Development of Social Studies Teaching Materials For Islamic Elementary School Based on Scientific Integration

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ABSTRACT

This research aims to examine the development of Social Studies teaching materials for Islamic Elementary Schools (MI) based on Scientific Integration, determine the validity of the Social Studies teaching materials for MI based on Scientific Integration, assess the practicality of the Social Studies teaching materials for MI based on Scientific Integration, and evaluate the effectiveness of the Social Studies teaching materials for MI based on Scientific Integration. The research method used is Research and Development (R&D). The research procedure is based on the ADDIE research and development design. Data collection techniques include observation, interviews, and documentary studies. Data management and analysis use both quantitative and qualitative data analysis techniques. The results of the research show that the development of Social Studies teaching materials for MI based on scientific integration is carried out through the stages of analyzing the needs of the lecture, developing an initial product, conducting product trials, revising the product, and producing a product that supports the implementation of lectures at PGMI FITK UIN-SU Medan. The Social Studies teaching materials for MI based on scientific integration, consisting of a Syllabus (RPS), Teaching Book, and Student Worksheet (LKM), are found to be valid for use in the implementation of lectures in the PGMI FITK UIN-SU Medan program. Additionally, these teaching materials are practical and effective for use in the implementation of lectures in the PGMI FITK UIN-SU Medan program.

Keywords: Development of Teaching Materials, Social Sciences, Scientific Integration

A. INTRODUCTION

Guidelines for Early Childhood Education, Basic Education, and Secondary Education Learning and Assessment for the Year 2022 include the principles of learning and assessment, learning stages appropriate to learners, lesson planning and assessment (including the flow of learning objectives), planning, processing, and reporting assessment results. According to Minister of Education and Culture Regulation No. 37 of 2018 concerning Amendments to the Minister of Education and Culture Regulation No. 24 of 2016 concerning Core Competencies and Basic Competencies of Subjects in the 2013 Curriculum for Basic Education and Secondary Education, in the social sciences subject, the curriculum objectives include four competencies: (1) spiritual attitudes, (2) social attitudes, (3) knowledge, and (4) skills. These competencies are achieved through extracurricular, co-curricular, and/or extracurricular learning processes (Efendi et al., 2021; Hawwin Muzakki, 2021; Monica & Yaswinda, 2021).

Social Studies is one of the core subjects in Elementary School, as stipulated in the Republic of Indonesia Government Regulation Number 13 of 2015 concerning National Education Standards, Article 77I paragraph (1), which states that in the Elementary School/MI, SDLB, or equivalent curriculum structure, it consists of several learning materials, one of which is social studies. The subject matter of Social Studies includes, among others, earth sciences, history, economics, health, and so on, to develop students' knowledge, understanding, and analytical abilities regarding the social conditions of society. The importance of Social Studies being taught in elementary school is because it aligns with the objectives of the Social Studies subject (Euis Puspitasari, 2014).

The objectives of the Social Studies (Ilmu Pengetahuan Sosial or IPS) subject in Elementary School are for students to have the following abilities: (1) Understand concepts related to community life and its environment; (2) Possess basic abilities for logical and critical thinking, curiosity, inquiry, problem-solving, and skills in social life; (3) Demonstrate commitment and awareness of social and humanitarian values; (4) Have the ability to communicate, collaborate, and compete in a diverse society, at the local, national, and global levels. The scope of the Social Studies subject includes the following aspects: (1) humans, places, and the environment; (2) time, continuity, and change; (3) social and cultural systems; (4) economic behavior and well-being (Rahmad Rahmad, 2016; Setiawan, 2013; Susanti et al., 2018).

(Arsyad, 2016)Students aged 7-12 are in the concrete operational period. They may not yet grasp abstract materials but possess a high level of curiosity, interest, attention, and

imagination. If teachers want to leverage this psychological atmosphere effectively, Social Studies (IPS) learning should use media as a tool to concretize it. According to (Hafid, 2016; Khoiruli, 2021) the statement, Instructional media is a tool that assists the teaching and learning process, functioning to clarify the meaning of the conveyed message, thus enabling the achievement of learning objectives.

