

Integrating Islamic Values into Indonesian Language Teaching Materials: Enhancing Learning Outcomes for 2nd Grade MI Students

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ABSTRACT

This study aimed to develop Indonesian language teaching materials infused with Islamic values for second-grade students at Madrasah Ibtidaiyah (MI). The need for integrated character education within language learning underpins this research. The ADDIE development model—comprising analysis, design, development, implementation, and evaluation stages—guided the material creation process. Validation by material, media, and language experts resulted in an average score of 92.43%, indicating very high validity. The materials were implemented at MI Al-Hidayah, Malang Regency, involving 30 second-grade students. Practicality testing yielded a score of 90.19%, while learning outcomes improved significantly, with an 85.34% success rate. The materials incorporate Islamic values such as anger control, patience, gratitude, cleanliness, self-protection, and respect for parents, supported by engaging visual elements. These findings demonstrate that the developed materials are highly valid, practical, and effective in enhancing language skills and character education. This study contributes to holistic learning approaches aligned with the independent curriculum. Future research is recommended to expand the integration of Islamic values into other subjects to further support character-building in primary education.

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1. INTRODUCTION

Teaching materials are essential components of every educational unit, as regulated by content and educational process standards (Mediana et al., 2020). These materials serve as structured, engaging, and relevant learning resources that help teachers meet students' needs effectively. Without adequate teaching materials, achieving learning objectives becomes challenging (Aisyah et al., 2020). Thus, well-designed teaching materials are crucial for enhancing the quality of learning in elementary schools, including Madrasah Ibtidaiyah (MI).

Indonesian language learning holds significant importance at the elementary education level, particularly in phase A (grades 1 and 2). Its primary goal is to develop students' proficiency in oral and written communication, contributing to their character formation (Rahmanida Nst et al., 2022). For Islamic-based schools like MI, teaching materials should address students' needs by emphasizing moral and spiritual values that align with the core of education. However, government-provided Indonesian language textbooks often leave out Islamic values, which are an important part of Islamic-based education. This makes it harder for students to grow as whole people who are good at school and have strong Islamic character.

The concept of integration is no longer foreign in the realm of education. The idea of integration was first articulated in Law No. 20 of 2003, where the latest government policies strive to merge general and religious education to produce a generation that is devout, morally upright, creative, capable, independent, and responsible. Integration is a necessary choice for making education more comprehensive. It is not merely an academic discourse but an urgent need to guide education with holistic principles. The process of using educational examples to teach values is called incorporating values. The goal is to teach students moral, social, and ethical virtues that will help them become people of strong character and integrity (Ramadhani et al., 2020).

Attractively designed Indonesian language teaching materials that integrate Islamic values address these gaps. Integrating Islamic values here means conveying Islamic principles in every lesson, not only through incorporating them into content or practice questions but also through the teaching methods applied (Aini et al., 2021). Integrating educational values involves embedding religious character education in the content or subject matter throughout the learning stages. Islamic attributes essentially represent various aspirations for daily comfort, a depiction of how humans should live their lives, interconnected to form an indivisible and cohesive whole. Including Islamic values in language learning has been shown to improve not only academic understanding but also the growth of students' character, according to studies by Maharany et al. (2023), Sitepu & Salminawati (2023), and Masyhudi et al. (2020). Moreover, Setiawan's (2023) findings indicate that engaging teaching materials significantly boost motivation and learning outcomes.

This study aims to develop Indonesian language teaching materials specifically tailored for second-grade MI students, integrating Islamic values to meet the unique needs of Islamic educational institutions. We design these materials to enhance learning effectiveness, instill moral and spiritual values, and improve students' academic performance. By bridging the existing gaps, this research seeks to contribute to the creation of a generation that excels academically while embodying strong Islamic values.

2. METHODS

The ADDIE model guides this study's research and development (R&D) approach, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. Each step is carefully planned to make sure that Islamic values are taught along with meeting the needs of second-grade Madrasah Ibtidaiyah (MI) students learning the Indonesian language. Figure 1 illustrates the stages of development using the ADDIE model:

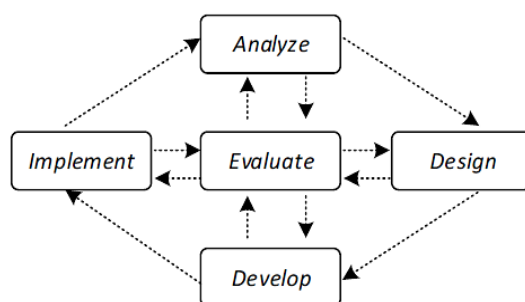


Figure 1. ADDIE Model

In the analysis stage, the researcher identifies the specific needs for teaching materials by reviewing the curriculum and learning objectives for the Indonesian language. The criteria for selecting Islamic values are determined based on their relevance to the students' developmental stage, the objectives of character education, and alignment with Islamic teachings. Values such as cleanliness, patience, gratitude, and respect for parents were chosen through consultations with Islamic education experts and a literature review of character-building principles in Islamic education.

