

Developing Multicultural Values–Based Teaching Materials for Developmental Psychology in Islamic Education at the Islamic University of Depok

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Abstract

This research is motivated by the fact that the data of students at the Islamic University of Depok are spread across 16 provinces in Indonesia. This indicates that students come from diverse backgrounds, encompassing various cultures, religions, ethnicities, customs, and languages. However, the developmental psychology course in Islamic education does not yet have teaching materials related to multicultural values according to these conditions. This study aims to develop teaching materials for Developmental Psychology in Islamic Education based on multicultural values at the Islamic University of Depok, and to test the validity and practicality of using these materials. The research method used is research and development, which consists of five stages of development: analysis, design, development, implementation, and evaluation. Data collection techniques include interviews, observation, and questionnaires. The data sources for this study were students and lecturers of Developmental Psychology in Islamic education. The object of this study is the teaching materials of Developmental Psychology in Islamic education based on multicultural values. The results of this research are the development of teaching materials for developmental psychology in Islamic education. The final product is a textbook entitled "Developmental Psychology in Islamic Education Based on Multicultural Values." This textbook consists of a cover, a foreword, a table of contents, and 14 chapters of integrated multicultural values. Each chapter includes a summary of the material, discussion materials, a bibliography, and practice questions. The bibliography, glossary, index, and book synopsis are also included. The validity test results for the developed teaching materials yielded a total score of 95.45%, categorized as very valid. The practicality test yielded a total score of 87.5%, categorized as very practical. Therefore, this teaching material is highly valid and practical, making it suitable for use as teaching material for developmental psychology courses in Islamic education.

Keywords: Teaching Material Development, Developmental Psychology, Islamic Education

Abstrak

Penelitian ini dilatarbelakangi dari berbagai fakta bahwa data mahasiswa Universitas Islam Depok yang tersebar dalam 16 Provinsi di Indonesia. Hal ini menunjukkan bahwa mahasiswa memiliki latar belakang yang keberagam, baik budaya, agama, suku, etnis, adat istiadat, dan bahasa. Akan tetapi, mata kuliah psikologi perkembangan dalam

pendidikan Islam belum ada bahan ajar yang berkaitan dengan nilai-nilai multikultural sesuai dengan kondisi tersebut. Penelitian ini bertujuan untuk menghasilkan bahan ajar Psikologi Perkembangan dalam Pendidikan Islam berbasis nilai-nilai multikultural di Universitas Islam Depok, dan menguji validitas serta praktikalitas penggunaan bahan ajar berbasis nilai-nilai multikultural yang dikembangkan tersebut. Metode penelitian yang digunakan adalah *research and development* (R&D) dengan memakai model pengembangan ADDIE, model ini terdiri dari lima tahap pengembangan yaitu *analyze, design, development, implementation dan evaluation*. Teknik pengumpulan data melalui wawancara, observasi dan angket. Sumber data penelitian ini adalah mahasiswa dan dosen Psikologi Perkembangan dalam pendidikan Islam. Objek dalam penelitian ini adalah bahan ajar Psikologi Perkembangan dalam pendidikan Islam berbasis nilai-nilai multikultural. Hasil dari penelitian ini adalah pengembangan bahan ajar Psikologi perkembangan dalam pendidikan Islam mengikuti pengembangan model ADDIE, selanjutnya menghasilkan produk pengembangan akhir berupa buku ajar dengan judul: “Psikologi Perkembangan dalam Pendidikan Islam berbasis nilai-nilai multikultural” yang terdiri dari Cover, kata pengantar, daftar isi, materi yang terintegrasi dengan nilai-nilai multikultural sebanyak 14 bab, pada tiap bab terdapat rangkuman materi, bahan diskusi, daftar Pustaka tiap bab, dan Latihan soal-soal, selanjutnya daftar pustaka secara keseluruhan, glosarium, indeks, dan sinopsis buku. Adapun hasil uji validitas dari bahan ajar yang dikembangkan ini terdapat skor total dengan rata-rata persentase 95,45% dengan kualifikasi sangat valid dan hasil uji praktikalitas didapat skor total dengan rata-rata persentase 87,5% dengan kualifikasi sangat praktis. Dengan demikian bahan ajar ini sangat valid dan sangat praktis sehingga cocok dengan kebutuhan untuk dijadikan bahan ajar pada mata kuliah psikologi perkembangan dalam pendidikan Islam.

