Teaching Material Development of Islamic Education Textbook for Students in SMK Muhammadiyah Delanggu

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Abstrak

Penelitian ini bertujuan untuk mengembangkan bahan ajar dalam bentuk buku saku pada mata pelajaran Pendidikan Agama Islam (PAI) yang valid berdasarkan aspek kelayakan isi, kebahasaan, penyajian, kegrafisan dan praktis untuk digunakan peserta didik dalam pembelajaran. Jenis penelitian ini adalah penelitian *(Reasarch)* dan pengembangan *(Development)*, dengan model pengembangan ADDIE yang meliputi analisis), desain, pengembangan, Implementasi), dan evaluasi. Penelitian ini baru dilakukan sampai tahap pengembangan. Teknik analisis data yang digunakan dalam penelitian adalah statistik deskriptif, yaitu dengan cara menghitung persentase nilai validasi. Data-data yang diperoleh berasal dari validator yang terdiri atas tiga dosen ahli, responden yang terdiri atas empat guru dan 34 peserta didik dari SMK Muhammadiyah Delanggu. Hasil penelitian menunjukkan bahwa pengembangan bahan ajar dalam bentuk buku saku pada mata pelajaran PAI kelas XI untuk SMK/SMA/MA se-derajat dinyatakan valid memenuhi aspek kelayakan isi, aspek kelayakan kebahasaan, aspek kelayakan sajian dan aspek kelayakan kegrafisan. Skor rata-rata keseluruhan validasi buku saku adalah 94% dengan kategori sangat valid. Hasil uji coba respons guru dan peserta didik terhadap buku saku PAI berturut-turut adalah 90% dan 95% dengan kriteria sangat baik sehingga buku saku dinyatakan praktis untuk digunakan peserta didik dalam pembelajaran.

Kata kunci: Buku Saku, Pendidikan Agama Islam (PAI)

Abstract

This study aims to develop teaching materials in the form of a textbook on Islamic education (PAI) subjects, which is valid based on the content, language, presentation, graphics, and practical feasibility aspects for students to use in learning. This type of research is research and development with the ADDIE development model, including analysis, design, development, implementation, and evaluation. However, this research has just implemented until the development stage. The data analysis technique employed in this research was descriptive statistics by calculating the percentage of validation scores. The data obtained came from validators consisting of three expert lecturers and respondents comprising four teachers and 34 students from SMK Muhammadiyah Delanggu. The results of the study revealed that the development of teaching materials in the form of Islamic education textbook for class XI for SMK/SMA/MA equals was declared valid (strong), fulfilling content feasibility aspects, linguistic feasibility aspects, presentation feasibility aspects, and graphic feasibility aspects. The overall average score of textbook validation was 94%, with a very valid (strong) category. In addition, the test results of teacher and student responses to the Islamic education textbook, respectively, were 90% and 95%, with very good (positively) criteria. Thus, this textbook positively affect students to be practical for them to use in learning.

Keywords: Textbook, Islamic Education

INTRODUCTION

Education is a communication process that contains the transformation of knowledge, values, and skills, both inside and outside educational institutions, that lasts a lifetime (life long process) from generation to generation. Education is vital for every individual, society, and nation. Education is also a human thing and a conscious effort related to students, educators, educational interactions, the environment, and educational facilities (Siswoyo et al. 2011: 61). Therefore, every element of education must provide some concern so that school programs targeted can be achieved. In this case, in realizing the educational programs, the success of the learning process is an essential factor.

Learning is a process or effort of educators to carry out learning activities for students. Sugihartono et al. (2007: 81) concluded learning as a deliberate effort by educators to convey knowledge and organize and create environmental systems with various methods to carry out learning activities effectively and efficiently and with optimal results. As stated in Government Regulation Number 32 of 2013, learning is "a process of interaction between students, between students and educators and learning resources in a learning environment".

However, not all students can directly understand the subjects, especially Islamic education (PAI) subjects. The student's understanding is only from reading books or listening to teacher's explanations, which are limited to learning at school. Therefore, learning Islamic education should develop various student potentials through the acquisition of concepts oriented to student-centered learning. Islamic religious education subjects should also develop the ability to think analytically, inductively, and deductively to solve related problems .

Various studies have been carried out. According to Rahmawati (2013) regarding the development of a bilingual integrated science pocket book, it is declared feasible with a percentage of 85.7%. Research conducted by Setyono (2013) regarding the development of physics learning media in the form of bulletins in the form of a pocket book is said to be feasible with a percentage of 86.56%. In addition, research conducted by Wahyudi (2013) on the development of geography pocket book teaching materials (BSG) was declared feasible at 90.6% and student responses 85.7%. Therefore, the researchers tried to develop a pocket book as a pocket book teaching material which is expected so that students do not experience difficulties with PAI subjects.

