

## Development of Aqidah Akhlak Subjects Based on Scientific to Improve The Character of X Grade Students

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### **ABSTRACT**

*This study aims to find out and get information about the application of the development model of scientific-based moral mapel development to improve the character of grade X students. This study uses a Research and Development (R&D) development model consisting of the following steps: exploring potentials and problems, data collection, product design, design validation, design revision, product trials, product revisions, usage trials, product revisions, mass production. Where in the purpose of this research is to develop and explain the use of moral teaching books. on the test validator experts produced that the product is said to be valid and very feasible because it gets 76% and as much as 24% is said to be feasible and at the initial product test stage produces an A score of 11 people (55%), and at the stage of the understanding test with 20 students after memberi response to 15 statements showed the choice of answers 75% students answered correctly. And the students who answered one as much as 25%.*

**Keywords:** Learning Development; Aqidah Akhlak; Scientific Based.

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### **INTRODUCTION**

The advancement of science without morality can not defend human life from extinction, The higher the science the higher the equipment and techniques to destroy humans. It can be witnessed in everyday life that people who commit crimes especially in economic fields such as corruption, fraud and others, are not only committed by fools but also committed by smart educated and high-ranking people (Shilvia Aninndhita Pristianingrum, 2019). Behavior in life or personality is very important because this aspect determines one's self-identity attitude. The good and bad of a person will be seen from his behavior or personality. Therefore, the development of this behavior or personality is highly dependent on whether or not the educational process is taken. The teaching and learning process, teachers as teachers and students as subject matter, required the existence of certain qualification profiles in terms of knowledge, abilities, attitudes and values and personal qualities, so that the process can take place effectively and efficiently. Next there is, which defines: "learning is changing". In this case the intended learning means the effort of changing behavior.

Learning will bring about a change in individuals who learn, change not only with the addition of science, but also in the form of skills, skills, attitudes, understanding, self-esteem, interests, dispositions, self-adjustment (Rohanah *et al.*, 2020). It is clearly about all aspects of one's organism and personal behavior. Thus, it can be said that learning a series of physical, psycho-physical activities to go to the full human personal development, which means concerning the elements of copyright, taste and initiative, the cognitive realm, affective, and psychomotor (Meishanti & Maknun, 2022). Thus in the learning process it needs intention and must lead towards a positive change, namely akhlak karimah. So if the learning process makes the learners change in a negative direction, then the learning process is declared a failure (Zainuddin, 2019)

Moral development through various educational institutions and through various methods continues to be developed. This shows that morality does need to be fostered, and this development turns out to bring results in the form of the formation of Muslim individuals of noble character, obedience to Allah and his Messenger, respect for the fathers, affection for the creatures of God and so on. On the contrary, it also shows that children who are not fostered, or left without guidance, direction and education, turn out

to be naughty children, disturb the community, commit various despicable acts and so on. This indicates that morality does need to be fostered (Safitri, 2018).

Moral education essentially serves as a guide for people to be able to choose and determine an action and then determine which is good and which is bad. So given the importance of moral education for the creation of harmonious environmental conditions, serious efforts are needed to instill these values intensively, one of which is by learning activities in madrasah (Shobirin & Hanafi, 2021). The subjects of akhlakah have contributed in providing motivation to students in providing motivation to students to practice the values of religious beliefs (Aqidah) and akhlakul karimah (morality) in daily life. In order for students to have good behavior, students are expected to pay attention to moral lessons as a control in daily life. Researchers also want to know if there is a development of moral mapel learning in grade 10 based on scientific approach to improve the character of students in ma Unggulan Wahab Hasbullah, because the school is very attentive and emphasizes the moral aspect to all students in ma Unggulan Wahab Hasbullah (Halim, 2019)

## METHOD

Research and development or Reseach and Development (R&D). Research and development or Reseach and Development is a research method used to develop and validate educational products. This development can be in the form of product processes, designs that are then systematically conducted field tests, evaluations are refined to meet the criteria of effectiveness, quality and certain standards (Sugiono, 2010).

