Development Of Supplementary Learning Of Islamic Cultural History On The Theme Of Khulafaur Rasyidin For Students Of Class V MI

Selvi Sri Wahyuni[1], Hasbi Indra[2], Wido Supraha[3]

[1,2,3] Universitas Ibn Khaldun, Bogor, Indonesia

Article Info	Abstract
	The development of this learning supplement is motivated by the imbalance in the learning of Islamic Cultural History which tends to emphasize cognitive aspects, while affective and psychomotor aspects are less considered. The purpose of this research is to develop an interesting and easily accessible digital multimedia-based learning supplement, to improve historical understanding and build applicative attitudes and skills on the theme of Khulafaur Rasyidin. This research uses the Research and Development (R&D) method with the ADDIE model, including analysis, design, development, implementation, and evaluation. The validation was carried out by material, media, and language experts, and tested on three teachers and 22 students of class V of MI Al Huda Bogor. The results of the study show the need for more interactive and contextual supplements, with validation scores for material experts (92.8%), media (87.5%), and language (82.5%), all of which are categorized as good to excellent. This supplement was positively rated by teachers and students, demonstrating its effectiveness in supporting more balanced learning. *Pengembangan suplemen pembelajaran ini dilatarbelakangi oleh ketidakseimbangan dalam pembelajaran Sejarah Kebudayaan Islam yang cenderung menekankan aspek kognitif, sementara aspek afektif dan psikomotorik kurang diperhatikan. Tujuan penelitian ini adalah mengembangkan suplemen pembelajaran berbasis multimedia digital yang menarik dan mudah diakses, untuk meningkatkan pemahaman sejarah serta membangun sikap dan keterampilan aplikatif pada tema Khulafaur Rasyidin. Penelitian ini menggunakan metode Research and Development (R&D) dengan model ADDIE, meliputi analisis, desain, pengembangan, implementasi, dan evaluasi. Validasi dilakukan oleh ahli materi, media, dan bahasa, serta diuji coba pada tiga guru dan 22 murid kelas V MI Al Huda Bogor. Hasil penelitian menunjukkan kebutuhan akan suplemen yang lebih interaktif dan kontekstual, dengan skor validasi ahli materi (92,8%), media (87,5%), dan bahasa (82,5%), yang semuanya masuk kategori baik hingga sangat baik. Suplemen ini dinilai positif oleh guru dan murid, menunjukkan efektivitasnya dalam mendukung pembelajaran yang lebih seimbang.*

A. INTRODUCTION

Education is important in an individual's life and is a means by which human potential can be improved and developed. The quality of human resources determines the progress of a country's civilization (Hidayat & Suryana, 2018). Education plays a role in determining the quality of human potential. Islamic education is a systematic and conscious activity that promotes the process of learning and continuous adaptation of individuals to cultural values and social ideals based on Islamic values (Meinura, 2025). Education must develop human potential comprehensively. In addition to material success, there are important matters regarding intellectual intelligence and intelligence oriented towards success in the hereafter (Masru'ah et al., 2025). This means that the modern educational process is capable of developing a person into a complete human being, that is, a perfect and noble person (Jaelani, 2023). Education in the Islamic perspective aims to transform natural development into directed development. The general goal of education is to make society a servant to the people. Education must be carried out in accordance with the purpose of human creation and in accordance with the laws of Allah Ta'ala.

In today's education system, there are many problems such as gang fights, drugs, LGBT, promiscuity, bullying, and many more. Problems like these will likely continue to haunt Indonesian education (Rahma et al., 2023). The moral decline and crisis of the current generation indicate that the goal of education, which is to shape and inspire a generation that is faithful, confident, and virtuous, has not been achieved (Anwar et al., 2024). Education today has failed to achieve its intended goal, which is a process of self-development involving the mind, body, and spirit to develop an Islamic personality through Islamic law and the instilling of Islamic values (Adesty et al., 2025). Society can live, worship, and carry out its duties as caliphs on earth according to their nature. The wave of secular capitalism has led the younger generation to a hedonistic and free lifestyle. The values and beliefs of today's secular capitalist society are purely materialistic. They do not see spiritual, humanitarian, and moral values without material gain. This is one of the reasons why our younger generation has lost their direction and purpose in life, especially why the goals of education are only focused on material things.

Muslims once ruled as a superpower for 750 years. Islamic civilization produced many scholars and scientists who were experts in various fields (Sakinah & Avicena, 2025). In an article written by Moshe Dayan, a prominent Israeli military

officer and journalist, he wrote about three weaknesses of Muslims: First, Muslims are not interested in history, even when it concerns their own history. Second, most Muslims are lazy and do not even like detailed plans. Third, Muslims are too lazy to read books. Moshe Dayan's research explains one of the weaknesses of Muslims, namely that they are not interested in history, even the history of their own nation. This shows how important it is to know and study Islamic history and culture. For the revival of Muslims, it is very important to inspire the current generation to emulate the Prophet Muhammad SAW and his companions and to learn from events and history to take lessons for the present. It is not an exaggeration when Islamic scholar and historian Budi Ashari Lc. said, "If you want to know the Prophet, read his Sirah." He said: "For believers, history is special." Therefore, studying the history of the Prophet's journey can be an effort to increase acceptance of Sharia law.

In studying the history and life of the Prophet Muhammad SAW, we sometimes separate the personality of the Prophet from his struggle to uphold Islamic law and the creation of a noble Islamic civilization (Rafsanjani et al., 2025). Some people only focus on the character or personality of the Prophet Muhammad SAW. As the greatness of the Prophet Muhammad SAW's personality and the greatness of Islamic teachings lie in his moral character, the West has created a framing to distance Muslims from understanding Islam and to hinder the revival of the Muslim community in an effort to distance themselves from Islamic law, the struggles and da'wah of the Prophet Muhammad SAW, and their understanding of Islam, especially those who seek to erase Islamic history from the minds of Muslims (Rahma, Kusumah, et al., 2025).

Currently, the West has instilled secular thinking in the minds of Muslims, imagining that Islam is only a spiritual and moral religion without a system of life or political struggle, and even Islamic teachings are considered to be limited to mahdoh worship (Rahma, Supraha, et al., 2025). Therefore, it is important for Muslims to study history in depth so that they can emulate the Prophet Muhammad SAW in all areas of life, not only in morals, family life, and worship, but also as da'wah.

In the History and Islamic Culture textbook published by the Ministry of Religious Affairs, the explanations of the material are very brief, incomplete, and lack detail, requiring further development so that students can fully understand history. Furthermore, in its application, the subject matter of Islamic history and culture is often conveyed by teachers in an inadequate manner and is merely supplementary, lacking liveliness in the delivery of the material, amounting to mere memorization.

Teachers sometimes focus on and rely solely on the textbook, resulting in boredom among students because teachers sometimes focus on the absorption and mastery of historical facts and information alone, failing to provide motivation and inspiration from the events presented to change the character of students.

Islamic Cultural History Education (SKI) in Permendiknas No. 65 of 2013 concerning standards for primary and secondary education processes states that the learning process in educational units should be interactive, inspiring, enjoyable, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. Therefore, in order to create quality learning and foster enthusiasm among students, innovation in learning is necessary. Teachers must be able to maximize their creativity in finding interesting strategies for students.