The practical benefits of using instructional media in the teaching and learning process are as follows: (1) clarifying the presentation of messages and information to facilitate and enhance the learning process and outcomes; (2) increasing and directing children's attention to generate learning motivation, fostering more direct interaction between students and their environment, and allowing students to learn individually based on their preferences and interests; (3) overcoming limitations of the senses, space, and time; (4) providing shared experiences to students regarding events in their environment and enabling direct interaction with teachers, the community, and the environment, for example, through field trips, visits to museums, or zoos (Isran Rasyid Karo-Karo S, 2018). The choice of media ought to align with the educational requirements, while the cognitive capacities of pupils ought to be modified to correspond with their stage of development. The developmental stages include four phases: (1) preschool age; (2) elementary school age; (3) middle school age; and (4) college or university age. The researcher conducted the study on PGMI (Islamic Elementary School Teacher Education) students (Hafid, 2016).

This developmental stage aligns with the characteristics of PGMI (Islamic Elementary School Teacher Education) students. Based on the observation results, the researcher identified several issues, such as students being positioned as the center of learning, but during class observations, the teacher was perceived as the center of learning. Additionally, there was a lack of enthusiasm among students during the learning process. This has impacted the learning outcomes, which have not been optimal and have not reached the Minimum Completion Criteria (KKM), especially in the subjects of Social Studies (IPS). However, the researcher paid more attention to the Social Studies subject. Some students faced challenges in understanding IPS materials, and the student's abilities still need improvement. Moreover, some students had difficulty concentrating, showing a lack of enthusiasm for learning in the classroom, although there were also active students.

During the implementation of the learning process, the lecturer lacked variety in using teaching methods. When students became bored, they sought other activities, disrupting their peers. As a result, students had difficulty understanding the materials presented by the lecturer. Students lacked confidence in expressing their opinions. Although there were

teaching aids, their use was suboptimal regarding the development of teaching materials for IPS in MI, which would be taught at PGMI FITK UIN North Sumatra. Student saturation levels were high, as evidenced by their lack of attention and engagement during lectures.

Given the aforementioned issues, the researcher aims to explore the development of teaching materials for Social Studies in MI based on interdisciplinary integration. The rationale is that by using IPS teaching materials based on interdisciplinary knowledge, students will become more active in the learning process. Additionally, learning that initially centered around the lecturer in IPS MI teaching with the use of teaching materials can be shifted to center around the students. Based on the explanations above, the researcher is interested in conducting a study with the title" Development of Social Studies Teaching Materials for Islamic Elementary School Based on Scientific Integration.

B. LITERATURE REVIEW

1. Development of Social Studies Teaching Materials

According to Thiagarajan, the development process consists of four stages. The first stage is Define, often referred to as the needs analysis stage. The second stage is Design, which involves preparing the conceptual framework, models, and learning tools. The third stage is Development, where the development phase includes validation testing or assessing the feasibility of the media. The final stage is Disseminate, which involves the implementation of the actual target, namely the research subjects. The research and development steps developed by Thiagarajan are abbreviated as 4D, namely Define, Design, Development, and Dissemination. Define includes activities that determine the product to be developed along with its specifications. This step is a needs analysis activity carried out through research and literature study. Design includes the activity of creating a design for a predetermined product. Development involves the activity of making a design into a product and repeatedly testing the effectiveness of a product until the product is produced to specified specifications. Dissemination includes the activity of distributing a product that has been tested for use by other people (Susanti et al., 2021).

Robert Maribe Brach developed Instructional Design using the ADDIE approach, which is an extension of Analysis, Design, Development, Implementation, and Evaluation. Analysis involves analyzing the situation and work environment to determine which products need to be developed. Design is the activity of designing a product according to the needs. Development is the activity of creating and testing a product. Implementation is

the activity of using the product, and evaluation is the activity of evaluating each step of the process and whether the product meets the specifications (Cahyadi, 2019).

The focus of design and research and development is on analysis from beginning to end, including design, production, and evaluation. Planning refers to the activity of planning a product for a specific purpose. Planning begins with a needs analysis conducted through research and literature studies. Production is the activity of creating a product based on the design made. Evaluation is the activity of testing and assessing how well a product meets the specified specifications. The focus of design and research and development is on analysis from beginning to end, including design, production, and evaluation. Planning refers to the activity of planning a product for a specific purpose. Planning begins with a needs analysis conducted through research and literature studies. Production is the activity of creating a product based on the design made. Evaluation is the activity of testing and assessing how well a product meets the specified specifications.