Pocket Book is a visual teaching material. Pocket books are one of the teaching materials that provide opportunities for students to easily and practically learn accounting material because of its small size so that it is easy to carry everywhere and makes students learn independently because learning can be done anywhere and anytime. It is hoped that with these teaching materials students will be active, creative and happy in studying Islam. The penchant of students in using teaching materials will affect the learning outcomes of these students in learning so that they will be able to improve student learning outcomes in learning so that later students will be able to understand the lesson well.

At SMK Muhammadiyah Delanggu, Islamic education subjects still encountered obstacles in the learning process, namely low student learning outcomes. We also found that students often had difficulty understanding Islamic education subjects explained by the teacher, indicated by low test scores. For this reason, to support the student's learning process, the school provides a handbook from the school operational assistance (BOS) fund. However, students were less motivated to read books because the books used had a large size, so they were heavy to carry everywhere and had long reading descriptions. If the textbooks used as learning resources are limited in content, presentation format, and language, the learning process becomes less attractive (Mucharommah et al., 2012). In addition, from the direct observation results, disadvantage was uncovered that some students were less active in learning Islamic education. Also, some participants showed a bored attitude, many of them chatted with their friends, and when there were practice questions, they were reluctant to do their best.

Moreover, based on the interview results with Islamic education teachers via Zoom, the primary teaching materials commonly used in schools were student worksheets from

publishers. Regarding this, students said that their student worksheets contained draft summary and some deficient practice questions. There were also some colorless pictures using opaque paper, and the size of the student worksheet was too big to carry around. Thus, teachers and students wanted practical and easy-to-use teaching materials for learning with complete and easy-to-carry materials. Therefore, this study tries to provide a solution by making textbook-based teaching materials to facilitate student's understanding in learning.

RESEARCH METHODS

This study uses a method of research and development based on the ADDIE model. This model is evident in five main stages (analysis, design, development, implementation, and evaluation). Figure 1 shows ADDIE-based learning model.

Figure 1. ADDIE learning model design (Muruganantham, 2015)

This research's object is teaching materials in the form of Islamic education textbook for class XI. The instruments consist of the Islamic education learning syllabus, validation sheet, validation elaboration, teacher response questionnaire sheet, student response questionnaire sheet, and teaching materials in the form of a textbook. We conduct product trial at SMK Muhammadiyah Delanggu, with respondents consisting of four teachers and 34 students. The data collection technique in this study is textbook validation by the validator team. We collect the textbook research data from the validator by filling out the textbook validation sheet. The resulting data become data processed by researchers to obtain the data analysis results. The data analysis technique employed is descriptive analysis by calculating the percentage of validation scores. Below is the formula:

$$\text{Presentation} = \frac{\text{Score obtained}}{\text{Maximum Score}} \times 100\%$$

In addition, we identify the product feasibility level as a result of development research with the percentage score. The greater the percentage score of the data analysis results, the better the product feasibility level from the textbook research development is. Table 1 shows the feasibility criteria for percentage analysis (Riduwan, 2009).

Table 1. Feasibility Criteria for Percentage Analysis

Percentage	Description
0 – 20	Very weak/invalid (replaced)
21 – 40	Weak/less valid
41 – 60	Enough/valid enough
61 – 80	Strong/valid
81-100	Very strong/very valid

RESULTS AND DISCUSSION
a. Analysis

The analysis of the teaching materials used was related to teaching materials that were still limited in facilitating students in understanding Islamic education materials. We obtained the information from interviews with Islamic education teachers that handbooks from the school facilitated students during learning. According to the teacher, students still did not understand Islamic education material, seen from the student's low daily test scores.

Student analysis. The student analysis results showed that students of class XI SMK Muhammadiyah Delanggu had an age range of 16-17 years. Based on Piaget's theory of cognitive development, the students were in the formal operational stage and approaching the maximum intellectual.

Material analysis. The material analysis results were the materials presented in the textbook according to the 2013 curriculum syllabus demands. The material presented was based on the primary competencies in the 2017 revised 2013 Islamic education syllabus.

b. Result Design

The design stage resulted in the initial design of a textbook on the Islamic education subject and a textbook validation sheet. The results of the textbook design stage are as follows: 1) We constructed the initial design of the textbook under the guidelines for the development of teaching materials (Depdiknas, 2008), including a. Title of textbook, b. The subject matter of the textbook, c. Exercise, and d. Assessment. 2) We also make validation sheet along with a validation rubric and user response questionnaire sheet.

c. Development
Content feasibility aspect

The content feasibility aspect had eight items to assess the accuracy of the religion concept on the Islamic education subject in the textbook. The average validation score for the content feasibility aspect is as follows.

