Analysis of Needs for the Development of Islamic Cultural History Teaching Materials Based on Independence Learning at Fatmawati Sukarno State Islamic University Bengkulu

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Abstract

This article aims to analyze the needs to develop history of Islamic culture teaching materials in Madrasah Ibtidaiyah Teacher Education (PGMI) study program based on learning independence. The research was carried out using descriptive and qualitative methods. Data was collected through the distribution of questionnaires and in-depth interviews with lecturers and students, and analyzed using interactive models. Based on the research conducted, it was found that the teaching materials used in Islamic History and Culture Madrasah Ibtidaiyah lectures were teaching materials that were not written by lecturers and were considered unable to increase student interest, motivation, and independence in learning. Both lecturers and students agree to develop teaching materials related to learning independence. In addition, the teaching materials to be developed are expected to focus on the material in the curriculum, which covers four main topics: 1) The condition of Arab society before Islam; 2) History of Prophet Muhammad, Da'wah, and personality of Prophet Muhammad (peace be upon him); 3) The event of the Prophet Muhammad's Hijra to Medina and the event of Fathul Mecca; 4) Civilization at the time of Khulafausrrasyidin. Another result of this study is that the Islamic History and Culture Madrasah Ibtidaiyah teaching materials to be developed should refer to the principles of teaching material development, especially teaching materials with instructions for use and materials that follow the lecture syllabus.

Keywords: learning materials, need analysis, history of Islamic cultural

Abstrak

Artikel ini bertujuan untuk melakukan analisis kebutuhan pengembangan bahan ajar SKI MI berbasis kemandirian belajar pada prodi PGMI UINFAS Bengkulu. Penelitian dilaksanakan dengan menggunakan metode kualitatif deskriptif. Data dikumpulkan melalui penyebaran angket dan wawancara mendalam kepada dosen pengajar dan mahasiswa serta dianalisis menggggunakan model interaktif. Berdaskan penelitian yang dilakukan diperoleh hasil bahwa bahan ajar yang digunakan dalam perkuliahan SKI MI adalah bahan ajar yang bukan ditulis oleh dosen pengampu dan dianggap tidak dapat meningkatkan minat, motivasi serta kemandirian belajar mahasiswa. Baik dosen ataupaun mahasiswa semuanya setuju agar dikembangkan bahan ajar yang beroreintasi pada kemandirian belajar. Selain itu, bahan ajar yang akan dikembangkan diharapkan fokus pada materi yang ada pada kurikulum, yakni meliputi empat topik utama: 1) Kondisi Masyarakat Arab sebelum Islam; 2) Sejarah nabi Muhammad SAW, Dakwah dan

kepribadian Nabi Muhammad saw; 3) Peristiwa Hijrah Nabi Muhammad ke Madinah Dan peristiwa Fathul Mekkah; 4) Peradaban pada Masa khulafausrrasyidin. Hasil lain dari penelitian ini ialah bahwa bahan ajar SKI MI yang akan dikembangkan hendaknya mengacu para prinsif-prinsif pengembangan bahan ajar, terutama bahan ajar yang memiliki petunjuk penggunaan dan materi yang sesuai dengan silabus perkuliahan.
Kata kunci*: Bahan Ajar, Analisis Kebutuhan, Sejarah Kebudayaan Islam*

INTRODUCTION

The development of science, information, and communication technology today makes the paradigm of learning undergo significant changes. If the old paradigm views learning as a process of transfusion of knowledge from teacher to student, then the new paradigm views learning as a process where teachers become facilitators and mediators for students to learn (Schunk, 2012; Tilaar, 2010; Syaputra & Sariyatun, 2020; Marta & Djunaidi, 2023). With this paradigm, students are required to be independent learners, namely students who achieve learning competence or solve problems on their own without help or depending on other parties. Furthermore, Lowry (1995) explained that learning independence is a process in which individuals (students) take the initiative to learn with or without the help of others, diagnose their own learning needs, formulate learning goals, identify learning resources that can be used, choose and implement learning strategies, and evaluate learning outcomes.

The importance of independent learning has been stated by a number of experts and research results. Wolter (2011) states that learning independence can help students create better study habits and strengthen their study Islamic Cultural History. Furthermore, Harris et al. (2005) explained that learning independence can improve student learning outcomes while also monitoring performance and evaluating student learning progress. A study conducted by Wijaya (2015) shows the same thing: there is a significant correlation between independence and Siawa's learning activities. Other studies with similar results, among others, can also be found in studies conducted by Ibrahim (2018), Xu (2022), Sofyan, Anggereini & Saadah (2019) and Dewi et al. (2020).