Kata Kunci: Pengembangan Bahan Ajar, Psikologi Perkembangan, Pendidikan Islam

Introduction

According to the multiculturalism paradigm, education is not only a political institution but also a representation of global and transnational cultural norms, values, and practices¹. Values relating to cultural, ethnic, tribal, religious and racial diversity are known as multicultural values, and these values are intended to promote a prosperous and peaceful life. In facing the global era, universities continue to strive to improve their quality. For example, Depok Islamic University, a transformation from the Depok Islamic Institute (IAID), the first Islamic institute in the city, is a case in point². Based on published data from March 2024 on the geographical diversity of students from provinces at the Islamic University of Depok, West Java is the region with the largest number of students at UID, with 902. Meanwhile, Papua, West Sumatra, North Sumatra, West Kalimantan, the Riau Islands, and Aceh have the smallest number of students, with one student each³. This shows that the strength of

¹ Mohamad M Eriherdiana Deni Sopiandiana, “Model Pembelajaran Dan Implementasi Pendidikan Multikultural Dalam Pendidikan Islam Dan Nasional,” *Mimbar Kampius : Jurnal Pendidikan Dan Agama Islam* 20, no. 2 (2021): 88–98, <https://doi.org/10.17467/mk.v20i2.467>.

² Gumelar, <https://jabar.nu.or.id/depok/iaid-al-karimiyah-jadi-institut-agama-islam-pertama-di-kota-depok-UGCcA>. 2023) diakses Desember 2025.

³ UPT. Informasi Teknologi IAID, “Keberagaman Geografis: Sebaran Asal Provinsi Mahasiswa Di Institut Agama Islam Depok (IAID),” Universitas Islam Depok, 2024, <https://uidepok.ac.id/berita/Keberagaman-Geografis--Sebaran-Asal-Provinsi-Mahasiswa-di-Institut-Agama-Islam-Depok--IAID->.

the institution in fostering a diverse and inclusive learning environment is the diversity of the students' provincial backgrounds.

Depok Islamic University offers seven study programs, one of which is a master's degree in Islamic religious education. Developmental psychology in Islamic education is a foundational course in this program. It is a field of psychology that requires the participation of various groups for research and study. Developmental psychology in Islamic education plays a crucial role in enabling students to understand various individual developmental stages and the stages of education⁴. By understanding student development, teachers and educators can develop appropriate learning programs, identify and address developmental issues, and create a supportive learning environment. However, the challenges of globalization and technological advancements often lead students to lose interest in developmental psychology teaching materials in Islamic education, which they perceive as less relevant to their daily lives.

This phenomenon is evident in students' low interest in completing coursework, and when assigning group assignments, some students still prefer to be in a group with students from the same region as them.⁵ This is due to their prejudices and stereotypes about students from different regions, citing difficulties in assigning group assignments, feelings of discomfort, and discomfort. As a result, students struggle to understand the multicultural values in developmental psychology courses within Islamic education, which impact their daily lives.

Previous research has shown that developing multicultural-based Islamic religious education teaching materials can improve students' moderate attitudes. As Adri's research shows,⁶ successfully developed multicultural-based Islamic religious education teaching materials that are valid and practical and suitable for use by students of SMAN 1 Nagajuang, Mandailing Natal Regency. The teaching materials are in the form of a book entitled "Pendidikan Agama Islam Berbasis Moderasi Beragama untuk SMAN 1 Nagajuang". However, the study focused on Islamic religious education subjects in the high school context rather than in higher education, which is at a different stage of development.

Furthermore, developmental psychology teaching materials in Islamic education often provide insufficient opportunities for students to develop critical and creative thinking skills, which are crucial for students facing the challenges of the global world. By integrating multicultural values into various developmental psychology materials in Islamic education, students can be trained to analyze problems, find solutions, and make decisions based on Islamic principles based on multicultural values. Developing teaching materials based on multicultural values can also be a solution to improve the quality of developmental psychology courses in Islamic education. With this approach, multicultural values can be instilled in students in their daily activities. For example, those working as Islamic Religious Education (PAI) teachers or educators can practice them in class. The Islamic Religious Education (PAI) learning process in

⁴ Muhammad Syahmil, and Samsoo Sa-U. "Integration Of Al-Qur'anic Values In Child Development Psychology: A Review Of Islamic Education Literature." *Jurnal Ilmu Sosial Dan Humaniora* 2, no. 4 (2024): 148–53. <https://doi.org/10.58540/isihumor.v2i4.838.a>.

⁵ Mukh Nursikin and Muhammad Aji Nugroho, "Internalization of Qur'Anic Values in the Islamic Multicultural Education System," *Didaktika Religia* 9, no. 1 (2021): 19–38, <https://doi.org/10.30762/didaktika.v9i1.3241>.

