



Hypercontent Module: Integration of Islamic Values in Physical-Motor Learning for Early Childhood

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Abstract

Keywords:
Islamic
Integration;
Physical-Motor
Learning;
Hypercontent
Module.

This study aims to develop teaching materials for the integration of Islamic values in early childhood physical motor learning based on hypercontent. The subjects in this study are students of the Early Childhood Islamic Education (PIAUD) study programme at UIN Syarif Hidayatullah Jakarta. This research uses the development research (R&D) model of Dick and Carey. The feasibility of assessing the development of teaching materials for the integration of Islamic values in hypercontent-based early childhood physical motor learning is based on the assessment of PAUD material experts, Islamic Religious Education (PAI) material experts, learning design experts, and linguists. As well as for the openness test conducted on 15 PIAUD study programme students. Analysis using qualitative and quantitative data analysis, data collection using interview guidelines, observation of documentation, and questionnaires. The results showed that the development of teaching materials Integration of Islamic values in hypercontent-based early childhood physical motor learning through a series of trials and expert validation, is worthy of use in early childhood physical motor course activities. The readability test shows that this module is easily understood by PIAUD students.

Abstrak

Kata Kunci:
Integrasi
Keislaman;
Pembelajaran
Fisik Motorik;
Modul
Hypercontent

Penelitian ini bertujuan untuk mengembangkan bahan ajar integrasi nilai-nilai keislaman pada pembelajaran fisik motorik anak usia dini berbasis hypercontent. Subyek dalam penelitian ini adalah mahasiswa program studi Pendidikan Islam Anak Usia Dini (PIAUD) UIN Syarif Hidayatullah Jakarta. Penelitian ini menggunakan penelitian pengembangan (R&D) model Dick and Carey. Kelayakan penilaian pengembangan bahan ajar Integrasi nilai-nilai keislaman pada pembelajaran fisik motorik anak usia dini berbasis hypercontent berbasis pada penilaian ahli materi PAUD, ahli materi Pendidikan Agama Islam (PAI), ahli desain pembelajaran, dan ahli bahasa. Serta untuk uji keterbacaan

dilakukan pada 15 Mahasiswa prodi PIAUD. Analisa menggunakan analisis data kualitatif dan kuantitatif, pengumpulan data menggunakan pedoman wawancara, observasi dokumentasi, dan kuesioner. Hasil penelitian menunjukkan bahwa pengembangan bahan ajar Integrasi nilai-nilai keislaman pada pembelajaran fisik motorik anak usia dini berbasis hypercontent melalui rangkaian uji coba dan validasi ahli, layak untuk digunakan dalam kegiatan mata kuliah fisik motorik anak usia dini. Uji keterbacaan menunjukkan bahwa modul ini mudah dipahami oleh mahasiswa PIAUD.

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1. Introduction

The integration of Islamic values in education is a distinctive feature and strength of Islamic educational institutions, including UIN Syarif Hidayatullah Jakarta (Azizah, 2021; Fiteriani, 2014; Hanifah, 2018; Hidayat, 2014; Istikomah, 2017; Suyatno, 2013). As an institution with a vision to become a globally reputable university through excellence in the integration of Islamic knowledge, Indonesian values, and science, UIN Syarif Hidayatullah Jakarta places Islamic values as the foundation of its entire educational process. Therefore, all learning components such as curriculum, strategies, assessments, and teaching materials must reflect these values comprehensively and contextually.

However, based on preliminary observations, the integration of Islamic values in the learning process within the Early Childhood Islamic Education (PIAUD) study program has not yet been fully optimized. The integration practices tend to be symbolic, such as separating seating arrangements for male and female students and reciting Quranic verses before lessons begin. Meanwhile, the substance of teaching materials, particularly in physical and motor learning for early childhood, remains general and does not explicitly incorporate Islamic values. In fact, physical-motor learning plays a crucial role in shaping character, discipline, and positive habits from an early age, making it highly relevant for integration with Islamic values.

