



DEVELOPMENT OF LEARNING MATERIALS ON THE NAMES OF THE DAY OF JUDGMENT BASED ON CONTEXTUAL TEACHING AND LEARNING FOR FIFTH GRADE ELEMENTARY SCHOOL STUDENTS

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Abstract

This research aimed to develop Islamic Religious Education learning materials about the other names of the Day of Judgment for fifth-grade elementary school students. The development was carried out because the materials previously used in learning were still limited to brief explanations and basic definitions without sufficient reinforcement from relevant Qur'anic verses. This study applied the Research and Development (R&D) method using the ADDIE model, which consists of the stages of Analysis, Design, Development, Implementation, and Evaluation. The development process was conducted by integrating Qur'anic verses related to Yaumul Ba'ats, Yaumul Mahsyar, Yaumul Mizan, Yaumul Hisab, and Yaumul Jaza'. In addition, the Contextual Teaching and Learning (CTL) approach was implemented to make the learning process more meaningful and connected to students' daily lives. The results indicated that the developed materials were more organized, comprehensive, and easier for students to understand. Furthermore, the integration of Qur'anic verses helped students gain a clearer understanding of the concept of the Day of Judgment and its foundations in Islamic teachings. Therefore, the developed materials are expected to improve students' understanding of Islamic creed, especially regarding the Day of Judgment.

Keywords: *material development, Day of Judgment, Islamic Religious Education, ADDIE, CTL, Qur'an*

Abstrak

Penelitian ini bertujuan mengembangkan materi pembelajaran Pendidikan Agama Islam pada pokok bahasan nama-nama lain hari akhir untuk siswa kelas V sekolah dasar. Pengembangan dilakukan karena materi yang digunakan sebelumnya masih terbatas pada penjelasan sederhana dan pengertian dasar tanpa didukung dalil-dalil Al-Qur'an yang relevan. Penelitian ini menggunakan metode Research and Development (R&D) dengan model ADDIE yang meliputi tahap Analysis, Design, Development, Implementation, dan Evaluation. Proses pengembangan dilakukan dengan menambahkan ayat-ayat Al-Qur'an yang berkaitan dengan Yaumul Ba'ats, Yaumul Mahsyar, Yaumul Mizan, Yaumul Hisab, dan Yaumul Jaza', serta menerapkan pendekatan Contextual Teaching and Learning (CTL) dalam kegiatan pembelajaran. Hasil penelitian menunjukkan bahwa materi yang dikembangkan menjadi lebih sistematis, lengkap, dan mampu membantu peserta didik memahami konsep hari akhir beserta dasar Al-Qur'annya dengan lebih jelas. Pengembangan materi ini diharapkan dapat meningkatkan pemahaman peserta didik terhadap materi akidah, khususnya tentang hari akhir.

Kata Kunci: *pengembangan materi, hari akhir, Pendidikan Agama Islam, ADDIE, CTL, Al-Qur'an*

INTRODUCTION

Islamic Religious Education (IRE) in elementary schools plays a crucial role in instilling a basic understanding of faith in students, including the topic of the Last Day. This material not only serves to introduce terms and concepts about the Last Day but also helps students understand that all human actions will be accounted for before Allah SWT. Therefore, learning materials need to be structured clearly and systematically, and reinforced with Quranic verses to improve students' understanding of the concept of faith.¹

However, in elementary school, the topic of the names of the Last Days is often presented in a simplistic manner, limited to brief definitions found in textbooks. This material is also not supported by relevant Quranic verses, so students tend to only know the terms without understanding the underlying Islamic teachings. Furthermore, the learning process is still dominated by teachers using lectures with limited media use, resulting in a lack of contextual learning and inability to help students understand the material more deeply.²

To address these issues, it is necessary to develop more comprehensive learning materials by incorporating relevant Quranic verses into each discussion of the names of the Last Days. This material development is also supported by the use of a Contextual Teaching and Learning (CTL) approach to facilitate understanding and relate learning to students' daily lives. The CTL approach helps students grasp the material by connecting learning concepts with real-life experiences, making learning more meaningful.

Furthermore, developing teaching materials using the ADDIE model is considered effective because it involves systematic stages: Analysis, Design, Development, Implementation, and Evaluation. This model is widely used in teaching materials development research because it can help develop learning materials more focused and tailored to student needs.³

Thus, developing material on the names of the Last Days based on Quranic verses is expected to help students understand the concept of the Last Day more clearly. Students will not only become familiar with the terms but also understand the Quranic basis related to the material, thus making learning more meaningful.

1. METHOD

¹ Asep Abdul Aziz et al., "Learning Islamic Religious Education (PAI) in Elementary Schools," *Journal of Islamic Education Research* 9, no. 1 (2021): 132, <https://doi.org/10.36667/jppi.v9i1.542>.

² Martoni Martoni et al., "Application of Value Clarification Technique to Improve Students' Learning Understanding in Islamic Religious Education Subjects," *J-PAI: Journal of Islamic Religious Education* 5, no. 2 (2019): 94, <https://doi.org/10.18860/jpai.v5i2.5862>.

³ Fitria Hidayat and Muhamad Nizar, "ADDIE Model (Analysis, Design, Development, Implementation And Evaluation) In Islamic Religious Education Learning," *Journal of Islamic Religious Education Innovation (JIPAI)* 1, no. 1 (2021): 30, <https://doi.org/10.15575/jipai.v1i1.11042>.

a. Subject

The subjects of this study were fifth-grade students at SDN Pasar Kamis 2 Gambut. They were chosen because they are in elementary school and are currently studying aqidah (faith), particularly regarding the end of the world, making it relevant to the material being developed.

b. Object

The focus of this study was the development of Islamic Religious Education learning materials on the topic of the other names of the Day of Judgment. The development was carried out by integrating verses from the Qur'an and applying a Contextual Teaching and Learning (CTL) approach to help improve student understanding and relate the material to everyday life.

c. Type

This research is a type of research and development (R&D) which is carried out to produce learning products in the form of material on other names for the end of the day using the Contextual Teaching and Learning (CTL) approach for fifth grade elementary school students .

This study uses the ADDIE development model which includes five stages, namely Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was chosen because it has a systematic procedure so it is suitable for use in developing learning materials. In the analysis stage, learning needs, student characteristics, materials in textbooks, and various problems encountered in the learning process are identified. Next, the design stage is carried out by compiling a material plan equipped with Al-Qur'anic verses, the application of the CTL approach, learning objectives, and the form of evaluation to be used . Next, in the development stage, the development of learning materials and media such as PPT and LKPD is carried out along with product revisions. In the implementation stage, the developed product is applied to fifth-grade students of SDN Pasar Kamis 2 Gambut to see the implementation of learning and student responses. The final stage, namely evaluation, is carried out to determine the effectiveness of the product and student understanding of the material that has been developed .⁴

d. Location

This research was conducted at SDN Pasar Kamis 2 Gambut. The research location was chosen based on the consideration that the school serves as a venue for fifth-grade Islamic Religious Education lessons relevant to the material being developed, namely alternative names for the end of the

⁴ Fitria Hidayat and Muhamad Nizar, "ADDIE Model (Analysis, Design, Development, Implementation and Evaluation) in Islamic Religious Education Learning," *Journal of Islamic Religious Education Innovation (JIPAI)* 1, no. 1 (2021): 36, <https://doi.org/10.15575/jipai.v1i1.11042>.

world. Furthermore, problems were identified in the learning process, both in terms of media, methods, and evaluation, thus supporting the development of this research.

