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Development of Teaching Materials for the Interpretation of the Tarbawi Hadith for Early Childhood Based on the Internalization of Islamic Values

ID: 7802

Abstract	The purpose of this study is to analyze the existing conditions of Tafsir and Hadith Tarbawi teaching materials, develop Tafsir Hadith Tarbawi teaching materials that are in line with the characteristics of early childhood learning, and test the effectiveness of the developed teaching materials in internalizing Islamic values for students of the early childhood Islamic education faculty of Islamic religion university of Riau. The type of research used is Research and Development (R&D) with the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The data sources in this study were students and lecturers. The population in this study were all students of Early Childhood Islamic Education, Faculty of Islamic Religion, Riau Islamic University, totaling 60 people. The sampling technique used was purposive sampling, by selecting 30 students. Data collection techniques through questionnaires, interviews, and observations. The data analysis technique used is quantitative descriptive analysis The results of the study indicate that the teaching materials developed are effective in internalizing students' understanding of Islamic values and capable of shaping good character from an early age. This study is expected to make a significant contribution to the development of Islamic education for early childhood.
Keywords	Teaching materials; Interpretation of educational hadith; Early childhood; Internalization of Islamic values.

INTRODUCTION

Early childhood education is a very important foundation in the formation of human character and personality. The early childhood period, namely 0-6 years, is a golden age period where children experience rapid growth and development, both physically, cognitively, socially, and spiritually. As explained (Suyadi, 2019) that "the golden period of early childhood is a critical period that determines the quality of children's development in the future, including in religious and moral aspects."

In the context of Islamic education, early childhood character building cannot be separated from an understanding of Islamic values sourced from the Al-Quran and Hadith. Allah SWT says:

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوْا قُوْٓا اَنْفُسَكُمْ وَاَهْلِيْكُمْ نَارًا وَّقُوْدُهَا النَّاسُ وَالْحِجَارَةُ ....

"O you who believe, protect yourselves and your families from the fire of hell whose fuel is man and stone. " (Q.S At-Tahrim: 6)

This verse shows how important the role of education is in shaping a generation of faith and

piety from an early age.

Rasulullah SAW also emphasized the importance of early childhood education through his words: *"Educate your children, indeed they are created for an age different from yours"* (HR Abu Dawud). This hadith shows that children's education must be adapted to the times, but still adhere to universal Islamic values (An-Nawawi, 2020).

In the context of Islamic education, the internalization of Islamic values through learning Tafsir and Hadith becomes very important to develop a strong religious foundation from an early age. As explained in previous research, "Children need to be taught education based on religion. Religion will be a guideline and instructions regarding something that is carried out in creating good attitudes and behavior in accordance with the teachings of Islam "(Nurdin et al., 2023).

The reality in the field shows that the higher education system, especially in the Early Childhood Islamic Education (PIAUD) Study Program, still faces various challenges in integrating tafsir and hadith learning with early childhood education. According to research results (Hidayat, S&Muslimah, 2021), "there is a gap between students' theoretical understanding of hadith interpretation and their practical ability to apply it to early childhood education."

The Faculty of Islamic Religion of Riau Islamic University as one of the Islamic higher education institutions that has a PIAUD Study Program faces similar challenges. PIAUD Study Program of FAI UIR has the responsibility to prepare prospective educators who are competent in integrating Islamic values in early childhood learning. However, there is still a gap in the availability of teaching materials specifically designed for learning Tafsir and Hadith in accordance with the characteristics of early childhood development.

However, there is still a gap in the availability of teaching materials specifically designed for learning Tafsir and Hadith in accordance with the characteristics of early childhood development even though hadith learning strategies in PAUD are carried out classically and individually, and are integrated in daily activities such as prayer, reading Asmaul Husna, and short surahs (Rofiki et al., 2022). Based on initial observations made by researchers, it was found that the available teaching materials for Tafsir and Hadith courses have not specifically integrated early childhood education materials with Islamic values. This study highlights that teaching materials that specifically integrate Islamic values (from tafsir and hadith) into the context of PAUD are still very limited. This makes it difficult for teachers and students to apply Islamic values contextually in early childhood learning (Pulungan & Hayati, 2024; Rahayu et al., 2022; Siron, 2024).

Explaining (Masnur, 2020) that "the development of appropriate teaching materials is the key to success in the learning process, especially in integrating Islamic values in early childhood education." Furthermore, (Fadlilllah, 2021) emphasizes that "quality teaching materials must be able to connect theory with practice, so that students can implement Islamic values in the context of early childhood education."

