, the results of the responses or opinions of the students of the PGMI Study Program, Faculty of Tarbiyah and Tadris, UIN Fatmawati Sukarno Bengkulu, can be seen in the following table 2.

**Table 2. Student Responses to the Presentation of SKI MI
Course Teaching Materials Currently Used**

No	Statement	Alternative options			
		1	**2**	**3**	**4**
1	The lecturer conveyed the content of the textbook material.	1 (21.%)	9 (18,8%)	27 (65,3%)	11 (22,9%)
2	Lecturers are challenging to understand when delivering courses.	1 (2,1%)	24 (51,1%)	15 (31,9%)	7 (14,9%)
3	The assignments given help you understand other subjects.	1 (2,1%)	10 (20,8%)	32 (66,7%)	5 (10,4%)
4	When teaching, lecturers use media as a tool.	1 (2,1%)	6 (12,5%)	29 (60,4%)	12 (25%)

Based on Table 2, it was found that first, as many as 65.3% of students stated that the contents of the textbook material were those delivered by the lecturer (option "3"). In comparison, 18.8% slightly disagreed, and only 22.9% strongly agreed (option "4"). Most students confirmed consistency between the Textbook and the lecturer's delivery, although a small number felt it needed to be more appropriate. *Second*, as many as 51.1% of students stated that they had difficulty understanding the lecturer's explanation (option "2"), and 31.9% somewhat agreed (option "3"). This shows that most students feel that there is difficulty in understanding the lecture's material, indicating the need for improvements in the delivery method to make it more transparent and easier to understand. *Third*, most students (66.7%) felt that the assignments given helped in understanding other courses (option "3"), although 20.8% disagreed (option "2"). This shows that the lectures' assignments have cross-course relevance, helping students integrate a broader understanding. And *fourth*, as many as 60.4% of students stated that lecturers use media as a teaching aid, and 25% strongly agree. However, 12.5% said that they disagreed. This indicates that most students feel that lecturers have utilised media as a teaching aid, although there is room to optimise further media use in delivering material.

Students' responses to the presentation of SKI MI teaching materials generally indicate that the material presented by the lecturer is consistent with the Textbook. However, several obstacles in students' understanding of the lecturer's delivery indicate the need for improving teaching methods. In addition, the use of media has been appreciated by students, and the assignments given are also considered helpful in understanding across courses, providing added value in the learning process.

**Table 3. Student Responses to the Language of SKI MI
Teaching Materials Currently Used**

No	Statement	Alternative options			
		1	**2**	**3**	**4**
1	The language used in delivering courses is complex to understand	1 (2,1%)	2 (4,3%)	32 (68,1%)	12 (12,5%)
2	The language conveyed uses loanwords	3 (6,3%)	14 (29,2%)	26 (54,2%)	5 (10,4%)

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3	When learning to use historical terms?	1 (2,1%)	6 (12,5%)	34 (70,8%)	7 (14,6%)

Based on Table 3, it was found that first, as many as 68.1% of students stated that the language used was not difficult to understand (option "3"), with 12.5% strongly agreeing that the language was easy to understand (option "4"). Only 4.3% felt somewhat challenging to understand the language used, and 2.1% stated that the language was challenging to understand. This shows that, in general, most students can understand the language used in the course. *Second*, as many as 54.2% of students stated that lecturers often use loanwords (option "3"), with 29.2% of students somewhat agreeing (option "2"). Only 10.4% strongly agreed with this statement, and 6.3% stated that loanwords are rarely used. This shows that loanwords are often utilised in delivering material but can still be explained better to make it easy for students to understand. And *third*, as many as 70.8% of students stated that historical terms are often used in learning (option "3"), with 14.6% strongly agreeing (option "4"). A small percentage, 12.5%, somewhat disagreed, and only 2.1% felt that historical terms were rarely used. This shows that historical terms are used well and relevantly in the course, helping students understand the context of Islamic history.

Overall, the language used in delivering the SKI MI course is relatively easy for students to understand. Using historical terms is quite common in learning and necessary in supporting the teaching material. However, there are indications that loanwords are often used, which may require better explanation so all students can understand better.