Based on the description above, it can be understood that independence is one of the most important things possessed by students in universities, especially those who are psychologically mature. However, based on the preliminary study that the author conducted in August to September 2022, data were obtained that student learning independence in the Madrasah Ibtidaiyah Teacher Education Study Program of Fatmawati Sukarno State Islamic University Bengkulu is still in the substandard category, namely with details: 1) the indicator of dependence on others of 65.8% is in the fairly high category; 2) the indicator has confidence of 53% sufficient; 3) the discipline indicator of 51.6% is sufficient; 4) the indicator has a sense of responsibility of 56% sufficient; and 5) the indicator exercised self-control by 53% in the sufficient category. The survey data indicates that student learning independence is still in the

medium category, meaning that it is not as expected by the campus management, which is in the high category above 70% (Maryam, 2023).

The low independence of learning carried out by students of the Madrasah Ibtidaiyah Teacher Education Study Program Fatmawati Sukarno State Islamic University Bengkulu is caused by many factors, including teaching materials. Teaching materials, as stated by many education experts, are one of the important elements that determine the success or outcome of learning. Tomlinson (1998) explained that teaching materials have a function to facilitate students in learning. Through teaching materials, students can understand what competencies must be mastered and how learning must be undertaken. Furthermore, it is explained that with good teaching materials, students can do learning and lectures independently without always having to be instructed by teachers or lecturers (Rizal, 2019).

With regard to good teaching materials, especially in universities, teachers and lecturers should be able to develop teaching materials that are oriented towards learning independence. Teaching materials that are oriented towards learning independence should be teaching materials developed by lecturers by referring to lecture materials, student characteristics, and various other components. However, based on preliminary studies conducted on learning Islamic Cultural History at Madrasah Ibtidaiyah Teacher Education Study Program of Fatmawati Sukarno State Islamic University Bengkulu, data was obtained that the teaching materials used as learning resources and lectures for Islamic Cultural History were in the form of reference books written by other authors. Meanwhile, lecturers do not develop teaching materials as learning resources for students.

Based on the description above, in order to increase student learning independence in the Islamic Cultural History course at The Madrasah Ibtidaiyah Teacher Education Study Program of Fatmawati Sukarno State Islamic University Bengkulu, Islamic Cultural History teaching material that is oriented towards learning independence is needed. However, before developing teaching materials, a needs analysis is first carried out to obtain accurate data about the teaching materials needed by students. The needs analysis that will be carried out in this article includes several things: 1) analysis of students' Islamic History and Culture Madrasah Ibtidaiyah learning needs; 2) analysis of the Islamic Cultural History curriculum in the Madrasah Ibtidaiyah Teacher Education Study Program of Fatmawati Sukarno State Islamic University Bengkulu; and 3) analysis of Islamic History and Culture Madrasah Ibtidaiyah teaching materials that have been used so far.

METHOD

This research is carried out with descriptive qualitative methods, namely a research activity trying to reveal an empirical fact objectively about a phenomenon (Creswell, 2015). The empirical facts that will be the object of this study are related to the needs of lecturers and

students for the development of Islamic Cultural History teaching materials based on learning independence in the Madrasah Ibtidaiyah Teacher Education Study Program State Islamic University of Fatmawati Sukarno Bengkulu. This research was conducted at State Islamic University of Fatmawati Sukarno Bengkulu form August to September 2022. To obtain the information as intended, researchers conducted an open questionnaire distribution and in-depth interviews with a number of lecturers, course supervisors, and students. As for data analysis, it is carried out with Milles and Huberman qualitative data analysis techniques (interactive model), which consist of three stages, namely: 1) data reduction; 2) data display; and 3) drawing conclusions (Milles & Huberman, 2014: 16).