⁶ Adri, "Pengembangan Bahan Ajar Pendidikan Agama Islam Berbasis Pendidikan Multikultural Untuk Membentuk Sikap Moderasi Beragama Siswa SMAN 1 Nagajuang Kabupaten Mandailing Natal" (Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padang Sidempuan, 2023).

schools encompasses three domains: Islamic Religious Education (PAI) learning materials, Islamic Religious Education (PAI) learning methods, and Islamic Religious Education (PAI) learning evaluation. By integrating multicultural values into the developmental psychology course within Islamic education, students can avoid actions that marginalize, criticize, persecute, and consider one group superior to another, and they can instill these values in their students.

Students in higher education are learning opportunities for adult learners. In this context, learning is more focused on life experiences, intrinsic motivation, and the active involvement of adult learners⁷. However, students at this university lack teaching materials for the Developmental Psychology in Islamic Education course that are based on multicultural values.⁸ This is important to investigate because it aligns with the Depok Islamic University curriculum, which aims to produce graduates with noble character, global perspective, moderation, and intelligence.

In every lecture, meeting the need for teaching materials is crucial to the teaching and learning process. All lecturers must develop teaching materials that can be used as a guide in teaching students. Content and process criteria govern the availability of teaching resources in each educational unit. The purpose of developing process standards is to produce graduates who are competent in their disciplines. The ability to develop established learning plans, such as syllabi and semester learning plans (RPS), is one way to demonstrate competence. The degree of graduate competence achieved is determined by the accuracy of the design and implementation of the learning process. However, the facts on the ground show that: First, Developmental Psychology in Islamic Education is a compulsory course in the Master of Islamic Education Study Program at the Islamic University of Depok; Second, so far very few lecturers at the Islamic University of Depok have written teaching materials; Third, students need learning resources, especially for the Developmental Psychology in Islamic Education course.

Furthermore, teaching materials based on multicultural values can help students understand the importance of mutual respect, tolerance, unity, cooperation, solidarity, democracy, pluralism, humanism, and equality in everyday life. By linking these values, students can see that a course in developmental psychology within Islamic education can broaden their horizons and break away from prejudice and stereotypes about friends from different cultures, tribes, ethnicities, and religions.⁹ This can help avoid inter-ethnic conflicts that threaten national unity.¹⁰

With its numerous benefits, the development of developmental psychology teaching materials in Islamic education based on multicultural values at the Islamic University of Depok represents a crucial step toward improving the standards of Islamic education. This will not only positively impact students but also society as a whole, as students who cultivate the characteristics of mutual respect, tolerance,

⁷ Rahmat Rifai Lubis et al., "Pembelajaran Andragogi Pada Perguruan Tinggi Islam: Analisis Pengelolaan Manajemen Kelas Dan Strategi Pembelajaran," *Jurnal Bilqolam Pendidikan Islam* 5, no. 1 (2024): 161–73.

⁸ Abu Bakar and Muhammad Rifqi Ridho, "The Impact of Human Psychological Conditions on the Application of Islamic Law in Determining the Validity of Worship," *Al-Ghazali: Jurnal Pendidikan & Pemikiran Islam* 5, no. 2 (2025): 215–28, <https://doi.org/https://doi.org/10.69900/ag.v5i2.478>.

⁹ Muhammad Aji Nugroho, "Embedding Multicultural Values in Islamic Education : A Portrayal of Contemporary Indonesian Textbooks," *EDUKASIA ISLAMIKA: Jurnal Pendidikan Islam* 4, no. 2 (2019): 226–42, <https://doi.org/https://doi.org/10.28918/jei.v4i2.2298>.

¹⁰ Fita Mustafida and Abd. Gafur, "Strategy For Developing Multicultural Value-Based Moral Creed Learning Materials In MI/SD," in *Proceeding IConIGC: International Conference on Islamic and Global Civilization, 2021*, 89–98.

mutual respect, democracy, and solidarity will be valuable assets for the nation and religion. In the long term, the development of these teaching materials is expected to strengthen the role of developmental psychology in Islamic education as a subject in the master's program in Islamic religious education, contributing to the development of student character.

Based on the background of the problem, the researcher considers it necessary to reexamine several important aspects so that the formulation of the research problems focuses on the following main questions: how the development of developmental psychology teaching materials in Islamic education based on multicultural values is carried out at Depok Islamic University, and how valid and practical the development of developmental psychology teaching materials in Islamic education based on multicultural values at Depok Islamic University is.