Development of Teaching Materials

Planning Stage

1) Identification Stage of Standard Competency (SK) and Basic Competency (KD) Aspects

At this stage, identify the aspects of competency standards and essential competencies that students must learn or master. The formulation of SK, KD and indicators is based on the learning objectives of the English course as contained in the syllabus of the SKI MI Course, PGMI Study Program, UIN FAS Bengkulu, namely: teaching students to be able to have the ability to understand and explain the text presented in the Textbook. Based on these objectives, the next step is to formulate SK, KD and indicators of SKI MI teaching materials based on self-directed learning in the form of an analysis matrix of SK, KD and indicators, as shown in Table 4.

Table 4. Analysis of SK, KD and Indicators

SK	KD	Indicators of Competence Achievement
1. Understand the concept of Islamic Cultural History 2. Explain the purpose and scope of Islamic Cultural History	Students can explain the meaning of the history of Islamic culture.	1. Students can explain the meaning of Islamic Cultural History 2. Students can explain the Purpose of Islamic Cultural History 3. Students can explain the Scope of Islamic Cultural History

| 1. Understand the history of the conditions of pre-Islamic Arab society in terms of economics, society, politics and beliefs.
 2. Tell the history of the conditions of pre-Islamic Arab society in terms of economics, culture, politics and beliefs. | Students can explain Arab society before Islam. | 1. Students can explain the map of the Arabian Peninsula.
 2. Students can explain the conditions of belief of the people of Mecca before they knew Islam.
 3. Students can explain the social conditions of the people of Mecca before they knew Islam.
 4. Students can explain the economic conditions of the people of Mecca before they knew Islam.
 5. Students can explain the political conditions of the people of Mecca before they knew Islam. |

2) Selecting teaching materials by SK and KD

The selection of this material is based on several reasons; first, all the selected materials are adjusted to the characteristics of students in the PGMI Study Program, Faculty of Tarbiyah and Tadris, UIN Fatmawati Sukarno Bengkulu. Second is because PGMI students in the first semester do not have much initial knowledge related to the study of Pre-Islamic Arab History about the life of the Prophet Muhammad SAW and the lives of the Prophet's companions, namely the *khulafaurrasyidin* and it is hoped that with the existence of unique teaching materials for this PGMI study program, it will foster self-directed learning for students (Suparjo, 2021).

All SKI MI teaching materials are taken from various sources, such as the Internet and books related to the SKI course by experts. Images or teaching aids are needed to illustrate the concept of Islamic cultural history. In developing these teaching materials, the discussion topics related to the conditions of Pre-Islamic Arabia, the history of the Prophet Muhammad SAW and the history of civilisation during the *Khulafaurrasyidin* era include several images related to the map of the Arabian Peninsula, the beliefs of the Pre-Islamic Arab community, and images related to the material presented. Likewise, the topic is about the life of the Prophet Muhammad, both when he was born, the Prophet Muhammad's migration to Medina, Fathul Mecca and material about the civilisation of the *Khulafaurrasyidin* era.

The main principle in selecting examples and illustrations is whether they are appropriate to clarify the theory or concept explained in the development of this SKI MI material. Researchers obtained this information from various current sources, such as textbooks, magazines, newspapers, and websites.

3) Mapping Types of Material by SK and KD

Based on the aspects of SK and KD that have been identified, the researcher next chose the type of material based on the aspects contained in SK and KD that students must master. SKI MI teaching materials in this development include facts, concepts, principles, and procedures. Identification of the type of learning material is considered necessary because each type of learning material related to facts, ideas, principles, or

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procedures requires different learning strategies or methods, media, and evaluation/assessment systems.

4) Choose the type of material by the SK.

The selection of the type of learning material taught to students is by asking questions about the KD that students must master. Determination of the type of learning material in the form of a) Fact material is chosen if the basic competency that students must master is remembering the name of an object, symbol or event; b) Concept material states a definition, writes the characteristics of something, classifies or groups several examples of objects according to a definition including the type of concept material. For example, material defines (understanding) news, characteristics of news, and grouping; c) Principle material is chosen if the basic competency that students must master is the ability to determine the relationship between several concepts or apply the relationship between various concepts; d) Procedure material includes explaining or carrying out steps or procedures in sequence or making; e) Affective aspect material is choosing to do or not do based on considerations of good or bad, like or dislike, beautiful or not beautiful; and f) Motor aspect material is chosen if the basic competency that students must master is doing physical actions.