Teaching materials are a critical component of the learning process (Dolong, 2016; Ekayani, 2017; Hernawan, 2009; Irawati & Saifuddin, 2018; Malahayati & Zunaidah, 2021; Salirawati, 2007; Violadini & Mustika, 2021). Well-designed teaching materials not only facilitate lecturers in delivering content but also help students learn independently and assess the competencies they have achieved (Rahdiyanta, 2016; Wahyuni & Puspari, 2017). The use of appropriate teaching materials can save instructional time (Magdalena, 2021; Muliana & Aarsal, 2022; Sungkono, 2009) and make the learning

process more effective and interactive (Gunawan, 2022; Wahyudi, 2022).

In the era of Industry 4.0 and Society 5.0, the demand for innovation in education is increasing. Learning must be digital, flexible, and responsive to the challenges of an age characterized by open information, connectivity, and automation. Therefore, the development of teaching materials must align with technological advancements and the needs of digital-native learners (Jayawardana & Gita, 2020; Kusumaningtyas et al., 2020; Oktavia & Khotimah, 2023). One relevant innovation is the use of hyper content, which refers to digital teaching materials that integrate various multimedia elements interactively.

Hyper content has proven effective in improving learning quality, motivating students, and supporting independent learning (Admelia et al., 2022; Aulia et al., 2024; Handayani & Marisda, 2020; Shania & Arianto, 2022; Thahir et al., 2022). Additionally, hyper content provides positive learning experiences that align with the characteristics of the millennial generation (Agustina et al., 2023), and supports virtual, collaborative, and competency-based learning (Adami & Nurzaelani, 2023; Nurzaelani & Septiani, 2020; Prawiradilaga et al., 2017). Research results also show an increase in the cognitive abilities of teachers or supervising lecturers, making them more effective and consultative in achieving learning objectives. Hyper content can enhance learning (Wanahari et al., 2022), making the online learning process easier (Marta et al., 2022), motivating students to learn (Adami & Nurzaelani, 2023; Simamora et al., 2022).

However, to date, there has been no development of hyper content-based teaching materials that specifically integrate Islamic values into physical-motor learning for early childhood. This indicates a gap in teaching material development, both conceptually (no systematic model for integrating Islamic values into physical-motor learning), technologically (limited use of interactive digital media), and innovatively (no hyper content module tailored to the characteristics of PIAUD and the institution's vision).

Therefore, this research is highly important and urgent to address the need for innovative teaching materials that not only support physical-motor learning outcomes but also deeply embed Islamic values through relevant and modern educational technology approaches. The results of this study are expected to make a meaningful contribution to curriculum development, improve the quality of learning, and support character formation in early childhood education in accordance with Islamic values.

The development of hyper content-based teaching materials that integrate Islamic values is also aligned with the broader goals of character education in early childhood. Early childhood is a critical period for shaping foundational values, attitudes, and behaviors (Hayati, 2021; Hayati & Purnama, 2019). Integrating Islamic values into physical-motor learning not only supports children's physical development but also instills discipline, cooperation, respect, and responsibility values that are central to Islamic teachings. By

embedding these values into engaging, interactive content, educators can foster holistic development that encompasses both physical competence and moral character from an early age.

Moreover, the use of hyper content modules offers a strategic solution to the challenges faced by educators in delivering consistent, high-quality instruction across diverse learning environments. Hyper content provides flexibility and accessibility for both lecturers and students. It allows for personalized learning experiences, accommodates different learning styles, and supports asynchronous learning without compromising the depth and integrity of the material. Therefore, the integration of Islamic values into a hyper content-based module for physical-motor learning is not only innovative but also essential for preparing future educators who are technologically literate, pedagogically competent, and spiritually grounded.

2. Methods

The Early Childhood Islamic Education (PIAUD) study program was selected as the research site due to the critical need for knowledge development within this program, serving both academic purposes and the fulfillment of student learning outcomes. The subjects of this research are third-semester students enrolled in the course on physical and motor development of early childhood. This course is a core subject that students must master proficiently. Second-semester students require a more varied and contextual learning approach.