## RESULT AND DISCUSSION

### Result

- Product Development Steps

At the stage of material collection and selection, researchers review materials that are in accordance with core competencies. The selection of materials also refers to the condition and ability of the student. The material studied is about Akhlak Akhlak Grade 10 even semester. Research and Data Collection: Reviewing the curriculum aims to know the core competencies and basic competencies. In this stage, basic competencies and indicators will be developed in accordance with the textbooks to be developed, namely grade 10 even semesters in MA Unggulan KH. Abd. Wahab Hasbulloh.

**Table 1.** Core Competencies and Basic Competencies

CORE COMPETENCIES	BASIC COMPETENCIES
1. Living and Practicing the teachings of religion in its anut	1.1 Living the greatness of Allah SWT with al-Asma' al-Husna his (al-Karim, al-Mukmin, al-Wakil, al-Matiin, al-Jami', al-Hafidz, al-Rafii', al-Wahhaab, al-Rakiib, al-Mubdi', al-Muhyi, al-Hayyu, al-Qayyum, al-al-Akhir, al-Mujiib, al-Awwal). 1.2 Living the truth of washatiyah (Moderate) Islamic teachings as <i>Rahmatan lil 'alamin</i> . 1.3 Living the importance of <i>mujahadah</i> and <i>riyadhah (tazkiyatunnafsi)</i> as islamic teachings to form karimah morality. 1.4 Living the primacy of the main characteristics are: wisdom, iffah, syaja'ah, and 'is as a shaper of morality karimah. 1.5 Living the bad effects of cunning, greedy, zhalim, and discrimination behavior that leads to determination to stay away from it. 1.6 Living the wisdom and importance of visiting the sick.
2. Showing honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerant, peaceful) polite, responsive and pro-active as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in the	2.1 Practicing manners and wisdom there as a mirror of the understanding of <i>al-Asma' al-Husna his (al-Karim, al-mukmin, al-Wakil, al-Matin, al-Jami', al-Hafidz, al-Rafi', al-Wahhab, al-Rakib, al-Mubdi', al-Muhyi, al-Hayyu, al-Qayyum, al-Akhir, al-Mujib, al-Awwal)</i> . 2.2 Practicing a strong stance of establishment, moderate, and tolerant as a mirror of the understanding of Washatiyah Islam (moderate) as <i>Rahmatan lil 'alamin</i> . 2.3 Practicing honesty and discipline as a mirror of understanding after learning <i>mujahadalah</i> and <i>riyadhah (tazkiyatunnafsi)</i> . 2.4 Practicing the attitude of <i>wisdom, iffah, shaja'ah</i> and 'is. 2.5 Practicing cooperation and caring as a mirror of understanding avoids

CORE COMPETENCIES	BASIC COMPETENCIES
association of the world	reprehensible behavior of <i>cunning, greedy, zhalim, and discrimination.</i> 2.6 Practicing caring, responsive and pro-active attitude as a reflection of understanding of adab visiting the sick
3. Understand, apply, analyze factual, conceptual, procedural, and metacodone knowledge based on his curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, as well as apply procedural knowledge to specific areas of study according to his talents and interests to solve problems	3.1 Analyzing the meaning of <i>al-Asma' al-Husna (al-Karim, al-mukmin, al-Wakil, al-Matin, al-Jami', al-Hafidz, al-Rafi', al-Wahhab, al-Rakib, al-Mubdi', al-Muhyi, al-Hayyu, al-Qayyum, al-Akhir, al-Mujib, al-Awwal).</i> 3.2 Analyzing the meaning, evidence and characteristics of Washatiah Islam (moderate) and the characteristics of radical Islamic understanding. 3.3 Analyzing the nature and nature of lust and ghadlab; and how to subdue it through <i>mujahadalah</i> and <i>riyadhah (tazkiyatunnafsi).</i> 3.4 Analyzing the meaning and primacy of the main characteristics of the main properties, namely: <i>wisdom, iffah, syaja'ah</i> and <i>'is.</i> 3.5 Analyze causes, examples, and ways to avoid <i>devious, greedy, zhalim, and discriminatory behavior.</i> 3.6 Analyzing the adab and wisdom of visiting the sick.
4. Processing, reasoning, and studying in the concrete realm and abstract realm related to the development of the learning in school independently, and able to use methods according to scientific rules	4.1 Presenting the results of analysis on the meaning of <i>al-Asma' al-Husna (al-Karim, al-mukmin, al-Wakil, al-Matin, al-Jami', al-Hafidz, al-Rafi', al-Wahhab, al-Rakib, al-Mubdi', al-Muhyi, al-Hayyu, al-Qayyum, al-Akhir, al-Mujib, al-Awwal).</i> 4.2 Presenting results about the meaning, evidence and characteristics of Washatiah Islam (moderate) and the characteristics of radical Islamic understanding. 4.3 Presenting the results of analysis on the nature and nature of lust and ghadlab; and how to subdue it through <i>mujahadalah</i> and <i>riyadhah (tazkiyatunnafsi).</i> 4.4 Communicating the results of the analysis on the primacy of the main characteristics of the parents, namely: <i>wisdom, iffah, syaja'ah</i> and <i>'is</i> as a shaper of morality karimah 4.5 Presents the results of an analysis of causes, examples, and ways to avoid <i>devious behavior, greed, zhalim, and discrimination.</i> 4.6 Presenting analysis of adab and wisdom of visiting the sick.