How can Islamic history and culture courses increase motivation, inspiration, and enthusiasm for preaching among students? The material presented is not boring, but rather interesting, especially in terms of its message and beliefs about historical events and their application in life. Students' ability to understand history correctly cannot be separated from the role of teachers, who are at the heart of education. Therefore, teachers need to be as creative as possible in presenting learning materials, especially for the current Generation Z. Considering that the teaching methods used sometimes make students passive and inattentive, it is necessary to develop learning materials that are packaged to provide experiences and exposure to students. And interesting experiences. The current generation is said to be a tech-savvy generation, a generation that has been following the advancement of digital information technology since birth. Their activities are related to technology.

Madrasah Ibtidaiyah plays a strategic role in shaping students' character through the introduction of Islamic history and moral values. The theme of Khulafaur Rasyidin is very important because it presents examples of Islamic leadership from Abu Bakar as Shidiq, Umar bin Khattab, Utsman bin Affan, and Ali bin Abi Thalib (Hidayat et al., 2025). However, current SKI learning tends to focus on cognitive aspects, neglecting affective and psychomotor aspects, resulting in a lack of depth and applicability. The presentation of material is also often monotonous and uninteresting, causing students' interest and understanding of the material to be low.

Based on Bloom's (1956) view, ideal learning should holistically cover cognitive, affective, and psychomotor aspects. The integration of these three aspects in the theme of the Khulafaur Rasyidin is expected to improve students' understanding of the application of Islamic values in daily life and shape a strong Islamic character.

This study aims to develop an affective and psychomotor-based SKI learning supplement that is interesting and interactive. This supplement is expected to increase students' interest and understanding of SKI material, shape Islamic personalities, and contribute positively to the learning process at MI.

B. RESEARCH METHODOLOGY

This research is a type of Research and Development (R&D) aimed at developing a learning supplement product in line with affective and psychomotor principles. The R&D method was chosen because it is in line with the research objective of not only analyzing existing conditions but also producing concrete solutions in the form of products that can be implemented in educational settings. The development of this research uses the ADDIE model developed by Molenda in 1990, which includes five main stages: Analysis, Design, Development, Implementation, and Evaluation.

The use of this method is very appropriate in the development of learning supplements so that the supplements developed are truly effective in improving the learning of Islamic Cultural History with an emphasis on affective and psychomotor aspects.

C. RESULTS AND DISCUSSION

1. Analysis of Development Needs for Islamic Cultural History Learning

At the needs analysis stage, researchers conducted a needs analysis on two things, namely field needs analysis and teaching material needs analysis.

a. Field Needs Analysis

Field needs analysis was conducted by distributing questionnaires via Google Forms to 32 Islamic Cultural History teachers. This field analysis research aimed to identify the needs and actual conditions in Islamic Cultural History learning with the theme of Khulafaur Rasyidin.

The results of the questionnaire on the needs analysis for the development of learning supplements obtained from 32 Islamic Cultural History teachers from various schools are as follows:

Apakah bahan ajar SKI yang digunakan minim muatan afektif dan psikomotorik ?
32 jawaban
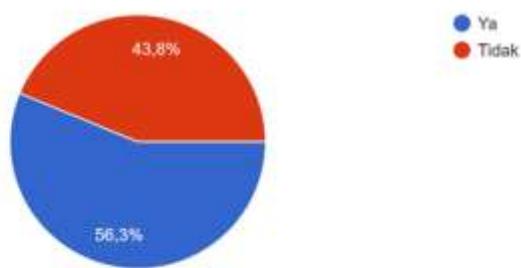
Figure 1. Field Requirements Analysis

Apakah bahan ajar SKI yang digunakan minim muatan afektif dan psikomotorik ?
32 jawaban
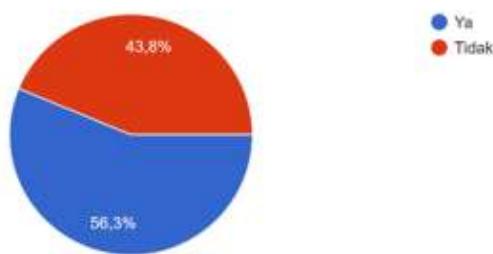
Figure 2. Field Requirements Analysis

Apakah media pembelajaran saat ini cukup interaktif dalam mengajarkan nilai-nilai yang diambil dari kehidupan Khulafaur Rasyidin?
31 jawaban
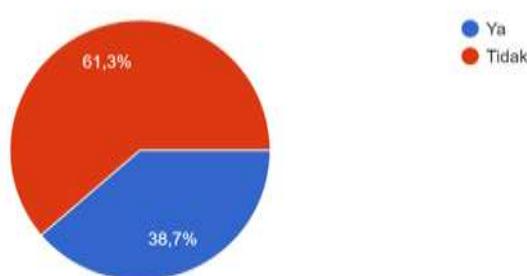
Figure 3. Field Requirements Analysis

Apakah Anda merasa perlunya pengembangan media pembelajaran baru yang lebih komprehensif untuk materi Khulafaur Rasyidin?

32 jawaban
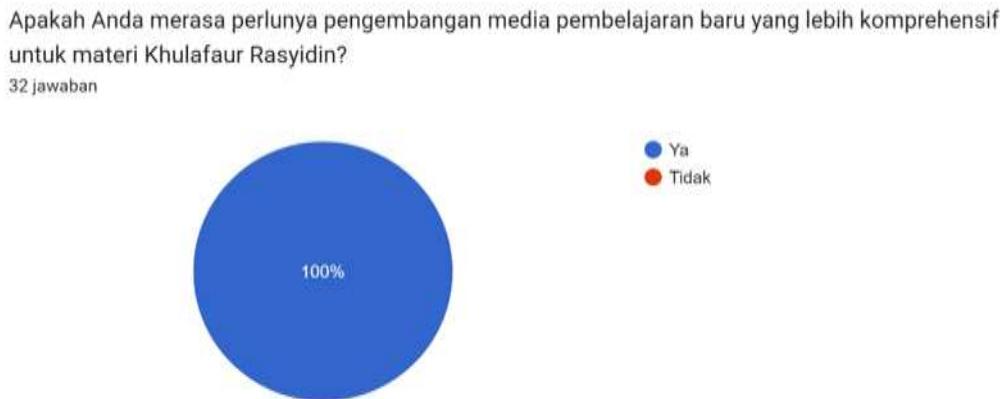
Figure 4. Field Requirements Analysis

Based on the results of the above questionnaire distributed to 32 Islamic Cultural History teachers from various schools regarding the development of Islamic Cultural History learning supplements with affective and psychomotor content, the following is a description and analysis of the results:

1) Lack of Affective and Psychomotor Content in Teaching Materials

Islamic Cultural History Answer: 56.3% of respondents agreed that the Islamic Cultural History teaching materials currently in use lack affective and psychomotor content.

These results show that more than half of the Islamic Cultural History teachers surveyed acknowledge deficiencies in the teaching materials they use, especially in terms of developing affective and psychomotor aspects. This confirms that the current dominant approach to teaching Islamic Cultural History focuses on cognitive aspects, paying little attention to the development of attitudes (affective) and practical skills (psychomotor). The lack of affective and psychomotor content can cause students to merely memorize historical facts without truly internalizing the Islamic values that should be exemplified by the Khulafaur Rasyidin.