This research employs the Research and Development (R&D) method (Gall et al., 1996). The R&D approach is implemented following the identification of research problems. This method addresses issues encountered in the field, specifically within the class on physical and motor development of early childhood. The necessity for a learning model that can effectively facilitate student learning is addressed through the development of a model tailored to student needs, specifically the integration of Islamic values into the hyper content-based physical and motor development course. The feasibility of assessing the development of teaching materials for the integration of Islamic values in hyper content-based early childhood physical motor learning is based on the assessment of PAUD material experts, Islamic Religious Education (PAI) material experts, learning design experts, and linguists. The procedures or steps utilized in this research adhere to the Dick and Carey model for module development presented in the figure 1.

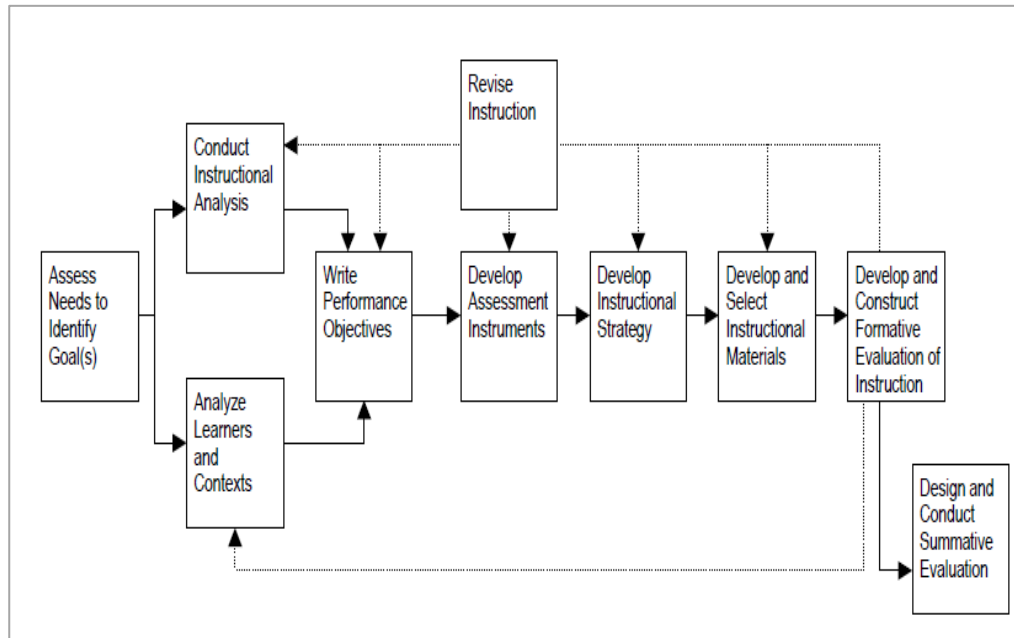


Fig.1 Dick and Carey Model

Source: The systematic design of instruction (Dick and Carey, 2005)

3. Result and Discussion

Fiscal Model

The model framework in this research is designed based on a fiscal approach, which emphasizes the efficient use of resources, sustainable implementation, and pedagogical as well as technological relevance in the development of teaching materials. The model begins with identifying institutional needs, specifically the vision of UIN Syarif Hidayatullah Jakarta, which highlights the integration of Islamic values, Indonesian identity, and scientific knowledge across all aspects of learning. These needs are then aligned with the curriculum context of the Early Childhood Islamic Education (PIAUD) study program, particularly in physical and motor learning, which plays a vital role in shaping children's character from an early age.

In the initial stage, a needs analysis is conducted to identify gaps in the existing teaching materials, which have not yet explicitly integrated Islamic values. Based on this analysis, a hyper content module is designed by embedding Islamic content into physical-motor learning. The module is developed using interactive multimedia elements such as text, images, video, and audio, tailored to the needs of PIAUD students as future early childhood educators.