2. RESULTS AND DISCUSSION

a. ANALYSIS

1) Learning Outcomes

Learning outcomes prior to development focused on cognitive aspects, namely "students know Allah SWT through Asmaul Husana, understand the inevitability of the events of the end of the world, and understand the concepts of qada and qadar." In the material on the names of the end of the world, students were directed to recognize and understand the basic meaning of each term according to the material contained in the textbook. However, the material presented was still limited to simple explanations and was not supported by relevant Quranic verses. According to Abdul Majid, good teaching materials must be arranged systematically to help students understand the learning material effectively.⁵

2) Learning objectives

The learning objectives prior to development focused on basic cognitive skills, namely, "students are able to name other names for the Last Day" based on the material contained in the textbook. Learning still emphasized simple terminology without reinforcement of Quranic verses or deeper explanations of meaning. According to Benjamin S. Bloom, learning objectives in the cognitive domain emphasize students' ability to remember and understand basic knowledge before reaching higher levels of thinking.⁶

3) Material

The learning materials used before the development were still sourced from textbooks that presented other names for the Last Day in a simple and limited manner. The materials only included brief terms and definitions, such as Yaumul Ba'ats, Yaumul Mahsyar, Yaumul Mizan, Yaumul Hisab, and Yaumul Jaza'. Furthermore, the materials were not yet supplemented with relevant Qur'anic verses to strengthen understanding. The presentation of the materials was also still textual and theoretical, so learning emphasized the introduction of basic concepts as outlined in the textbooks. According to Andi Prastowo, good teaching materials not only present material theoretically but also help

⁵ Abdul Majid, *Learning Planning* (Bandung: Remaja Rosdakarya, 2011), p. 174.

⁶ Benjamin S. Bloom, *Taxonomy of Educational Objectives: The Classification of Educational Goals* (New York: Longmans, Green and Co., 1956), p. 62.

students understand concepts more clearly, systematically, and meaningfully.⁷

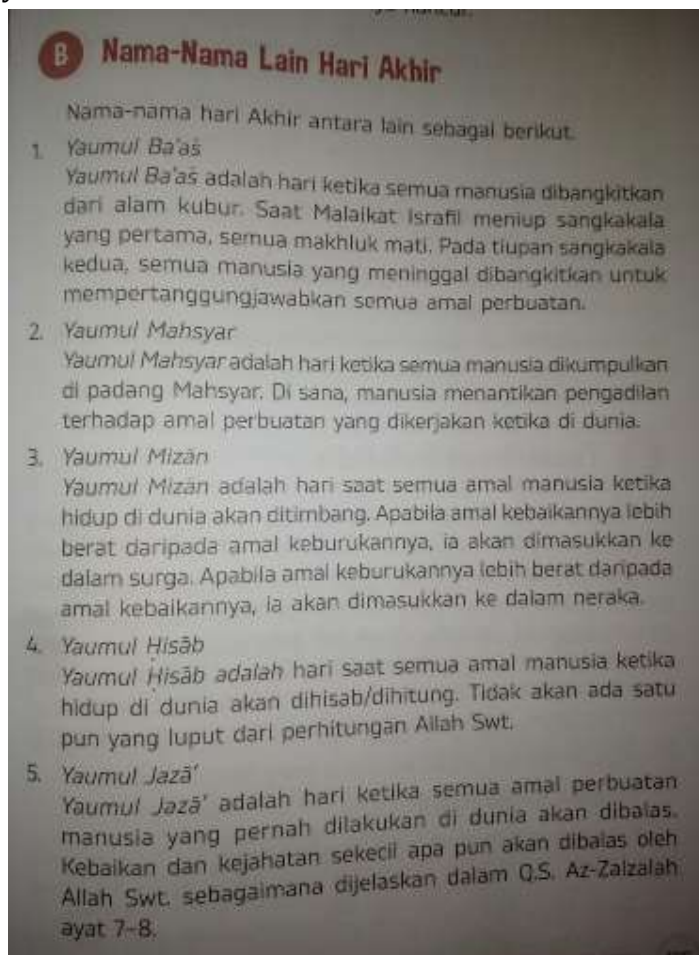


Figure 1 Display of learning materials on other names for the end of the day used in textbooks

4) Media

The learning media used by teachers before the development was limited to textbooks containing brief textual explanations of the names of the final days. These media were not supplemented with Quranic verses, contextual examples, or other learning aids that could aid student understanding. As a result, learning tended to be theoretical and focused on delivering material based on the textbook's content. According to Azhar Arsyad, learning media is used to help clarify the delivery of material so that it can improve students' understanding of the material being studied.⁸

⁷Andi Prastowo, *Creative Guide to Making Innovative Teaching Materials* (Yogyakarta: Diva Press, 2015), p. 24.

⁸Azhar Arsyad, *Learning Media* (Jakarta: Rajawali Pers, 2017), p. 19.

5) Method

The teaching method used by teachers before the development was still the lecture method. Learning takes place in a one-way fashion, with the teacher as the center of delivery, while students primarily listen and take notes. This method is used to help students understand the basic material as outlined in the textbook. According to Wina Sanjaya, the lecture method is a learning method that places the teacher as the center of information delivery, while students primarily receive and listen to the teacher's explanations.⁹

6) Evaluation

The learning evaluation used by teachers prior to the development focused on cognitive aspects through written tests. The assessment was conducted to measure students' ability to name and understand the material on the names of the final days according to the textbook. The evaluation used still emphasized mastery of basic knowledge and memorization of the material. According to Suharsimi Arikunto, learning evaluation in the cognitive domain aims to measure students' ability to understand, remember, and master the learning material that has been presented.¹⁰

BAB 7	Iman kepada Hari Akhir
Capaian Pembelajaran	A. Meyakini Adanya Hari Akhir
Peserta didik dapat mengenal Allah	B. Nama-Nama Lain Hari Akhir
melalui asmaulhusna, memahami	C. Tanda-Tanda Hari Akhir
keterkaitan peristiwa hari akhir, qada	D. Hikmah Beriman kepada Hari Akhir
dan qadar.	E. Sikap yang Mencerminkan Iman
	kepada Hari Akhir
	Rangkuman
	Latihan Ulangan Bab 7
	Praproyek

Figure 2 Display of learning outcomes for other names for the end of the day in textbooks

⁹ Wina Sanjaya, *Learning Strategy Oriented to Educational Process Standards* (Jakarta: Kencana, 2016), p. 147.