During the design stage, we develop teaching materials by incorporating the selected Islamic values into the learning objectives, content, and teaching strategies. This stage includes creating storyboards, arranging learning activities, and embedding Islamic values into examples, exercises, and reflection sheets. We not only integrate textual content, but also incorporate illustrations and interactive elements to subtly and effectively promote Islamic teachings. We craft the teaching materials during the development stage, including exercises, student worksheets, and reflection activities. The materials are checked by experts in three areas: media experts look at the visual design and user interface to make sure they are engaging and easy to use; subject matter experts check that the content is correct and appropriate in Indonesian; and language experts look over the language to make sure it is clear, makes sense, and is appropriate for second-grade students. We selected experts based on their professional qualifications and experience in their respective fields. Feedback from the validation process guides subsequent revisions to enhance the quality and relevance of the materials.

The revised teaching materials were tested in a real classroom setting during the implementation stage at Madrasah Ibtidaiyah Al-Hidayah. The sample consisted of 30 second-grade students and one teacher. Although relatively small, the sample size was deemed sufficient to provide focused insights into the practicality and effectiveness of the materials within a controlled environment. Both the teacher and students completed questionnaires to evaluate the practicality and effectiveness of the teaching materials.

During the evaluation stage, a comprehensive analysis of the feedback collected was conducted. Teacher and student responses were analyzed to assess user satisfaction and the practicality of the materials. Additionally, student learning outcomes were evaluated to measure the materials' effectiveness. Descriptive statistical methods, including frequency distribution analysis and Likert scale ratings, were used to examine the quantitative data, while qualitative data obtained through interviews and observations offered deeper insights into participants' experiences and perceptions.

The validity of the developed materials was assessed through expert evaluations involving media, material, and language specialists. Practicality was determined based on the questionnaire responses from teachers and students, analyzed using frequency distribution techniques. The following formula was applied to calculate the final scores:

$$\text{Percentage} = \frac{\text{Average Score}}{\text{Maximum Score}} \times 100\%$$

The criteria outlined in Table 1 serve as a guideline for interpretation and decision-making.

Table 1. Criteria with Likert Scale

Score Range	Criteria
0% – 20%	Very Inappropriate
21% – 40%	Inappropriate
41% – 60%	Fairly Appropriate
61% – 80%	Appropriate
81% – 100%	Very Appropriate

The effectiveness of the teaching materials is measured based on the percentage of student learning outcomes recorded in the LKPD. The materials are considered effective if each student achieves a

minimum score of 70, with at least 75% of the total students reaching this threshold. The results are calculated using the following formula:

$$\text{Percentage} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$



3. FINDINGS AND DISCUSSION

3.1 Findings

Observations and interviews conducted at MI Al-Hidayah, Malang Regency, revealed that the existing teaching materials were suboptimal in integrating Islamic values, engaging students, and fully addressing the needs of second-grade Indonesian language learning. The absence of visual elements, such as images and student worksheets, was found to contribute to decreased student enthusiasm during lessons. Low engagement in the learning process led to limited comprehension of the material, resulting in students' difficulties in achieving the expected competencies in Indonesian language learning, which in turn negatively affected their academic performance.

In response to these findings, the researcher developed new teaching materials tailored to the observed needs. Supporting content was carefully selected from credible sources to align with the learning objectives for second-grade Indonesian language instruction in the first semester, based on the principles of the independent curriculum. The layout, imagery, and textual elements of the teaching materials were designed using the Canva application to ensure clarity and engagement. This process resulted in the compilation of an initial draft or storyboard of the teaching materials, as illustrated in the following design display:

Table 2. Display of Teaching Material Design

Display	Description	Display	Description
	Cover of teaching material		Integration of material with Islamic values

	Information on the content of teaching material		Student Worksheet (LKPD)
	Table of contents		Reflection Sheet
	Learning activities		References

The instructional materials that have been designed are subsequently validated by several experts, including subject matter experts, media experts, and language experts. The data from the expert validators can be observed in Table 3:

Table 3. Results of the Teaching Material Validity Test

Validator	Validation Result Percentage	Criteria
Content Expert	91.67%	Very Valid
Media Expert	94.73%	Very Valid
Language Expert	90.90%	Very Valid
Average	92.43%	Very Valid

Based on the results of the questionnaire filled out by material experts, media experts, and language experts, an average score of 92.43% was obtained with a very valid criterion. This suggests that the integration of Indonesian language teaching materials with Islamic values is highly appropriate for use with second-grade MI students.