Once the module is designed, a validation process is carried out by experts in content, instructional design, Islamic education, and language to ensure the appropriateness of the material and the effectiveness of its delivery. The module is then tested in a limited classroom setting within the PIAUD program to evaluate its effectiveness in supporting learning and its efficiency in real-world application. The outcome of this process is expected to produce a hyper content module that not only integrates Islamic values contextually but

also effectively supports the achievement of physical-motor learning objectives.

The implementation of this model is expected to enhance the quality of learning in the PIAUD program, equip students with balanced pedagogical and spiritual competencies, and produce teaching materials that can be replicated and further developed in other courses or institutions. Through the fiscal approach, this model not only addresses academic and technological needs but also ensures that the resulting innovation can be applied sustainably and realistically within the context of Islamic early childhood education.

Needs Analysis Stage

Identifying the needs of students and learning objectives, including curriculum analysis, expected competencies, and the Islamic values and materials to be integrated. This stage aims to review the objectives of the product to be developed. The product to be developed is the teaching material for the Physical and Motor Development course for early childhood. The researcher conducts a curriculum analysis to determine the product that meets the curriculum demands. The curriculum analysis results in materials tailored to the Learning Outcomes and Course Learning Outcomes (CP-MK). The curriculum in the PIAUD study program is based on OBE (Outcome-Based Education), so the researcher develops Learning Outcomes and CP-MK based on the OBE curriculum for the Physical and Motor Development course for early childhood, ensuring that all learning activities focus on achieving specific and measurable learning outcomes.

The needs analysis for the model integrating Islamic values into hyper content-based physical and motor learning for students involves several key steps. (1) Identifying the main objectives of the learning, which is to integrate Islamic values into physical and motor learning. This includes developing teaching materials for students' physical and motor development while instilling Islamic values. (2) Reviewing existing materials to identify areas that can be integrated with Islamic values, including relevant courses, topics taught, and teaching methods used. (3) Collecting data on the needs and characteristics of students through surveys, interviews, or observations. The information gathered includes students' understanding of Islamic values, physical and motor learning, and their preferences for technology-based learning methods. (4) Determining the technological needs to support hyper content-based learning, including the necessary software and hardware, and students' ability to use the technology. Hyper content requires an interactive and easily accessible platform, such as e-learning modules, interactive videos, and learning applications. (5) Identifying the learning materials that need to be developed or adapted. The materials include content that integrates Islamic values with physical and motor development activities, such as demonstration videos, interactive modules, and relevant reading materials. By conducting a comprehensive needs analysis, the model for integrating Islamic values into hyper content-based physical and motor learning can be effectively designed and implemented, thereby meeting the learning objectives and students' needs optimally.

Regarding the needs of students for the development of teaching materials in the Modules integrating Islamic values into physical and motor learning for early childhood. The researcher obtained the following information based on a questionnaire from 28 students.

The majority of students (95%) believe that integrating Islamic values into physical and motor learning is important or very important. This indicates a strong awareness and desire among students to incorporate spiritual aspects into early childhood physical and motor learning. Most students (57%) frequently use technology in their learning process. This shows that students are accustomed to and comfortable with using technology in learning, which is a solid foundation for implementing hyper content-based learning. The majority of students (85%) feel comfortable or very comfortable using technology in learning. This indicates that students possess adequate technological skills to support hyper content-based learning. Most students (60%) feel that the current integration of Islamic values is sufficient, while 39% feel it is lacking. This suggests a need to enhance efforts to integrate Islamic values into physical and motor learning. The main challenges faced by students include limited access to technology, lack of relevant materials, and difficulties in using technology, with an even distribution. This highlights several areas that need improvement to support hyper content-based learning.

The questionnaire results demonstrate that students support the integration of Islamic values into physical and motor learning and feel comfortable using technology. However, there is a need to improve relevant materials and address technological challenges to ensure the successful implementation of hyper content-based learning.