¹⁰ Suharsimi Arikunto, *Basics of Educational Evaluation* (Jakarta: Bumi Aksara, 2018), p. 33.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
SEBELUM DIKEMBANGKAN

Satuan Pendidikan : SDN Pasar Kamis 2 Gambut
Mata Pelajaran : Pendidikan Agama Islam
Kelas / Semester : V (Lima) / 2 (Dua)
Materi : Nama-nama Lain Hari Akhir
Alokasi Waktu : 2 x 35 menit (1 kali pertemuan)

A. CAPAIAN PEMBELAJARAN

Peserta didik mengenal Allah Swt. melalui Asmaul Husna, memahami keniscayaan peristiwa hari akhir, serta mengetahui konsep qada dan qadar. Pada materi nama-nama hari akhir, peserta didik diarahkan untuk mengenal dan memahami pengertian dasar setiap istilah sesuai materi yang terdapat dalam buku ajar.

B. TUJUAN PEMBELAJARAN

Peserta didik mampu menyebutkan nama-nama lain hari akhir berdasarkan materi yang terdapat dalam buku ajar.

C. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Guru membuka pembelajaran dengan salam dan doa. 2. Guru menanyakan kabar dan mengecek kehadiran siswa. 3. Guru melakukan apersepsi dengan menanyakan: "Siapa yang tahu tentang hari akhir?" 4. Guru menyampaikan tujuan pembelajaran.	10 menit
Inti	1. Eksplorasi - Guru menjelaskan pengertian hari akhir secara umum. - Guru menyebutkan nama-nama lain hari akhir sesuai materi dalam buku ajar. 2. Elaborasi - Guru menjelaskan pengertian dari setiap nama hari akhir secara sederhana. - Guru memberikan contoh sederhana terkait setiap nama hari akhir. 3. Konfirmasi - Guru memberikan kesempatan kepada siswa untuk bertanya. - Guru memberikan penguatan terhadap jawaban siswa.	50 menit
Penutup	1. Guru bersama siswa menyimpulkan materi pembelajaran. 2. Guru memberikan refleksi sederhana tentang pentingnya mengetahui hari akhir. 3. Guru menutup pembelajaran dengan doa dan salam.	10 menit

D. MEDIA / SUMBER BELAJAR

1. Buku Paket Pendidikan Agama Islam dan Budi Pekerti Kelas V
2. Papan tulis dan spidol

E. PENILAIAN

Aspek Penilaian	Teknik Penilaian	Bentuk Penilaian	Instrumen Penilaian
Pengetahuan	Tes Tertulis	Pilihan Ganda	Soal Pilihan Ganda

Figure 3 RPP before it was developed

b. DESIGN

1) Foundation

- a) **Legal Basis:** The legal basis for developing learning refers to Law Number 20 of 2003 concerning the National Education System which states that " *education aims to develop the potential of students to become human beings who believe in, fear God Almighty, and have noble morals* . "¹¹

The development of learning materials refers to Law Number 20 of 2003 concerning the National Education System, which explains that education aims to develop students' potential to become people of faith, piety, and noble character. In Islamic Religious Education (IS), this goal is realized through material on faith, including learning about the end of the world. Therefore, learning materials need to be developed to help students understand the concept of faith more deeply .

b) The basis of the Qur'an

Belief in the Last Day is one of the pillars of faith that every Muslim must believe in . The Quran explains various events of the Last Day through several verses, such as QS. Al-Hajj verse 7 about the resurrection of man, QS. Maryam verse 85 about Yaumul Mahsyar, QS. Al-A'raf verse 8 about the scales of deeds, and QS. Az-Zalzalah verses 7–8 about the reward for every deed. These verses are an important basis in developing the material on the names of the Last Day so that students not only know the terms, but also understand the basis of the Quran related to the material .

c) Theoretical Foundation

The development of learning materials is necessary so that the material presented is not only simple and textual, but also able to help students understand concepts more clearly and systematically. One model often used in developing teaching materials is the ADDIE model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. ¹²This model is used because it has systematic steps and facilitates the process of developing learning materials in stages. Through the ADDIE model, the material on the names of the last days can be developed by adding relevant Quranic

¹¹ Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (State Gazette of the Republic of Indonesia 2003 Number 78)

¹² Yudhi Fachrudin, "Application of ADDIE in Developing Multimedia for Islamic Education Learning Using the Canva Application," *Tarbawi* 8, no. 1 (2025): 92, <https://doi.org/10.51476/tarbawi.v8i1.708>.

verses, so that the material is more comprehensive and easier for students to understand.¹³

The basis for developing the material on the names of the last days is based on legal, Qur'anic, and theoretical aspects. Legally, the development of the material refers to Law Number 20 of 2003 concerning the National Education System, which aims to shape students who are faithful, pious, and have noble morals. From a normative aspect, the development of the material is supported by verses from the Qur'an about the last day, such as QS. Al-Hajj verse 7, QS. Maryam verse 85, QS. Al-A'raf verse 8, and QS. Az-Zalzalah verses 7–8. Meanwhile, theoretically, the development of the material uses the ADDIE model because it has systematic stages that help the preparation of the material to be more focused and easier for students to understand.

2) Design

a) Learning Outcomes

After the development, learning outcomes remained focused on the cognitive aspect, namely, students were able to clearly state and understand the names of the end times and were aware of the Quranic verses related to the material. Furthermore, the developed material helped students understand the meaning of Quranic verses about the end times in a more contextual way, in accordance with the learning provided.

b) Learning objectives

- 1) Explaining the meaning of the names of the last days in simple terms
- 2) Mentioning the names of the last days along with the evidence from the Qur'an
- 3) Explain the meaning of the verses of the Qur'an about the last day in a simple way
- 4) Relate understanding about the last days with examples in everyday life

c) Material

Other Names for the Last Day

The Last Day is the day when all life on earth ends and the afterlife begins. In the Quran, the Last Day has several names, indicating the events that will occur on that day. After further development, the material not only contains a simple explanation but

¹³ I. Made Teguh and I. Made Kirna, "Development of Educational Research Method Teaching Materials with the Addie Model," *IKA*, advance online publication, 2013, 16, <https://doi.org/10.23887/ika.v11i1.1145>.

also includes relevant Quranic verses so students understand the basic concept of the Last Day in Islamic teachings.

1. Yaumul Ba'ats (يَوْمُ الْبَعْثِ)

Yaumul Ba'ats is the day when all humans are resurrected from the grave after the Angel Israfil blows the second trumpet. On that day, all humans who have died will be brought back to life to be held accountable for all his deeds during his life in the world.