The testing of the Indonesian language teaching materials integrated with Islamic values was limited to second-grade students at MI Al-Hidayah, Malang Regency. The trial involved evaluating teacher and student responses through questionnaires to assess the practicality and effectiveness of the materials in the learning process. The evaluation focused on aspects such as ease of use, attractiveness, relevance to learning objectives, and the integration of Islamic character values. In addition to questionnaire data, observations during the implementation provided further insight into how well the materials engaged students and supported learning outcomes. The results of the analysis serve as the basis for determining the suitability of the developed teaching materials for broader application. The data on the product's level of practicality and effectiveness are presented in Tables 4 and 5 below.

Table 4. Results of the Teacher and Student Response Questionnaire

Respondent	Number of Respondents	Percentage	Criteria
Teacher	1	95.38%	Very Practical
Students	30	85%	Very Practical
Average		90.19%	Very Practical

Table 5. Student Learning Outcomes

Respondent	Number of Respondents	Percentage	Criteria
Students	30	85.34%	Very Effective

Based on Table 4, the practical value of the Indonesian language teaching materials integrated with Islamic values is 90.19%, indicating a high level of practicality. Out of 30 students who took the learning outcome test, 28 achieved mastery scores, while two did not meet the mastery score, indicating the effectiveness of the product. Thus, we categorize the percentage of student learning outcomes at 85.34% as very effective, indicating an improvement in student learning outcomes.

This teaching material successfully facilitates the understanding of Indonesian language materials for the 2nd-grade odd semester, integrated with Islamic values. The materials included in this teaching resource cover recognizing feelings, maintaining health, being careful anywhere, and my unique family.

3.2 Discussion

A percentage of 90.19% indicated that the implementation of Indonesian language teaching materials integrated with Islamic values was highly practical. Students found the teaching materials simple to use and had an overall attractive appearance. The developed teaching materials are accompanied by images that make learning more engaging and meaningful for students. The use of images in teaching materials has several significant benefits, such as facilitating understanding and reinforcing students' memory of the material, as well as increasing students' interest in learning. The results of the research conducted by Harsyanda et al. (2024) support this claim that the use of images in teaching materials has a significantly positive impact on the understanding and interest in the learning of elementary school students. According to research conducted by Kosim et al. (2021); Qotrinnada, et al.(2021); serta Sabara, et al. (2021), who emphasized that visual media aids memory retention and strengthens students' grasp of the material. In this study, the use of images was found to simplify complex concepts, making them more accessible to young learners, and significantly increased their engagement and motivation to learn.

First, images can simplify complex concepts into visuals that are easier for students to understand. This aligns with the learning characteristics of second-grade MI students who prefer visual elements. Visual learning theory posits that students grasp abstract concepts more readily when exposed to visual aids like images, diagrams, and demonstrations (Fendrik et al., 2022). Images also serve as a bridge between students' concrete experiences and abstract concepts. The constructivist theory emphasizes that students actively build their own knowledge based on their interactions with the environment (Sugrah, 2020). In relation to this, the Indonesian language teaching materials integrated with Islamic values are accompanied by images that can support the process of knowledge construction for students. This is evidenced by the numerous images included in each chapter, such as the material on recognizing emotions, which shows several images of characters who are happy, sad, scared, anxious, surprised, embarrassed, and angry, helping students visualize various types of emotions that fall under abstract material.

Second, the use of images in the teaching materials not only helps students build their understanding but also positively impacts their memory. According to dual coding theory (Pajriah & Budiman, 2017), presenting information both visually and verbally enhances memory retention and comprehension compared to presenting information in only one form. When students view images alongside accompanying explanatory text in the developed Indonesian language teaching materials, they create two memory traces that reinforce one another. Third, relevant images, combined with the overall cheerful and engaging design of the teaching materials, can stimulate students' curiosity and intrinsic motivation to learn. Cahyono et al. (2022) explain that intrinsic motivation arises from internal factors such as hope, goals, and personal desires, which foster enthusiasm to achieve learning objectives. The presence of relevant and appealing images in these materials captures students' interest in reading and studying the content. This aligns with Abraham Maslow's theory of learning motivation, which emphasizes that motivation stems from the fulfilment of human needs (Cahyono et al., 2022). Therefore, the developed teaching materials support students in fulfilling their need for knowledge.