Product Design Stage

The results of the needs analysis subsequently inform the design of the product to be developed. The product design is realized through diagrams or charts, which serve as guides for evaluation and creation. The product design stage involves determining the components of the learning program, the concept of material delivery and organization, learning steps, assessments used, media utilized, examples, and cover layout. This stage will produce an initial product design in the form of a learning program plan, including the preparation of product evaluation instruments to be used as guidelines in designing the product. The structure and content of hyper content are designed to be interactive and accessible through various digital media. This design includes learning modules, interactive videos, and activities that integrate Islamic values with physical and motor learning presented in the figure 2.



Fg.3 Module Cover
Source: by the researcher

Validation and Evaluation Stage

This stage is a critical phase comprising a series of assessments for product development. The pre-validation stage involves consulting the initial product with peers to gather preliminary feedback. Pre-validation is essential for evaluating the product's feasibility before it undergoes formal validation. Design validation is the process of determining whether the proposed product design will be more effective than the existing one. Initial design validation is conducted by soliciting evaluations from experienced experts.

One-to-One Expert Evaluation Results

The expert validation or expertise testing employed in this research involves several specialists, each with expertise in their respective fields, including early childhood subject matter experts, instructional design experts, language experts, and Islamic education subject matter experts. The results from the expert review evaluation stage indicate that all experts provided improvement suggestions pertinent to their areas of specialization.

Subject Matter Experts

Subject matter expert testing is conducted after the completion of the development product, which is a hyper content-based module integrating Islamic values into physical and motor learning for early childhood. The material test assesses the suitability of the content provided as a learning guide for students in the Physical and Motor Development course for early childhood within the PIAUD study program. The results of the subject matter expert assessment are presented in Table 1.

Table 1. Subject Matter Expert Assessment Results

Assessment Aspect	Criteria	Description	Score
Content Feasibility	Alignment with Competency Standards and Basic Competencies	The material aligns with the Learning Outcomes (CPL) of the study program and the Course Learning Outcomes (CPMK) established.	4

	Accuracy of Material	The material presented is accurate and relevant to the discussed topic.	5
	Currency of Material	The material is updated according to the latest developments in early childhood education.	4
	Completeness of Material	The material covers all essential aspects required for physical and motor learning in early childhood.	5
Presentation Feasibility	Presentation Technique	The material is presented using engaging and interactive techniques.	4
	Presentation Support	The module is supplemented with images, videos and texts that enhance material comprehension.	5
	Coherence and Sequence	The material is presented in a coherent and easily understandable manner.	4
Contextual Assessment	Real-World Relevance	The material connects concepts to real-life situations	5
	Ability to Encourage Creativity	The material encourages students to think creatively and innovatively.	4
	Interactivity	The module provides interactive activities that actively engage students.	5
Score			91%

Source: by the researcher

The early childhood education subject matter expert gave a score of 91% and recommends this module for use with minor revisions for improvement.

Islamic Education Subject Matter Expert

The following are the assessment results from the Islamic education subject matter expert on the development of teaching materials in the form of a hyper content-based module integrating Islamic values into physical and motor learning for early childhood students. Presented in Table 2.

Table 2. Islamic Education Subject Matter Expert Assessment Results

Assessment Aspect	Criteria	Description	Score
Content Feasibility	Alignment with Learning Outcomes (CPL) and Course	The material aligns with the competency standards and basic	4

Presentation Feasibility	Learning Outcomes (CPMK)	competencies established.	
	Accuracy of Material	The material presented is accurate and relevant to the discussed topic.	5
	Currency of Material	The material is updated according to the latest developments in early childhood education.	4
	Completeness of Material	The material covers all essential aspects required for physical and motor learning in early childhood.	5
	Presentation Technique	The material is presented using engaging and interactive techniques.	4
Contextual Assessment	Presentation Support	The module is supplemented with images, videos, and animations that enhance material comprehension.	5
	Coherence and Sequence	The material is presented in a coherent and easily understandable manner.	4
	Real-World Relevance	The material connects concepts to real-life situations encountered by early childhood.	5
	Ability to Encourage Creativity	The material encourages students to think creatively and innovatively.	4
	Interactivity	The module provides interactive activities that actively engage students.	5
Score			90%

Source: by the researcher

The expert gave a score of 90% and suggests ensuring that Islamic values are integrated naturally and not forced. These values should be relevant to the context of physical and motor learning.