Literature Review

1. Teaching Materials

According to Dick and Carey, teaching materials are a collection of learning resources or teaching materials that are systematically arranged and provide a comprehensive overview of the skills that students will acquire during learning activities¹¹. Meanwhile, Sudrajat in Riza's research emphasized that teaching materials or what are also called teaching materials or subjects are information, attitudes, and abilities that students must have in order to meet the established competency criteria. From the above understanding, it can be concluded that teaching materials must be written systematically based on instructional rules so that they can help support the learning process.

There are two types of teaching materials, namely printed and non-printed teaching materials which have various forms.¹² *Handouts, booklets, modules, brochures, criteria sheets, textbooks, worksheets, and so on are examples of commonly found printed teaching materials. Non-printed teaching materials include e-books, instructional videos, flipbooks, and so on.*

Gerlach and Ely stated that effective teaching materials have several requirements, namely: first, cognitive accuracy; second, level of thinking; third, cost; fourth, availability of materials; fifth, technical quality.¹³ Furthermore, the steps for developing teaching materials according to Jolly and Bolitho, as quoted in Tomisilon, are as follows¹⁴: (1) Determine the material requirements needed, (2) investigate the environmental conditions where the teaching materials will be used, (3) identify problems or topics that are relevant to the students' real environment, (4) choose a practical activity approach and a learning procedure approach, and (5) create a design for the teaching materials.

2. Developmental Psychology in Islamic Education

¹¹ Hendra Alsa Fahmi, Irwansyah Jul, and Siti Halimah, "Pengembangan Bahan Ajar PAI (Al-Qur ' an Dan Hadist) Berbasis Integrasi Keilmuan," JOONG-KI: Jurnal Pengabdian Masyarakat 4, no. 2 (2025): 434–45, <https://doi.org/https://doi.org/10.56799/joongki.v4i2.7705>.

¹² Leny Hartati and Siti Nur Azizah, "Pengembangan Bahan Ajar Matematika Untuk Peserta Didik Tuna Grahita Ringan," Jurnal Penelitian Dan Pembelajaran Matematika 12, no. 1 (2019): 66–77, <https://doi.org/10.30870/jppm.v12i1.4855>.

¹³ Gerlach V.S. and Ely D.P., *Teaching and Media: A Systematic Approach* (New Jersey: Prentice/Hall International Inc, n.d.).

¹⁴ Brian Tomisilon, *Material Development in Language Teaching* (Cambridge: Cambridge University Press., 2015). H. 132.

The developmental psychology in Islamic education course is a basic educational course required for students in the Master of Islamic Education program at the Islamic University of Depok. It contributes significantly to providing knowledge and understanding of why and how humans experience various changes over time. Another definition of developmental psychology is a branch of psychology that examines how psychological traits evolve and change from conception to death. Development is generally divided into periods starting from growth to adolescence, birth, infancy, early childhood, middle and late childhood, and adolescence. According to Zakiah Daradjat, developmental psychology in Islamic education includes attention to mental health and the development of children's social relationships¹⁵. According to him, all aspects of human life, including faith, worship and morals, must be covered in Islamic education,¹⁶ Islamic education must pay attention to children's mental health, so that they can live independently and be useful to religion, nation and state,¹⁷ Islamic education must pay attention to the development of children from the beginning of their lives until the end of their lives, and must develop children's ability to relate to other people¹⁸.

Furthermore, the definition of developmental psychology in Islamic education according to Mappanyompa and Hidayatussaliki is human development, which from birth already carries a religious tendency, namely as homo religious. Islamic education begins prenatally, namely in the phase of choosing a partner, marriage, and birth. And postnatal, namely education that begins from the birth of a child into the world until they are adults, even until death, known as lifelong education¹⁹.

It can be concluded that developmental psychology in Islamic education studies three dimensions of major changes in human life, namely physical development, cognitive development, and socio-emotional development.

3. Multicultural Values

The eighteen (18) character education values in the National Education System initiated by the Ministry of National Education are in line with multicultural values:²⁰ Religious, honest,²¹ tolerant, disciplined, hardworking, creative, independent, democratic, curious, nationalistic, loves the homeland, appreciates achievement, communicative/friendly, loves peace²², love reading, care about the

¹⁵ Damsir Damsir and Muhammad Yasir, "Pemikiran Pendidikan Islam Zakiah Daradjat Dan Kontribusinya Terhadap Pendidikan Islam Di Indonesia," *An-Nida'* 44, no. 2 (2020): 213, <https://doi.org/10.24014/an-nida.v44i2.12947>.

¹⁶ Damsir and Yasir. *Pemikiran Pendidikan Islam* h. 213.

¹⁷ H. Achmad Faisal Hadziq, "Konsep Psikologi Pendidikan Islam Dalam Perspektif Prof. Dr. Zakiah Daradjat," *Study Pendidikan* 7, no. 1 (2021): 107–28.