- Validation Test

**Table 2.** Expert Validation Test

ASPECTS OF CONTENT ELIGIBILITY	Score	information
Completeness of materials.	5	Very Decent
The breadth of the material.	4	proper
Depth of matter.	5	Very Decent
Accuracy of concepts and definitions.	5	Very Decent
Accuracy of data and facts.	5	Very Decent
Accuracy of examples and cases.	4	proper
Accuracy of images, and illustrations.	5	Very Decent
Accuracy of terms.	5	Very Decent
Conformity of material with the development of Islamic education	5	Very Decent
Examples and cases in everyday life	4	proper
Images and illustrations in everyday life	5	Very Decent
Using examples of cases found in everyday life.	4	proper
Library update	5	Very Decent
Encourage student curiosity	5	Very Decent
Creating student questioning skills	5	Very Decent
ASPECTS OF PRESENTATION FEASIBILITY		

ASPECTS OF CONTENT ELIGIBILITY	Score	information
Systematic consistency of serving in learning activities	5	Very Decent
The flicker of the concept	4	proper
Examples of questions	5	Very Decent
About exercise	5	Very Decent
Key answers to exercise questions	5	Very Decent
Library List	5	Very Decent
Summary	4	proper
Student Engagement	5	Very Decent
CONTEXTUAL ASSESSMENT ASPECTS		
The connection between the materials taught and the real-world situation of students	5	Very Decent
The ability to encourage students to make connections between their knowledge and their application in daily life	5	Very Decent
<i>Constructivism</i>	5	Very Decent
<i>Discovering(Inkuiry)</i>	4	proper
<i>Ask(Questioning)</i>	5	Very Decent
Actual Assessment ( <i>Authentic Assessment</i> )	5	Very Decent

Interval	information	Frequency	Percentage
5	Very Decent	22	76%
4	Proper	7	24%
3	Decent Enough	0	0%
2	Less Worthy	0	0%

Based on the calculation of validation questionnaire data on the product of scientifically based moral teaching book development class 10 even semester from the material experts validity value is very feasible to reach 76%. jikamatched with the table of eligibility criteria, then this score is included in the criteria is very valid. The results of this validation there are several things that must be revised related to the teaching book material according to the advice of material experts in order for the developed book to be more perfect.

Suggestions and comments from experts teaching book materials ahklak scientific-based ahklak class 10 even semester is asfollows. (1) In the writing of Atheism, the correct according to the great dictionary of The Indonesian language is Atheism instead of Aqidah. Because it previously used the letter q as the author. Then revised. (2) The textbook of moral beliefs is in accordance with the content of the material and interesting, so that it can be used / applied in class learning.

All the results of data review, assessment and discussion with material experts are used as a basis for improving the product development of scientific-based moral textbooks class 10 even semester. (1) The author shall re-examine the textbook before printing and the explanation of the material shall be reproduced with naqli and aqli evidence. (2) Each scope of the discussion, the material is equipped according to the systematics that have been prepared. (3) The content of the material in the teaching book of moral beliefs is good. Data review results, assessment and discussion with learning experts used as a basis to improve the product development of scientific-based moral textbooks grade 10 even semester (Tanzeh &Arikunto, 2014).