2) The Importance of Integrating Affective and Psychomotor Values in Learning Media

Answer: 56.3% of respondents agreed that the integration of affective and psychomotor values in learning media is very important.

This answer shows a fairly high need among Islamic Cultural History teachers for the importance of integrating affective and psychomotor values in learning media. The percentage for Islamic Cultural History is the same as the previous result (56.3%), indicating that teachers understand that ideal education develops not only cognitive

aspects but also affective and psychomotor aspects, which can help students apply Islamic values in their daily lives.

3) Interactivity of Learning Media in Teaching the Values of the Khulafaur Rasyidin

Answer: 63.3% of respondents answered "no," meaning that they feel that current learning media are not interactive enough in teaching the values taken from the lives of the Khulafaur Rasyidin.

The majority of respondents (63.3%) feel that the learning media currently used are not interactive enough in conveying the values taken from the lives of the Khulafaur Rasyidin. These results show that despite efforts to create interactive media, in reality many teachers feel that these media are not yet optimal in helping students internalize and bring to life the values that are important in Islam. This inadequacy could be caused by several factors, such as the lack of appropriate use of technology, the absence of elements that encourage active student involvement, or perhaps teaching methods that are still predominantly one-way.

This awareness emphasizes the importance of developing learning media that is not only informative but also encourages active student participation through various activities that develop affective and psychomotor aspects. Thus, the need to develop more interactive and comprehensive learning supplements is becoming increasingly urgent.

4) The Need for More Comprehensive New Learning Media Development

Answer: 100% of respondents felt that there was a need to develop new, more comprehensive learning media.

All respondents (100%) stated that they felt the need to develop new, more comprehensive learning media, especially for material on the Khulafaur Rasyidin. This result is very significant because it shows full agreement among Islamic Cultural History teachers that the current learning media are not yet able to meet learning needs comprehensively. This indicates that all teachers surveyed are aware of the shortcomings in the learning media currently in use, especially in terms of the integration of cognitive, affective, and psychomotor aspects.

The results of this questionnaire confirm the need to develop better learning supplements that are more suited to the needs of teachers and students. The needs analysis shows that although there are positive elements in the existing textbooks, there are still shortcomings in terms of depth of material, interactive approaches, and integration of Islamic values.

Therefore, the development of new learning supplements that are more comprehensive, interactive, and focused on affective and psychomotor integration is urgently needed. These supplements must be able to overcome the difficulties faced by teachers in teaching the material and must present the material in a more interesting and effective way, so that they can shape the Islamic personality of students more holistically.

In addition to the data generated from the questionnaire, there were several suggestions and inputs from users. Based on the inputs and suggestions from users, it can be concluded that there is a significant need to develop Islamic Cultural History teaching materials that are more interesting, comprehensive, and relevant to current conditions. Some of the main points of concern are:

1) Ease of Understanding and Engagement

Teaching materials should be easy to understand and enjoyable for children. This includes using more Islamic stories and interesting historical events, which can relate learning to everyday life.

2) Integration of Technology and Interactive Supplements

The use of technology such as AI, as well as interactive supplements such as images, videos, and animations, is considered important to make the material more interesting and easier to understand. This also includes providing additional books that support learning, such as inspirational stories and interactive activities.

3) Formation of Islamic Personality

There is a strong emphasis on the importance of integrating Islamic values into learning. Teaching materials should not only teach history but also help students develop Islamic morals and manners. This includes presenting material that highlights lessons from historical stories and realistic examples in everyday life.

4) Curriculum and Learning Strategies

Users want a clear and focused curriculum that covers Islamic history in detail and breadth. There is a need to update teaching materials and ensure the accuracy and relevance of the information presented.

5) Teacher and Student Engagement

It is important to develop teachers first and provide adequate facilities to support the teaching and learning process. The use of interactive and engaging learning methods, such as drama, creative projects, or social activities, is also highly desirable.

6) Visualization and Practice

Attractive visualization and practice balanced with theory are considered important for maintaining student interest. Teaching materials should include effective visualization and contain more affective content.

All of these inputs and suggestions are highly relevant to the focus of this study, which seeks to develop better Islamic Cultural History learning supplements, especially in delivering material about the Khulafaur Rasyidin. These learning supplements are expected to improve the shortcomings in current textbooks, make learning more interesting and relevant, and shape students' Islamic personalities more effectively.

b.   Analysis of Teaching Material Requirements

Based on the analysis of the need to develop learning supplements in this study, the researcher evaluated three Islamic Cultural History (SKI) textbooks currently used in several schools. This analysis aimed to identify the weaknesses and strengths of each textbook, especially in terms of the delivery of affective and psychomotor content, which is often overlooked. This evaluation was conducted to ensure that the supplements developed would meet more comprehensive educational needs, particularly in the teaching of the Khulafaur Rasyidin. The following are the findings from the content analysis of the three books:

1) Textbook at MI Al Huda (Ministry of Religious Affairs of the Republic of Indonesia, Dr. Mahruz Elmawa)

This textbook is published by the Ministry of Religious Affairs and is used as the main reference at MI Al Huda. Although it is an official government product, analysis shows that this book has significant shortcomings. The material presented is too brief and focuses predominantly on cognitive aspects, without adequately addressing affective and psychomotor aspects. This limits students' understanding of the Khulafaur Rasyidin and prevents them from gaining a deeper understanding. In addition, the illustrations are monotonous and uninteresting, which can reduce students' motivation to explore the material further.

2) Textbook at MI Al Firdaus (CV Bina Pustaka, Jayusman Lacanda)

This textbook is used at MI Al Firdaus and has a more attractive visual appearance with colorful illustrations. This book also attempts to highlight the affective aspect in the delivery of material, which can help students internalize positive values and attitudes. However, its weakness lies in the unsystematic arrangement of

material and failure to follow the Learning Objectives Flow (ATP) properly. This can cause confusion among students in understanding the flow of material, thereby minimizing the impact of affective and psychomotor learning.

3) Textbook from the Ministry of Religious Affairs (Suyud Lukman Hakim, 2020)

This textbook is often used in many Islamic elementary schools and is available in PDF format on the official website of the Ministry of Religious Affairs. Although the presentation of the material is quite structured, the content is too brief and lacks depth, especially in explaining the historical context of the Khulafaur Rasyidin. This shows that the book does not emphasize affective and psychomotor aspects, so students may not gain a holistic and applicable understanding in their daily lives.

These three textbooks show significant limitations in the delivery of SKI material, particularly in terms of integrating affective and psychomotor content. Therefore, in this thesis, the development of learning supplements is aimed at overcoming these limitations. This supplement will be designed to be more interactive and not only focus on cognitive aspects, but also specifically integrate affective and psychomotor aspects. The aim is to provide a deeper and more complete understanding of the role of the Khulafaur Rasyidin in Islamic history, as well as how relevant values and psychomotor skills can be internalized by students through more interesting and in-depth learning.

The proposed affective and psychomotor-based interactive learning supplements are expected to resolve issues found in existing textbooks. By using an approach that is richer in affective and psychomotor content, illustrations, in-depth narratives, and interactive activities, these learning supplements aim to provide a richer and more adequate learning experience. This development is not only intended to improve the delivery of information but also to shape the Islamic personality of students, which is in line with the holistic educational goals of Islam.