Nienke Nieveen reviews the effectiveness of media by comparing its design and learning objectives to the experiences and learning outcomes students achieve (Riva'i et al., 2020). In this context, the utilization of this Indonesian language teaching material has significantly improved the average score of 2nd-grade students at MI Al-Hidayah Malang Regency, bringing it to 85.34%. Specifically, 93.3% of the students achieved full scores. Students' cognitive learning outcomes have improved: (1) they can comprehend reading texts better, answer questions accurately, and summarize stories; (2) they can use new words in daily conversations and write simple sentences; (3) they can construct sentences, especially questions and commands, effectively; (4) their fluency and comprehension of reading texts have improved; and (5) they can write with correct structure and spelling. Idayanti's (2024), research demonstrates the potential of teaching materials to enhance the learning outcomes of MI students. In this regard, Nisa (2019) noted in her research that the use of textbooks in Indonesian language learning can enhance the completeness of students' learning outcomes and boost their learning motivation. In other words, the developed teaching materials can help students understand them more easily, increase their interest in learning, and ultimately lead to improved learning outcomes.

Furthermore, the development of the Indonesian language teaching materials incorporates several Islamic values into each chapter. For instance, Chapter I (Understanding Emotions) incorporates Islamic values like anger control, patience, and gratitude. We expect students to incorporate some of these values into their daily lives. Chapter II (Maintaining Health) integrates the value of maintaining cleanliness, as cleanliness itself is part of faith in Islam. Chapter III (Be Careful Anywhere) in Islamic teachings strongly encourages its followers to protect themselves from various forms of threats that endanger human life. Finally, in Chapter IV (My Unique Family), the Islamic value is that students must respect their parents, as it is obligatory in Islam to honor both parents. Nurjanah et al. (2018) conducted research that indicates the use of Islamic character-based teaching materials not only improves learning outcomes but also enhances students' religious character.

Both teachers and students largely affirmed the effectiveness of the materials, but some limitations emerged, particularly in the use of the worksheets. Many students, especially those in second grade, required additional guidance when interacting with these materials. At this developmental stage, students are still refining their cognitive and motor skills, making structured teacher guidance essential. The feedback from both teachers and students indicated that clearer instructions and more structured support would help students use the worksheets more effectively. For example, students perceived some instructions as too complex or difficult to understand without additional explanation fully. This suggests that further simplification of language and the addition of more explicit examples could improve the overall usability of the materials. Additionally, the integration of Islamic values, although well-received, highlighted a need for more thorough guidance from teachers. Students, especially in the second grade, were not yet fully independent in understanding the Islamic values embedded in the materials. For instance, concepts such as patience, gratitude, and the importance of cleanliness, while relevant, required explicit teacher-led discussions to ensure students could apply these values in their daily lives.

The results of this research have several important implications for the world of education, particularly in the development of Indonesian language teaching materials integrated with Islamic values in MI. First, this research encourages policymakers to consider the importance of integrating Islamic values into teaching materials designed according to the independent curriculum, especially in Islamic-based Madrasah Ibtidaiyah. This aims to enrich students' learning experiences with relevant, engaging, and meaningful approaches, as well as support the formation of students' religious character. Second, teachers can widely use the teaching materials developed in this research to enhance the quality of Indonesian language learning in MI. Third, this research opens up opportunities for further studies, especially those involving the implementation of these teaching materials in various other primary educational institutions.

Thus, this research not only contributes to the academic literature but also provides innovative learning resources for teachers to improve the quality of learning in MI. Teachers can use the developed teaching materials as effective learning aids to implement interactive learning that integrates Islamic values, resulting in more engaging and meaningful learning experiences. The urgency of this teaching material lies in its ability to facilitate teachers in delivering lessons in a more structured, relevant, and engaging manner, as well as supporting students in building a deeper understanding and application of Islamic values. With this specially designed teaching material, the learning process can be more effective, increasing student engagement and helping them improve their learning outcomes.

4. CONCLUSION

The Indonesian language teaching materials integrated with Islamic values for second-grade MI students have proven to be valid, practical, and effective in supporting learning. This material helps students understand Indonesian language content while simultaneously instilling Islamic values. The validity of the teaching materials is evident from the expert test results, which show an average score of very valid, while practicality is demonstrated through ease of use for teachers and the attractiveness of the teaching materials for students. The material's effectiveness is evident in the enhancement of learning outcomes. The Indonesian language teaching materials that integrate Islamic values can create a comprehensive and meaningful learning experience, as well as support the early formation of students' religious character. This research encourages policymakers to integrate Islamic values into teaching materials aligned with the independent curriculum, particularly in Islamic-based schools. We encourage teachers to adopt these materials to improve the quality of learning and student engagement. However, the study's scope is limited to one institution, so future research should involve larger sample sizes and diverse regions to test the broader applicability of these materials. Overall, this research provides valuable resources for educators and contributes to improving educational practices by fostering both academic skills and religious character in students.

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