Table 2. Validator assessment on the content feasibility aspect

No	Assessment Component	Percentage (%)
1	The suitability of textbook with Primary Competencies	100%
2	The suitability of the textbook with the student's needs	100%
3	The suitability of the textbook with the substance of the Islamic education material	100%
4	The textbook can direct students to build concepts.	90%
5	The textbook provides benefits in increasing knowledge insight.	87%
6	The suitability of the textbook with moral values. The information and activities presented can increase religious belief, politeness, mutual respect, and responsibility.	76%
7	Textbook has activities that allow students to be active (ask and express opinions) in learning activities.	76%
8	The questions in the textbook help sort the Islamic education material from simple to complex.	90%
	Percentage Score (%)	90%

The average score of the validator team's assessment on the content feasibility aspect was 87%, with a very valid category. Table 2 displays three of the eight components that scored 100%: components 1, 2, and 3. According to the validator's assessment, the textbook developed was following Primary Competencies and Competency Achievement Indicators on the Islamic education subject matter. The material presented in the textbook was clear and concise to meet the learning needs of Islamic education learning concepts adequately. According to Endang (2008), teaching material's content feasibility is a guide for students, directing their activities and the substances correlated to achieve the expected results. Then, components 4 and 8 got a score of 92%. In addition, the validator assessed that several sections in the textbook tended to

provide concepts directly to students. The questions presented in general had sorted Islamic education material from simple to complex, but some questions in the evaluation section were less sequential.

Furthermore, component 5 obtained a score of 87%. In this case, the validator considered that the material presented in the textbook was less able to increase student's knowledge of Islamic education material because the material presented was almost identical to the material in Islamic education textbooks. Meanwhile, components 6 and 7 scored 76%. The results from the validator showed that the content in the textbook did not describe the moral values that could add insight to students. The validator also reported that the activities contained in the textbook tended to make students learn in one direction.

Linguistic feasibility aspect

The linguistic feasibility aspect had five assessment components for the readability level or language usage. Table 3 presents validation scores on linguistic feasibility aspects.

Table 3. Validator assessment on the linguistic feasibility aspect

No	Assessment Component	Percentage (%)
1	Validator can read the textbook well.	100%
2	The textbook has well-defined information.	100%
3	The suitability of textbook with standard Indonesian rules	91%
4	The textbook uses effective and efficient sentences.	86%
5	Textbook uses language according to the student's ability levels.	98%
	Percentage Score (%)	95%

The validation of the linguistic feasibility aspect had five assessment components to assess the readability level of language usage in the textbook. The average score of the validator team's assessment on the linguistic feasibility aspect was 96.80%, with a very valid category. The validator assessed that the language in the textbook adjusts to the student's development level and communicative to make it easier for students to understand the information conveyed. According to the Ministry of National Education (2008), a good book is written in good language and is easy to understand, presented attractively, and accompanied by pictures and descriptions.

Presentation feasibility aspect

Table 4. Validator assessment on the presentation feasibility aspect

No	Assessment Component	Percentage (%)
1	The textbook has a complete structure (title, introduction, book characteristics, table of contents, competencies to be achieved, concept map, primary material, supporting information, tasks, and work steps).	100%
2	Textbook already has a coherent systematic.	100%
3	Textbook can motivate students in learning and solving problems.	90%
	Percentage Score (%)	97%

The average score of the validator team's assessment on the presentation feasibility aspect was 91.66%, with a very valid category. Table 4 reveals that two of the three components got a score of 100%. According to the validator, the learning objectives in the textbook were clear so that it could make it easier for students to learn the entire contents of the textbook. The structure of the textbook is complete, starting from the introduction, book characteristics, competencies to be achieved, table of contents, concept map, subject matter, supporting information, exercises, summaries, self-reflection, evaluation, glossary, bibliography, to answer keys, sequentially arranged. It is consistent with the Ministry of National Education (2008) that a book should minimally contain a title, subject matter, exercises, and assessments.

However, statement component number 3 obtained the lowest percentage than the other components in the presentation feasibility aspect, 92%. The validator assessed that the textbook in general motivated students to solve a problem. However, it is just that the researchers should adjust the background selection because the color quality in the textbook can also affect the student's interest to read in the textbook.

Graphic feasibility aspect

The graphic feasibility aspect had components to assess the accuracy (<u>measuring performance</u>) of the layout, writing, pictures/photos, and the Islamic education textbook design. Table 5 displays the average score of validation on the graphic aspect.