This research and development is supported by various expert opinions that emphasize the importance of learning supplements that not only serve as a source of information but also as a tool for internalizing values. According to Arsyad (2017), learning supplements must be designed to support active student engagement, which can improve their understanding and acceptance of the material being taught. This opinion supports the need for more interactive and comprehensive learning supplements that are able to convey material in depth and capture students' attention.

2. Islamic Cultural History Learning Supplement on the Theme of Khulafaur Rasyidin

This learning supplement is designed to integrate the theme of each caliph with deep affective and psychomotor content, not only limited to historical knowledge, but also as a tool for shaping Islamic personality. The development of this learning supplement is a multi-supplement that utilizes technology in its learning design. The following is a more specific description and explanation of the Islamic Cultural History learning supplement on the theme of Khulafaur Rasyidin, which is designed for MI students with the aim of deeply integrating affective and psychomotor skills:

a. Supplementary Learning Materials for Islamic Cultural History on the Theme of Khulafaur Rasyidin

The development of these supplementary learning materials for Islamic Cultural History complements, adds to, and perfects the existing teaching materials. The development of these supplements was carried out by researchers by compiling materials on the theme of Khulafaur Rasyidin based on affective and psychomotor learning.

The development of Islamic Cultural History material on the theme of the Khulafaur Rasyidin is discussed as follows:

1) Introduction: Definition and Concept of the Khulafaur Rasyidin

Do you know what the Khulafaur Rasyidin are?

The Khulafaur Rasyidin is a term that refers to the first four caliphs in Islamic history who led after the death of the Prophet Muhammad. They were leaders known for their wisdom, justice, and leadership based on Islamic teachings.

Khulafaur Rasyidin (الخلفاء الراشدون) is a term that refers to the first four caliphs in Islamic history who led after the death of the Prophet Muhammad. They are known as leaders who received guidance (rasyidun) and led with justice and truth in accordance with Islamic teachings. The four caliphs are:

a) Abu Bakar Ash-Shiddiq (r.a.)

Ruled from 632 to 634 AD. He was a close friend of the Prophet Muhammad and the first caliph to be chosen through deliberation among the companions.

b) Umar bin Khattab (r.a.)

Ruled from 634 to 644 AD. Under his leadership, the Islamic caliphate expanded rapidly.

c) Uthman bin Affan (r.a.)

Ruled from 644 to 656 AD. He is known for codifying and disseminating a standardized version of the Quran.

d) Ali bin Abi Talib (r.a.)

Ruled from 656 to 661 AD. The cousin and son-in-law of the Prophet Muhammad, Ali was known for his wisdom and fairness.

Their reigns are considered the "Golden Age" in Islamic history, where the principles of justice, equality, and piety were upheld.

2) The Concept of Khulafaur Rasyidin

The concept of Khulafaur Rasyidin describes the ideal model of Islamic government implemented by the first four caliphs after the Prophet Muhammad. They ruled by upholding Allah's law, based on the Qur'an and Sunnah, and enforcing social justice. In carrying out their duties, these caliphs demonstrated integrity, honesty, and a high sense of responsibility.

The law was enforced consistently to maintain stability and order, while territorial expansion was carried out while upholding Islamic values.

The concept of the Khulafaur Rasyidin became a model for Islamic government systems that emphasized justice, welfare, and morality.

3) The Role and Importance of the Khulafaur Rasyidin in Islamic History

Continuing the Prophet's Work: After the death of the Prophet Muhammad, the Khulafaur Rasyidin (namely Abu Bakar, Umar, Uthman, and Ali) continued the struggle to spread the teachings of Islam. They ensured that the Muslim community remained united and carried out Allah's commands.

Maintaining Unity Among the People: At that time, Muslims faced many challenges. These caliphs ensured that everyone remained united and followed the teachings of Islam correctly. For example, Abu Bakr succeeded in keeping the people from splitting up after the Prophet's death.

Expanding the Islamic Territory: The Khulafaur Rasyidin also expanded the Islamic territory to various places such as Persia and Egypt. As a result, more people became familiar with and embraced Islam.

Compiling the Qur'an: Uthman bin Affan compiled the recitations of the Qur'an into a single mushaf so that all Muslims would have the same guidelines, thereby eliminating confusion in reading and memorizing the Qur'an.

Leadership Role Models: The simple and fair lifestyle of the Khulafaur Rasyidin serves as an example for us all. They led with honesty and always considered the welfare of the people.

The Khulafaur Rasyidin are very important because they preserved and developed Islam after the Prophet Muhammad SAW. They are heroes whom we should emulate!

4) Shar'i basis for the leadership of the Khulafaur Rashideen

The Messenger of Allah (saw) narrated by Ahmad bin Hanbal in his Musnad and also found in Sunan Abu Dawud, the Messenger of Allah (saw) said: "The Khilafah in my Ummah will last for thirty years, then after that there will be a kingdom." (Reported by Abu Dawud, No. 4646).

Hudhayfah bin Al-Yaman (may Allah be pleased with him) reported that the Prophet (peace be upon him) said: "The period of prophethood will be among you as long as Allah wills it, then He will remove it when He wills it. Then there will be a period of caliphate following the prophetic manhaj, which will exist as long as God wills it, then He will remove it when He wills to remove it. Then there will be a biting kingdom, which will exist as long as Allah wills it, then He removes it when He wills to remove it. Then there will be an unjust kingdom, which will exist as long as Allah wills it, then He lifts it up when He wills to lift it up. Then there will be a caliphate that will follow the Prophetic way." (Hadith narrated by Ahmad no. 18430, Abu Dawud no. 4646, and al-Baihaqi in As-Sunan al-Kubra no. 20485).

b. Development Stage of Learning Supplement

Affective and psychomotor-based Islamic Cultural History (Sejarah Kebudayaan Islam) learning supplement developed using multisupplement technology. The main purpose of developing this learning supplement is to provide an interactive and interesting teaching supplement, which not only emphasizes historical information, but also integrates affective and psychomotor values.

1) Initial Design with Canva

The first stage in this development was the creation of the learning supplement design using the Canva application. Canva was chosen because of its ease in producing attractive and intuitive visual designs. This design includes several important elements, namely:

a) Introduction: This section provides an overview of the learning supplement to be used, including its purpose and scope.

b) Instructions for Using the Supplement: Students will be given guidance on how to use this learning supplement effectively.

c) Table of Contents: Provides clear navigation so students can easily access the sections they need.

d) Core Content: This section includes key content that focuses on the history and values of Khulafaur Rashidin.

e) Quizzes and Games: As an evaluation tool, quizzes and games are designed to measure the extent of students' understanding of the material that has been learned while making learning more fun.