Allah SWT. says in QS. Al-Hajj verse 7:

وَأَنَّ السَّاعَةَ آتِيَةٌ لَا رَيْبَ فِيهَا وَأَنَّ اللَّهَ يَبْعَثُ مَنْ فِي الْقُبُورِ

It means:

"And indeed the Day of Resurrection will surely come, there is no doubt about it; and indeed Allah will raise up anyone who is in the grave."¹⁴

This verse explains that the resurrection of humans on the last day is something that will definitely happen by the will of Allah SWT.

2. Yaumul Mahsyar (يَوْمُ الْمَحْشَرِ)

Yaumul Mahsyar is the day when all humans are gathered in the Mahsyar field after being raised from the grave. On that day, humans waited for Allah SWT's decision. towards all his deeds during his life on earth.

Allah SWT. says in QS. Maryam verse 85:

يَوْمَ نَحْشُرُ الْمُتَّقِينَ إِلَى الرَّحْمَنِ وَفْدًا

It means:

"(That is) on the day We gather those who fear God the Most Merciful as a glorified company."¹⁵

This verse explains that humans will be gathered before Allah SWT on the last day.

3. Yaumul Mizan (يَوْمُ الْمِيزَانِ)

Yaumul Mizan is the day when all human deeds are weighed while living in the world. Good deeds and bad deeds will be weighed fairly by Allah SWT.

Allah SWT. says in QS. Al-A'raf verse 8:

وَالْوَزْنُ يَوْمَئِذٍ الْحَقُّ فَمَنْ ثَقُلَتْ مَوَازِينُهُ فَأُولَئِكَ هُمُ الْمُفْلِحُونَ

It means:

¹⁴ Ministry of Religion of the Republic of Indonesia, *Al-Qur'an and its Translation* (Jakarta: Ministry of Religion of the Republic of Indonesia, 2019), QS. Al-Hajj [22]: 7.

¹⁵ Ministry of Religion of the Republic of Indonesia, *Al-Qur'an and its Translation* (Jakarta: Ministry of Religion of the Republic of Indonesia, 2019), QS. Maryam [19]: 85.

"The scales on that day will be just. So whoever's scales of good deeds are heavy, they are the successful."¹⁶

This verse explains that Allah SWT will weigh human deeds very fairly.

4. Yaumul Hisab (يَوْمُ الْحِسَابِ)

Yaumul Hisab is the day when all human deeds during life in this world will be counted. Not a single human deed will escape the reckoning of Allah SWT.

On that day, all good and bad deeds will be shown and counted fairly according to the actions of each person.

5. Yaumul Jaza' (يَوْمُ الْجَزَاءِ)

Yaumul Jaza' is the day of retribution for all human deeds. Every good deed will be rewarded, while every bad deed will be repaid according to its deeds.

Allah SWT says in QS. Az-Zalzalah verses 7-8:

وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ ﴿٨﴾ فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ ﴿٧﴾

It means:

"So whoever does good deeds as heavy as zarrah, he will surely see (the reward) . And whoever does evil as heavy as zarrah, he will surely see (reward) for it."¹⁷

This verse explains that all human deeds, no matter how small , will be rewarded by Allah SWT.

Through the development of this material, learning the names of the last days does not only focus on introducing simple terms and definitions, but is also reinforced with relevant verses from the Qur'an so as to help students understand the concept of the last days more clearly and in a focused manner .

d) Method

This lesson uses a *Contextual Teaching and Learning* (CTL) approach to support the delivery of material, making it more contextual and easier for students to understand. This approach helps students connect the topic of the names of the final days to everyday life, making the learning more meaningful and not merely theoretical.

The methods used include:

1. **Interactive lectures** , to explain the basic concepts of the material and the verses of the Qur'an in a focused manner.

¹⁶ Ministry of Religion of the Republic of Indonesia, *Al-Qur'an and its Translation* (Jakarta: Ministry of Religion of the Republic of Indonesia, 2019), QS. Al-A'raf [7]: 8.

¹⁷ Ministry of Religion of the Republic of Indonesia, *Al-Qur'an and its Translation* (Jakarta: Ministry of Religion of the Republic of Indonesia, 2019), QS. Az-Zalzalah [99]: 7-8.

2. **Discussion** , to help students understand the material through collaborative learning activities.
3. **Questions and answers** , to find out students' understanding of the material being studied.
4. **Simple reflection** , to help students relate material to examples in everyday life.

By using this method, learning becomes more varied and helps students understand the material more clearly.

e) **Media**

The media used in this learning process is not limited to textbooks but has been developed to be more varied to support clearer and more contextual delivery of the material. The media used include:

1. The Qur'an, as the main source in presenting the arguments relating to the names of the last days.
2. Islamic Education textbook, as a basic reference for learning materials.
3. Visual media (PPT or teaching sheets), to help display a summary of the material and make it easier for students to understand.
4. Student Worksheets (LKPD), to help students understand the material through learning activities.
5. The school environment, as a supporter in linking material with simple examples in everyday life.

The use of this media aims to help students understand the material on the names of the last days more clearly, especially with the addition of relevant Qur'anic verses in the learning.¹⁸

f) **Evaluation**

Learning evaluations were conducted to measure students' understanding of the final days of the week material after further development. Assessment focused on cognitive aspects through written tests and learning activities.

1. **Written test**

Conducted to measure students' understanding of the material, including:

- Mentioning the names of the last days
- Explaining the meaning of each name of the final day

¹⁸ Yunita Sari et al., "Effectiveness of Using Audiovisual Learning Media in Improving Understanding of Material Among Elementary School Students," *MetaBio : Journal of Education* 7, no. 1 (2025): 43, <https://doi.org/10.36985/3ngx3e36>.

- Mentioning the evidence from the Qur'an related to the material
- Explain the meaning of the verse simply

2. Question and answer

This is done to determine students' understanding of the material that has been studied through simple questions during the learning process.

3. Learning Reflection

Students are given the opportunity to relate the material to simple examples in everyday life, such as the importance of doing good and being responsible for the actions they take.

With this evaluation, learning not only assesses students' ability to remember the material, but also their understanding of the contents of the material and the verses of the Qur'an related to the names of the final days.

Nama-Nama Lain Hari Akhir

Hari akhir adalah hari berakhirnya seluruh kehidupan di dunia dan dimulainya kehidupan akhirat. Dalam Al-Qur'an, hari akhir memiliki beberapa nama yang menunjukkan peristiwa-peristiwa yang terjadi pada hari tersebut. Setelah dilakukan pengembangan, materi tidak hanya memuat pengertian sederhana, tetapi juga dilengkapi dengan dalil Al-Qur'an yang relevan agar siswa memahami dasar konsep hari akhir dalam ajaran Islam.