RESULT AND DISCUSSION

As stated above, the analysis of the development needs of Islamic Cultural History teaching materials in the Madrasah Ibtidaiyah Teacher Education Study Program of Fatmawati Sukarno State Islamic University Bengkulu in this study includes several main points, namely 1) analysis of students' Islamic History and Culture Madrasah Ibtidaiyah learning needs; 2) analysis of the Islamic Cultural History curriculum in the Madrasah Ibtidaiyah Teacher Education Study Program of Fatmawati Sukarno State Islamic University Bengkulu; and 3) analysis of Islamic History and Culture Madrasah Ibtidaiyah teaching materials that have been used. The description of each of these points is as follows:

Analysis of Student Islamic History and Culture Madrasah Ibtidaiyah Learning Needs

An analysis of students' Islamic History and Culture Madrasah Ibtidaiyah learning needs is carried out to analyze the needs in the field, namely how Islamic History and Culture Madrasah Ibtidaiyah learning is needed in the Islamic History and Culture Madrasah Ibtidaiyah course by students. To obtain data on these learning needs, researchers used questionnaires and interview instruments for both lecturers who teach Islamic History and Culture Madrasah Ibtidaiyah Courses and students. As for the data on student needs for Islamic History and Culture Madrasah Ibtidaiyah learning, researchers used the Grave (2000) model needs analysis questionnaire, which was the development of Islamic History and Culture Madrasah Ibtidaiyah learning needs analysis from Munby (1978), Hunchinson, and Waters (1987). The needs analysis is divided into three components, namely: 1) current situation analysis ; 2) target situation analysis ; and 3) learning situation analysis . The result is as follows:

1. **Current Situation Analysis**

   Current Situation Analysis is used to determine the extent to which Islamic History and Culture Madrasah Ibtidaiyah learning can increase student learning independence in terms of the teaching language used. Based on the data collected, it was found that the Islamic History and Culture Madrasah Ibtidaiyah textbook material used by lecturers in

lectures could not foster interest and motivate student learning. This is the following diagram:

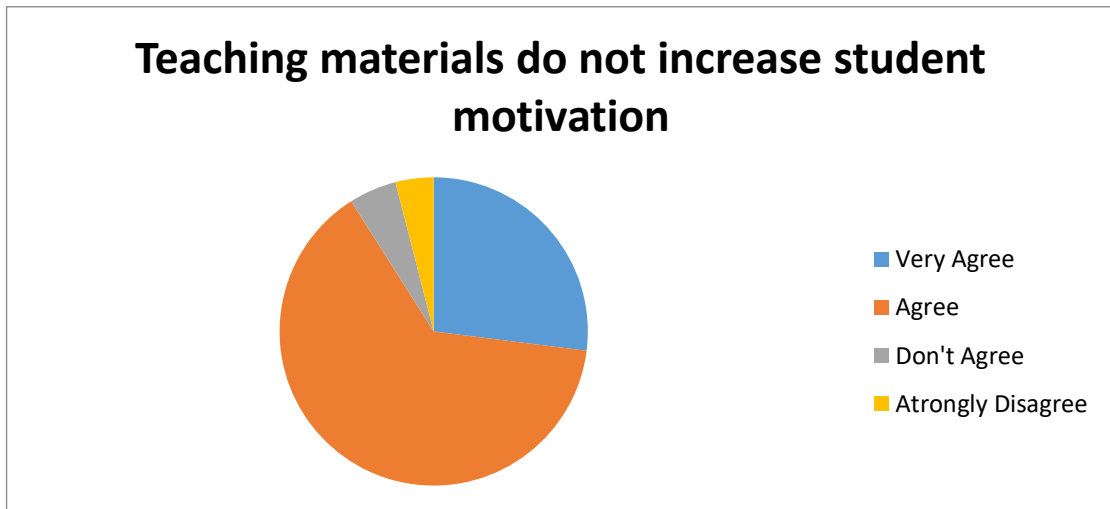## Teaching materials do not increase student motivation

Chart 1. Percentage of Response to Islamic History and Culture Madrasah Ibtidaiyah Textbook Material on Learning Motivation Students of Madrasah Ibtidaiyah Teacher Education.