Once these initial designs were completed in Canva, the results were then exported into PDF format to ensure that the layout and design remained consistent when integrated into the next stage.
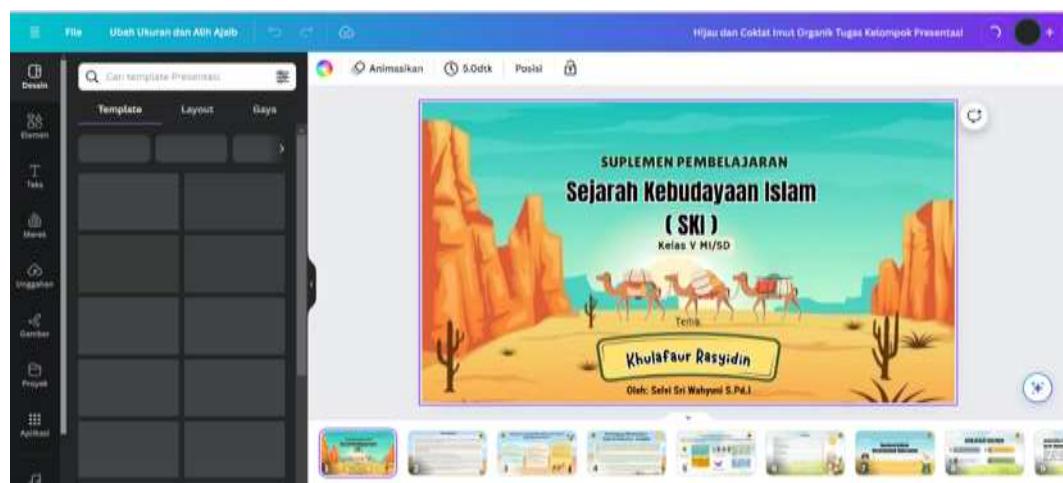
Figure 5. Initial Design Using Canva Application

2) Digitization with Heyzine

The next stage is the digitization process using the Heyzine application. Heyzine is a platform that allows the conversion of PDF documents into interactive flipbooks that can be accessed online.

Figure 6. Product Display on Heyzine App

Some of the uses of Heyzine that support the design of this thesis include:

a) Interactivity: Heyzine allows the addition of interactive elements such as links, videos, and animations into the flipbook, allowing students to interact directly with the content.

b) Accessibility: By utilizing Heyzine, learning supplements can be accessed through various devices such as computers, tablets, or smartphones, allowing students to learn anytime and anywhere more easily.

c) Professional Look: Flipbooks produced by Heyzine provide a more engaging reading experience than static PDFs, as the pages can be flipped like a physical book.

d) Multisupplement Integration: Features such as the addition of audio or video in Heyzine provide an additional dimension to learning, which is particularly useful for emphasizing key points in the material.

This process ensures that the resulting learning supplement is not only attractive in terms of design, but also functional and accessible to students, supporting comprehensive and holistic learning objectives.

3) Affective and psychomotor integration

Every material presented in this learning supplement is integrated with affective and psychomotor values. The materials are compiled based on authentic and reliable historical sources, so that the information conveyed is accurate and valid.

The emphasis on Islamic values is done by linking each discussion of the history of the Khulafaur Rashidin with Islamic values, such as honesty, courage, and generosity, which students can learn from. In addition, the material is organized in

such a way that it is relevant to students' daily lives, so that they can apply these values in real life.

Figure 7. Example of Integration of Islamic Values

4) Use of Multisupplement Technology

This learning supplement uses multisupplement technology that includes images and illustrations as well as videos that support the teaching material, thus facilitating student understanding. The inclusion of videos and animations that visually explain historical concepts is also an important part of this supplement. Interactive features, such as interactive quizzes and educational games, allow students to actively participate in the learning process. In addition, this supplement can be accessed digitally through computers, tablets and smartphones, making it easy to use in various situations.
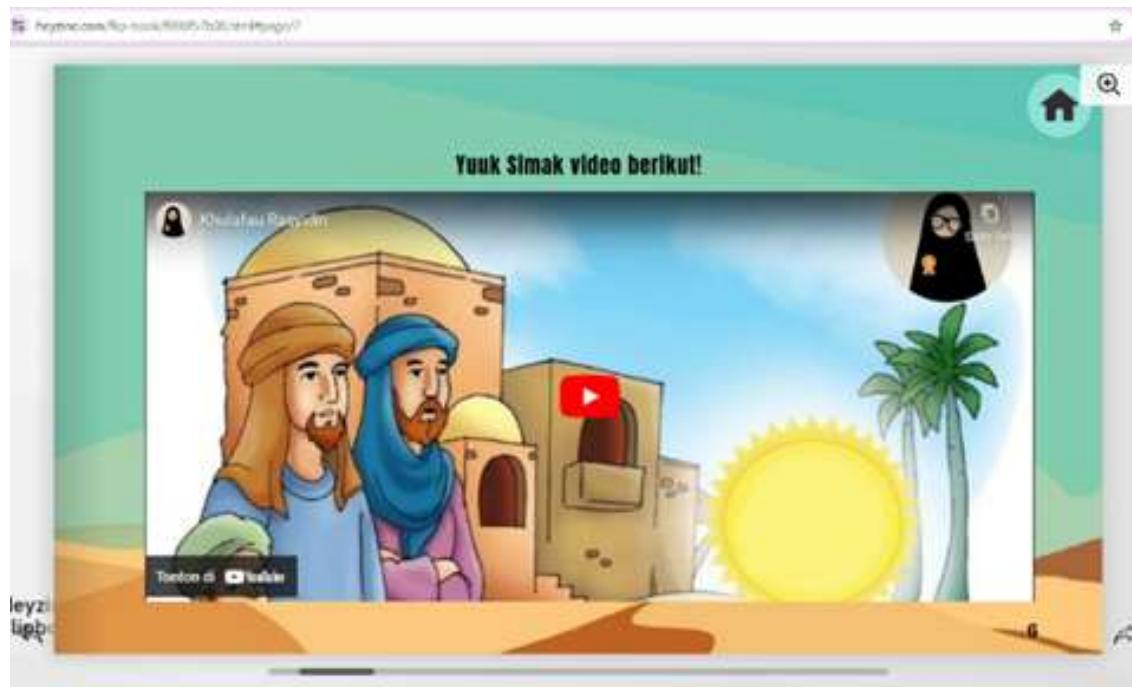
Figure 8. Video Illustration in Supplement

3. Feasibility of Islamic Culture History Learning Supplement on the Theme of Khulafaur Rasyidin for MI Students

The results of the validation of the development of Islamic Culture History learning supplements on the theme of Khulafaur Rasyidin for MI students using assessments from history experts or material experts, supplement experts and linguists. The results of analyzing all components that have been produced from expert validation are then calculated with an average score and percentage using the following formula:

$$\text{Rata-rata Skor} = \frac{\text{Jumlah Skor}}{\text{Jumlah Pertanyaan}}$$

$$\text{Presentase} = \frac{\text{Jumlah Skor}}{\text{Skor Ideal}} \times 100\%$$

The results of the validation of the three experts are as follows:

a. Material Expert Validation

Material expert validation data were collected in the form of scores obtained from Mr. Dr. H. Ibdalsyah, M.A. as a material expert lecturer at Ibnu Khaldun University Bogor.

The validation results from the material expert, Dr. H. Ibdalsyah, M.A., gave a very positive picture of the development of the Islamic Cultural History learning supplement on the theme of Khulafaur Rasyidin, which obtained an average score of 3.71 and a percentage of 92.8%, indicating that the material presented has met almost perfect standards according to this evaluation, both in terms of conformity with the curriculum and relevance to affective and psychomotor. This indicates that the development of the learning supplement succeeded in presenting content that is not only informative, but also educative in the context of Islamic culture.