Among the various types of research and development, for this particular research and development, the researcher refers to Brog and Gall's research and development model, but not all of Brog and Gall's steps are adopted. If Brog and Gall have 10 steps in the application of their research and development, this study only uses 7 steps, namely Research and Data Collection, Planning, Developing Preliminary Product Draft, Preliminary Field Testing, Main Product Revision, Main Field Testing, and Operational Product Revision. This decision is based on considerations related to limited cost and time (Nugroho et al., 2022).

2. Scientific Integration

In Tarmizi's perspective, discussing integration means attempting to combine science and religion to create a new format of the relationship between science and Islam to rebuild Islamic science that has been perceived as nonexistent. The concept of integrating knowledge points towards the unification of science with religion, reviving religiosity in science as the fundamental understanding of knowledge in Islam. This is because all knowledge in Islam is the knowledge of Allah SWT. The integration of scientific knowledge is carried out while adhering to the principles of tauhid, ontology, epistemology, and axiology (Muslih, 2016).

Religion and science differ in methodology when both attempt to explain the truth. Religious methods are generally subjective, relying on intuition/personal experience and the authority of prophets/holy scriptures. On the other hand, science is objective, relying more on observation and interpretation of observed and verifiable phenomena. In Islamic science, there is no distinction between scientific knowledge and religion. Both complement each

other. The process of scientific knowledge can start from something that has been tested for its truth through scientific methods, and then it becomes valid knowledge (Wiwid Hadi Sumitro, 2023).

Based on the previous explanation, it can be stated that religion and scientific knowledge form a unified and interconnected entity. The truth in scientific knowledge is accepted based on tested scientific methods. On the other hand, religion contains absolute truths that may have been revealed in scientific knowledge before or after the revelation of the religious teachings itself. Therefore, religion and scientific knowledge unite in an integration that allows us to better understand and approach Allah SWT (Nurcholis, 2021).

In this development research, the researcher refers to the use of integration by adopting an interdisciplinary axiological basis, which is integration carried out using intellectual and spiritual patterns in combining two or more fields of knowledge. In this case, the fields of knowledge referred to are the field of Social Studies in Islamic Elementary School (IPS MI) and the field of the Quran. The working pattern of these fields will be very beneficial in unveiling the uniqueness of IPS MI and the uniqueness of the Quran. The interconnectedness and combination between IPS MI and the Quran or vice versa will allow the interpretation of Quranic verses related to Islamic law to be accumulated and interpreted through Social Studies. This can also enhance the admiration and trust of humanity, especially Muslims, in the truth of the Quran.

The interdisciplinary approach in this research is as follows:

a. Identifying a problem in the IPS course, where for proving Quranic verses based on the IPS pattern, PGMI UIN North Sumatra students, for example, determine IPS in Surah Al-Hujurat verse 13 in the Quran. In this case, Surah Al-Hujurat verse 13 contains IPS material related to nations and tribes getting to know each other.
b. Students can perform this task, but when understanding IPS using the Quran, most students find it challenging. Therefore, collaboration between the field of IPS and the field of Quranic studies is needed. In this case, instructors of IPS and Quranic studies need to work together to identify the reasons for this difficulty.
c. Further analysis of the problem is conducted by considering the human, spiritual, and environmental aspects. It is found that most PGMI students can categorize themselves as having a limited understanding of the meanings contained in Quranic verses and their translations.

Reflecting on this, it is concluded that an IPS MI textbook based on Interdisciplinary Integration is needed for students to understand IPS. This reflection leads to the title of this research, "Development of IPS MI Textbook based on Interdisciplinary Integration."

C. METHOD

This research employs the ADDIE model for development. The ADDIE development model is an acronym for analysis, design, development, implementation, and evaluation. The researcher chose the ADDIE model because it is considered effective and widely used in the development of teaching materials such as modules, worksheets, and textbooks, and also in the development of instructional media (Sugiyono, 2019).

(Yudi Hari Rayanto & Sugianti, 2020) The stages of the ADDIE model are Analysis, Design, Development, and Implementation. Subsequently, product testing is conducted, in this case, the instructional book for Social Studies in Islamic Elementary School (IPS MI) based on interdisciplinary integration to enhance students' maturity in IPS MI subjects, including geography, economics, and history materials.

D. RESULT AND DISCUSSIONS

1. Quality of Developed IPS MI Teaching Materials

The development of IPS MI teaching materials based on interdisciplinary integration, including support systems, aligns with the principles and characteristics needed for IPS MI coursework at the PGMI FITK UIN-SU Medan program. The overall assessment of the validity of the IPS MI Syllabus (RPS) based on interdisciplinary integration resulted in an average calculated value of 0.885, exceeding the Aiken's V category (0.885 > 0.60). Therefore, it is concluded that the developed RPS IPS MI based on interdisciplinary integration is valid and suitable for use in implementing IPS MI courses at PGMI FITK UIN SU Medan.