Instructional Design Expert

In addition to subject matter experts, the hyper content-based module integrating Islamic values into physical and motor learning for early childhood was also evaluated by an instructional design expert.

This assessment was conducted to determine whether the teaching materials align with instructional development principles and meet student needs. The evaluation was carried out by a Doctor of Educational Technology from Universitas Terbuka (UT) Jakarta.

The following are the assessment results from the instructional design expert for the development of teaching materials in the form of a hyper content-based module integrating Islamic values into physical and motor learning for early childhood students, presented in Table 3.

Table 3. Instructional Design Expert Assessment Results

Assessment Aspect	Criteria	Description	Score
Design Feasibility	Design Consistency	The module design is consistent and easy for users to follow.	4
	Readability	Text and visual elements are easy to read and understand.	5
	Aesthetics	The module design is attractive and aesthetically pleasing.	4
	Use of Color	The colors used are appropriate and support material comprehension.	5
Presentation Feasibility	Presentation Technique	The material is presented using engaging and interactive techniques.	4
	Presentation Support	The module is supplemented with images, videos, and animations that enhance material comprehension.	5
	Coherence and Sequence	The material is presented in a coherent and easily understandable manner.	4
Contextual Assessment	Real-World Relevance	The material connects concepts to real-life situations encountered by early childhood.	5
	Ability to Encourage Creativity	The material encourages students to think creatively and innovatively.	4
	Interactivity	The module provides interactive activities that actively engage students.	5
Score			90%

Source: by the researcher

The instructional design expert gave a score of 90% and recommends this module for use with minor revisions for improvement. The expert suggests organizing discussion sessions or workshops where students can provide feedback and ideas for module

enhancement. This not only improves the module's quality but also empowers students as part of the learning process.

Language Expert

The language aspect in the preparation of the learning design is crucial to ensure that readers can easily receive the information contained. This requires the use of proper language rules, adjusting sentence structure to the reader's understanding, specifically tailored to the comprehension of teachers or early childhood instructors to avoid ambiguity.

The following are the assessment results from the Indonesian language expert for the development of teaching materials in the form of a hyper content-based module integrating Islamic values into physical and motor learning for early childhood students, presented in Table 4.

Table 4. Language Expert Assessment Results

Assessment Aspect	Criteria	Description	Score
Language Feasibility	Readability	Text and visual elements are easy to read and understand.	5
	Clarity of Language	The language used is clear and unambiguous.	4
	Adherence to Language Rules	The use of language adheres to proper Indonesian language rules.	5
	Comprehensibility	The material is easy for students to understand.	4
	Use of Terminology	The terms used are appropriate and contextually relevant.	5
Score			92%

Source: by the researcher

The language expert gave a score of 92% and recommends this module for use with minor revisions for improvement.

Discussion

Most students find the text in the module easy to read and understand, and the language used in the module is clear and unambiguous. The terms used in the module are appropriate and easy to comprehend, the material is presented in a systematic and coherent manner, and the images and illustrations in the module aid in understanding the material. The module is engaging and motivating for learning, the examples provided in the module are relevant and help in understanding, and the module offers interactive activities that are engaging and help students grasp the concepts being taught. Students feel comfortable using this module for learning.

Based on these results, it can be concluded that the module is well-received by students, with some suggestions for improvement, such as adding real-life case studies and providing more detailed explanations in certain sections. By revising the module based on this

feedback, it is expected to become more effective and easier for all students to understand.

The integration of Islamic values into university education, particularly in physical and motor learning, is a significant area of study that addresses both educational and spiritual development. This analysis will delve into the research findings and methodologies, referencing ten relevant studies to provide a comprehensive understanding.

Importance of Integrating Islamic Values

The integration of Islamic values in university education is crucial for character formation and moral development. According to a study Mulat (2024), integrating Islamic values into early childhood positively impacts students' character and moral development. This study emphasizes the importance of early childhood education as a phase where character is further developed, and religious values play a key role in this process (Mulat, 2024).

