



Development of Islamic Religious Education Textbooks Based on Equal Values

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ABSTRACT

Textbooks One of the components of the learning system that plays an important role in achieving Standard Competencies and Basic Competencies is textbooks. Textbooks are books used as textbooks in certain fields of study, which are standard books compiled by experts in their fields for instructional purposes and objectives, which are equipped with teaching tools that are harmonious and easy to understand by users in schools and universities so that they can support a teaching program. The important elements in the definition of textbooks are as follows: (1). textbooks are textbooks intended for students at a certain level. (2). Textbooks are always related to certain subjects. (3.) Textbooks are standard books. (4). Textbooks are written for certain instructional purposes. (5). Textbooks are written to support a certain teaching program. (Arifin, 2009) With the existence of textbooks, teaching and learning activities in schools become smoother and more effective. With the existence of textbooks, students' basic skills and knowledge have been obtained before entering the classroom so that during the classroom they can be used for activities to strengthen memory, understand concepts, think critically, and develop knowledge.

Keywords: *Moderate Islam; Textbooks; Teaching Materials*

INTRODUCTION

The Republic of Indonesia is a country based on Pancasila and the 1945 Constitution and the guidelines of "*Bhineka Tunggal Ika*" as written in the Garuda Pancasila symbol "*Bhineka Tunggal Ika*" has a different meaning but still one. History tells us that in the past Indonesia was founded on various tribes, cultures, religions, and customs that were many and different. Still, they could be united until the unitary state of the Republic of Indonesia was formed. Along with the development of the era of Indonesian education, this diversity began to be studied in various private and public schools. Many private religious schools were established, including Catholic, Islamic, Hindu-Buddhist, and other schools that adopted the education taught in the guidelines of their respective religions and holy books.

This is where the importance of developing the values of religious modernization called Islamic *wasathiyah* which has elements of tolerance, justice, balance, equality, deliberation, reform, prioritizing the important, dynamic, and innovative curriculum in Indonesia which has been compiled in modules and teaching materials which will later be applied in learning which is expected to provide students with an understanding of the theory and also be able to implement it in everyday life.

Then to apply this, it needs to be summarized in a textbook to make it easier to learn the values contained in the concept of Islamic *wasathiyah*. The teaching material should include at least the following elements: a). Title, MP, SK, KD, Indicators, and place. b). Learning instructions (student/teacher instructions) c). Competencies to be achieved d). Supporting information e). Exercises f). Work instructions g). Evaluation. For teaching materials to be meaningful, a teacher is required to be able to creatively design teaching materials that allow students to easily understand the material and directly utilize the available learning resources, for example by designing teaching materials, so that teachers can first find out the problems experienced by students and adjust them to the teaching materials that will be made in the form of Value-Based Teaching Books of Equality in the Concept of Islamic *wasathiyah*.

According to Mintowati (2003), teaching books are one of the means of the success of the teaching and learning process. Teaching books are a unit of learning that contains information, discussion, and evaluation. Teaching books that are arranged systematically will make it easier for students in the material to support the achievement of learning objectives. Therefore, teaching books must be arranged systematically, and attractively, have high readability aspects, are easy to digest, and comply with applicable writing rules.

Here the researcher will present the results of the research which will later be included in teaching books that become teaching guidelines and reference sources for lessons in various secondary schools throughout Indonesia. This study refers to previous research conducted by Yiyin Isgandi and Pandu Prasodjo (2018) entitled *Development of Islamic Religious Education Textbooks Based on Character Education and Nationalist Spirit* and the second study by Mei Sundala Ria (2019) entitled *Development of Islamic Religious Education Teaching Materials Based on Android for Class XI at Senior High School Private 1 Sidomulyo*.