¹⁸ Hamida Olfah, "Pemikiran Prof. Dr. Zakiah Daradjat Tentang Pendidikan Islam Bagi Remaja," *Educatioanl Journal: General and Specific Research* 3, no. 1 (2023): 116–24.

¹⁹ Mappanyompa, Hidayatussaliki Mappanyompa, Hidayatussaliki, "Psikologi Perkembangan Manusia Dalam Pendidikan Islam," *Ibtida'iy: Jurnal Prodi PGMI* 6, no. 2 (2021): 31, <https://doi.org/10.31764/ibtida'iy.v6i2.6300>.

²⁰ M. Zuhdi & S. Muttaqin M. Huda, A. Saeful, H. Rahim, D. Rosyada, "The Implementation of Multicultural Education in Indonesia: Systematic Literature Review," in *Religion, Education, Science and Technology towards a More Inclusive and Sustainable Future*, ed. Maila D.H. Rahiem, first Publ (London: Taylor & Francis, 2024), 83–89, <https://doi.org/10.1201/9781003322054>.

²¹ Miftahul Huda, "Sociological Aspects of Multicultural Islamic Religious Education," *Al-Insiyroh: Jurnal Studi Keislaman* 7, no. 2 (2021): 122–43, <https://doi.org/https://doi.org/10.35309/alinsiyroh.v7i2.4990>.

²² Najamuddin Petta Solong Abdul Wahid, Siti Asiah, Miftahul Huda, Arkam Lahiya, "The Effect of Teacher Professional Competence on Student Learning Achievement at MAN 3 Tangerang," *Tadbir* :

environment,²³ Caring for society, and responsibility are some of the eighteen characteristics that the Ministry of National Education considers important in character education.²⁴ Thus, there are eighteen (18) values in character education according to the Ministry of National Education in efforts to build national character through education in schools and universities.

Method

This type of research is Research and Development (R&D). According to Sugiyono, R&D is a research method used to produce a specific product and test its effectiveness.²⁵ Meanwhile, Borg and Gall define R&D as a process used to develop and validate educational products²⁶. In this study, the researchers used a qualitative and quantitative approach (mixed methods) following the ADDIE model. ADDIE stands for Analyzing, Designing, Developing, Implementing, and Evaluating. The ADDIE concept applied in this study aims to develop simple, systematic learning with a clear framework.

The researcher used the ADDIE model because it has the advantage of allowing assessment or revision after each stage is completed, reducing errors or deficiencies and ensuring that the ADDIE development model produces a valid and practical product. The ADDIE model, in the teaching materials development scheme created by Branch, is as follows:

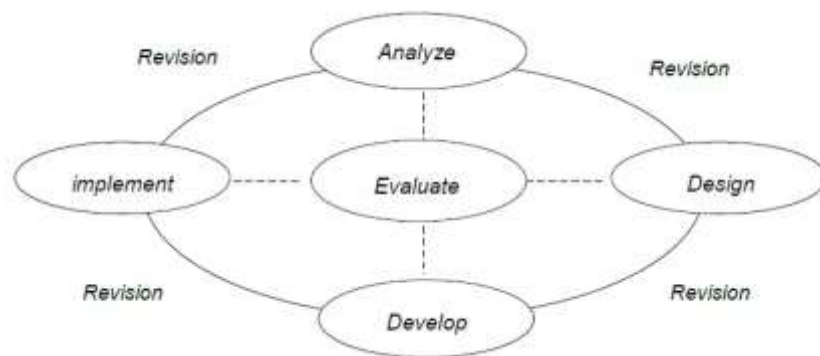


Chart 1. Stages of the ADDIE Model

From the chart above, each stage of the ADDIE model is revised after completion to ensure that the ADDIE model can produce valid and practical products. The subjects of this study were lecturers of the Developmental Psychology in Islamic Education course and postgraduate students at the Islamic University of Depok. The object of this study was respondents' perceptions of the feasibility and practicality of developmental psychology teaching materials in Islamic education based on multicultural values. Data collection techniques for qualitative data were observation

Jurnal Studi Manajemen Pendidikan 7, no. 1 (2023): 81–102, <https://doi.org/http://dx.doi.org/10.29240/jsmp.v7i1.5652>.

²³ Miftahul Huda, "Model Pendidikan Multikultural Di Sekolah Pembangunan Jaya Bintaro" (Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2023).