1. Yaumul Ba'ats (يوم البعث)

Yaumul Ba'ats adalah hari dibangkitkannya seluruh manusia dari alam kubur setelah Malaikat Israfil meniup sangkakala kedua. Pada hari itu, semua manusia yang telah meninggal akan hidup kembali untuk mempertanggungjawabkan seluruh amal perbuatannya selama di dunia.

Allah Swt. berfirman dalam QS. Al-Hajj ayat 7:

وَأَنَّ السَّاعَةَ آتِيَةٌ لَا رَيْبَ فِيهَا وَأَنَّ الْآخِرَةَ خَيْرٌ مِنَ الْأُولَى

Artinya:

"Dan sesungguhnya hari kiamat itu pasti datang, tidak ada keraguan padanya; dan sesungguhnya Allah akan membangkitkan siapa pun yang di dalam kubur."

Ayat tersebut menjelaskan bahwa kebangkitan manusia pada hari akhir adalah sesuatu yang pasti terjadi atas kehendak Allah Swt.

2. Yaumul Mahsyar (يوم المحشر)

Yaumul Mahsyar adalah hari dikumpulkannya seluruh manusia di padang Mahsyar setelah dibangkitkan dari kubur. Pada hari itu manusia menunggu keputusan Allah Swt. terhadap seluruh amal perbuatannya.

Allah Swt. berfirman dalam QS. Maryam ayat 85:

يَوْمَ نَحْشُرُ الْمُتَّقِينَ إِلَى الْآرْضِ وَالْجِبَالِ

Artinya:

"(Yaitu) pada hari Kami mengumpulkan orang-orang yang bertakwa kepada Tuhan Yang Maha Pengasih sebagai rombongan yang dimulakan."

Ayat tersebut menjelaskan bahwa manusia akan dikumpulkan di hadapan Allah Swt. pada hari akhir.

3. Yaumul Mizan (يوم الميزان)

Yaumul Mizan adalah hari ditimbangannya seluruh amal manusia selama hidup di dunia. Amal baik dan amal buruk akan ditimbang secara adil oleh Allah Swt.

Allah Swt. berfirman dalam QS. Al-A'raf ayat 8:

وَالْوِزْانُ يُنْزَلُ الْحَقُّ فَتُنْقَلَتُ حُوزَاتُهُ فُلُوكُكُمْ هُمْ السَّالِفُونَ

Artinya:

"Timbangan pada hari itu adalah benar (adil). Maka barang siapa berat timbangan kebaikannya, mereka itulah orang-orang yang beruntung."

Ayat ini menjelaskan bahwa Allah Swt. akan menimbang amal manusia dengan sangat adil.

4. Yaumul Hisab (يوم الحساب)

Yaumul Hisab adalah hari di mana Allah Swt. akan menghitung seluruh amal manusia di dunia. Tidak ada satu pun perbuatan yang terlewat.

Pada hari tersebut, seluruh manusia akan dihadapkan kepada Allah Swt. dengan adil sesuai perbuatan masing-masing.

5. Yaumul Jaza' (يوم الجزاء)

Yaumul Jaza' adalah hari pemberian balasan kepada manusia atas amal perbuatannya. Orang-orang yang berbuat baik akan mendapatkan balasan surga, sedangkan orang-orang yang berbuat buruk akan mendapatkan balasan neraka.

Allah Swt. berfirman dalam QS. Al-Baqarah ayat 281:

وَأَن تَعْلَمَ أَنَّ السَّاعَةَ آتِيَةٌ وَأَنَّكُمْ تُسْأَلُونَ

Artinya:

"Maka barang siapa mengimani, maka ia akan beriman dengan (balasan)nya. Dan barang siapa mendurhakai, maka ia akan mendurhakai (balasan)nya."

Ayat tersebut menjelaskan bahwa manusia akan mendapatkan balasan dari Allah Swt. sesuai dengan amal perbuatannya.

Melalui pengembangan materi ini, diharapkan siswa dapat memahami secara lebih jelas dan terarah.

Figure 4 RPP after being developed

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	
A. Identitas	
Satuan Pendidikan	: SDN Pasar Kamis 2 Gambut
Mata Pelajaran	: Pendidikan Agama Islam
Kelas/Semester	: V / Genap
Materi	: Nama-nama lain Hari Akhir
Alokasi Waktu	: 1 x Pertemuan (2 x 35 menit)
B. Capaian Pembelajaran	
Capaian Pembelajaran mencakup aspek kognitif, peserta didik mampu menyebutkan nama-nama lain hari akhir	
C. Tujuan Pembelajaran	
1. Menjelaskan pengertian nama-nama hari akhir secara sederhana. 2. Menyebutkan nama-nama hari akhir beserta dalil Al-Qur'annya. 3. Menjelaskan makna ayat Al-Qur'an tentang hari akhir secara sederhana. 4. Mengaitkan pemahaman tentang hari akhir dengan contoh dalam kehidupan sehari-hari	
D. Indikator	
1. Menjelaskan pengertian hari akhir dan nama-namanya secara sederhana. 2. Menyebutkan dalil Al-Qur'an tentang Yaumul Ba'ats, Yaumul Mahsyar, Yaumul Mizan, Yaumul Hisab, dan Yaumul Jaza'. 3. Menjelaskan makna ayat Al-Qur'an tentang hari akhir secara sederhana. 4. Mengaitkan materi nama-nama hari akhir dengan contoh dalam kehidupan sehari-hari.	
E. Materi	
1. Pengertian hari akhir 2. Nama-nama hari akhir: a. Yaumul Ba'ats (QS. Al-Hajj: 7) b. Yaumul Mahsyar (QS. Maryam: 85) c. Yaumul Mizan (QS. Al-A'raf: 8) d. Yaumul Hisab & Jaza' (QS. Az-Zalzalah: 7-8)	
F. Pendekatan	
Contextual Teaching and Learning (CTL)	
G. Metode	
Ceramah interaktif, diskusi, tanya jawab, refleksi	
H. Langkah Pembelajaran	
Pendahuluan (10 menit)	1. Guru memberi salam dan doa 2. Apersepsi: "Apakah semua perbuatan kita akan diketahui?" 3. Menyampaikan tujuan pembelajaran
Kegiatan Inti (50 menit)	a. Mengaitkan (CTL) Guru mengaitkan materi dengan kehidupan sehari-hari melalui pertanyaan sederhana tentang perbuatan baik dan buruk. b. Eksplorasi 1. Guru menjelaskan pengertian hari akhir dan nama-namanya. 2. Guru menampilkan dalil Al-Qur'an yang berkaitan dengan materi. 3. Guru menjelaskan makna ayat secara sederhana. c. Diskusi 1. Siswa dibagi menjadi beberapa kelompok kecil. 2. Setiap kelompok membahas salah satu nama hari akhir. 3. Siswa menyampaikan hasil diskusi secara sederhana. d. Tanya Jawab Guru memberikan pertanyaan untuk mengetahui pemahaman siswa terhadap materi. e. Refleksi