5) Stage of Selecting Teaching Material Sources

After the type of material is determined, the next step that the researcher does is to determine (choose) the source of the teaching materials. The materials or teaching materials that the researcher has used for SKI MI based on self-directed learning come from various sources, such as manuals, electronic books (ebooks), magazines, and the Internet. All teaching materials from multiple sources are related to the study of Elementary Madrasan Teacher Education (PGMI), such as studies: Conditions of Pre-Islamic Arab society, History of the Life of the Prophet Muhammad from birth to death, wars that occurred during the Prophet Muhammad SAW until the conquest of Mecca and studies of the lives of the struggles of the *khulafaurrasyidin*.

Development Stage

The prototype of SKI MI materials based on self-directed learning was designed based on the characteristics of teaching material development, theoretical studies, identification of needs, and analysis of existing teaching materials. In addition, these teaching materials are also compiled based on the syllabus design of the SKI MI course. The format of this syllabus design has the following structure: competency standards, essential competencies, indicators, learning materials, learning activities, assessments, time allocation, and learning resources/materials/tools.

The initial production design of SKI MI teaching materials based on self-directed learning has the following structure: a) learning title, b) learning theme, c) skill aspects equipped with SK, KD, indicators, and learning objectives, d) introduction, e) material description, f) summary, and g) assignments/exercises.

The researcher prepared a Learning Event Unit (SAP) to implement the teaching material design successfully. This SAP format includes competency standards, essential competencies, indicators, learning objectives, learning materials, learning methods, learning activity steps, learning media/tools/resources, and learning outcome assessments (attached). Furthermore, a learning competency test is carried out to determine the results achieved from designing the content of the teaching material

competency. The competency test is carried out in the form of multiple-choice questions. The questions are made according to the indicators. The results of the development of SKI MI teaching materials based on self-directed learning consist of the introduction, the content, and the closing.

1) Introduction

The introduction section of the SKI MI teaching material book based on self-directed learning consists of a book cover, title page, foreword, table of contents, KD, learning outcome indicators, and themes. The following is a breakdown of the introduction section of the SKI Mi teaching material book based on self-directed learning.

a) Cover

The cover of the SKI MI teaching material book based on self-directed learning is designed based on the results of the analysis of the needs of students and lecturers. The cover of the teaching material consists of two covers, namely the front cover and the back cover. The front cover is designed with attractive colour variations according to the wishes of students and lecturers. The cover is designed with a bright brown background and a picture of the Arab conditions set with sandy soil and the dominant animal in Arabia, namely the Camel. The back cover contains a synopsis of the primary purpose of compiling the SKI MI teaching material Based on self-directed learning. This synopsis section also explains the theme and function of the SKI MI teaching material Based on self-directed learning. Experts validated the initial prototype, and both front and back covers were designed for the SKI MI teaching material Based on self-directed learning, as shown in Figure 4.1 below.

***Figure 1.** Front Cover of Teaching Material Prototype*

The image above is a cover design for the SKI MI teaching material book based on self-directed learning, which consists of a front cover design and a back cover design. The front cover was chosen based on the condition of the land in the Arabian desert and camels as animals that live in the Arabian Peninsula for the reason that the condition of the land in the Arabian region is in the form of a barren desert and camels are animals that are used as vehicles for the Prophet and his

companions. The function of camels is very much like for war, the Prophet's Hijra in Medina and other activities carried out by the Arab nation until now.

b) Foreword

The foreword page contains the author's introduction, the reasons for writing the SKI MI teaching materials Based on self-directed learning, the contents of the SKI MI teaching materials Based on self-directed learning, and the objectives of the SKI MI teaching materials Based on self-directed learning.

c) Table of Contents

This SKI MI teaching material book based on self-directed learning is also equipped with a table of contents to help students find the title of the reading they will be studying. This table of contents page contains the titles, bibliography, and author biography, along with their page numbers.