The same results were also obtained from questionnaires related to learning independence, where most respondents stated that the teaching materials used in Islamic History and Culture Madrasah Ibtidaiyah lectures at Madrasah Ibtidaiyah Teacher Education could not grow their learning independence, with a percentage of 22.9% strongly agreeing, 64.6 agreeing, 10.4% disagreeing, and the rest disagreeing. For more details, see the following diagram:

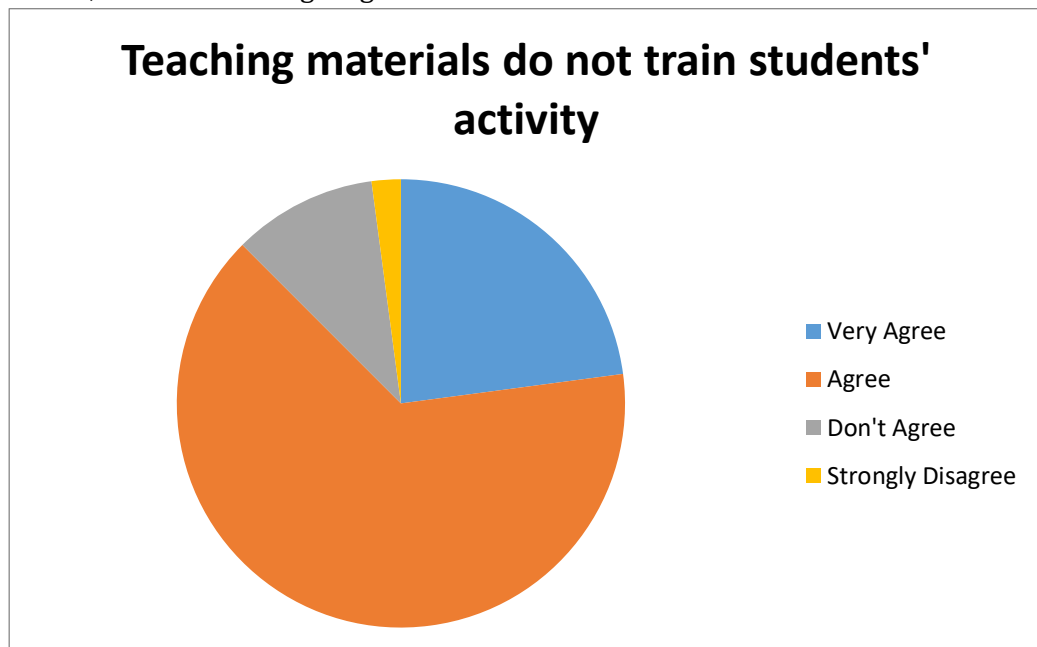## Teaching materials do not train students' activity

Chart 2. Percentage of Response to Islamic History and Culture Madrasah Ibtidaiyah Textbook Material in Increasing Learning Independence of Madrasah Ibtidaiyah Teacher Education students

2. Target Situation Analysis

Target Situation Analysis is used to obtain data on the expectations desired by students in Islamic History and Culture Madrasah Ibtidaiyah lectures so that learning independence can increase. As for the data collected, it was found that the majority of students, namely as many as 85%, agreed to use or develop Islamic Cultural History teaching materials that can increase student learning independence.

In addition to collecting data through questionnaires, as described above, researchers also conducted interviews with lecturers and students. From the results of the interviews conducted, the following findings were obtained:

First, in Islamic History and Culture Madrasah Ibtidaiyah lectures, lecturers do not have a special handbook. Books used as teaching materials are reference books related to lecture materials in the syllabus. The unavailability of special teaching materials of this kind has the advantage that students are required to read material from various sources and perceptives, but it also has a problem where students experience obstacles in finding reference books that are sometimes not available in the library. This is an excerpt from the interview with the following course lecturers:

> *"If there is no special SKI MI handbook, just use reference books from various sources. So for every lecture material there are several source books that students must read. This actually aims to get students to read it from many sources. However, the problem is that not all students like reading, especially since we have limited book collections in the library" (Interview With MS. 10/02/2023).*

Second, that the teaching materials used in Islamic History and Culture Madrasah Ibtidaiyah lectures have been considered kuranh to foster student learning independence. Teaching materials are considered unable to foster learning independence because they do not provide clear instructions related to the competencies that must be achieved and how to achieve these competencies. This is because the book used is a reference book that is not specifically designed for certain lectures but for general readers. This is an excerpt from the interview with the informant below:

> *"As for independence, I don't think it's enough. Because to be honest, many of the books I use don't have specific references/instructions. Furthermore, in the book there are no practice questions for us to measure whether our abilities have been achieved or not. Apart from that, we are often hampered by the fact that many of the books are not available in university or faculty libraries" (Interview with MA. 12/01/2023).*

Third, that both lecturers and students all agree to develop a teaching material for Islamic History and Culture Madrasah Ibtidaiyah that can foster student learning

independence. The reason is so that students can be more optimal in achieving the desired competencies. This is as excerpts from the interview with the informant below:

"I really agree if teaching materials are developed that are oriented towards independent learning so that we students can learn more optimally. Apart from that, it is hoped that the book will be prepared based on the syllabus and added with pictures or photos related to the topic of the reading text being presented and it is best if the textbook is printed like good books, so that this can attract our interest. study it. Then, at the beginning of each discussion topic, there should be a description of the learner's objectives and accompanied by questions and an answer key" (Interview with AM. 12/01/2023).