Penutup (10 menit)	
I. Penilaian	
Penilaian Kognitif Dilakukan melalui tes tertulis dan tanya jawab. Bentuk Penilaian: • Menyebutkan nama-nama hari akhir. • Menjelaskan pengertian hari akhir. • Menyebutkan dalil Al-Qur'an. • Menjelaskan makna hari akhir.	
J. Instrumen	
Penilaian Kognitif Bentuk Penilaian Tes tertulis dan tanya jawab. Instrumen Soal 1. Jelaskan pengertian Yaumul Ba'ats. 2. Sebutkan nama-nama hari akhir. 3. Sebutkan dalil Al-Qur'an tentang hari akhir. 4. Jelaskan makna QS. Al-A'raf: 8. 5. Berikan contoh sederhana dari hari akhir dalam kehidupan sehari-hari.	
Rubrik Penilaian Kognitif	
Skor	Kriteria Penilaian
4	Jawaban benar dan lengkap
3	Jawaban benar dan sebagian lengkap
2	Jawaban benar dan sebagian kecil lengkap
1	Jawaban benar dan sebagian sangat kecil lengkap
0	Tidak menjawab
Aspek yang Dinilai	
No	Aspek Penilaian
1	Pemahaman
2	Penguasaan
3	Pemahaman
4	Pemahaman
5	Keterkaitan
Pedoman Penskoran	
Rentang Nilai	Skor
86-100	4
71-85	3
56-70	2
≤55	1

Figure 5 RPP after being developed

c. DEVELOPMENT

In the development stage, the learning materials for other names for the final day are developed based on the analysis and design previously prepared. This is done by revising and supplementing the material contained in the textbook to make it more comprehensive, systematic, and easier for elementary school students to understand.¹⁹

Material development was carried out by adding relevant Qur'anic arguments to each discussion of the names of the last days, namely QS. Al-Hajj verse 7 about Yaumul Ba'ats, QS. Maryam verse 85 about Yaumul Mahsyar, QS. Al-A'raf verse 8 about Yaumul Mizan, as well as QS. Az-Zalzalah verses 7-8 about Yaumul Jaza'. Apart from adding propositions, the material

¹⁹ Reni Dwi Jayanti et al., "Utilization of Digital Literacy as an Effort to Strengthen National Integration in Social Studies Learning for Students in Schools," *Journal of Education : Research and Conceptual* 7, no. 2 (2023): 738, https://doi.org/10.28926/riset_konseptual.v7i2.716.

was also developed with simple explanations of the meaning of verses to suit the characteristics of fifth grade elementary school students.

At this stage, learning media were also developed, including PowerPoint presentations, teaching sheets, and student worksheets (LKPD) to support learning. These media were developed to facilitate more engaging and focused material delivery and facilitate students' understanding of the concept of the end of the world and its Quranic verses.

Furthermore, the learning process is designed using a Contextual Teaching and Learning (CTL) approach, which includes interactive lectures, discussions, questions and answers, and simple reflections. This approach aims to help students connect the material to everyday examples, making learning easier to understand and more meaningful, not just theoretical.²⁰

The products produced at this stage include learning materials on the names of the final days, supplemented with Quranic verses, PPT media, and student worksheets (LKPD). After the product was developed, revisions and adjustments were made to the content, language, and presentation to align with the learning objectives and characteristics of elementary school students.

d. IMPLEMENTATION

In the implementation stage, the developed learning product was applied to fifth-grade students of SDN Pasar Kamis 2 Gambut in the Islamic Religious Education subject, covering the topic of other names for the end of the world. This stage was conducted to determine the implementation of the learning, student responses, and the level of student understanding of the developed material.²¹

The learning implementation is carried out using pre-developed materials supplemented with relevant Quranic verses, and supported by learning media in the form of PPT, teaching sheets, and LKPD. The learning also uses a Contextual Teaching and Learning (CTL) approach to make the material easier for students to understand. Learning activities are carried out in one meeting with a time allocation of 2 x 35 minutes .

²⁰ Tatang Hidayat and Syahidin Syahidin, "Learning Innovations in Islamic Religious Education Through Contextual Teaching and Learning Models in Improving Students' Level of Thinking," *Journal of Islamic Religious Education* 16, no. 2 (2019): 117, <https://doi.org/10.14421/jpai.2019.162-01>.

²¹ Rini Mulyasari and Marah Doly, "Development of Teaching Materials for Flat-Sided Space Structures Using the ADDIE Model (Elementary School)," *GENTA MULIA: Jurnal Ilmiah Pendidikan*, advance online publication, 2023, 338, <https://doi.org/10.61290/gm.v14i1.698>.

In the introductory activity, the teacher opens the lesson with a greeting, prayer, and an apperception about the importance of every human action and its connection to the final day. The teacher then explains the learning objectives so that students understand the material to be covered.

In the core activity, the teacher gradually explains the meaning of the Last Day and other names for the Last Day. The teacher also displays Quranic verses related to the Day of Judgement, the Day of Reckoning, the Day of Mizan, the Day of Hisab, and the Day of Jaza'. Then, the teacher explains the meaning of the verses simply so that students can easily understand them. Next, students are divided into small groups to discuss the material they have learned through the provided worksheets.

Through discussions and question-and-answer sessions, students are given the opportunity to express their understanding of the names of the Last Days and their Quranic references. Teachers guide students throughout the learning process and reinforce their answers and discussions. Furthermore, teachers relate the material to simple examples from everyday life to make learning more contextual and easier for students to understand.

In the closing activity, the teacher and students summarize the learning material they have learned. The teacher then provides a simple reflection on the importance of understanding the end of days and concludes the lesson with a prayer.

After implementation, the teacher provides an evaluation in the form of a written test and a simple question-and-answer session to determine students' understanding of the material on the names of the final days and their Quranic verses. The implementation results are used to assess the achievement of learning objectives and serve as evaluation material for refining the developed learning products.

e. EVALUATION

The evaluation phase was conducted to determine the results of the development of learning materials on other names for the end of the day that had been implemented for fifth-grade students at SDN Pasar Kamis 2 Gambut. The evaluation was conducted to see the achievement of learning objectives, the level of student understanding of the material, and to determine the strengths and weaknesses of the learning products that had been developed.

Evaluation is conducted in stages during and after the learning process. Assessment focuses on cognitive aspects through written tests, Q & A sessions, and learning reflections. The written tests are used to measure students' ability to name the last days, explain the meaning of each name, cite Quranic verses related to the material, and explain the meaning of

verses simply. In addition, teachers conduct Q & A sessions throughout the learning process to determine students' understanding of the material presented.²²

During the reflection activity, students are given the opportunity to relate the material to simple examples from everyday life. This activity aims to help students understand that the final day material is not only theoretical but also relevant to everyday life. Through this reflection, teachers can determine students' level of understanding of the material they have learned.