One of the important aspects assessed by Dr. Ibdalsyah was the suitability of the material to the applicable curriculum. In the context of Islamic education, it is important to ensure that the material taught is in line with the objectives of the curriculum that has been set by the educational authorities. This thesis emphasizes that teaching Islamic history should be more than just the transmission of knowledge; there should be a deep integration of Islamic values. This validation supports the argument that Islamic Cultural History materials should not only be seen as a subject of knowledge, but also as a tool to shape students' Islamic personalities.

Dr. Ibdalsyah also gave an important suggestion to include relevant examples that are easily understood by students. This suggestion is very relevant, considering that one of the criticisms of current textbooks is the lack of contextualization of the material with students' daily lives. For example, in discussing the justice of Caliph Umar bin Khattab, students can be invited to understand how this principle of justice can be applied in their lives, such as in sharing with friends or respecting the rights of others. Thus, this learning supplement not only conveys history but also teaches practical values that can be applied by students.

Feedback and suggestions from Dr. Ibdalsyah as a material expert, he emphasized the importance of adding wise advice in the materials to instill Islamic moral and ethical values. This is an important part of the aim of this thesis, which is to develop teaching supplements that are not only focused on cognitive aspects, but also on personality formation. By including words of wisdom and advice from Khulafaur Rashidin, this learning supplement can help students internalize Islamic values. These suggestions and inputs became improvements to the product developed by the

researcher. The following are the results of the revision after getting suggestions and input from experts:

Figure 9. Wise Words of Abu Bakar As-Shidiq

In conclusion, the validation results from subject matter experts reinforce the position of this study, which emphasizes the importance of developing more comprehensive and in-depth Islamic Cultural History learning supplements. It is not enough to simply convey historical information; learning supplements must be able to convey deep Islamic values that can shape students' Islamic personalities. With the support of Dr. Ibdalsyah's suggestions, the development of this learning supplement is expected to be an effective solution in improving the weaknesses that exist in the current teaching of Islamic Cultural History. This is very relevant to the ultimate goal of the research, which is to create a learning supplement that is not only informative but also inspirational and transformational for MI students.

b. Media Expert Validation

The expert validation of the supplement was conducted by Mr. Hersanto Fajri, S.Ds., M.M.D., who is a lecturer specializing in supplements at Ibnu Khaldun University in Bogor.

The results of the supplement validation conducted by Mr. Hersanto Fajri, S.Ds., M.M. D., an expert lecturer on supplements at Ibnu Khaldun University Bogor, provided valuable evaluation in the development of the Islamic Cultural History learning supplement on the theme of Khulafaur Rasyidin, which received an average score of 3.5 and a percentage of 87.5%, indicating that the supplement and visual design aspects of the learning material have met good standards, although there is still room for improvement.

Mr. Hersanto Fajri provided several relevant and important suggestions to improve the quality of this learning supplement. First, he emphasized caution in selecting low-resolution images. This is a crucial aspect in the design of learning supplements, as unclear images can reduce the visual appeal and effectiveness of the material. The use of high-quality images not only improves aesthetics but also helps students understand the material better. For example, images of history and figures of the Khulafaur Rasyidin must be carefully selected to provide accurate representations and support student understanding.

Second, Mr. Hersanto recommends using a maximum of three fonts throughout the learning supplement. Consistency in typography is an important part of professional and neat design. Too many font types can distract students and make the material look disorganized. By limiting the number of font types, learning supplements can maintain a clean and focused appearance, which ultimately improves students' reading comfort and understanding of the material presented.

Third, he reminded us of the importance of consistency in the use of visual elements in each chapter. This consistency includes illustration style, layout, and color scheme. By maintaining consistency, students will find it easier to follow the learning flow and feel comfortable with familiar visuals throughout the material. This also helps create a strong visual identity for learning supplements, which can increase their appeal and professionalism.

Finally, Mr. Hersanto highlighted the importance of the accessibility of the links used in the supplements. In this digital age, many learning supplements rely on external links for videos, animations, or other additional resources. Ensure that all links are easily accessible to students and teachers, without technical barriers that could disrupt the learning process. This includes choosing a stable platform and minimizing the use of links that require registration or paid access, which can be an obstacle for students and teachers.

The advice and input from supplement experts then became improvements for the product being developed by researchers. The results of revisions and improvements from the advice and input from supplement experts are as follows:

Figure 10. Before and after improvement images

In conclusion, the validation of the supplement by Mr. Hersanto Fajri provided valuable feedback for improving the visual aspects and design of this learning supplement. His suggestions are in line with the objective of this thesis to create learning supplements that not only provide information but are also interesting and accessible. Taking these recommendations into account, the development of the Islamic Cultural History learning supplement can be optimized to meet the educational needs of MI students, especially in understanding the theme of the Khulafaur Rasyidin with an in-depth and contextual approach. This will reinforce the thesis that the integration of good supplements can play a key role in improving the quality of learning and students' understanding of the Islamic values taught.

c. Language Expert Validation

Language validation was carried out by Mrs. Salati Asmahasanah, S.Pd, M.Pd. She is a language expert lecturer who teaches at Ibnu Khaldun University in Bogor.

Validation by Dr. Salati Asmahasanah, S.Pd., M.Pd., a language expert, provides a clear picture of the linguistic quality of the Islamic Cultural History learning

supplement on the theme of Khulafaur Rasyidin, with an average score of 3.3 and a percentage of 82.5%, indicating that the linguistic aspects of the supplement have been assessed as meeting good standards. However, Dr. Salati provided several important suggestions that need to be considered to further improve this supplement.

First, he emphasized the need to improve access to links for video playback. Video is one of the key components in modern learning supplements that can present material in a dynamic and interactive way. Therefore, it is important to ensure that the video links used are easily accessible to students and teachers. This will avoid technical obstacles that could hinder the learning process. Ensuring the use of a stable and user-friendly video platform is a crucial step in this process.

Second, Dr. Salati suggested using shorter and more communicative language. Considering that the target users of this supplement are MI students, the language used must be simple, clear, and get straight to the point. The use of overly long and complex sentences can make it difficult for students to understand the material. Therefore, stories or explanations in learning supplements must be conveyed in straightforward sentences, without reducing the accuracy and richness of the information presented. This approach will help students to more easily understand the material presented.

In addition, this linguist emphasizes the importance of including more images in learning supplements. These images will serve as visual aids that help clarify information and make the material more interesting. In the context of history learning, visualizing historical events or figures is very helpful in providing concrete illustrations that students can understand. Images can provide a visual context that enriches students' understanding of the material, especially in explaining historical concepts and Islamic values taken from the Khulafaur Rasyidin period.

Finally, Dr. Salati suggested including a bibliography in the learning supplement. This bibliography not only provides credibility and accuracy to the information presented, but also serves as an additional resource for students and teachers who want to explore the material further. By providing clear references, this learning supplement becomes not only a tool for learning but also a reliable and accountable source of information.

Dr. Salati Asmahasanah's suggestions are highly relevant to the thesis's objective of developing Islamic Cultural History learning supplements that deeply integrate affective and psychomotor aspects. Through the implementation of these suggestions, it is hoped that these learning supplements will not only be informative

but also communicative and interesting for students. This is important to achieve the main objective of the thesis, which is to strengthen students' understanding of Islamic values and develop their Islamic personality through historical stories presented in an interactive and enjoyable way. Thus, this learning supplement will serve not only as an educational tool but also as a means to shape the character and Islamic values of students.