Curriculum Analysis of the Islamic History and Culture Madrasah Ibtidaiyah Subjects at Madrasah Ibtidaiyah Teacher Education of Fatmawati Sukarno State Islamic University Bengkulu

Curriculum analysis of the Islamic History and Culture Madrasah Ibtidaiyah course was carried out to obtain data on how the formulation of Competency Standards, Basic Competencies, learning indicators, and learning materials were designed in the curriculum. The results of this curriculum analysis are used as a basis for the preparation of Islamic History and Culture Madrasah Ibtidaiyah teaching materials. Description of the Islamic History and Culture Madrasah Ibtidaiyah course Based on Learning Independence at Fatmawati Sukarno State Islamic University Bengkulu, especially in the Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah and Tadris Fatmawati Sukarno State Islamic University Bengkulu.

From the results of the analysis, data was obtained that the Islamic History and Culture Madrasah Ibtidaiyah course in the Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah, and Tadris Fatmawati Sukarno State Islamic University Bengkulu is a general basic course with MKDU component groups. This course is given a weight of 2 credits, with a length of time per credit of 50 minutes. This Islamic History and Culture Madrasah Ibtidaiyah course is offered to first-semester students. In addition, it was also explained that the Islamic History and Culture Madrasah Ibtidaiyah course focuses more on understanding, and students can explain the history of Islamic culture (Islamic Cultural History), especially the MI material. In understanding, students are expected to be able to explain so that they understand the content of the material challenging the history of Islamic culture. This is as written in the syllabus of the Islamic History and Culture Madrasah Ibtidaiyah course of the Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah and Tadris Fatmawati Sukarno State Islamic University Bengkulu, which states that the competency standards for lectures are that students are able to explain Islamic cultural history material both globally and in detail, especially those related to the history of Islamic culture in the

Madrasah Ibtidaiyah curriculum. While the Basic Competencies of the Islamic History and Culture Madrasah Ibtidaiyah course are based on the syllabus of the Islamic History and Culture Madrasah Ibtidaiyah course, Faculty of Tarbiyah and Tadris Fatmawati Sukarno State Islamic University Bengkulu is a student able to understand and explain the history of Islamic culture. The findings of the data related to Basic Competencies, Competency Standards, and learning indicators for Islamic History and Culture Madrasah Ibtidaiyah courses For more details on Competency Standards< Basic Competencies and lecture indicators, see the following table:

Table 1. Competency Standards, Basic Competencies, and Learning Indicators for Islamic History and Culture Madrasah Ibtidaiyah Courses in the Curriculum of Madrasah Ibtidaiyah Teacher Education of Fatmawati Sukarno State Islamic University Bengkulu

Competency Standards	1. Understanding the history of Islamic culture 2. Understanding the History of Prophet Muhammad SAW, Da'wah and personality of Prophet Muhammad (peace be upon him) 3. Understanding the events of the Prophet Muhammad's Hijra to Medina and the events of Fathul Mecca 4. Understanding Civilization at the Time of Khulafausrrasyidin
Basic Competencies	1. Explaining the Condition of Arab Society before Islam 2. Explaining the History of Prophet Muhammad SAW, Da'wah and personality of Prophet Muhammad (peace be upon him) 3. Explaining the Hijra of the Prophet Muhammad to Medina and the Fathul of Mecca 4. Explaining Civilization at the Time of Khulafausrrasyidin
Indicator	1. Explain the map of the Arabian Peninsula, the condition of beliefs, political, social and economic people of Mecca before knowing Islam 2. Explain how the history of the birth, rapture, personality of Da'wah, and Officers of the Prophet Muhammad SAW 3. Explain about the Prophet's Hijra to Medidah, Challenges, the success of the Prophet's Da'wah and Mecca's fathul 4. Explains the birth of the Khulafaurrasyidin, the Role and Function and the achievements of the Khulafaurrasyidin period

Source: Adapted from Lecture Syllabus.