- Product Trials

Validation of the data was obtained from the test results of the textbooks of grade 10 students of ma Unggulan K.H Wahab Hasbullah Tambak Beras Jombang April 20, 2021. Field trials of the development of scientific-based moral teaching books grade 10 even semester obtained from the results of the same pretest assessment postest by 20 students of grade 10 MA Featured K.H Wahab Hasbullah Tambak Beras Jombang. Quantitative data from field trial results are as follows:

The results of quantitative data analysis obtained from 20 grade 10 students of MA Unggulan K.H Wahab Hasbullah Tambak Beras Jombang, obtained the overall level of feasibility of grade 10 grade 10 even semester teaching book reached 85%. This indicates that if the textbook is matched with the eligibility criteria table, then this score is included in the very valid criteria. Validation results conducted by material experts, learning experts and field trial results conducted by grade 10 students ma Unggulan K.H Wahab Hasbullah Tambak Beras Jombang, textbooks of scientific-based. Moral beliefs grade 10 even semester is very valid and there is no need for further revision. However, comments and suggestions can be used as a reference and as a consideration in improving the textbook even better.

- Effectiveness of Teaching Books akhlak

The results of students' ability in this study can be known through the presentation of data in the form of tests, namely pre-test and post-test conducted by grade 10 students of MA Unggulan K.H Wahab Hasbullah Tambak Beras Jombang. From the pre-test data is used to use to find out the extent of the ability of learners before obtaining treatment. Then the students were treated with a developed teaching book. Next do a post-test. Pre-test and post-test values will be analyzed through t-test depend. Analysis techniques will be used to determine whether or not the influence on the conduct given to the group of research objects through the product of the development of scientific-based moral teaching books grade 10 even semester. Here's a step to analyzing the data. Determining hypotheses. H0: There is no average difference between before and after using scientific-based moral teaching books. H1: There is an average difference in the sigmiffish between before and after.

- Normality Test

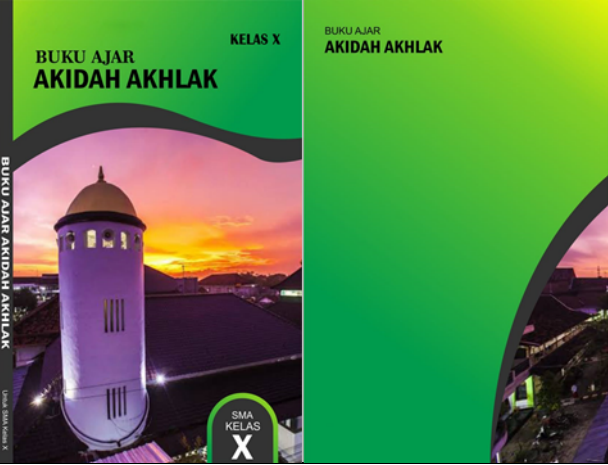
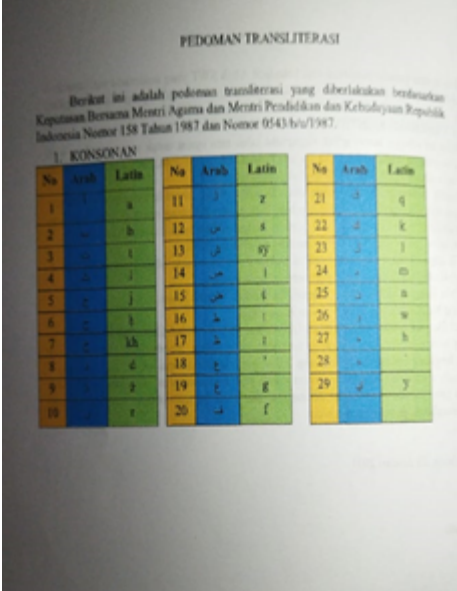