²⁴ Miftahul Huda and Rhoni Rodin, "Perbandingan Strategi Dan Pola Pengembangan Pesantren Dan Diniyyah Berwawasan Multikultural," *Journal of Islamic Education Research* 2, no. 1 (2021): 45–62, <https://doi.org/10.35719/jier.v2i1.80>.

²⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: CV. Alfabeta, 2016). H. 94.

²⁶ Borg and Gall, *Educational Research: An Introduction* (Boston: Pearson Education, 2017). H. 87.

and interviews, while for quantitative data, a questionnaire was used. The questionnaire was divided into two parts: a practicality questionnaire and a validation questionnaire for learning materials.

Results

I. Curriculum for the Developmental Psychology in Islamic Education Course at Depok Islamic University

Depok Islamic University uses a Semester Learning Plan (RPS) for the developmental psychology in Islamic education course in the Master of Islamic Religious Education study program, which refers to the CPL-Prodi (Study Program Graduate Learning Outcomes) and CPMK (Course Learning Outcomes) in determining learning materials. The following is a CPL table:

Learning Outcomes Table

| | | | |
|-------------------------------|---|--|--|
| Learning Outcomes (CP) | CPL-PRODI (Learning Outcomes of Study Program Graduates) Assigned to Courses | | |
| | CPL 1 | Upholding humanitarian values in carrying out duties based on religion, morals and ethics (S2) | |
| | CPL 2 | Able to demonstrate independent, quality and measurable performance (KU2) | |
| | CPL 3 | Able to skillfully apply PAI learning approaches and methods that are educational, effective, enjoyable and of high quality (KK3) | |
| | CPL 4 | Conducting in-depth studies on Developmental Psychology in Islamic Education in accordance with the environment and current developments. (PI) | |
| | CP-MK (Course Learning Outcomes) | | |
| | CPL 1 | CPMK 1 | Able to develop a transformative and sustainable pedagogical approach according to the characteristics of students |
| | CPL 2 | CPMK 2 | Able to design learning strategies that are responsive to the development and individual needs of students |
| | CPL 3 | CPMK 3 | Able to evaluate developmentally based learning practices to support the achievement of inclusive learning |
| | CPL 4 | CPMK 4 | Able to analyze theories and stages of student development from an Islamic and modern psychological perspective. |

For further information on a brief description of the developmental psychology course in Islamic education, please see the following:

Table of Brief Course Descriptions

| | |
|---|---|
| <p>Brief Description of Course</p> | <p>The Developmental Psychology in Islamic Education course is designed to equip students to determine the appropriate learning approaches, models, strategies, methods, and techniques to deliver teaching materials to students according to their psychological needs. In this course, students learn about the definition of developmental psychology, its scope, and influencing factors, stages of individual development, characteristics and principles of development, developmental tasks and influencing factors, methods and theories used in developmental psychology, prenatal fetal development, childbirth & birth (natal) in Islam & modern psychology, individual differences, early and late childhood development, early, middle to late adolescence development, early, middle and late adulthood development, Implications of physical, motoric, and psychological development of children in the practice of Islamic religious education in schools/madrasas, Implications of cognitive development in the practice of Islamic religious education in schools/madrasas, learning difficulties & their handling, behavioral deviations in childhood, adolescence, adulthood and their handling, integration of multicultural values in developmental psychology of Islamic education to shape the character of adolescents in the modern era.</p> |
|---|---|

Next, to find out the learning materials or topics covered in the developmental psychology course in Islamic education, see the following table:

Table of Learning Materials for Developmental Psychology in Islamic Education

| | |
|---|---|
| <p>Learning Materials/Topics</p> | <ol style="list-style-type: none"> 1. Definition of developmental psychology and its scope 2. Stages of individual development, characteristics, and principles of development 3. Developmental tasks and influencing factors 4. Methods and theories used in developmental psychology 5. Prenatal, birth, and natal fetal development in Islam and modern psychology 6. Individual differences 7. Early and late childhood development 8. Mid-term exams 9. Early, middle, and late adolescence development 10. Early, middle, and late adulthood development 11. Implications of children's physical, motor, and psychological development in the practice of Islamic religious education in schools/madrasas 12. Implications of cognitive development in the practice of Islamic religious education in schools/madrasas 13. Learning difficulties and their management 14. Behavioral deviations in childhood, |
|---|---|

| | |
|--|--|
| | <p>adolescence, and adulthood and their management</p> <p>15. Integration of multicultural values in Islamic educational developmental psychology in shaping the character of adolescents in the modern era</p> <p>16. Final exams</p> |
|--|--|

When analyzed from 14 learning materials in the course of developmental psychology in Islamic education at the Islamic University of Depok which is one of the compulsory courses, there is only one material that contains multicultural values in the developmental psychology of Islamic education in shaping the character of adolescents in the modern era. Which means the material on multiculturalism in developmental psychology that teaches a comprehensive understanding of how culture influences the overall development of children (cognitive, social, emotional, moral), instills the values of empathy, tolerance, and respect for differences, and develops social competence so that children can interact and socialize positively in a pluralistic society, view diversity as wealth, and form a strong sense of self-confidence in facing various cultural influences. In this curriculum it is still considered lacking because there is only 1 material.

