



Development of Communicative-Based Teaching Materials in Aqidah Akhlaq Subjects

Novia Maharani Permatasari¹, Amrini Shofiyani^{2*}

¹Islamic Education, Univeristas KH. A. Wahab Hasbullah

^{2*}Arabic Education, Universitas KH. A. Wahab Hasbullah

*Email: rinishofiyani@unwaha.ac.id

ABSTRACT

This research entitled "Development of Communicative-Based Teaching Materials in Aqidah Akhlaq Subjects" aims to improve learning by choosing the right strategy, procurement of efficient and interesting teaching materials. Also in order to achieve the learning target in accordance with the provisions set. Therefore, teaching materials are the most important component in learning. One of the main elements or urgent parts of the curriculum is teaching materials. Therefore the teacher as someone who delivers students to achieve goals or competencies, and must understand the principles in the development of teaching materials. In the new normal some schools use an online system, it is necessary to have communicative teaching materials so that they can be used and learned independently by students. Especially in a class that in fact has just entered junior high school. So it can help students in understanding online learning materials are felt less. Moreover, learning aqidah akhlaq to shape the personality of students in order to have a strong faith and laughter. so that his life is decorated with noble akhlaq.

Keywords: *Development; Communicative; Aqidah Akhlak.*

INTRODUCTION

In improving learning there are various ways, namely with the selection of the right strategy as well as its application, the procurement of teaching materials that are efficient and interesting, so that it can reap maximum results. In order to achieve learning targets in accordance with the established provisions, teaching materials are the most important component in learning and the most important supporting means in the learning process. Therefore teaching materials are one of the elements or urgent parts of the curriculum that is the main (Kurniawati, 2015). According to some experts, teaching materials are a set of materials that are systematically arranged, both written and unwritten, so as to create an environment or atmosphere that allows students to learn (Novia Intan, 2019). Based on the form of teaching materials can be distinguished into four, namely (1) printed materials that are a number of materials prepared in paper. Examples of handouts, books, modules, etc.; (2) audio teaching materials i.e. all systems that use radio signals directly that can be played or heard by a person, e.g. cassettes, radios, etc.; (3) audiovisual teaching materials are something that allows audio signals to be combined with images sequentially, e.g. movies; and (4) interactive teaching materials are a combination of two or more media, e.g. interactive compact disks (Astuti, 2019). The functions of teaching materials itself are to save time in teaching, change the role of educators into facilitators, improve the learning process to be effective and interactive, and guide educators in carrying out learning activities (Fitriillah et al, 2019).

Here the teacher as someone who delivers students to achieve goals or competencies, is obliged to prepare many things, including teaching materials (Roziqin, 2017). Moreover, in the new normal period that some schools use the online system, it is necessary to teach materials that are very communicative so that they can be used and studied independently by students (Aisa & Sari, 2021). Communicative learning is one of the successes of learning in the new normal, so communicative textbooks are teaching materials that are quite appropriate to use. The development of communicative-based teaching materials in aqidah Akhlaq subjects is expected to provide results in the form of contributions in the development of communicative-based teaching materials to improve the results of the learning process. Learning aqidah akhlaq not only teaches about religious knowledge, but also to shape the personality of students in order to have noble akhlaq, faith and strong laughter.

Therefore, the purpose of this research in order to know the results of procedures or steps for the development of teaching materials and the effectiveness of Students and Teachers in Communicative Learning on Mapel Aqidah Akhlaq.

METHOD

This research was conducted in the second semester of class VII-K MTsN 3 Jombang which is located at Jl. KH. Padi Tambak Abd Wahab Hasbullah in Jombang Lesson Year 2021/2022. This research was conducted in April 2021. This research is an R&D study with ADDIE model. This model involves the stages of model development with 5 phases, namely: (1) Analysis Stage, (2) Design Stage, (3) Development Stage, (4) Implementation Stage, (5) Evaluation Stage. Data collection techniques using test learning results in the form of descriptions. Tests are given to students before (pretest) and after (posttest) learning with the module book Aqidah Akhlaq. The population in this study is all students of grade VII-K MTsN 3 Jombang which amounts to 20 students.