Table 5. Validator assessment on the graphic feasibility aspect

No	Assessment Component	Percentage (%)
1	The textbook uses a good and attractive type and size of letters.	87%
2	The textbook has a stimulating layout.	91%
3	The textbook has good illustrations/pictures/photos and relates to concepts.	93%
4	The textbook has an attractive display design.	95%
	Percentage Score (%)	92%

The average score of the validator team's assessment on the graphic feasibility aspect was 89.58%, with a very valid category. Table 5 shows that three of the four components scored 92%. According to the validator, in general, the textbook had an attractive layout, but some parts with an untidy layout need to be improved to look neat and stimulating. In addition, more explicit images should replace some pictures/illustrations/photos that might lead to the possibility of misconceptions in students. In general, the textbook design was attractive, but a striking background should be replaced with a soft color so that students feel comfortable when reading the textbook. The use of color in the textbook is in line with Azhar Arsyad's (2002) opinion that several ways that can attract attention to text-based media are colors, letters, and boxes. In this case, color can catch the reader's attention; bold or italicized letters emphasize keywords or titles.

Table 6. The average score assessment of the four feasibility aspects of textbook

No	Scored aspect	Validation Average Score (%)	Description
1	Content feasibility aspect	90%	Very valid
2	Linguistic feasibility aspect	95%	Very valid
3	Presentation feasibility aspect	97%	Very valid
4	Graphic feasibility aspect	92%	Very valid
	Overall Validation Average	94%	Very valid

The first component gained a score of 83%. According to the validator, the font size used was still small, so the researchers should enlarge it again so that students can read the textbook to study the textbook contents. Table 6 presents the recap results of the average textbook assessment score from the validators. Based on Table 6, the average scores of each feasibility aspect, including content, language, presentation, and graphics, were obtained in the range of 89.58% - 96.80%. Figure 2 displays the scores of the content, language, presentation and graphic feasibility aspects in the form of a diagram.
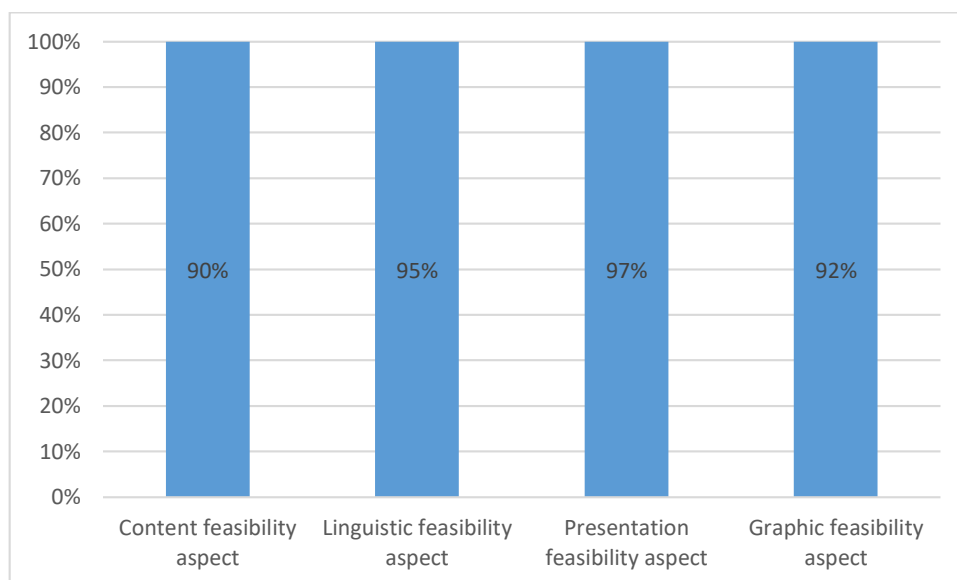
Figure 2. Graph of the average score of the validation results in each aspect of the Islamic education textbook

The average score of the overall validation assessment of the Islamic education textbook was 91.92%, with a very valid category. Meanwhile, the percentage of user responses, including teachers and students, were 90% and 93.57%, respectively, with very good criteria. The teacher considered that the Islamic education textbook was good because the appearance of the colored textbook made it attractive to increase student's learning motivation. The material presented in the textbook also covered all materials contained in the Primary Competencies. According to the teachers, they arranged the material presented in the textbook systematically to facilitate student's understanding of Islamic education material.

Furthermore, the teacher provided input for the practice of each sub-material to be in the same design and color form, for example, a square shape so that for the practice part, it will be striking and different from the other parts. On the other hand, according to students, Islamic education textbook could increase their knowledge of Islamic education materials and make it easier for them to do practical work because they could find the materials used in practicum in everyday life. The existence of supporting pictures and stimulating designs in the textbook also made students more motivated to learn. It indicated that the Islamic education textbook developed by the researchers has been valid and feasible to use in learning Islamic education.

CONCLUSION

The study results conclude that the development of teaching materials in the form of Islamic education textbook for class XI for SMK and equivalent is valid, fulfilling content feasibility aspects, linguistic feasibility aspects, presentation feasibility aspects, and graphic feasibility aspects. The overall average score of textbook validation was 91.92%, with a very valid category. In addition, the test results of teacher and student responses to the Islamic education textbook, respectively, were 90% and 93.57%, with very good criteria.

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