**Table 3. Normality Test**


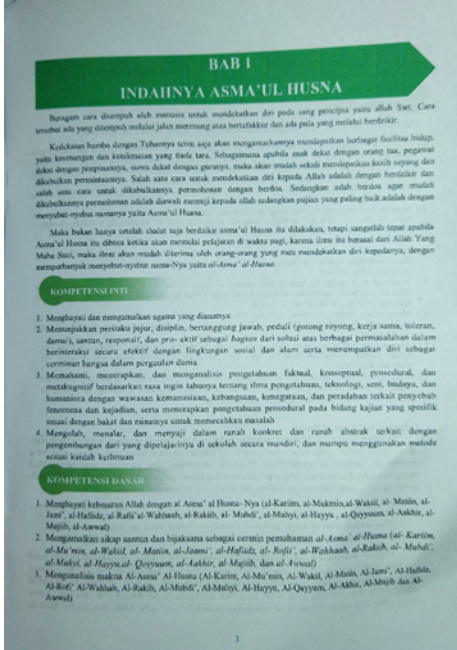
<b>One-Sample Kolmogorov-Smirnov Test</b>				
		Pretest	Postest	
N		20	20	
Normal Parameters <sup>a</sup>	Mean	77.00	84.85	
	Std. Deviation	5.477	4.626	
Most Extreme Differences	Absolute	.258	.253	
	Positive	.199	.253	
	Negative	-.258	-.215	
Kolmogorov-Smirnov Z		1.154	1.131	
Asymp. Sig. (2-tailed)		.139	.155	
a. Test distribution is Normal.				
<b>Paired Samples Correlations</b>				
		N	Correlation	Sig.
Pair 1	Pretest & Postest	20	.740	.000

**Table 4. Paired Samples Test**

<b>Paired Samples Test</b>									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Postest	-7.850	3.731	.834	-9.596	-6.104	-9.408	19	.000

**Table 5. Product**

No.	Product/Results	information
1.		<p>Cover on the development of moral teaching book based on class X even semester of there are two: namely (a) front cover (b) back cover. warna cover base is ripe green and young that looks attractive with pictures of Jami' Bahrul Ulum Mosque, in Tambakberas Jombang. In the outer cover there is also a title.</p>
2.		<p>The transliteration guidelines contain latin Arabic transliteration guidelines which is a joint decision of the Minister of Religion and The Minister of Education and Culture of the Republic of Indonesia number 158 of 1987.</p>
3.		<p>This moral teaching book was developed with a reference standard of competence and basic competencies that have been designed by the government that has been revised before.</p>

No.	Product/Results	information
4.		<p>The table of contents contains lists of books and their pages to make it easier for readers to read books and search for available materials.</p>
5.		<p>In the first chapter, the material discusses the beauty of Asmaul Husna. Namely the understanding of Asmaul Husna and 16 Asmaul Husna (Al-Kaarim, Al-Mu'min, Al-Wakil, Al-Matin, Al-Jami', Al-Hafidz, Al-Rafi', Al-Wahhab, Al-Raqib, Al-Mubdi'u, Al-Muhyi, Al-Hayyu, Al-Qoyyum, Al-Akhir, Al-Mujib, Al-Awwal).</p> <p>In accordance with the scientific approach, this textbook applies 5M, namely observing, questioning, collecting data, mngasosiasi, mngkomunikasikan.</p>

**Discussions**

Researchers explain a lot about data related to textbooks, student conditions, curriculum, and circumstances in the institution. Then analyze the data obtained and connect with the theory that became the basis of this study. The product developed in this study is the Development of Grade 10 Akhlak Ajar Akidah Book to improve students' understanding in Madrasah Aliyah. The book is expected to improve students' understanding of Akhlak's Atheism material and improve students' learning outcomes.

The preliminary study phase, conducted to obtain responses from prospective users and studies on textbooks that include: (1) Providing facilities for students in the form of textbooks that are in accordance with the demands of the curriculum by considering the needs of students, namely textbooks that are in accordance with the characteristics of students and the social environment of students. (2) Helping students obtain alternative teaching materials. (3) Make it easier for teachers to carry out learning.