Based on the table above, it can be concluded that there are several topics and sub-topics that should be developed in teaching materials, namely: 1) The condition of Arab society before Islam; 2) History of Prophet Muhammad, Da'wah, and personality of Prophet Muhammad

(peace be upon him); 3) The event of the Prophet Muhammad's Hijra to Medina and the event of Fathul Mecca; 4) Civilization at the time of Khulafausrrasyidin.

Islamic History and Culture Madrasah Ibtidaiyah Teaching Materials Analysis

The analysis of Islamic History and Culture Madrasah Ibtidaiyah teaching materials was carried out with two analyses, namely the analysis of Islamic History and Culture Madrasah Ibtidaiyah teaching materials that have been used and the analysis of student responses to Islamic History and Culture Madrasah Ibtidaiyah teaching materials that have been used so far.

First, there is no special Islamic History and Culture Madrasah Ibtidaiyah teaching material; it only uses reference books from various sources whose explanations are still general. Textbooks that have been used so far have no aspect of learning independence, and sometimes the explanation of the material is not in accordance with the curriculum, thus impacting the ineffectiveness of the Islamic History and Culture Madrasah Ibtidaiyah textbook. This is due to the limited ability of lecturers to compile Islamic History and Culture Madrasah Ibtidaiyah teaching steel in accordance with the principles of developing teaching materials scientifically. *Second,* in each discussion unit in the existing textbooks, there are not: 1) instructions for the use of textbooks; 2) lecturer manual; and 3) the purpose of the assessment, such as the absence of decrees, basic competencies, and competency indicators.

The analysis of student responses to Islamic History and Culture Madrasah Ibtidaiyah teaching materials that have been used based on questionnaires distributed to students can be seen in the following table:

Table 2. Student Responses to Islamic History and Culture Madrasah Ibtidaiyah Teaching Materials

NO	QUESTIONNAIRE	Alternative options			
		1	**2**	**3**	**4**
1	Textbook material consists of theory and direct practice in the field.	1 (2.1%)	16 (33.3%)	21 (48%)	10 (20,8 %)
2	Balanced theory and practice in learning Islamic History and Culture Madrasah Ibtidaiyah.	1 1, (2,1%)	13 (27,1%)	25 (52,1%)	9 (18,8%)
3	The textbook material presented has not been able to motivate to learn Islamic History and Culture Madrasah Ibtidaiyah	1 (2,1 %)	3 (6,3%)	31 (64,3%)	13 (27,1%)
4	The textbook material presented does not help in understanding other courses.	3 (6,4%)	6 (12,5%)	30 (6,25,%)	9 (18,8%)
5	Textbook materials train student activeness.	1 (2,1%)	5 (10,4%)	31 (64,6%)	11 (22,9%)

No	QUESTIONNAIRE				
6	Efforts to foster learning independence have been contained in the Islamic History and Culture Madrasah Ibtidaiyah textbook that has been used so far	3 (6,4%)	18 (38,3%)	18 (38,%)	8 (17%)
7	Textbook materials cannot develop student learning independence	4 (8,,3%)	16 (33,3 %)	17 (35,4%)	11 (22,9%)
8	Textbook materials cannot develop individual and group abilities	1 (2,1 %)	5 (10,4 %,)	26 (54,2%)	16 (33,3 %)
9	Textbook material does not increase learning independence	1 (2,1 %)	6 (12,5%)	35 (72,9 %)	6 (12,5 %

Source: Primary Data Analysis

Based on the table above, it can be seen that alternative student answers in choices 1 and 2 are the dominant choices chosen by students of the Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah, and Tadris Fatmawati Sukarno State Islamic University Bengkulu sampled in this study. This choice of options 1 and 2 shows that, from the perspective of Islamic History and Culture Madrasah Ibtidaiyah materials, they have, for the most part, not been effective in improving student learning independence. Student Responses to Aspects of Presentation In this section, the findings of the data from questionnaires will be presented based on student responses about the presentation of materials for the Islamic History and Culture Madrasah Ibtidaiyah Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah, and Tadris Fatmawati Sukarno State Islamic University Bengkulu. In more detail, the results of the responses or opinions of Madrasah Ibtidaiyah Teacher Education Study Program students, Faculty of Tarbiyah, and Tadris Fatmawati Sukarno State Islamic University Bengkulu can be seen in the following table:

Table 3. Student Responses to the Presentation of Islamic History and Culture Madrasah Ibtidaiyah Teaching Materials