METHOD

This study uses the Research and Development (R&D) development model according to the Hannafin and Peck Model, which is a product-oriented model. This model has a simple phase that includes three stages. The following is a description of the Hannafin and Peck model:

- **Needs Analysis Phase** The needs analysis phase is the first step in developing a product because, developing a product, it is needed to find out how much the product that will be developed by the developer is needed in the learning and teaching process. To develop a product, identification of the product with the characteristics of the students is needed.
- **Design Phase** After obtaining the results of the needs of students in the learning and teaching process, then enter the design stage. At this stage, the developer must know whether the product to be developed is by the learning experience of the students. So that the developer can find out to what extent the product to be developed is useful for students.
- **The development and implementation phase** is a phase that includes an activity to create a learning product based on the learning objectives to be achieved. So that after the product creation process, the developer must assess and test the product. So that the resulting product can be useful and the learning and teaching process is by needs.
- **Evaluation and revision** of the results of the assessment and testing of learning products will be evaluated. Because this phase is very important to improve quality. The evaluation and revision phase is in every phase because in every step of developing a product, evaluation and revision are needed at every stage. This is to make developers continue to perfect the products that will be produced.

The product produced in this study is the Islamic Religious Education Textbook based on the values of equality in the concept of Islamic *wasathiyah*. The development of research subjects in this study is 2 validators of learning materials, namely 1 media expert and 1 material expert. After the learning media was validated and revised, a trial of the learning media was carried out. The practical test of the learning media was given to class XII students of Vocational School Private 1 Jombang. The data collection technique used was by distributing a Likert scale questionnaire with 5 answer options. The scoring used in the assessment of learning media can be seen in Table 1.

Student Response Assessment	Score
Strongly Agree	5
Agree	4
Hesitant	3
Don't Agree	2
Strongly Don't Agree	1

Table 1. Validator Likert Scale Score

The validity value of the questionnaire results is calculated using the formula:

$$\text{Persentase} = \frac{\text{total skor}}{\text{skor maksimal}} \times 100\%$$

Achievement Presentation 100%	Media And Material Validation Assessment Criteria	Student Response Assessment Criteria
81-100	Very Worthy	Very Interesting
61-80	Worthy	Interesting
41-60	Quite Worthy	Quite Interesting
21-40	Less Worthy	Less Interesting
0-20	Less Quite Worthy	Less Quite Interesting

Table 2. Learning Media Validation Category

RESULT AND DISCUSSION

Discussion of the research and testing results obtained are presented in the form of theoretical descriptions, both qualitatively and quantitatively. The results and discussions are not written separately (the discussion is given after the results) with or without using bold subtitles. The results of the experiment should be displayed in the form of graphs or tables. For graphs, you can follow the format for diagrams and images.

The research and development carried out is to develop teaching materials in the form of an Islamic Religious Education textbook entitled Islamic *wasathiyah* which contains explanations of the material synchronized with learning videos and also practice questions. The development of this teaching material aims to improve the practicality of implementing teaching and learning activities and also evaluate Islamic Religious Education learning for Islamic *wasathiyah* material for class X at Vocational School Private 1 Jombang. In this development, the researcher used the Hannafin & Peck development model which consists of 4 systematic and structured stages.

Data presentation is obtained from the results of validation by material experts and media experts as well as practicality tests by students on the application of learning media. Validator and student responses are needed as instruments in the research and development of Islamic education textbooks based on equality values in the concept of Islamic *wasathiyah wasathiyah*.

The next stage is the development of the initial product design in the form of designing covers and animations that will be included in the textbook using the Canva application as a design medium, several components of which can be seen in the following description:



Figure 1. Textbook Cover Design Stage



Figure 2. Content Design Process

At this stage, as usual, we create the content of the material according to KD, KI, and Learning objectives and after that add interesting material and animated images.

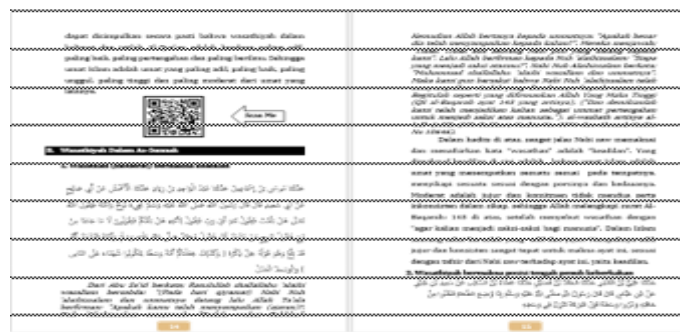


Figure 3. QR Code Attachment Process into the Book

This additional feature is in the form of a QR code found in each chapter, but in this study, the researcher did not do it in all chapters but only in a few chapters due to time constraints. So this feature is in the form of a QR code that can be scanned via an Android cellphone or the like which will later be directly connected to the YouTube application.