d) Basic Competencies and Indicators

Essential competencies and indicators need to be listed to determine the final objective of the material; the writing of KD and indicators is developed using Indonesian. The basic competency of this study is understanding the history of Islamic culture. The indicators are that students can 1) read the text of the material presented, 2) conclude, 3) summarise, 4) answer several multiple-choice questions, and 5) draw conclusions (making inferences) from an assigned paragraph.

e) Theme of Each Reading Text

The theme of the SKI MI teaching material based on self-directed learning is Islamic History, which includes a study of the Condition of pre-Islamic Arab Society, the history of the Life of the Prophet Muhammad SAW from his birth to his death, and the history of civilisation during the *Khulafaurrasyidin* era. The author believes the choice of all these themes should be understood by all students of the PGMI Study Program, semester I, Faculty of Tarbiyah and Tadris, UIN Bengkulu.

2) Content Section

Chapter 1 contains an explanation of pre-Islamic Arabia containing (1) Geographical conditions of Pre-Islamic Arab Society, (2) Political and social systems, (3) Religion and beliefs of Pre-Islamic Society, (4) Summary, Exercises and Competency Tests and answers to several questions.

Chapter 2 contains an explanation of the History of the Prophet Muhammad SAW containing (1) Birth of the Prophet Muhammad SAW, (2) Appointment of the Prophet as an Apostle, (3) Preaching and personality of the Prophet Muhammad SAW, (4) The heroism of the Prophet Muhammad SAW, (5) Summary of Exercises, Competency Tests and exercises to answer several questions.

Chapter 3 contains an explanation of the Events of the Hijrah of Islam and the Fathul Mecca, which includes (1) Events of the Hijrah of the Prophet Muhammad SAW, (2) Fathul Mecca, (3) Preparation for the Attack on the City of Mecca, (4) Cleansing the City of Mecca from Idols (5) Summary of Exercises, Competency Tests and answers to exercises.

Chapter 4 contains an explanation of the Civilization of the Khulafaurrasyidin Era, which includes (1) Abu Bakar Asyiddiq, both his birth, the role and function of Abu Bakar Asyiddiq and the successes achieved during the era of Abu Bakar Asyiddiq (2) Umar Bin Khattab, the role and function of Umar Bin Khattab and the successes achieved during the era of Umar bin Khattab, (3) Usman Bin Affan, the role and function of Usman Bin Affan and the successes achieved during the era of Usman Bin Affan and (4) Ali Bin Abi Thalib, the role and function of Ali bin Abi Thalib and the successes achieved during the era of Ali Bin Abi Thalib. (5) Summary, competency test and practice answering questions.

3) Closing Section

The closing section of the prototype of SKI MI teaching materials based on self-directed learning consists of the answer keys for the exercises and assignments in each chapter. The last section is the bibliography, appendices, and author biography. Here is the explanation.

Teaching Material Validation Test Results

When you collect research data, the instrument's validity must be tested. Therefore, in research on the development of teaching materials for SKI MI courses based on self-directed learning for the PGMI study program, the product validation instruments that have been developed have also been tested for validity. To test the validity of the research data collection instrument, researchers used a validity instrument model (Br Sitepu et al., 2021); meanwhile, to test students' self-directed learning, researchers used instruments developed by developing self-directed learning instruments (Hilmiyah et al., 2020).

After compiling a prototype of SKI MI teaching materials based on self-directed learning, the researcher proposed validation to two SKI lecturers, namely I, a lecturer at UIN Fatmawati Sukarno Bengkulu, and M is a History lecturer at UIN Raden Fatah Palembang. Researchers also submitted validation to 2 material and media experts. The two material experts are S and E and the UIN Fatmawati Sukarno Bengkulu lecturers. Language experts and design experts have also validated this teaching material. The linguists are N, an Indonesian language lecturer at FKIP Sriwijaya University, and K, a UIN Fatmawati Sukarno Bengkulu lecturer. Meanwhile, the design experts, AS and RAS, are UIN Fatmawati Sukarno Bengkulu lecturers.