RESULT AND DISCUSSION

In the development of communicative-based teaching materials in the form of Material Module Books, the author needs validation from the Material Expert to provide an assessment of the tools or products that the author created in the form of Material Module Books. The materials expert validator provides assessments and notes on Module Book products so that the resulting product is truly usable. The results of material validation by the Subject Teacher are presented in table 1 below:

Table 1. Material Expert Validation Results

Expert Validator Name :	Yahya Chudlor (Teacher Aqidah Akhlaq)		
Aspects	Validation Results		Information
	proper (4)	Very Decent (5)	
MATERIAL ASPECT		√	Very Decent
The truth of the concept of the aqidah Akhlaq subject module	√		proper
Words and terms used consistently		√	Very Decent
Image conformity with material		√	Very Decent
The scope of the material relating to the sub-material discussed		√	Very Decent
The truth of the content is conveyed.		√	Very Decent
Logical and systematic delivery of material.		√	Very Decent
System analysis is in accordance with the scope of the material		√	Very Decent
MEDIA ASPECT			
Language			
Use of EYD-compliant Languages	√		proper
Use of Language that does not give rise to double interpretation		√	Very Decent
Easy-to-understand language usage		√	Very Decent
MODULE QUALITY			
Image focus		√	Very Decent
Font size	√		proper
Arabic writing size		√	Very Decent
Arabic deafness clarity		√	Very Decent
Neatness of Arabic writing		√	Very Decent
PRESENTATION			
Interactive module display	√		proper
The promotion of interesting prayers		√	Very Decent
The presentation of prayers is easy to read and memorize		√	Very Decent
Help learn independently		√	Very Decent
Ease of optimizing modules		√	Very Decent

From expert validation The material that has been obtained shows that the category is worthy and valid from all aspects. From the assessment sheet there are no records provided by the material expert validator. After the product is validated by the material expert and declared worthy and valid then the next stage of doing the pretest and posttest by taking 20 students, then 20 students are given a pretest to know how knowledge about the material before explaining the content of the module, then after knowing and explained by the presenter given the same posttest problem as the pretest. The implementation of peretest and posttest is done offline because there is already face-to-face, but still with the wave process and with social distancing because it is still during the covid-19 pandemic. After the student is given the pretest and posttest then the student is told to answer with a predetermined time record and the rules available. And the results of the grades obtained by students in the protest and pretest are presented in table 2.

Table 2. Results of Protestant and Pretest Students grade VII-K MTsN 3 Jombang

No	Nama	Value Pretest	Value Posttest	Prosentase
1	Zuhaira	75	75	75%
2	Nesya	60	85	60%
3	Arifah	90	95	90%
4	Danica	75	90	75%
5	Maihatul	75	85	75%
6	Nabilah	90	95	90%
7	Cut Kayla	55	90	55%
8	Niken	40	75	40%
9	Tasya	75	90	75%
10	Nafeeza	55	90	55%
11	Rossiana	95	90	95%
12	Reysya	95	100	95%
13	Miftakhul	55	80	55%
14	Elina	95	100	95%
15	Gita	100	100	100%
16	Imroatul	90	100	90%
17	Paramita	55	85	55%
18	Aurelia	55	90	55%
19	Syakila	40	55	40%
20	Rohmatul	60	75	60%
	Jumlah	1430	1745	
	Rata-rata	71,5	87,25	
		15,75		

Based on the results and analysis of research data that has been conducted in class VII-K MTsN 3 jombang. Then the chart created from Microsoft Excel, can be seen in the chart below:

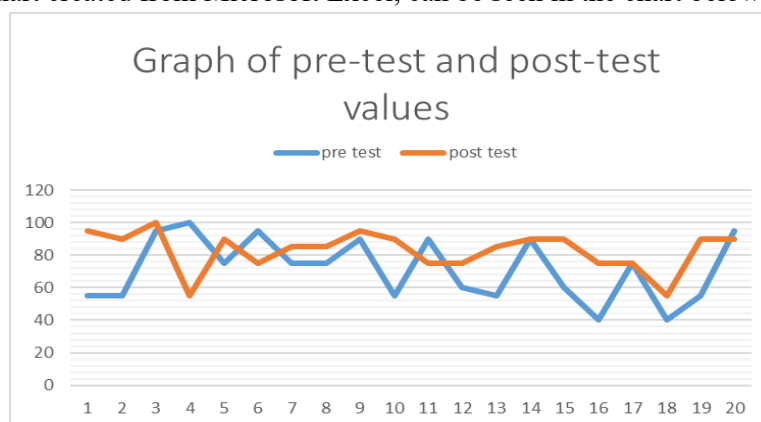


Figure 1. Graph of Class VII-K Pretest and Posttest Values

CONCLUSION

Based on the results of the study, it can be concluded that: The development of communicative-based teaching materials in the form of module books in the subjects aqidah Akhlaq with material Adab Reading the Qur'an and considered worthy by the material expert validator can be used and applied in learning. Products developed by integrating research results are effectively used in learning. Based on research on the effectiveness of student final score acquisition. Some suggestions from the results of this study are: The results of research that has been published in the journal deserve to be used as a reference for the development of this product because it is more applicative and meets the current elements, the product developed from the results of this study needs to present real facts supported by stimulus in the form of image explanations or animations because it can attract students to learn it.

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