The integration of Islamic values can be achieved by organizing the content of Islamic teaching materials. Additionally, this can be accomplished through teaching strategies and methods. When integrating Islamic values through teaching strategies and methods, the strategies must be developed based on the values being taught or integrated (Wiswanti & Belaga, 2020).

Another relevant study highlighted the need for training educators and developing innovative materials to overcome challenges in integrating Islamic values (Rustam & Aji, 2025). This aligns with the findings of Nudin (2020), who emphasized the necessity of instilling religious and moral values to prevent ethical disruption and build a solid foundation against negative influences (Nudin, 2020). These studies collectively underscore the importance of integrating Islamic values to foster holistic development in students.

Methodologies for Integration

Several methodologies have been proposed and tested for integrating Islamic values into university education. The study by Abdullah et al. (2020) demonstrated the handout successfully increased student engagement and motivation through interactive and multimedia content (Abdullah et al., 2024). It also helped students develop both physically and spiritually by integrating Islamic values into their learning activities. Firdaus et al. (2023) discussed the use of digital technology in Islamic education to enhance the quality of learning and student engagement. This study recommended balancing traditional methods with modern technology to improve Islamic education instruction (Firdaus et al., 2023).

Learning activities, as a complex process, include introduction, core, and conclusion stages, or in short, from perception to evaluation. The learning process must be carried out gradually to ensure systematic learning. In his writings, Abdur Rahman Assegaf explains the integration of scientific learning in Islamic Religious Education (PAI) as follows: Philosophical Integration, at the philosophical level, the integration of science and social studies in each discussion or study must be given fundamental values from its discipline and humanistic

values. For example, when teaching Fiqh, the fundamental knowledge of Fiqh forms the relationship between God, nature, and humans. Additionally, it should be instilled in students that the existence of Fiqh evolves alongside other disciplines such as philosophy, psychology, sociology, and others. Method and Research Approach Integration, the term method here refers to the methodology used for the development of related sciences, also known as the approach. Material Integration, in learning materials, integration is done by incorporating Islamic values into the discipline, in this case, the physical and motor development course for early childhood. Conversely, general knowledge, in this case, the development of physical and motor skills in children, can be incorporated into Islamic studies by combining them through epistemology and axiology. Therefore, the learning materials or references used by lecturers should present books or learning materials that clearly contain integration by bringing together various theories in Islamic studies with learning theories in the Physical and Motor Development course for early childhood.

Teaching materials are a very important component in the learning process. Good teaching materials will help facilitate the learning process for students. Teaching materials are used to assist lecturers or teachers in conducting teaching and learning activities in the classroom (Dachi, 2018; Irawati & Saifuddin, 2018; Nuryasana & Desiningrum, 2020; Siang et al., 2019; Syaifullah & Izzah, 2019).

For educators, using appropriate teaching materials can save time (Magdalena, 2021; Muliana & Arsal, 2022; Sungkono, 2009) for teaching and can transform the role of educators from teachers to facilitators, improving the learning process to be more effective (Gunawan, 2022; Wahyudi, 2022) and interactive. For students, teaching materials can help them become independent learners and measure the competencies they have mastered (Rahdiyanta, 2016; Wahyuni & Puspari, 2017).

The development of teaching materials can make learning more enjoyable, effective, efficient, and aligned with learning objectives (Davies et al., 2016). Given the importance of teaching materials in the learning process, educators, in this case, lecturers and teachers, must be able to develop teaching materials that are in line with technological and knowledge advancements.

Curriculum development plays a critical role in the successful integration of Islamic values. The study by Suminah et al. (2018) discussed the importance of developing a curriculum that includes moral, religious, cognitive, physical, motor, social-emotional, language, and art aspects (Suminah et al., 2018). This comprehensive approach ensures that Islamic values are embedded in all areas of learning, providing a balanced and holistic education.