The importance of internalizing Islamic values in early childhood education is also supported by research (Sari, D.P&Mahmud, 2020) which states that "internalizing Islamic values in early childhood will form a strong foundation of character and become provisions in facing the challenges of life in the future." This internalization process requires a deep understanding of the interpretation of the Quran and the hadith of the Prophet SAW related to children's education.

Research conducted by (Rahman, A. & Fitri, 2021) shows that "PAUD students need teaching materials that not only explain the textual meaning of verses and hadiths, but also provide practical guidance on how to implement these values in early childhood education." This is in line with the demands of the KKNI (Indonesian National Qualifications Framework) curriculum, which requires college graduates to have integrated academic and professional skills. A study conducted by (Wardani, K & Syamsul, 2020) revealed that "the use of appropriate teaching materials can increase student learning motivation by up to 75% and conceptual understanding by up to 68%." This research demonstrates the importance of developing teaching materials that are appropriate to the characteristics and needs of students.

Di sisi lain, perkembangan teknologi dan informasi menuntut inovasi dalam pengembangan bahan ajar. (Fitriani, 2021) menyatakan bahwa "bahan ajar modern harus mampu mengintegrasikan berbagai media dan metode pembelajaran yang dapat meningkatkan efektivitas proses pembelajaran." Dalam konteks mata kuliah Tafsir dan Hadits untuk PIAUD, bahan ajar harus mampu mengkombinasikan pendekatan tradisional dengan metode pembelajaran yang inovatif. On the other hand, technological and information developments demand innovation in the development of teaching materials.

Based on the needs analysis conducted in the PIAUD FAI UIR Study Program, several main problems were found: (1) limited teaching materials that specifically discuss tafsir and hadith in the context of early childhood education, (2) students' difficulties in integrating Islamic values with early childhood education practices, (3) lack of concrete examples of the application of verses and hadith in early childhood learning activities, and (4) the absence of systematic guidelines for internalizing

Islamic values in early childhood.

This problem is reinforced by the results of research (Hasanah, U & Pratiwi, 2020) which found that "70% of PIAUD students experience difficulty in understanding the relevance of interpretation and hadith to the practice of early childhood education due to the limited teaching materials available." This condition shows the urgency of developing teaching materials that can bridge the gap between the theory of hadith interpretation and the practice of early childhood education. Furthermore, (Nurhasanah, 2019) in her research concluded that "the development of teaching materials that integrate Islamic values in early childhood education can increase the professional competence of prospective PAUD teachers by up to 80%." This shows the significant positive impact of developing teaching materials that are on target.

Within the curriculum of the Early Childhood Education (PAUD) Study Program at the Faculty of Islamic Studies (FAI) of the Islamic University of Indonesia (UIR), the Tafsir and Hadith course carries a weight of 2 credits, with learning outcomes requiring students to understand and apply Islamic values in early childhood education. However, without adequate teaching materials, the achievement of these learning objectives is not optimal. This condition is exacerbated by the demands of study program accreditation, which require the availability of quality teaching materials that are in accordance with curriculum requirements. As explained by (Nata, 2018), "the quality of teaching materials is an important indicator in assessing study program accreditation, especially in the aspect of the learning process."

Based on the above description, the researcher deems it necessary to develop teaching materials on Tafsir and Hadith that specifically address early childhood education using an approach to internalizing Islamic values. These teaching materials are expected to assist students in the Early Childhood Education (PAUD) Study Program at the Faculty of Islamic Studies (FAI) of Universitas Riau (UIR) in understanding and implementing Islamic values in early childhood education practices.

The development of these teaching materials also aligns with the vision and mission of Universitas Islam Riau, which is committed to producing graduates with academic and professional competencies based on Islamic values. Therefore, this research not only contributes to improving the quality of learning but also supports the achievement of institutional goals.

METHOD

This type of research is Research and Development. The development model used is ADDIE. This model is one of the systematic learning design models, chosen based on the consideration that this model is developed systematically and is based on the theoretical foundation of learning design (Danks, 2011). This model is designed in a structured manner with a systematic sequence of activities in an effort to solve learning problems related to learning resources that are appropriate to the needs and characteristics of students. This model consists of five steps, namely: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. Visually, the steps of the ADDIE Model can be seen in:
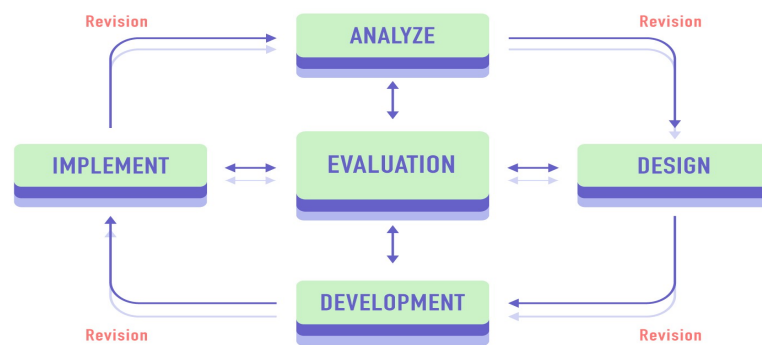
Figure 1: ADDIE Model (Pribadi, 2009)