In addition to evaluating student understanding, evaluations were also conducted on the developed learning products, including materials, media, methods, and learning implementation. Material evaluations were conducted to determine the suitability of the content to the learning objectives and characteristics of elementary school students. Media evaluations were conducted to determine whether the PPT, teaching sheets, and LKPD used were able to help students understand the material more clearly. Meanwhile, learning method evaluations were conducted to determine the effectiveness of the Contextual Teaching and Learning (CTL) approach in helping students understand the material more contextually.²³

Based on the evaluation results, the material development showed that the addition of Quranic verses helped students understand the concept of the names of the Last Days more clearly than the previous material, which only contained simple definitions. The use of more varied learning media also helped increase students' attention and understanding during the learning process.

The evaluation results are then used to revise and refine the learning product, including its content, language use, media presentation, and learning process. Thus, the developed product is expected to be better, more systematic, and more suited to the needs of elementary school students in understanding the names of the final days.

MATERIAL APPENDIX

Nama-Nama Lain Hari Akhir

Hari akhir adalah hari berakhirnya seluruh kehidupan di dunia dan dimulainya kehidupan akhirat. Dalam Al-Qur'an, hari akhir memiliki beberapa nama yang menunjukkan peristiwa-peristiwa yang terjadi pada hari tersebut. Setelah dilakukan pengembangan, materi tidak hanya memuat pengertian sederhana, tetapi juga dilengkapi dengan dalil Al-Qur'an yang relevan agar siswa memahami dasar

²² Ikrima Mailani, "Implementation of the Contextual Teaching and Learning Approach in Islamic Religious Education," *AL-HIKMAH Journal* 1 (2019): 19, <https://doi.org/10.36378/al-hikmah.v1i1.59>.

²³ Chairul Anwar, "Literature Review: Contextual Teaching and Learning in Islamic Religious Education Material," *EDUCASIA: Journal of Education, Teaching, and Learning* 6, no. 1 (2021): 16, <https://doi.org/10.21462/educasia.v6i1.59>.

konsep hari akhir dalam ajaran Islam.

1. Yaumul Ba'ats (يَوْمُ الْبَعْثِ)

Yaumul Ba'ats adalah hari dibangkitkannya seluruh manusia dari alam kubur setelah Malaikat Israfil meniup sangkakala kedua. Pada hari itu, semua manusia yang telah meninggal akan hidup kembali untuk mempertanggungjawabkan seluruh amal perbuatannya selama di dunia.

Allah Swt. berfirman dalam QS. Al-Hajj ayat 7:

وَأَنَّ السَّاعَةَ آتِيَةٌ لَا رَيْبَ فِيهَا وَأَنَّ اللَّهَ يَبْعَثُ مَنْ فِي الْقُبُورِ

Artinya:

“Dan sesungguhnya hari kiamat itu pasti datang, tidak ada keraguan padanya; dan sesungguhnya Allah akan membangkitkan siapa pun yang di dalam kubur.”

Ayat tersebut menjelaskan bahwa kebangkitan manusia pada hari akhir adalah sesuatu yang pasti terjadi atas kehendak Allah Swt.

2. Yaumul Mahsyar (يَوْمُ الْمَحْشَرِ)

Yaumul Mahsyar adalah hari dikumpulkannya seluruh manusia di padang Mahsyar setelah dibangkitkan dari kubur. Pada hari itu manusia menunggu keputusan Allah Swt. terhadap seluruh amal perbuatannya.

Allah Swt. berfirman dalam QS. Maryam ayat 85:

يَوْمَ نَحْشُرُ الْمُتَّقِينَ إِلَى الرَّحْمَنِ وَفْدًا

Artinya:

“(Yaitu) pada hari Kami mengumpulkan orang-orang yang bertakwa kepada Tuhan Yang Maha Pengasih sebagai rombongan yang dimuliakan.”

Ayat tersebut menjelaskan bahwa manusia akan dikumpulkan di hadapan Allah Swt. pada hari akhir.

3. Yaumul Mizan (يَوْمُ الْمِيزَانِ)

Yaumul Mizan adalah hari ditimbangnnya seluruh amal manusia selama hidup di dunia. Amal baik dan amal buruk akan ditimbang secara adil oleh Allah Swt.

Allah Swt. berfirman dalam QS. Al-A'raf ayat 8:

وَالْوَزْنُ يَوْمَئِذٍ الْحَقُّ ۖ فَمَنْ ثَقُلَتْ مَوَازِينُهُ فَأُولَٰئِكَ هُمُ الْمُفْلِحُونَ

Artinya:

“Timbangan pada hari itu adalah benar (adil). Maka barang siapa berat timbangan kebaikannya, mereka itulah orang-orang yang beruntung.”

Ayat ini menjelaskan bahwa Allah Swt. akan menimbang amal manusia dengan sangat adil.

4. Yaumul Hisab (يَوْمُ الْحِسَابِ)

Yaumul Hisab adalah hari diperhitungkannya seluruh amal manusia selama hidup di dunia. Tidak ada satu pun perbuatan manusia yang akan luput dari perhitungan Allah Swt.

Pada hari tersebut, seluruh amal baik maupun buruk akan diperlihatkan dan dihitung dengan adil sesuai perbuatan masing-masing manusia.

5. Yaumul Jaza' (يَوْمُ الْجَزَاءِ)

Yaumul Jaza' adalah hari pembalasan terhadap seluruh amal perbuatan manusia. Setiap kebaikan akan mendapatkan balasan pahala, sedangkan keburukan akan mendapatkan balasan sesuai perbuatannya.

Allah Swt. berfirman dalam QS. Az-Zalzalah ayat 7-8:

وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ ﴿٨﴾ فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ حَيْرًا يَرَهُ ﴿٧﴾

Artinya:

“Maka barang siapa mengerjakan kebaikan seberat zarrah, niscaya dia akan melihat (balasan)nya. Dan barang siapa mengerjakan kejahatan seberat zarrah, niscaya dia akan melihat (balasan)nya.”

Ayat tersebut menjelaskan bahwa seluruh amal manusia sekecil apa pun akan mendapatkan balasan dari Allah Swt.