Furthermore, the content in textbooks remains theoretical and does not address real-world issues. Lecturers strongly encourage the development of authentic learning environments and consider real-world issues, while providing teaching resources. However, in practice, their pedagogical skills remain quite poor, resulting in instruction that neglects student concerns. Campus infrastructure and facilities remain inadequate, making it difficult to achieve learning objectives.

In the classroom, lecturers specializing in developmental psychology in Islamic education do not yet have textbooks for Islamic Education master's students; they only access learning resources from journals and related books. The following are observations made at Depok Islamic University in the Developmental Psychology in Islamic Education course.

2. Objective Description of Developmental Psychology Teaching Materials in Islamic Education at the Islamic University of Depok in the Master of Islamic Religious Education (PAI) Study Program

Depok Islamic University specifically does not yet have teaching materials on developmental psychology in Islamic education due to the lack of official published materials. However, lecturers generally recommend Hurlock's book on developmental psychology, John W. Santrock's on Child Development, Zakiah Darajat's book on an introduction to developmental psychology in Islamic education, and journals with national and international articles related to developmental psychology. Furthermore, these recommended books and journals do not specifically address multicultural values.

3. The Learning Process of Developmental Psychology in Islamic Education on Campus

Semester lesson plans (RPS) and other teaching materials are examples of learning resources that lecturers naturally use in the teaching and learning process. Lecturers often adapt RPS designs from the internet and then modify

them to suit the content of the CPMK. Other learning resources, such as written or audiovisual materials, have not been identified by researchers. Daily assessments, such as observing student behavior, are part of lecturers' assessments of classroom learning outcomes. Midterm and final exams are examples of formative assessments, also known as structured assessments. Universities and parents receive reports on student learning outcomes from end-of-semester assessments, often known as UAS (Summative Evaluation).

Discussions and lectures are teaching strategies used in class. However, classroom learning is often neglected due to lecturers' busy schedules and administrative responsibilities, such as the lack of teaching materials based on multicultural education. Only handouts are used as teaching materials, and even then, students are not given adequate instruction. Lectures are the only learning method that emphasizes the development of multicultural values, with lecturers providing reinforcement at the end of each session.

According to researchers' findings, there are no ongoing extracurricular activities with written and comprehensive programs outside of class. Nevertheless, both Muslim and non-Muslim students participate in events such as Islamic holiday celebrations (PHBI) and social visits to disaster victims (deaths, accidents, floods, etc.).

4. The Process of Interaction between Academic Community on Campus

There is smooth interaction and communication between lecturers and between the rector, vice-rectors, and administrative staff. Lecturers from various ethnic and cultural backgrounds are treated equally by the university rector. The vice-rector and rector continue to treat each other equally. All lecturers, lecturers, and administrative staff are accorded equal privileges by the rector and vice-rectors. For example, there is no prejudice against lecturers or administrative staff in administrative matters.

Within the university environment, interactions between faculty members are very friendly. There is no distinction between Javanese and non-Javanese lecturers. Although only visible at religious gatherings, cultural barriers are absent in their interactions, and they blend seamlessly. There are no discernible cultural or racial differences among the teaching staff.

Likewise, within the university environment, student interactions are well-organized. According to field observations, male and female students sit separately, with men on the left and women on the right. Both instructors from the same ethnicity and culture as well as from other ethnicities and cultures are highly respected by their students. Similarly, instructors treat all students equally, regardless of their ethnic, social, or economic background. They are treated equally at the Islamic University of Depok.

Discussion

The results of this study are also relevant to Adri's research on the Development of Islamic Religious Education Teaching Materials Based on Multicultural Education to Form Religious Moderation Attitudes of Students of SMAN I Nagajuang Mandailing Natal. The development of teaching materials based on multicultural values shows that by using the ADDIE model as a guideline, the preparation of Islamic Religious Education teaching materials based on religious moderation in the textbook

entitled "Islamic Religious Education Based on Religious Moderation for Class XI of SMAN I Nagajuang" and is proven to be valid and practical as teaching materials²⁷.