The research subjects consisted of one subject matter expert, one instructional design expert, and one instructional media expert. The final trial subjects were 30 students of the PIAUD FAI study program at the Islamic University of Riau who had taken the Tafsir and Hadith Tarbawi course. The data collected through the implementation of formative evaluation were grouped into four parts, namely: (1) first-stage evaluation data in the form of subject matter content test results, (2) second-stage evaluation data in the form of validation results from instructional design experts, (3) third-stage evaluation data in the form of validation results from instructional media experts, and (4) fourth-stage evaluation data in the form of small group trial data. The data collection techniques used were observation, questionnaires, learning outcome tests, and documentation. Questionnaire sheets were used to collect data from the review results from subject matter experts, instructional design experts, instructional media experts, and students. And finally, the data were analyzed using descriptive qualitative and descriptive quantitative methods.

1. Analysis

In the first step, activities carried out include (1) analyzing the competencies that students must master; in this case, this is realized in the textbook through the establishment of Standard Competencies, Basic Competencies, and Learning Objectives (Ministry of National Education, 2008); (2) analyzing student characteristics related to their knowledge, attitudes, and skills (Ministry of National Education, 2008; Reinbold, 2013); and (3) analyzing material relevant to achieving the desired competencies related to what students have mastered (Reinbold, 2013). The results of the analysis at this stage are evaluated independently and followed by evaluation with colleagues to improve the analysis results.

2. Design

The second step focuses on three activities: selecting materials relevant to student characteristics and the competencies to be achieved, learning strategies, assessment formats and methods, and evaluation (Aldoobie, 2015). In this step, the textbook structure and content framework are designed and factual examples are created for instructional design, such as collecting relevant data sources to enrich the module, designing course materials, creating necessary illustrations, diagrams, and graphs, and typing, editing, and designing the textbook layout. The results will be evaluated independently and with colleagues to improve the design.

3. Development

At this stage, a trial is conducted to validate the product development draft and revisions are made based on expert input (Aldoobie, 2015). At this stage, a trial is conducted to validate the draft product development for the Tarbawi hadith interpretation teaching materials, in which experts and educators actively provide constructive input and feedback. This process aims to evaluate the effectiveness, appeal, and suitability of the material for the needs of early childhood. Based on the input received, revisions are made to refine the content, design, and delivery methods, so that the final product can more optimally internalize Islamic values in children. Therefore, this trial is a crucial step in ensuring that the developed teaching materials are not only informative but also engaging and easily understood by the target audience.

4. Implementation

At this stage, the development results are applied in the learning process to determine their impact on learning quality, including effectiveness, attractiveness, and efficiency. Implementation is carried out in small groups to obtain input from students and lecturers to

inform revisions to the product draft.

5. Evaluation

The final step is evaluation, which includes formative and summative evaluations. Formative evaluation is conducted to collect data on each step used for improvement. Summative evaluation is conducted at the end of the program to determine its impact on student learning outcomes and overall learning quality. This study only applies formative evaluation because it relates to the research and development steps to improve the resulting product. Evaluation in the ADDIE model has been conducted in stages.

After the tarbawi hadith interpretation teaching materials for early childhood based on the internalization of Islamic values were fully improved, validation of the resulting product was carried out. Analysis of test results of development products by experts, such as learning module experts, learning design experts, learning tool experts, and trials in small groups with students as test subjects.

FINDINGS AND DISCUSSION

Findings

Needs Analysis

Existing Teaching Materials
Based on observations and interviews, several problems were identified in the teaching of Tafsir and Hadith for early childhood education:

Table 1. Existing Conditions of Teaching Materials

No.	Aspect	Current Condition	Percentage (%)
1	Availability of special teaching materials for early childhood education	Limited	25%
2	Suitability for the characteristics of early childhood education	Not very suitable	35%
3	Integration of Islamic values	Partial	30%
4	Interactive learning methods	Minimal	30%

The data presented provides an overview of the current state of several important aspects of Early Childhood Education (PAUD). The following is an interpretation of each aspect:

(1) Availability of PAUD-specific teaching materials (25%): This percentage indicates that the availability of appropriate teaching materials for PAUD is still limited. This may indicate that children may not have adequate access to materials specifically designed to support their

development. Limited PAUD teaching materials can hinder children's learning and development. The development and provision of appropriate teaching materials is crucial to ensure children receive optimal learning experiences and support their overall growth and development. (Assabillah, 2024) states that teachers and institutions need to innovate in developing teaching materials based on activities, technology, and the surrounding environment. (Fujiawati et al., 2023) also highlighted that training support for teachers to create relevant and engaging teaching materials is urgently needed and (Kristiani et al., 2021) highlighted the need for the availability of diverse teaching materials (e.g., interactive media, STEAM-based materials, educational animations) to support cognitive, social, and learning motivation development.

(2) Suitability with AUD characteristics (35%): With only 35% showing suitability, this indicates that many of the materials used in learning are not fully suited to the characteristics and needs of early childhood. This mismatch can result in children having difficulty understanding the material, which in turn can affect their motivation and interest in learning. (Capay & Capayova, 2019; Rosli, 2020) efforts are needed to evaluate and revise existing teaching materials to be more suited to the characteristics of AUD. This includes the use of simple language, interesting illustrations, and activities that involve play and exploration. Thus, children can learn in a fun and effective way, which will increase their understanding and interest in learning.

(3) Integration of Islamic values (30%): This percentage indicates that the integration of Islamic values in learning is still partial. With a "partial" condition, the integration of Islamic values in teaching materials indicates that a holistic approach in character education has not been fully realized. In fact, the integration of religious values is important for forming a child's moral and spiritual foundation from an early age. Overall, the integration of strong values in early childhood education has a broad and profound impact. This not only forms ethical and responsible individuals, but also creates a generation that has empathy, self-confidence, and readiness to learn (Alam, 2024). Then the deepening of core values such as honesty, empathy, and responsibility has been proven to be very influential in character formation (Asuncion & Accad, 2025; Hermawan & Kusniasari, 2023). Therefore, it is important for educators and parents to continue to emphasize these values in the learning process, so that children can grow into balanced individuals and contribute positively to society.

(4) Interactive learning methods (30%): With only 30% indicating the use of interactive learning methods, this indicates that the approach used in teaching is still minimal. Interactive methods are

very important in early childhood education because they can increase children's engagement and make the learning process more enjoyable. The lack of these methods can result in children being less active in learning and interacting, which is important for their social and emotional development. (Zamzami et al., 2025) stated that interactive methods in early childhood education have been proven to be very important in increasing children's engagement and making the learning process more enjoyable. The consistent use of interactive methods can increase motivation, understanding, social-emotional skills, as well as cognitive and language abilities in early childhood. Because they are able to increase engagement and motivation: Children are more motivated, active, and enjoy the learning process through interactive media and technology.

Overall, this data indicates several challenges facing early childhood education. Limited availability of teaching materials, inconsistencies with child characteristics, suboptimal integration of values, and a lack of interactive learning methods can negatively impact the quality of education children receive. Therefore, it is crucial for educators, policymakers, and other stakeholders to collaborate to improve these aspects to make early childhood education more effective and beneficial for child development**.**

Student Needs

Table 2. The results of the student needs survey show:

No.	Indikator	Persentage (%)
1	Students need specific teaching materials for PIAUD	85%
2	Need real-world examples in children's learning	78%
3	Want technology integration in teaching materials	92%

The data presented provides important insights into the needs of students studying Early Childhood Islamic Education (PIAUD).

(1) 85% of students need specific teaching materials for early childhood education: This high percentage indicates that the majority of students recognize the importance of having teaching materials specifically designed for early childhood education. This need reflects an awareness of the unique characteristics of children in early childhood, which require approaches and materials appropriate to their developmental stage. (Juih et al., 2021; Seoane & Rodríguez, 2021) Specific teaching materials can help students understand basic concepts in early childhood education and apply them effectively in teaching practice. This also indicates that there is a gap in the availability of appropriate teaching materials, which needs to be addressed by educational institutions. By

providing relevant and appropriate teaching materials, institutions can improve the quality of education provided to children, as well as prepare students to become more competent and effective educators.

(2) 78% require real-world examples of applications in children's learning: This figure shows that students want not only theory, but also concrete examples that they can apply in real-world situations. The need for real-world applications in learning reflects students' desire to connect theory with practice. By having clear examples of applications, students can more easily understand how to apply learning methods and strategies in real-world contexts. This also shows that practical experience is very important in early childhood education, and institutions need to provide more opportunities for students to learn from direct experience.