Challenges and Solutions

One of the main challenges identified in integrating Islamic values is the limited understanding of educators and the lack of relevant and engaging teaching materials. The study by Rustam et al. (2021) highlighted the need for training educators and developing innovative materials to overcome these challenges (Rustam & Aji,

2025). This aligns with the findings of Nudin (2020), who emphasized the necessity of instilling religious and moral values to prevent ethical disruption and build a solid foundation against negative influences (Nudin, 2020).

To address these challenges, several strategies have been proposed. These include providing comprehensive training for educators to enhance their understanding and ability to integrate Islamic values effectively, creating engaging and relevant teaching materials that incorporate Islamic values, and leveraging technological tools and media to make learning more interactive and accessible. By implementing these strategies, educators can overcome the challenges and create a more effective and enriching learning environment.

Technological Integration

Hyper content, which combines text with multimedia elements such as images, animations, videos, and audio, has proven to be an effective tool in integrating Islamic values. A study highlighted the success of hyper content in addressing various challenges and developments in the era of the Industrial Revolution 4.0 (Handayani & Marisda, 2020). This approach not only enhances engagement but also ensures that learning materials are accessible and interactive.

Hyper content not only contains text but also includes multimedia elements such as images, animations, videos, and audio. One way to connect learning content, both text content and integrated content, is through barcodes. Learning materials developed with a combination of QR-code technology are part of information technology-based learning, where learning materials can be accessed and studied by students both inside and outside the classroom.

In practice, this is reflected in the menu displays on the website, where clicking on them will take the user to different materials. In other words, a text essentially contains and connects with other texts (hyper). Additionally, learning designed with hyper content includes modules, topics presented in the modules using text, audio, graphics, images, and videos, and concepts enriched with supporting materials related to various interesting content on YouTube, Google Web, and/or Wikipedia. The online content provided can be accessed using devices or mobile phones through scanning Quick Response Codes (QR Codes).

Curriculum Development

Curriculum development plays a critical role in the successful integration of Islamic values. The importance of developing a curriculum that includes moral, religious, cognitive, physical, motor, social-emotional, language, and art aspects. This comprehensive approach ensures that Islamic values are embedded in all areas of learning, providing a balanced and holistic education.

The research by Rahiem et al (2020) found that university education institutions affiliated with Muslim groups effectively educate future intellectuals and clerics who are knowledgeable about religion and science (Rahiem et al., 2020). This dual focus on religious and scientific education fosters a well-rounded development.

To enhance curriculum development, several strategies have been proposed. These include developing a curriculum that integrates

Islamic values across all areas of learning, regularly assessing the effectiveness of the integrated curriculum and making necessary adjustments based on feedback and research findings, and leveraging technological tools and media to make learning more interactive and accessible. By implementing these strategies, educators can create a more effective and enriching learning environment.

4. Conclusion

The development of a hyper content-based physical and motor learning model for Early Childhood Education (PAUD) has yielded positive results. This model effectively enhances student engagement and motivation through the use of interactive content and multimedia. The developed module successfully integrates Islamic values into every physical and motor learning material. The model aligns with the existing PAUD curriculum and introduces a new dimension to more holistic and comprehensive learning. The product has undergone validation by experts in early childhood education, Islamic education, educational technology, and language. The validation results indicate that the module is suitable for use, with some minor improvement suggestions. Readability tests show that the module is easy to understand for PAUD students.

This research is limited in scope to the development and initial testing of a hyper content module specifically designed for integrating Islamic values into physical-motor learning within the Early Childhood Islamic Education (PIAUD) program at UIN Syarif Hidayatullah Jakarta. The module was tested in a limited classroom setting, which may not fully represent the diversity of learning environments across other institutions. Additionally, the validation process involved selected experts, and while their input was valuable, broader stakeholder involvement including parents and early childhood practitioners was not included. The study also focuses primarily on pedagogical and technological aspects, without conducting a longitudinal assessment of the module's long-term impact on student character development and learning outcomes.

Recommendations for conduct longitudinal studies to assess the long-term impact of integrating Islamic values into physical-motor learning. This research could explore how these values influence children's moral and spiritual development over time and their overall academic and social outcomes.

5. Acknowledgements

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