The expert assessment of the IPS MI teaching book based on interdisciplinary integration indicated a highly valid rating, with a total average score of 0.890, surpassing Aiken's V criterion (0.890 > 0.60). Hence, the developed IPS MI teaching book based on interdisciplinary integration is valid and suitable for use in implementing IPS MI courses at PGMI FITK UIN SU Medan.

The evaluation of the Student Worksheet (LKM) used in IPS MI teaching materials, based on interdisciplinary integration, concluded with a highly valid rating, with a total average score of 0.893, exceeding Aiken's V formula (0.893 > 0.60). Therefore, the

developed LKM is valid and suitable for use in implementing IPS MI courses at FITK UIN SU Medan.

The development of teaching materials is essential to support the success of learning, requiring lecturers with the competence to create products that support the learning process. The use of technology in developing teaching materials needs to align with the learning process and be adjusted to the planned learning process. Developed teaching materials should meet valid criteria to optimize student knowledge.

The development of instructional materials involves existing and newly developed materials to achieve specific goals. All learning materials must include performance tests or assessments for products. Learning materials should also come with a manual for instructors to demonstrate how to implement these materials in teaching.

Arlitasari, Pujayanto, and Budiharti (2013:83) emphasize that instructional materials, systematically organized, play a crucial role in student learning. The purpose of developing instructional materials is to provide alternative learning materials, facilitate the learning process, and offer materials suitable for curriculum requirements, characteristics, and social environments. Prastowo asserts that instructional materials come in various types, including print and non-print materials. Print materials, such as handouts, books, modules, brochures, and student worksheets, serve different purposes in facilitating learning (Dewi et al., 2023a).

The developed learning materials in this study, including RPS, Teaching Book, and Student Worksheet (LKM), are structured in a way that allows students to understand the teaching material independently. These materials provide content, summaries, and tasks related to the subject matter. Additionally, they offer structured guidance for understanding the given material, along with associated tasks. Based on Trianto's statement, Student Worksheets comprise fundamental activities aimed at maximizing understanding to develop basic skills according to indicators of learning achievement that students must attain. The initial arrangement of knowledge and understanding is empowered through the provision of learning media in each experimental activity, making the learning situation more meaningful and impressing well on students' understanding (Rando, 2017; Setyasto & Wijayama, 2018).

2. The Practicality of Developed IPS MI Teaching Materials

The practicality of the developed IPS MI teaching materials was assessed through individual testing conducted with one instructor for IPS MI teaching materials based on interdisciplinary integration and the accompanying support products. The instructor's evaluation yielded achievement rates of 88.89% for lesson design, 90.00% for RPS and evaluation tools, 88.00% for the teaching book, and 90.00% for the LKM. The overall

average achievement rate was 89.22%, falling into the "very feasible" category. When converted, the practicality achievement level falls into the "very practical" category.

The practicality testing results from individual testing conducted with three students for IPS MI teaching materials based on interdisciplinary integration and the developed support products showed achievement rates of 89.63% for lesson design, 88.00% for the teaching book, and 90.00% for the LKM. The overall average achievement rate was 89.21%, also categorized as "very feasible." When converted, the practicality achievement level falls into the "very practical" category.

The practicality testing results from small-group (limited) testing conducted with two instructors for IPS MI teaching materials based on interdisciplinary integration and the developed support products showed achievement rates of 89.44% for lesson design, 89.00% for RPS and evaluation tools, 90.00% for the teaching book, and 89.29% for the LKM. The overall average achievement rate was 89.43%, categorized as "very feasible." When converted, the practicality achievement level falls into the "very practical" category.

The practicality testing results from small-group (limited) testing conducted with ten students for IPS MI teaching materials based on interdisciplinary integration and the developed support products showed achievement rates of 90.00% for lesson design, 90.20% for the teaching book, and 89.00% for the LKM. The overall average achievement rate was 83.73%, categorized as "very feasible." When converted, the practicality achievement level falls into the "very practical" category.