(3) 92% want technology integration in teaching materials: This very high percentage shows that students are aware of the importance of technology in modern education. Integrating technology in teaching materials can increase children's engagement and make the learning process more interactive and interesting. Students who want technology in learning show that they understand current educational trends and want to prepare themselves to face the challenges of the digital age. This also indicates that there is a need for training and development of technology skills among early childhood educators, so that they can utilize digital tools effectively in teaching.

Overall, these data indicate that early childhood education students have clear and specific needs related to teaching materials and learning methods. Their need for specific teaching materials, real-world examples, and technology integration reflects their expectations for a relevant and effective education. Therefore, educational institutions must respond to these needs by providing adequate resources, relevant training, and opportunities for practical learning, so that students can become competent educators and be prepared to face challenges in the field.

Teaching Material Design

The teaching materials are designed with the following structure:

The Tarbawi Interpretation Module for Early Childhood Education (PAUD) contains: Selected verses on (1) the Nature of Children according to the Qur'an, (2) the Concept, Purpose, Function, and Responsibility of Parents Towards Children according to the Qur'an, (3) Interpretation of Qur'anic verses concerning Students/Children, (4) Early Childhood Education Material, (5) Rewards and Punishments for Early Childhood Education, (6) Evaluation of Early Childhood Education.

The Tarbawi Hadith Module for PAUD contains: Selected hadiths on (1) the Nature of Children according to the Hadith, (2) the Concept, Purpose, Function, and Duties of Parents Towards Children according to the Hadith, (3) Hadith concerning Students/Children, (4) Early Childhood Education Material, (5) Rewards and Punishments for Early Childhood Education, (6) Evaluation of Early Childhood Education.

Development of teaching materials based on the principles of: *Developmentally Appropriate Practice (DAP), Islamic Values Integration, Multi-sensory Learning Approach, Technology Enhanced Learning*

(Development)

Subject Matter Expert Validation

Table 3. Results of Expert Validation of Materials

No	Aspek Penilaian	Skor Rata-rata	Kategori
1	Suitability of material to competencies	4.3	Very Good
2	Accuracy of Tafsir and Hadith material	4.6	Very Good
3	Integration of Islamic values	4.4	Very Good
4	Suitability to PAUD characteristics	4.1	Good

Data yang ditampilkan memberikan gambaran mengenai penilaian terhadap beberapa aspek penting dalam pendidikan, khususnya yang berkaitan dengan materi yang diajarkan dalam konteks Pendidikan Islam Anak Usia Dini (PIAUD):

(1) Suitability of materials to competencies (Average Score: 4.3 - Very Good): This high score indicates that the materials taught are highly suitable to the competencies expected in early childhood education. This is important because the suitability of materials to competencies will ensure that children receive relevant and beneficial education. Appropriate material will assist educators in achieving learning objectives and facilitating optimal child development. Thus, these results indicate that the curriculum being implemented is on the right track.

(2) Accuracy of Tafsir and Hadith materials (Average score: 4.6 - Very Good): The highest score among all aspects indicates that the Tafsir and Hadith materials taught are very accurate and reliable. The accuracy of this material is very important, especially in the context of education that integrates Islamic values. With accurate material, educators can provide children with a correct understanding of Islamic teachings, which will form the basis of their morals and ethics. This also

shows that the teaching of religious values is being done well, which can contribute to the formation of children's character.

(3) Integration of Islamic values (Average score: 4.4 - Very Good): This score indicates that the integration of Islamic values in learning is carried out well. Effective integration will help children understand and internalize these values in their daily lives. This is important for shaping children's character and identity, as well as instilling a sense of social responsibility. With strong values, children will be better prepared to face future challenges and contribute positively to society.

(4) Suitability for early childhood education characteristics (Average score: 4.1 - Good): Although this score is still in the good category, the figure of 4.1 indicates that there is room for improvement in terms of the suitability of the material for the characteristics of young children. This alignment is crucial because children at this age have different learning styles compared to older children. Materials that are not fully aligned with their characteristics can hinder the learning process and development. Therefore, it is important for educators and curriculum developers to continuously evaluate and adjust the materials to better suit the needs and characteristics of the children.

Overall, this data shows that important aspects of early childhood education (PAUD) have been well assessed, especially in terms of the relevance of materials to competencies, the accuracy of Tafsir and Hadith materials, and the integration of Islamic values. However, special attention needs to be given to the alignment of materials with the characteristics of PAUD to ensure that all aspects of learning can be optimized. These results provide a positive picture of the quality of education provided, but also emphasize the importance of continuous evaluation and improvement to achieve better outcomes in the future.