Furthermore, Fahmi et al. in their research entitled Development of PAI (Al-Quran and Hadith) Teaching Materials Based on Scientific Integration, found that to provide a more precise and relevant understanding to students, the development of PAI materials in MTsN must combine religious teachings with science, including science and technology.²⁸ From definition to evaluation, this multi-stage production approach strives to provide high-quality teaching resources aligned with learning objectives.²⁹

Muzdalifah et al.'s research, "Development of Educational Psychology Teaching Materials for the Postgraduate Elementary Madrasah Teacher Education Study Program at IAIN Kudus," aligns with this research. They found that the development of teaching materials for Educational Psychology textbooks for the Postgraduate PGMI Study Program at IAIN Kudus,³⁰ in particular: (1) This process resulted in the creation of teaching materials for the Educational Psychology book. (2) The teaching materials for the Educational Psychology book of the Postgraduate Study Program of PGMI IAIN Kudus were evaluated for their suitability for use as learning resources, both in terms of content, presentation, and language. (3) The validation process involving four students in filling out the assessment sheet showed that students gave positive responses to the Educational Psychology book.

Furthermore, Pratama and Utami's research, entitled "Development of Teaching Materials for Psychological Skills Methods and Training in Sports Psychology Courses," shows that this study effectively creates instructional resources to improve students' psychological competencies in Sports Psychology courses. It has been shown that instructional materials based on psychological skills training methods, such as stress management, visualization, and relaxation techniques, can help students become more motivated, confident, focused, and in control of their emotions³¹. These findings suggest that incorporating hands-on activities into sport psychology instruction may help students become more mentally prepared for competitive situations.

²⁷ Adri Adri, "Pengembangan Bahan Ajar Pendidikan Agama Islam Berbasis Pendidikan Multikultural Untuk Membentuk Sikap Moderasi Beragama Siswa SMAN I Nagajuang Mandailing Natal," *Wahana Didaktika: Jurnal Ilmu Kependidikan* 22, no. 1 (2024): 80–94, <https://doi.org/10.31851/wahanadidaktika.v22i1.14144>.

²⁸ Fahmi, Jul, and Halimah, "Pengembangan Bahan Ajar PAI (Al-Qur ' an Dan Hadist) Berbasis Integrasi Keilmuan."

²⁹ Muhammad Hizba Aulia, Saepul Anwar, and Nandang Nursaleh, "Analysis of Islamic Religious Education Materials at Padjadjaran University : Characteristics , Learning Outcomes , and PPT Utilization," *AL-Ishlah: Jurnal Pendidikan* 17, no. 12 (2025): 2369–81, <https://doi.org/10.35445/alishlah.v17i2.6391>.

³⁰ Muzdalifah Muzdalifah, Yuliyatun, and Taufikul Lutfi Rois, "Pengembangan Bahan Ajar Psikologi Pendidikan Pada Program Studi Pendidikan Guru Madrasah Ibtidaiyah Pascasarjana IAIN Kudus," *Quality 10*, no. 2 (2022): 255, <https://doi.org/10.21043/quality.v10i2.17545>.

³¹ Edo Yulindra Pratama and Rismar Julia Utami, "Pengembangan Bahan Ajar Metode Dan Pelatihan Keterampilan Psikologis Pada Mata Kuliah Psikologi Olahraga," *De Journal: Dharmas Education Journal* 5, no. 2 (2024): 1134–43, <https://doi.org/https://doi.org/10.56667/dejournal.v5i2.1593>.

Conclusion

The conclusion of this study is that in compiling teaching materials for developmental psychology in Islamic education based on multicultural values, the steps of the ADDIE model are followed. The development of these teaching materials culminated in a final design model that combines the main contents of the teaching materials, including: book cover, foreword, table of contents, 14 chapters of developmental psychology material combined with multicultural values. Each chapter contains a summary of the topic, discussion materials, a bibliography for each chapter, practical activities, a comprehensive bibliography, a glossary, an index, a synopsis of the book, and a biographical profile of the author. A textbook entitled "Developmental Psychology in Islamic Education Based on Multicultural Values" was created with this final design approach. Furthermore, the development of developmental psychology teaching materials in Islamic education based on multicultural principles has met the requirements for validity and usefulness. This is evidenced by the results of the validity and practicality tests. With a result of 95.45%, the validity test was deemed very valid. This score is the average of the validity of the material and language, which is 95.45. Meanwhile, the practicality test achieved a score of 87.5%, categorized as very practical. This score is the average of the student practicality test (87.5) and the practicality test given by the developmental psychology lecturer in Islamic education (87.5). This indicates that this developmental teaching resource is suitable and appropriate for use as developmental psychology teaching materials in Islamic education.

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