After validation by experts and lecturers, the next stage is to revise the SKI MI teaching materials prototype based on self-directed learning. Improvements are carried out based on assessments and suggestions from experts. In general, the improvement of SKI MI textbooks based on self-directed learning consists of four aspects, namely (a) the physical/appearance aspect of the book cover, (b) the content aspect, (c) the presentation structure aspect, and (d) the language aspect.
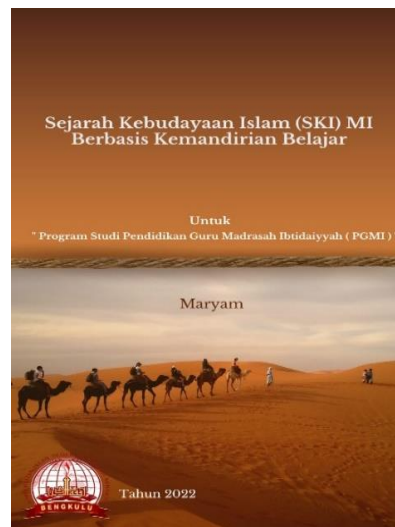
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Figure 2. *Front Cover of SKI MI Teaching Materials Based on*
self-directed learning After Revision

This teaching material has also undergone improvements in several parts of the content, namely in the form of enhancements to reading content, improvements to practice questions, and bibliography. Improvements to the material's content include adding definitions for each text related to the theme of Islamic history. Researchers also improved the questions section by adding essay questions at the end of each chapter. Improvements to the bibliography section, namely by dividing reference sources from books and the Internet, while the presentation aspect of SKI MI teaching material based on independent learning is considered reasonable by experts and lecturers, so there is no improvement to the presentation aspect.

Table 5. Results of Material Expert Assessment of SKI MI
Teaching Materials Based on Self-directed Learning

No	Rated aspect	Average	Max score	Ideal (%)	Assessment Category
1	Eligibility of content/material	39,5	45	88 %	Very Valid
2	Feasibility of Presentation	46,5	55	84%	Very Valid
3	Language Eligibility	26	30	86%	Very Valid
4	Graphic feasibility	36	40	90%	Very Valid

Based on the expert assessment of the SKI MI teaching materials based on self-directed learning, it can be concluded that all aspects are categorised as very valid. The feasibility of the content/material obtained an average score of 39.5 out of a maximum of 45, with an ideal percentage of 88%, indicating that the content of the teaching material is very relevant to student needs. The presentation aspect obtained a score of 46.5 out of 55, or 84% ideal, indicating that the presentation of the material is adequate, although there is room for slight improvement. Regarding language feasibility, the teaching material received a score of 26 out of 30, with an ideal percentage of 86%, indicating the use of language that is easy to understand and appropriate for students. The graphic aspect recorded the highest score, with 36 out of 40 or 90% ideal, indicating a graphic design

that greatly supports student understanding and involvement in learning. Overall, the teaching material is feasible and ready to help students with self-directed learning.

The research results support the research of Ramdani found that blended learning-based laboratory inquiry teaching materials were effective in improving students' learning independence, especially male students, with significant improvements in goal setting and planning (A. Ramdani et al., 2022). After all, it is more interesting because it is equipped with pictures and videos of the developed material, enabling students to engage in self-directed learning. Also, research by Saripudin shows that the ebook developed has fulfilled product optimisation from the aspect of self-directed learning (Saripudin et al., 2021).

After going through the planning and development process, the following is the research framework in Figure 3.

Figure 3. Process of Development of Teaching Materials for SKI MI Course

IV. CONCLUSION

The conclusion of this study shows that the development of teaching materials for the History of Islamic Culture Madrasah Ibtidaiyah (SKI MI) Course based on self-directed learning has been proven valid, practical, and effective in improving student learning outcomes. The development of teaching materials follows seven stages according to the Borg and Gall model. The assessment of teaching materials shows a high level of ideality, with the material aspect reaching 88%, presentation 83%, language 86%, and graphics 90%. Overall, the teaching materials have an ideality of 85%. The effectiveness test using Equal Variance Assumed produced a value of 0.007, indicating that this teaching material effectively improves learning outcomes. This study is limited to developing teaching materials without exploring other aspects of the learning process, such as teaching methods, teacher involvement, or the context of the learning environment that may affect student learning outcomes. Recommendations for further research and environmental factors such as school culture, facilities, or technology support can also be important variables. Additional research can explore how these factors affect the effectiveness of the teaching materials that have been developed.

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