Media Expert Validation

Table 4. Media Expert Validation Results

No	Assessment Aspect	Average Score	category
1	Visual Design	4.5	Very Good
2	Ease of Use	4.2	Very Good
3	Interactivity	4.1	Good
4	Technology Compatibility	4.1	Good

The data presented provides an assessment of several important aspects of the learning materials or tools used in education, particularly in the context of Early Childhood Islamic Education (PAUD):

(1) Visual design (Average score: 4.5 - Very Good): This high score indicates that the visual design of the learning materials or tools is very attractive and effective. Good visual design is crucial in PAUD education, as children at this age are highly responsive to visual elements. Well-designed materials can capture children's attention, increase their interest in learning, and help them understand information more effectively. Thus, these results indicate that the aesthetic aspects of learning have been well considered, which can contribute to a positive learning experience. (2) Ease of use (Average score: 4.2 - Very Good): This score indicates that the learning materials or tools are easy to use, both for educators and children. Ease of use is very important in the context of education, as materials that are difficult to use can hinder the learning process. With materials that are easy to access and use, educators can focus more on teaching and interacting with children, while children can be more actively involved in the learning process. This reflects that the material developers have considered the aspect of usability, which is very important for the effectiveness of learning.

(3) Interactivity (Average Score: 4.1 - Good): Although this score is still in the good category, the number 4.1 indicates that there is potential to improve the level of interactivity in learning materials or tools. Interactivity is very important in early childhood education, because children learn better through direct experience and active involvement. Interactive materials can increase children's motivation and engagement, as well as help them develop social and emotional skills. Therefore, it is important for developers to continue to find ways to improve the interactive elements in learning.

(4) Technology compatibility (Average score: 4.1 - Good): This score indicates that the learning materials or tools have a good level of technology compatibility, but there is still room for improvement. Technology compatibility is important to ensure that materials can be accessed on various devices and platforms, making them easier to use in various contexts. In today's digital age, the ability to access learning materials through various technologies is essential to support flexible and inclusive learning. Therefore, developers need to continue to pay attention to this aspect so that the materials remain relevant and widely usable.

Overall, this data shows that important aspects of the design and use of learning materials have been well evaluated, especially in terms of visual design and ease of use. However, special attention needs to be given to improving interactivity and technological compatibility to ensure that

all aspects of learning can be optimized. These results provide a positive picture of the quality of materials used in early childhood education, but also emphasize the importance of continuous evaluation and improvement to achieve better results in the future..

Implementation

A limited trial was conducted on 30 PIAUD students in their fifth semester with the following results:

Table 5. Pre-test and Post-test Results

No	Component	Pre-test	Post-test	Gain Score
1	Understanding of Interpretation	65.5	82.3	16.8
2	Understanding of Hadith	63.2	84.1	20.9
3	Internalization of Values	62.8	85.6	22.8
4	Application Ability	58.9	79.4	20.5

The data presented shows the results of pre-tests and post-tests on several important components in education, as well as gain scores that reflect improvements in participants' understanding and abilities. The following is an interpretation of each component:

(1) Understanding of Interpretation: Pre-test: 65.5, Post-test: 82.3, Gain Score: 16.8. These results indicate a significant improvement in understanding of Interpretation following the intervention or learning process. The pre-test score of 65.5 indicates a fairly good level of understanding, but there is still room for improvement. The increase to 82.3 on the post-test shows that the teaching methods applied were effective in improving participants' understanding. The gain score of 16.8 reflects substantial progress, indicating that participants successfully internalized Tafsir concepts more effectively.

(2) Understanding of Hadith: Pre-test: 63.2, Post-test: 84.1, Gain Score: 20.9. The improvement in understanding of Hadith is also clearly evident, with the highest gain score among all components. The pre-test score of 63.2 indicates that participants had a good basic understanding, but still needed improvement. With the post-test reaching 84.1, this shows that participants successfully understood Hadith more deeply after learning. The gain score of 20.9 demonstrates the effectiveness of the teaching method in helping participants understand and apply Hadith in a broader context.

(3) Value Internalization: Pre-test: 62.8, Post-test: 85.6, Gain Score: 22.8. A significant increase in value internalization indicates that participants not only understand the material but are also

able to internalize the values taught. The pre-test score of 62.8 indicates that there is a need to strengthen the understanding of these values. With the post-test reaching 85.6, the gain score of 22.8 shows that participants have successfully integrated these values into themselves, which is very important for character and moral development.

(4) Application Ability: Pre-test: 58.9, Post-test: 79.4, Gain Score: 20.5. Although the pre-test score for application ability was 58.9, indicating that participants may have had difficulty applying the knowledge they had learned, the increase to 79.4 on the post-test shows that they successfully improved their application ability. The gain score of 20.5 shows that participants have learned to apply the concepts taught in real-life situations, which is an important step in the learning process.