Melalui pengembangan materi ini, pembelajaran nama-nama hari akhir tidak hanya berfokus pada pengenalan istilah dan pengertian sederhana, tetapi juga diperkuat dengan dalil-dalil Al-Qur'an yang relevan sehingga membantu peserta didik memahami konsep hari akhir secara lebih jelas dan terarah.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	
A. Identitas	
Satuan Pendidikan	: SDN Pasar Kamis 2 Gambut
Mata Pelajaran	: Pendidikan Agama Islam
Kelas/Semester	: V / Genap
Materi	: Nama-nama lain Hari Akhir
Alokasi Waktu	: 1 x Pertemuan (2 x 35 menit)
B. Capaian Pembelajaran	
Capaian Pembelajaran mencakup aspek kognitif, peserta didik mampu menyebutkan nama-nama lain hari akhir	
C. Tujuan Pembelajaran	
1. Menjelaskan pengertian nama-nama hari akhir secara sederhana.	
2. Menyebutkan nama-nama hari akhir beserta dalil Al-Qur'annya.	
3. Menjelaskan makna ayat Al-Qur'an tentang hari akhir secara sederhana.	
4. Mengaitkan pemahaman tentang hari akhir dengan contoh dalam kehidupan sehari-hari	
D. Indikator	
1. Menjelaskan pengertian hari akhir dan nama-namanya secara sederhana.	
2. Menyebutkan dalil Al-Qur'an tentang Yaumul Ba'ats, Yaumul Mahsyar, Yaumul Mizan, Yaumul Hisab, dan Yaumul Jaza'.	
3. Menjelaskan makna ayat Al-Qur'an tentang hari akhir secara sederhana.	
4. Mengaitkan materi nama-nama hari akhir dengan contoh dalam kehidupan sehari-hari.	
E. Materi	
1. Pengertian hari akhir 2. Nama-nama hari akhir: a. Yaumul Ba'ats (QS. Al-Hajj: 7) b. Yaumul Mahsyar (QS. Maryam: 85) c. Yaumul Mizan (QS. Al-A'raf: 8) d. Yaumul Hisab & Jaza' (QS. Az-Zalzalah: 7-8)	
F. Pendekatan	
Contextual Teaching and Learning (CTL)	
G. Metode	
Ceramah interaktif, diskusi, tanya jawab, refleksi	
H. Langkah Pembelajaran	
Pendahuluan (10 menit)	1. Guru memberi salam dan doa 2. Apersepsi: "Apakah semua perbuatan kita akan diketahui?" 3. Menyampaikan tujuan pembelajaran
Kegiatan Inti (50 menit)	a. Mengaitkan (CTL) Guru mengaitkan materi dengan kehidupan sehari-hari melalui pertanyaan sederhana tentang perbuatan baik dan buruk. b. Eksplorasi 1. Guru menjelaskan pengertian hari akhir dan nama-namanya. 2. Guru menampilkan dalil Al-Qur'an yang berkaitan dengan materi. 3. Guru menjelaskan makna ayat secara sederhana. c. Diskusi 1. Siswa dibagi menjadi beberapa kelompok kecil. 2. Setiap kelompok membahas salah satu nama hari akhir. 3. Siswa menyampaikan hasil diskusi secara sederhana. d. Tanya Jawab Guru memberikan pertanyaan untuk mengetahui pemahaman siswa terhadap materi. e. Refleksi Siswa diminta memberikan contoh perilaku baik yang dapat dilakukan dalam kehidupan sehari-hari setelah mempelajari materi hari akhir.

Penutup (10 menit)	1. Menyimpulkan materi 2. Memberikan pesan moral 3. Doa penutup												
I. Penilaian													
Penilaian Kognitif Dilakukan melalui tes tertulis dan tanya jawab. Bentuk Penilaian: Menyebutkan nama-nama hari akhir Menjelaskan pengertiannya Menyebutkan dalil Al-Qur'an Menjelaskan makna ayat secara sederhana													
J. Instrumen													
Penilaian Kognitif Bentuk Penilaian Tes tertulis dan tanya jawab. Instrumen Soal 1. Jelaskan pengertian Yaumul Ba'ats! 2. Sebutkan nama-nama lain hari akhir! 3. Sebutkan dalil Al-Qur'an tentang Yaumul Mahsyar! 4. Jelaskan makna QS. Az-Zalzalah ayat 7–8 secara sederhana! 5. Berikan contoh sederhana yang berkaitan dengan pemahaman tentang hari akhir dalam kehidupan sehari-hari! Rubrik Penilaian Kognitif <table><tr><th>Skor</th><th>Kriteria Penilaian</th></tr><tr><td>4</td><td>Jawaban benar, lengkap, dan jelas</td></tr><tr><td>3</td><td>Jawaban benar tetapi kurang lengkap</td></tr><tr><td>2</td><td>Jawaban kurang tepat dan kurang lengkap</td></tr><tr><td>1</td><td>Jawaban tidak tepat</td></tr><tr><td>0</td><td>Tidak menjawab</td></tr></table>		Skor	Kriteria Penilaian	4	Jawaban benar, lengkap, dan jelas	3	Jawaban benar tetapi kurang lengkap	2	Jawaban kurang tepat dan kurang lengkap	1	Jawaban tidak tepat	0	Tidak menjawab
Skor	Kriteria Penilaian												
4	Jawaban benar, lengkap, dan jelas												
3	Jawaban benar tetapi kurang lengkap												
2	Jawaban kurang tepat dan kurang lengkap												
1	Jawaban tidak tepat												
0	Tidak menjawab												
Aspek yang Dinilai													
No	Aspek Penilaian	Indikator											
1	Pemahaman materi	Mampu menjelaskan pengertian nama-nama hari akhir											
2	Penguasaan konsep	Mampu menyebutkan nama-nama hari akhir dengan benar											
3	Pemahaman dalil	Mampu menyebutkan dalil Al-Qur'an yang berkaitan											
4	Pemahaman makna ayat	Mampu menjelaskan isi ayat secara sederhana											
5	Keterkaitan materi	Mampu mengaitkan materi dengan contoh sederhana dalam kehidupan sehari-hari											
Pedoman Penskoran													
Rentang Nilai	Kategori												
86–100	Sangat Baik												
71–85	Baik												
56–70	Cukup												
≤55	Perlu Bimbingan												

CLOSING

Based on the results of the research and development that has been carried out, it can be concluded that the development of the material on the names of the end times based on Contextual Teaching and Learning (CTL) for fifth grade elementary school students is able to produce learning materials that are more complete, systematic, and contextual than the previous material. The development was carried out by adding relevant Qur'anic verses to each discussion of the names

of the end times, such as Yaumul Ba'ats, Yaumul Mahsyar, Yaumul Mizan, Yaumul Hisab, and Yaumul Jaza', so that students not only know the terms, but also understand the basic Islamic teachings related to the material. In addition, the use of the CTL approach helps students relate the material to everyday life so that learning becomes more meaningful and easier to understand. The use of learning media in the form of PPT, teaching sheets, and LKPD also helps increase students' attention and understanding during the learning process. Based on the results of implementation and evaluation, the development of this material helps improve students' understanding of the concept of the end times and its Qur'anic verses more clearly. Therefore, developing CTL-based learning materials can be an alternative to improving the quality of Islamic Religious Education (ISE), particularly in Islamic faith (aqidah) instruction in elementary schools. Furthermore, this research is expected to serve as a reference for teachers and other researchers in developing ISE learning materials that are more contextual, systematic, and tailored to student needs.

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