NO	QUESTIONNAIRE	Alternative options			
		1	2	3	4
1	The content of the textbook material is in accordance with what is delivered by the lecturer.	1 (21%)	9 (18,8%)	27 (65,3%)	11 (22,9%)
2	Lecturers in delivering courses are difficult to understand.	1 (2,1%)	24 (51,1%)	15 (31,9%)	7 (14,9%)
3	The assignments given help you in understanding other	1 (2,1%)	10 (20,8%)	32 (66,7%)	5 (10,4%)

	courses.				
4	Lecturers when teaching use media as a tool.	1 (2,1%)	6 (12,5%)	29 (60,4%)	12 (25%)

Source: Primary Data Analysis

Based on the table above, it can be seen that the responses or opinions of students as users of the textbooks are also almost the same as the responses of students to aspects of material design where the answer choice options for most students say that from the aspect of presenting the Islamic History and Culture Madrasah Ibtidaiyah Fatmawati Sukarno State Islamic University Bengkulu textbook is also not in accordance with the expectations and needs of the students, Such as: the lack of correlation of assignments given by lecturers with other courses, and the absence of f photos or pictures that can help and motivate students and accelerate student understanding of reading texts available in the textbooks of Islamic History and Culture Madrasah Ibtidaiyah Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah and Tadris UIN Fatmawat Sukarno Bengkulu.

In the linguistic aspect, student responses are rather diverse. However, in the field of material and presentation of responses on the linguistic aspect, it still dominates in options 1 and 2, although there are also those who choose options 3 and 4, as seen in the following table:

Table 4. Student Responses to the Language of Islamic History and Culture Madrasah Ibtidaiyah Teaching Materials

NO	QUESTIONNAIRE	Alternative options			
		1	2	3	4
1	The language conveyed in delivering the course is difficult to understand	1 (2,1 %	2 (4,3%)	32 (68,1%)	12 (12,5%)
2	The language delivered uses absorptive language	3 (6,3%)	14 (29,2%)	26 (54,2 %)	5 (10,4%)
3	In learning to use historical terms	1 (2,1%)	6 (12,5%)	34 (70,8%)	7 (14,6%)

Source: Primary Data Analysis

In the table above, it can be explained that option 2 is the largest option out of several student responses and is followed by option 1, while option 3 is the smallest option. In statement 3, it can be seen that obsi 3 and 4 are the big choices chosen by students, and this identifies that the reading text in the textbook of the Islamic History and Culture Madrasah Ibtidaiyah Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah, and Tadrisn Fatmawati Sukarno State Islamic University Bengkulu is still difficult to understand for students. This is when viewed from statement 5, the student options are also still small for those

who choose options 4 and 5, meaning that the language made in the teaching materials of the Islamic History and Culture Madrasah Ibtidaiyah Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah, and Tadris Fatmawati Sukarno State Islamic University Bengkulu is still not effective in increasing students in understanding of the reference to Islamic History and Culture Madrasah Ibtidaiyah based on learning independence.

CONCLUSION

Based on the results of the research and discussion above, can be concluded that the Islamic History and Culture Madrasah Ibtidaiyah lecture in the Madrasah Ibtidaiyah Teacher Education Study Program at Fatmawati Sukarno State Islamic University Bengkulu is carried out using teaching materials in the form of reference books that are not written by course lecturers. The teaching materials used are teaching materials that, according to student responses, are teaching materials that cannot attract interest and motivation and create learning independence. Both lecturers and students agree that Islamic History and Culture Madrasah Ibtidaiyah teaching materials are developed that are related to learning independence. Furthermore teaching materials for Islamic History and Culture Madrasah Ibtidaiyah to be developed must be based on the learning curriculum, which is specific to four main topics, namely: 1) the condition of Arab society before Islam; 2) the history of Prophet Muhammad (PBUH), Da'wah, and personality of Prophet Muhammad (peace be upon him); 3) the events of Prophet Muhammad's Hijra to Medina and the events of Fathul Mecca; and 4) civilization at the time of Khulafausrrasyidin.

Beside that he Islamic History and Culture Madrasah Ibtidaiyah teaching materials to be developed refer to the principles of teaching material development, especially teaching materials that have instructions for use and materials that are in accordance with the syllabus. In addition, in terms of material and language, the teaching materials developed should balance theory and practice and use language that is easy to understand.

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