Overall, these data show that there was a significant improvement in all components measured after the learning intervention. High gain scores in each component reflect the effectiveness of the teaching methods used and indicate that participants not only acquired knowledge but were also able to internalize and apply it. These results provide a positive picture of the quality of education provided and emphasize the importance of effective teaching approaches to achieve optimal results.

Table 6. Student Responses to Teaching Materials

No.	Indicator	Persentage (%)
1	Teaching materials are easy to understand	88%
2	Feel motivated in learning	85%
3	Teaching materials are appropriate for PIAUD needs	92%
4	Will use a similar approach in teaching	83%

The data presented shows the results of pre-tests and post-tests on several important components in education, as well as gain scores that reflect improvements in participants' understanding and abilities. The following is an interpretation of each component

(1) Teaching Materials Are Easy to Understand (88%) Analysis: This high level of understanding indicates that the majority of students feel that the material taught is presented in a clear and easy-to-understand manner. (Puspita et al., 2022; Tukiyo et al., 2024) interpret that the ease of understanding teaching materials is very important for the success of the learning process. When students can easily understand the material, they are more likely to actively engage in

discussions and learning activities, which can improve overall learning outcomes and motivate them to learn.

(2) Feeling Motivated in Learning (85%): With 85% of students feeling motivated, this indicates that the teaching methods used were successful in sparking enthusiasm for learning. (Bedi, 2023; Li et al., 2022) state that high motivation in learning contributes to greater engagement and a desire to learn more. This is important for creating a positive learning environment, where students feel encouraged to explore and understand the material more deeply.

(3) Teaching Materials Appropriate to the Needs of PIAUD (92%): This very high percentage indicates that the teaching materials used are relevant and appropriate to the needs of students in the context of Early Childhood Islamic Education. The suitability of teaching materials to the needs of students is very important to ensure that they can relate learning to their daily experiences. (Hidayah et al., 2023; Rahmani, 2024) Teachers who adapt teaching materials to students' level of understanding and needs can improve the effectiveness of learning. Evaluating and adapting teaching materials, including utilizing local resources, helps students connect the material to real life.

(4) Will Use a Similar Approach in Teaching (83%): With 83% of teachers stating they will use the same approach, this indicates recognition of the effectiveness of the methods applied. (Harrison et al., 2022) state that teachers who actively reflect on and adapt their teaching practices based on student feedback and learning outcomes can significantly improve the quality of teaching. If teachers feel inspired to apply the same method, this can create consistency in teaching practices and enhance the learning experience for future students.

Overall, these data indicate that the teaching materials used in the PIAUD program are highly effective in improving students' understanding, motivation, and relevance of learning. This has a positive impact on the quality of education and character development in early childhood, and provides a strong foundation for continuous learning.

Evaluation

Efektivitas Bahan Ajar

Table 7. Students' Perceptions of Teaching Materials (Likert Scale 1-5)

Assessment Aspects	Mean	SD	Categori
Clarity of Material and Concepts	4.43	0.57	Very Good
Relevance to PIAUD Needs	4.50	0.51	Very Good

Assessment Aspects	Mean	SD	Categori
Ease of Understanding	4.17	0.70	Good
Systematic Presentation	4.33	0.61	Very Good
Alignment with AUD Characteristics	4.47	0.57	Very Good
Support from Examples and Illustrations	4.27	0.64	Very Good
Motivation in Learning	4.23	0.63	Very Good
Ease of Implementation	4.10	0.71	Good
Improvement in Understanding Hadith	4.40	0.56	Very Good
Development of Creativity	4.30	0.60	Very Good
OVERALL AVERAGE	4.32	0.43	Very Good

Overall Response Distribution:

- Very Positive (4.1-5.0): 27 students (90%)
- Positive (3.1-4.0): 3 students (10%)
- Neutral (2.1-3.0): 0 students (0%)
- Negative (1.1–2.0): 0 students (0%)
- Very Negative (0–1.0): 0 students (0%)

Internalization of Islamic Value

Table 8. Indicators of Value Internalization

No	Indicator	Before	After	Increase (%)
1	Spiritual awareness	3.2	4.1	28%
2	Application of values in life	3.0	4.0	33%
3	Ability to teach Islamic values	2.8	4.2	50%
4	Self-reflection	3.1	4.3	39%

The data presented shows significant improvements in various aspects of awareness and application of spiritual values. The highest increase occurred in the ability to teach Islamic values, reflecting the effectiveness of the educational program in developing teacher competencies. This indicates that the intervention successfully increased the understanding and application of values in daily life, which is essential for the development of individual character and spirituality.