Figure 4. Display of Learning Videos Using YouTube

The media design in the Islamic *wasathiyah* textbook product was validated by Mrs. Ika Fariana Afan, M. Pd. as the Deputy Head of Curriculum at Vocational School Private 1 Jombang. The next step is the validation of the material expert which was validated by Mrs. Inayatul Ilahiyah, S.Ag. From the validation of the learning media expert, what has been obtained shows that the category is Eligible from all aspects. From the assessment sheet, there are also notes given by the learning media expert validator, namely: "The cover design is made more attractive and added with pictures to stimulate student stimulus" From the validation of the learning material expert, what has been obtained shows that the category is Very Eligible from all aspects. From the assessment sheet, there are also notes given by the material expert validator, namely: "Learning indicators and objectives should be included in the Islamic *wasathiyah* book". The last validation was carried out by the education practitioner expert validator, namely Mr. Dr. Sholikin, S.Ag. who works as a Islamic Religious Education Teacher at Vocational School Private 1 Jombang.

After the product has been validated by experts and declared feasible and valid, the next stage is the initial trial by taking 5 students from class XII, then the 5 students are given Islamic *wasathiyah* material by being given a handbook in the form of a product of the development of Islamic *wasathiyah* based teaching books for class XII odd semester after that the teacher only explains a little about the material, the rest of the students are asked to read and study the material in the book themselves, in this initial trial stage students can also directly try the features in the book, namely learning videos about the material in the book. In this initial product trial stage, the researcher conducted it on 5 students, and after the learning activities using the teaching materials, students were also given a questionnaire about Islamic *wasathiyah* teaching materials to know the quality of practitioners and the efficiency of the book.

Result

The results of the student questionnaire related to Islamic *wasathiyah* teaching materials using the Likert scale.

Table 3. Pre-test and post-test results

	Pretest	Posttest
Minimum score	50	80
Maximum score	70	95
Average score	62,5	91

There was an increase in scores during the post-test. Initially, the average pre-test score of students was 62.5, during the post-test the average score jumped to 91. Based on the N-Gain formula, a score of 0.8 was obtained, which then if classified according to the criteria for increasing learning outcomes showed that the influence of the development of Islamic *wasathiyah* textbooks on increasing students' literacy skills was considered to be in the "High" category. Not only using the N-Gain formula, researchers also use data processing using SPSS 16, namely the t-test one group (pretest and post-test). And produces the following tests.

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
x1	20	62.50	7.345	50	75
x2	20	91.00	4.472	80	95

Table 2. Statistical Description

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 x1	62.50	20	7.345	1.642
x2	91.00	20	4.472	1.000

Table 4. Paired Samples Statistics

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 x1 & x2	20	.000	1.000

Table 5. Paired Sample Correlation

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 x1 - x2	-28.500	8.599	1.923	-32.525	-24.475	-14.822	19	.000

Table 6. Paired Sample Test

CONCLUSIONS

The conclusion must indicate the results obtained, their advantages and disadvantages, and the possibility of further development. The conclusion can be in the form of a paragraph but should be in the form of points using numbering or bullets. Suggestions for further research to cover the shortcomings of the research. Does not contain suggestions outside of further research. So from the results of the trial of the effectiveness of the use of textbooks based on the value of equality in the concept of Islamic *wasathiyah*, the average pre-test results showed that the initial ability of students in grade XII in the subject of Islamic Religious Education was 62.5. After going through teaching and learning activities using this Islamic Religious Education textbook, the average value of students increased to 91, up 46%. This shows that the use of media in Islamic *Wasathiyah* learning in Vocational School Private 1 Jombang has been implemented effectively. Judging from the learning completion indicators, this Islamic *wasathiyah* textbook plays a very important role in increasing students' interest, motivation, and learning outcomes in a subject matter thoroughly which is better than conventional learning.

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