The practicality testing results from large-group testing conducted with three instructors for IPS MI teaching materials based on interdisciplinary integration and the developed support products showed achievement rates of 90.00% for lesson design, 90.67% for RPS and evaluation tools, 90.33% for the teaching book, and 90.48% for the LKM. The overall average achievement rate was 90.37%, categorized as "very feasible." When converted, the practicality achievement level falls into the "very practical" category.

The practicality testing results from large-group (field) testing conducted with thirty students for IPS MI teaching materials based on interdisciplinary integration and the developed support products showed achievement rates of 89.19% for lesson design, 89.10% for the teaching book, and 91.43% for the LKM. The overall average achievement rate was 89.90%, categorized as "very feasible." When converted, the practicality achievement level falls into the "very practical" category.

The instructor's role is a significant factor influencing the overall success of learning, and their ability to organize and develop appropriate teaching materials is crucial. During

the implementation of learning, the instructor plays a vital role in organizing the learning process, especially in developing teaching materials that can activate students during classroom learning, thereby supporting the success and improvement of learning outcomes.

The development of teaching materials is closely related to designing the implementation of learning. Teaching materials or instructional tools are efforts to create a climate and provide services for the diverse abilities, potentials, interests, talents, and needs of students to foster interaction between instructors and students or among students. Learning materials typically contain content and supporting materials to achieve the goals of learning.

(Dewi et al., 2023b) emphasize that teaching materials are a set of teaching aids containing learning materials, methods, limitations, and evaluation methods designed mathematically and attractively to achieve the expected goals, i.e., achieving competence or sub-competence with all its complexities. The practicality of teaching materials indicates that they should be designed and written with instructional guidelines because they will be used by instructors to assist and support the learning process. Teaching materials serve as tools or means to achieve competency and basic competence standards. They also represent the education unit's service to students. The importance of teaching materials includes three essential elements: representing the instructor's, lecturer's, or instructor's presentation; serving as a means to achieve competency standards, basic competencies, or learning objectives; and optimizing services to students.

In the learning process, if the teaching materials used are developed according to needs and used practically, it becomes a crucial factor in improving the quality of learning. With practical teaching materials, the roles of instructors and students shift during the learning process. Instructors are no longer perceived as the sole source of information in the class, while students are positioned as passive information receivers. In other words, with practical teaching materials, instructors are no longer the only learning source in the class.

3. Effectiveness of Developed IPS MI Teaching Materials

The effectiveness testing phase for small groups aimed to evaluate the developed product's effectiveness. The study was conducted with students in the PGMI FITK UIN SU Medan program. The research objective was based on the low learning outcomes of students in the IPS MI course, which were related to the teaching materials used during the learning process.

Based on the criteria of the independent sample test, it can be stated that the effectiveness testing of the product through small-group testing on students' learning test

results in mastering IPS MI material using the developed interdisciplinary-based IPS MI teaching materials yielded a significant result (2-tailed) of 0.006<0.05. The obtained significance result of 0.006<0.05 implies a difference in student learning outcomes between the experimental and control groups.

Overall, for the improvement of students' understanding of the taught material in the experimental group using interdisciplinary-based IPS MI teaching materials, the average score was 82.00, while the average score for student learning outcomes in the control class using regular IPS MI teaching materials was 74.40.

Therefore, it can be affirmed that the implementation of the product effectiveness test with a small-group test involving 10 students yielded a comparison of the significance result (2-tailed) 0.006<0.05, indicating a difference in student abilities between the experimental and control classes using the interdisciplinary-based IPS MI teaching materials in the 3rd-semester IPS MI course at the PGMI FITK UIN SU Medan program.

The final stage of testing the effectiveness of the developed product involved conducting a large-group test, also known as a field group. The field group test involved two classes of students: PGMI-4 and PGMI-5 FITK UIN SU Medan, with each class consisting of 35 students, making a total of 70 students. Each class received different treatments, with PGMI-4 receiving interdisciplinary-based IPS MI teaching, while PGMI-5 received regular teaching.

The field group effectiveness testing aimed to evaluate the effectiveness of the developed product. The research objective was based on the low learning outcomes of students in the IPS MI course, related to the teaching materials used during the learning process. The results of the independent sample test showed that the field group testing using interdisciplinary-based IPS MI teaching materials developed yielded a significance result (2-tailed) of 0.000<0.05. The obtained significance result of 0.000<0.05 implies a difference in student learning outcomes between the experimental and control groups.

Overall, for the improvement of students' understanding of the taught material in the experimental group using interdisciplinary-based IPS MI teaching materials, the average score was 84.43, while the average score for student learning outcomes in the control class using regular IPS MI teaching materials was 75.43.