(1) Spiritual Awareness: An increase from 3.2 to 4.1 (28%) indicates that individuals are increasingly aware of the importance of spiritual aspects in their lives. This can be interpreted as a positive step towards more holistic self-development.

(2) Application of Values in Life: With an increase from 3.0 to 4.0 (33%), this indicates that individuals are better able to apply the values learned in daily life. This is crucial for creating a

more ethical and integrated society.

(3) Ability to Teach Islamic Values: The most significant increase, from 2.8 to 4.2 (50%), indicates that the educational program implemented was very effective in improving teacher competency. This has implications for better quality religious education and a deeper understanding of Islamic values. (4) Self-Reflection: An increase from 3.1 to 4.3 (39%) indicates that individuals are more capable of self-reflection, which is an important step in the learning and personal development process. This reflects a greater awareness of themselves and their surroundings.

Overall, these data indicate that the interventions conducted in the context of this study were successful in increasing awareness and application of spiritual values, which contributed to the development of individual and societal character.

Discussion

By analyzing the verses and hadiths of Tarbawi, research (Rohman, 2021) yielded various opinions on Islamic Early Childhood Education. Using contextual and textual approaches, different approaches were developed as the basis for early childhood education.

Furthermore, based on the research discussion (Hatta, 2013), it is known that in Surah Luqman, there is a verse from Allah SWT explaining early childhood education, reflected in the story of Luqman al-Hakim and his son. This story contains applicable principles of early childhood education, such as the principle of children's needs in life, the principle of learning through play, the principle of a conducive environment, the principle of integrated learning, and the principle of repetition in learning. This interpretation of Tarbawi can contribute to the development of education for Muslims, ensuring that they always adhere to the holy book of the Qur'an as their educational guide.

In the researcher's discussion this time there is material on Tafsir Tarbawi for Early Childhood Islamic Education discussing the interpretation of Al-Qur'an verses about children as stated in the QS. Ar-Rum: 30 (human nature) then the interpretation of the verses of the Qur'an regarding the responsibilities of parents towards children as contained in the QS. Luqman: 12-19 (Luqman's advice) and QS. At-Tahrim: 6 (parental responsibility).

Next, the description of the Tarbawi Hadith material for Early Childhood Islamic Education discusses Syarah hadith about children such as the Hadith about the Virtue of Children "Every child is born in a state of nature" then the hadith "Glorify your children" then the Hadith about

Educational Methods, such as Exemplary in educating then "the value of monotheism, the value of tawakkal, the value of muraqabah, the value of faith in destiny, and the value of patience" as important educational values for the development of children's character.

The values that are integrated include: First, creed values, including recognition of Allah as Creator and love for the Messenger of Allah. Second, moral values include the values of honesty, patience, compassion and manners towards parents and teachers. The three Worship Values include, Introduction to the simple pillars of Islam and the habit of prayer and dhikr.

The interpretation of the Tarbawi (Islamic teachings) can provide a strong foundation for shaping the character of students who are not only intellectually intelligent but also possess noble morals and spiritual awareness. In the context of Early Childhood Education (PAUD), the integration of hadith into teaching materials not only strengthens the normative foundation of education but also enriches learning methods and objectives, making them more contextual and applicable.

The integration methods used to internalize Islamic values in early childhood include Quranic-based storytelling, habituating values in daily activities, and, most importantly, exemplary religious figures.

The Tafsir Hadith Tarbawi teaching materials are developed with the following characteristics: a constructivist approach that enables students to actively construct knowledge, integration of theory and practice through project-based learning, content differentiation for various learning styles, and authentic assessment to measure holistic competency.

CONCLUSION

From the discussion above, it can be concluded that the existing conditions of teaching materials for Tafsir and Hadith Tarbawi PIAUD are still limited and not fully in accordance with the characteristics of early childhood learning. Then for product development in the form of teaching materials developed has met the standards of material and media validity with the category "Very Good" based on expert assessment both from material expert validation and from media expert validation. Looking at its effectiveness where the implementation of teaching materials shows a significant increase in students' understanding of Tafsir and Hadith Tarbawi and the ability to internalize Islamic values. The development of tarbawi hadith tafsir teaching materials for PIAUD FAI UIR students has proven effective in improving the competence of prospective early childhood

educators. The teaching materials developed succeeded in bridging the gap between Islamic education theory and learning practices in the field, resulting in graduates who are better prepared to face professional challenges as competent PAUD educators with Islamic integrity. The resulting development model can be adapted for similar study programs in various Islamic universities.