The following are the results of improvements made after receiving suggestions and input from language experts:
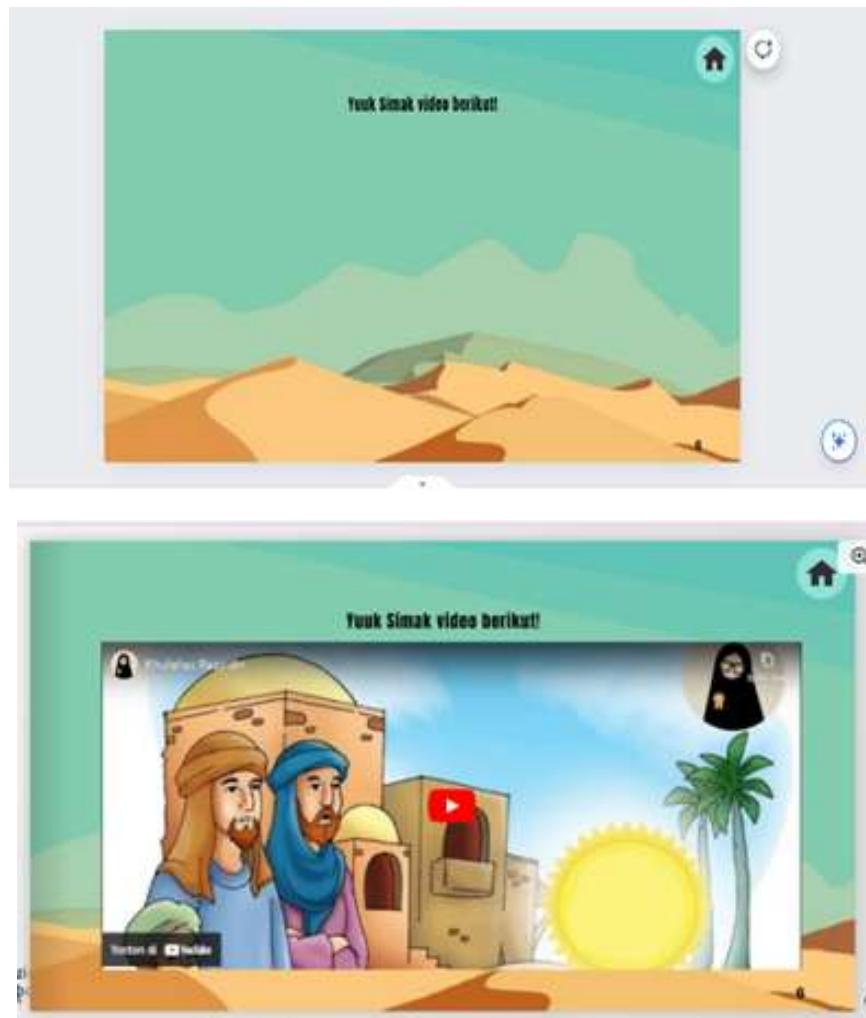
Figure 11 Before and after revision

Based on the validation results from the experts, the qualifications of the Islamic Cultural History learning supplement on the theme of Khulafaur Rasyidin can be classified according to the following assessment scale:

Expert Validation of Material by Dr. H. Ibdalsyah, M.A., resulted in an average score of 3.71 with a percentage of 92.8%. Based on the above qualification scale, this learning supplement is categorized as "Highly Suitable", indicating that the material

presented has met excellent standards in conveying historical content and Islamic values.

Supplement Expert Validation by Mr. Hersanti Fajri, S.Ds., M.M.D., obtained an average score of 3.5 with a percentage of 87.5%. This qualification also falls into the "Highly Suitable" category, indicating that the supplement design, use of visual elements, and content accessibility have been evaluated as excellent.

Language Expert Validation by Dr. Salati Asmahasanah, S.Pd., M.Pd., resulted in an average score of 3.3 and a percentage of 82.5%. This places the learning supplement in the "Suitable" category, meaning that the language and delivery of content are in line with good standards but can still be improved with the suggested revisions.

Of the three validations, the learning supplement developed was recognized as "Highly Meritorious" overall, particularly in terms of material and supplements, and "Meritorious" in terms of language. This assessment shows that the developed product has met high quality standards in delivering Islamic history content in accordance with the curriculum and integrating affective and psychomotor aspects well. This provides a strong basis for the use of this learning supplement in MI schools as a tool to improve students' understanding of the history of the Khulafaur Rasyidin and Islamic values.

d.   User Assessment Results

1)   Teacher assessment results

The results of the trial of the Islamic Cultural History learning supplement product on the theme of the Khulafaur Rasyidin conducted at MI Al Firdaus provide a comprehensive picture of the effectiveness and acceptance of the supplement by Islamic Cultural History teachers. The following is a description and explanation of the results of this trial based on the assessment of 14 questions on a questionnaire given to three Islamic Cultural History teachers:

Table 1. Results of the Islamic Cultural History Teacher Questionnaire

No	Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Respon 1	3	3	4	4	3	3	3	3	4	4	4	3	3	3
2	respon 2	4	3	4	4	3	4	3	4	4	3	4	4	4	4
3	respon 3	3	4	4	3	3	3	3	3	3	3	4	4	4	4
Skor Rata-rata		3,3	3,3	4	3,6	3	3,3	3	3,3	3,6	3,3	4	3,6	3,6	3,6

The table above shows the results of a questionnaire distributed to three Islamic Cultural History teachers at MI Al Firdaus.

The table above shows the average scores obtained from the assessments of three teachers of Islamic Cultural History. The average score for the research product was calculated based on five main aspects, namely: design and appearance, content and material, interactivity, practicality of supplements, and learning evaluation.

In the Design and Appearance aspect, with the indicators of Aesthetics and Overall Design, the learning supplement was assessed as having an aesthetic design with an average score of 3.3. This shows that the appearance of the supplement is quite attractive, although there is still room for improvement to make it even more attractive. Visual Consistency, with an average score of 3.3, indicates that the use of visual elements (such as color, font, and layout) is quite consistent throughout the supplement. However, it should be noted that this consistency needs to be further improved. Visual Appeal, with a score of 4, indicates that the visual appeal of this learning supplement is very good. This shows that the supplement is able to attract students' attention effectively.

In terms of content and material, with the indicator of suitability for affective and psychomotor skills, this supplement is in line with the affective and psychomotor content of Islamic Cultural History on the theme of the Khulafaur Rasyidin, with an average score of 3.6. This shows that the content presented is relevant and in line with the learning objectives in Islam.

Depth and Completeness of Material: An average score of 3.0 indicates that the material presented is sufficiently in-depth and comprehensive, but there is a need to provide additional information to make it more comprehensive.

Clarity and Ease of Understanding: With a score of 3.3, the material is considered clear and easy for students to understand, although there is still room for improvement in the delivery of the material.

In terms of interactivity, with a Student Engagement indicator average score of 3.0, this supplement is quite capable of engaging students in the learning process. More effort is needed to increase student interaction with the material. In the Exercise and Quiz Activities indicator, the average score of 3.3 shows that the exercises and quizzes in this supplement are quite good at helping students understand the material, but there is still room for improvement. Critical Thinking Development, with a score of 3.6, shows that this supplement is quite effective in encouraging students to think critically, indicating that it successfully challenges students to think more deeply.