Therefore, it can be affirmed that the implementation of the product effectiveness test with a field group test involving 35 students yielded a comparison of the significance result (2-tailed) 0.000<0.05, indicating a difference in student abilities between the experimental

and control classes using the interdisciplinary-based IPS MI teaching materials in the 3rd-semester IPS MI course at the PGMI FITK UIN SU Medan program.

The developed teaching materials play a crucial role in the effectiveness of the learning process. According to (Afifatu Rohmawati, 2015), teaching materials are related to a set of tools that illustrate thinking patterns. Teaching materials can also be viewed as an effort to concretize a theory and serve as an analogy and representation of variables within that theory.(Saefudin & Berdianti, 2015) emphasizes that if instructors do not know what is happening in the minds of their students to understand something, they will not be able to provide the right encouragement to those who are learning. Students will easily forget the lessons they receive if they are not given accurate and enjoyable explanations, especially when using teaching materials, methods, or learning models. Furthermore, (Darmadi, 2018) asserts that learning is generally more effective when carried out through teaching materials and learning models that fall into the information processing cluster. The teaching materials and models used are essentially a form of learning depicted from the beginning to the end, presented in a unique way to support the achievement of learning objectives. Good teaching materials play a vital role in supporting the success of learning in the classroom. Well-designed materials help understand learning concepts better. Well-crafted content can present information in an easily understandable manner.

The delivery of teaching material consists of several activities, but these activities will be useless if they do not lead to a specific goal. To understand something within oneself, there is a process called the learning process through teaching models that suit the needs of that learning process. Through teaching models, instructors have the task of stimulating and improving the learning process.

The development of interdisciplinary-based teaching materials for IPS MI, including the Syllabus (RPS), Teaching Book, and Student Worksheets (LKM), undoubtedly has positive implications for supporting the implementation of the IPS MI course in the PGMI FITK UIN SU Medan program. Several innovations resulting from the research on this product development can be felt to have beneficial effects in maximizing the learning process.

This research has produced a new product consisting of teaching materials, including RPS, Teaching Book, and LKM, which are practical for use in the implementation of interdisciplinary-based IPS MI learning. These materials are structured and adapted to the needs of the program. The successfully developed products have been implemented in IPS learning, resulting in a higher quality of learning.

The developed teaching materials are new products equipped with guidelines or guidelines for implementing learning activities tailored to interdisciplinary-based material studies. They include exercise questions, answer keys for exercise questions, and assessment indicators based on student competency aspects in lectures. The practicality of using the developed teaching materials can be determined through trials conducted with users, namely, teachers and students in lecture activities that have already been implemented.

E. CONCLUSION

The article discusses the development and effectiveness of interdisciplinary-based teaching materials for Social Studies (Ilmu Pengetahuan Sosial or IPS) in Islamic Elementary Schools (IPS MI). The development process follows the ADDIE model, focusing on analysis, design, development, implementation, and evaluation. The study addresses the challenges faced by PGMI (Islamic Elementary School Teacher Education) students in understanding IPS materials and proposes the development of teaching materials based on interdisciplinary integration. The IPS MI teaching materials, including the Syllabus (RPS), Teaching Book, and Student Worksheets (LKM), underwent rigorous testing and evaluation. The results indicate that the developed materials are valid, practical, and effective for use in the PGMI FITK UIN SU Medan program. The interdisciplinary integration approach involves combining knowledge from IPS MI and the Quran, aiming to enhance students' understanding and engagement.

The practical benefits of using these teaching materials include clarifying messages, increasing student attention, overcoming sensory limitations, and providing shared experiences through activities like field trips. The study emphasizes the importance of aligning teaching materials with the learning process and adapting them to the developmental stage of students. The research outcomes reveal positive implications for the IPS MI course, leading to higher-quality learning experiences. The developed teaching materials provide a structured and adapted approach, incorporating guidelines, exercise questions, answer keys, and assessment indicators. The practicality of the materials is affirmed through various testing phases, involving individual, small-group, and large-group assessments. In summary, the study contributes to the enhancement of IPS MI education by addressing challenges, proposing innovative teaching materials, and demonstrating their validity, practicality, and effectiveness. The interdisciplinary integration approach opens avenues for a deeper understanding of IPS materials through the lens of the Quran, fostering a more engaging and effective learning environment for PGMI students.

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