The teacher's informant's response to the teaching book used in Islamic Religious Education lessons is a akhlak religious material, namely a student book of Akhlak Akidah by the Ministry of Religious Affairs of the Republic of Indonesia that students have used so far, the content of which has

been referring to the scientific approach of curriculum 13, the theme used in accordance with the needs of students and schools. But overall components (content/material feasibility, language, material presentation, and graphics) are some that do not fit the characteristics of learners. Some of the weaknesses contained in this book include: (1) analysis of the images shown are mostly not in accordance with the theme of the discussion; (2) the analysis of the displayed dialog is too long so that it is too monotonous and unattractive; (3) by design, the colors used in this book are less interesting discussion too long (Wibowo, 2017)

Based on the identification of needs with the teacher's informant collected information about the textbook that the teacher wants, namely: 1) Student handbook. 2) In accordance with K 13 (student-centered learning and using scientific approach). 3) Follow the development of the times around students as a source of textbooks and examples of learning descriptions. 4) Exercise can trigger students' sensitivity to use a scientific approach. 5) Relatively ready to use in the condition of learning facilities in schools are minimal. Based on the identification of students' needs, the images contained in the book must be interesting and in accordance with the sensitivity of the student, the explanation of the sentence pattern is too long to make it difficult for students to understand it, the questions contained in the training assignment must be balanced with the student's reasoning ability, and the color display presented must be interesting.

The book Akhlak Akhlak class X Madrasah Aliyah issued by the Ministry of Religion 2014 has made the Standard of Competency and basic competencies become the direction and basis in developing the main material of learning activities. The consistency of the use of KD and SK is also evident in conducting a series of evaluations. Some of the weaknesses contained in this book include: (1) analysis of the images shown are mostly not in accordance with the theme of the discussion; (2) the analysis of the displayed dialog is too long so that it is too monotonous and unattractive; (3) By design, the colors used in this book are less interesting discussion too long.

The feasibility of the model developed by the researchers is determined by the experts' assessment of the developed product. The assessments conducted by experts are theoretical and design. In the implementation of this model feasibility test, researchers asked experts to assess the textbook products that researchers developed. The assessment is quantitative and descriptive, by conducting an assessment based on the instrument sheet that has been provided by the researchers themselves. The material expert determined by the researcher as a tester of the feasibility material of the contents of the textbooks of Akhlak Akhlak is Dr. Miftakhul Arif, M.HI. While the contextual assessment and presentation aspects set by researchers as testers of textbooks subjects Akhlak Ach. Muzakki, M.Pd. I' m. And next is Guru Akhidah Akhlak. In general, materi expert validator mentions the material delivered on the product of the textbook developed is in accordance with the level of aliyah or upper middle and easy to understand, but there are some evaluation questions and images still have to be adapted to the karakteristik students. Overall the product is worth using.

In general, contextual expert validators and presentations mention that the product developed is feasible, but there are some things to note and still need to be revised, such as Accuracy in the use of punctuation of each sentence and the rest is good. In general, the validator Practitioner / Teacher Akhidah Akhlak mentioned that the product developed is feasible, but some still have to be revised, still ada problem of exercises that are not in accordance with the language. All of its data is used as a basis for textbook revisions before being tested in the field. After making revisions in accordance with the input of experts, then the textbook developed is worth testing. It is also conveyed by experts that the conclusion of the assessment is that the textbook has been eligible for trial after conducting improvement based on inputs-inputs that have been submitted.

That a test of the effectiveness the textbooks developed, after going through field trials, researchers then tested the effectiveness of the textbooks developed by trying to use the teaching book in collaboration with teachers of moral beliefs class X Madrasah Aliyah, because of the limited time of research then immediately conducted a replay of the material that has been delivered. After that, the effectiveness test is done by quantitatively counting the evaluation results of the initial test and the final test. yaitu T-test for paired samples (paired-samples T-test). Furthermore, the researchers conducted an analysis of the Initial Test and Final Test on respondents. At this stage, researchers used a sample of the value of the evaluation conducted by the teacher before using the teaching book product. Then the researchers took a sample of evaluation value after using teaching book products (Rasyid, 2018).



## CONCLUSION

Based on the results of the study, it can be concluded that: the development of scientific-based moral learning in order to improve students of class X learning media in the form of textbooks akhlak class x even semester is considered worthy by expert validators in each field and can be used and applied in learning. Products developed by integrating research results are effectively used in learning. Based on the effectiveness of the study of pretest and posttest scores of students of grade X Madrasah Aliyah K.H Wahab Hasbullah. Some suggestions from the results of this study are: The results of research that has been published in journals deserve to be used as a reference for product development 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 interesting and non-monotonous material content so as to attract students to learn it.

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