In terms of Practicality of Supplements, with an Accessibility score of 3.3, this supplement is fairly accessible to students both at school and at home, but improvements may be needed to ensure better accessibility. The availability of the supplement, with a score of 4, indicates that it is available in accordance with learning needs, showing that it has been designed to meet the needs of students and teachers. The ease of use indicator, with a score of 3.6, shows that this supplement is quite easy for teachers to use in the learning process, indicating the ease of integrating this supplement into teaching and learning activities.

Finally, in the Learning Evaluation aspect, the Evaluation Tools indicator with a score of 3.6 shows that this supplement provides effective evaluation tools to measure students' understanding of the Khulafaur Rasyidin material. Student Understanding Identification with a score of 3.6, the evaluation tools provided help teachers identify the level of student understanding, indicating that this supplement is quite effective in providing an overview of student learning progress.

Overall, the trial results show that this learning supplement meets most of the expected criteria, but there is still room for improvement, particularly in terms of student engagement and depth of material.

2) Student Assessment Results

Next are the results of a limited trial conducted by the researcher on 22 students at MI Al Firdaus. The results of the trial assessment were calculated using the following average scores:

Table 2. Results of the Islamic Cultural History Teacher Questionnaire

No	Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Resp 1	4	3	4	3	3	4	4	3	4	4	4	3	4	4
2	Resp 2	3	4	4	3	3	4	3	3	4	3	4	3	3	3
3	Resp 3	3	3	4	4	4	4	4	4	3	3	4	3	4	4
4	Resp 4	4	3	3	3	4	4	4	3	4	3	4	4	4	3
5	Resp 5	4	3	3	3	4	4	3	4	3	3	3	3	4	3
6	Resp 6	4	3	3	4	3	4	4	3	3	4	4	3	3	4
7	Resp 7	4	3	3	3	4	3	4	4	3	4	4	3	4	4
8	Resp 8	4	3	4	4	3	4	4	4	4	3	4	4	3	4
9	Resp 9	4	4	3	3	4	4	4	3	4	4	3	4	4	4
10	Resp 10	4	3	3	3	4	4	4	4	4	3	4	4	4	4
11	Resp 11	4	3	4	3	4	4	4	4	3	4	3	3	4	4
12	Resp 12	4	4	4	4	4	4	4	4	4	4	4	3	4	4
13	Resp 13	4	3	3	4	3	3	4	4	3	3	3	4	4	3
14	Resp 14	4	3	4	4	3	4	3	4	4	3	4	4	4	4
15	Resp 15	3	3	4	4	3	3	4	3	3	4	4	3	3	3
16	Resp 16	3	4	4	4	3	3	3	4	3	3	4	3	4	3
17	Resp 17	4	3	4	4	3	3	4	2	3	4	2	3	4	2
18	Resp 18	4	4	4	4	3	4	3	4	4	4	3	4	4	4
19	Resp 20	3	4	4	4	3	3	4	3	4	3	4	3	4	4
20	Resp 20	4	3	3	4	4	3	3	3	4	4	3	4	3	4
21	Resp 21	3	4	3	3	3	4	3	3	3	3	3	4	3	4
22	Rep 22	3	3	4	4	3	3	3	3	4	4	4	3	4	4
	Skor Rata-rata	3,6	3,3	3,5	3,5	3,5	3,4	3,6	3,6	3,4	3,5	3,5	3,4	3,7	3,6

The table above shows the results of a questionnaire distributed to 22 fifth-grade students at MI Al Firdaus. The data is presented in the form of average scores for aspects and indicator assessments used to evaluate the products tested.

The average score for the research product assessment was calculated based on five main aspects, namely: understanding of the material, interest and engagement, clarity and comprehensibility, critical development and application of values, and practicality of the supplement.

The aspect of understanding of the material focuses on the extent to which students can understand and internalize the roles and contributions of the Khulafaur Rasyidin in Islamic history. The results of the trial show that students have a strong understanding of the role of the Khulafaur Rasyidin, with an average score of 3.6. However, their understanding of the contributions of each Caliph can still be improved, as reflected in the score of 3.3. Students also demonstrated a good understanding of the affective and psychomotor values contained in the material, with a score of 3.5. They felt that this material was relevant to their daily lives, which also received a score of 3.5, indicating that students were able to relate the lessons to their personal and social contexts.

In terms of interest and engagement, the learning materials developed successfully attracted students' interest, with a score of 3.5 on the indicator of interest in learning. The desire to learn more about the Khulafaur Rasyidin was also quite high, although slightly lower with a score of 3.4. This shows that students are interested but may need more stimulation to explore further. In addition, student engagement in interactive activities such as quizzes and discussions received a fairly good score of 3.6, indicating that the supplements successfully facilitated active participation. However, active engagement in the overall learning process was slightly lower, with a score of 3.4, indicating room for improvement in motivating students to participate more actively.

The clarity and comprehensibility aspect evaluates how clear and easy to understand the material presented is. The average score for clarity of explanation and instruction is 3.5, which indicates that students feel the instructions in the learning supplement are quite clear. The ease of understanding the concepts presented also received a score of 3.5, indicating that the majority of students were able to understand the material well. This shows that the learning supplement has been well designed in

terms of information delivery, although there is room for further improvement in simplifying certain concepts.

In terms of critical development and application of values, the learning supplement proved effective in helping students analyze and assess historical events. This is reflected in the average score of 3.4, which shows that students began to develop critical thinking skills through this learning method. More importantly, these supplements have succeeded in helping students apply Islamic values in their daily lives, with a highest score of 3.7. This is a positive indication that students not only understand the material theoretically but are also able to apply it in practical contexts, demonstrating the effectiveness of the supplements in shaping Islamic character and values.

The practicality of the supplement was also evaluated in terms of ease of access and user satisfaction. A score of 3.6 for ease of access to the supplement indicates that students can easily access the material, both at school and at home. This is an important aspect, given that accessibility is one of the key factors in the successful implementation of learning supplements. The overall satisfaction of students with the supplement is also high, reflecting that they feel comfortable and satisfied with the way the supplement is presented and used.

Overall, the learning supplement developed showed positive results in limited trials. With an overall average score of 3.5, it can be concluded that this supplement is quite effective in achieving the expected learning objectives. Although there are several areas that need improvement, such as increasing student engagement and clarifying some concepts, these results show that the supplement has been well received by students. With some adjustments and improvements, this supplement has great potential to be used more widely in Islamic Cultural History learning, especially on the theme of the Khulafaur Rasyidin.

D. CONCLUSION

The results of the analysis show that the current Islamic Cultural History teaching materials are inadequate in integrating affective and psychomotor aspects. The majority of teachers also stated the need for more interactive and comprehensive learning media to convey the values of the Khulafaur Rasyidin.

The supplement is designed to integrate cognitive, affective, and psychomotor aspects with an interactive approach using technologies such as Canva and Heyzine. This supplement includes in-depth material and engaging learning media, such as quizzes, videos, animations, and connects Islamic values with historical contexts to enhance the internalization of values by students.

Feasibility tests showed excellent results, with validation scores from subject matter experts, supplement experts, and language experts of 92.8%, 87.5%, and 82.5%, respectively. Assessments from teachers and students were also very positive, although there is still room for improvement in student engagement and material depth. Overall, this supplement is highly suitable for use in improving the quality of SKI learning in MI.

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