

Developing Contextual Textbooks of Islamic Religious Education on Curriculum Development and Innovation Course

Uswatun Khasanah

Universitas Darul Ulum Islamic Center Sudirman GUPPI Ungaran, Jl. Tentara Pelajar,
Semarang, Central Java, Indonesia
uswatunkhasanah6815@gmail.com

ABSTRACT: *This research aimed to develop a textbook for the PAI (Islamic Education) Curriculum Development and Innovation course as a means of independent student learning. This is development research referring to the ADDIE (Analyze, Design, Develop, Implement, Evaluate) development model. The subjects of this research were Islamic education Masters students at the Mamba'ul 'Ulum Islamic Institute (IIM) of Surakarta. The data were collected using textbook assessment instruments consisting of (1) tryout instruments by course content experts, (2) tryout instruments by learning design experts, (3) practitioner instruments, and (4) student assessment instruments. The data were analyzed using qualitative and quantitative descriptive methods. The research results showed that a score percentage of 89% was obtained for the expert assessment of course content, a score of 75% for the learning design expert assessment tryout, a score of 90% for the practitioner tryout results, and a score of 87.75% for the student assessment tryout. Based on the research results, it could be concluded that the textbook for the Islamic education curriculum development and innovation course belonged to the appropriate category and could be used for students taking the Islamic education curriculum development and innovation course at the IIM Surakarta Postgraduate School, especially Masters students in Islamic education.*

Penelitian ini bertujuan untuk mengembangkan buku teks mata kuliah Pengembangan dan Inovasi Kurikulum PAI (Pendidikan Agama Islam) sebagai sarana belajar mandiri bagi siswa. Penelitian ini merupakan penelitian pengembangan yang mengacu pada model pengembangan ADDIE (*Analyze, Design, Develop, Implement, Evaluate*). Subjek penelitian ini adalah mahasiswa Magister PAI Institut Islam Mamba'ul 'Ulum (IIM) Surakarta. Pengumpulan data dilakukan dengan menggunakan instrumen penilaian buku teks yang terdiri dari (1) instrumen uji coba oleh ahli isi mata kuliah, (2) instrumen uji coba oleh ahli desain pembelajaran, (3) instrumen praktikan, dan (4) instrumen penilaian siswa. Data dianalisis menggunakan metode deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa diperoleh persentase skor sebesar 89% untuk penilaian ahli isi mata kuliah; skor 75% pada uji coba penilaian ahli desain pembelajaran; skor 90% untuk hasil uji coba praktisi; dan nilai 87,75% pada uji coba penilaian siswa. Berdasarkan hasil penelitian dapat disimpulkan bahwa buku ajar mata kuliah

Pengembangan Kurikulum dan Inovasi PAI termasuk dalam kategori sesuai dan dapat digunakan bagi mahasiswa yang mengambil mata kuliah Pengembangan Kurikulum dan Inovasi PAI di Sekolah Pascasarjana IIM Surakarta khususnya mahasiswa S2 di PAI.

Keywords: *Developing Textbooks, Islamic Education, Contextual Learning.*

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I. INTRODUCTION

Educators must prepare their teaching process as well as possible to carry out student learning activities in classrooms because many factors can determine the success of the learning activities. One of the most essential prepared things is learning materials (Alp Christ et al., 2022; Dianti et al., 2021; Kostromitina, 2024). Teaching material development is the result of the innovative development of teaching materials in the form of textbooks, diktats (teacher-made specific learning materials), modules, practical instructions, models of educational aids, audiovisuals of tutorial manuscripts, and job sheets related to the courses being taught. Furthermore, a textbook is a handbook for a system written and compiled by experts in their fields, meets textbook rules, is officially published, and is distributed widely (Kemristekdikti, 2019).

Textbooks are books written by lecturers according to their expertise and can be used to support the course content. In addition, textbooks are structured logically based on the semester study plan and students' learning needs and are oriented toward achieving learning goals or specific competencies (Khasanah, 2022). Therefore, textbooks are different from modules because a module can only be used by a limited audience, while textbooks are published and obtain an International Standard Book Number (ISBN) and are distributed nationally. In lecture activities, textbooks are a means of communication between lecturers and students. As a result, having textbooks can make the learning processes effective, and lecturers have more time to guide students in understanding a topic in lectures. In the current era of developments in science and technology, lecturers are increasingly encouraged to innovate in their teaching practice activities. Thus, textbooks play a vital role in the teaching-learning process (Vermunt et al., 2023; Widodo et al., 2018).

Based on the researcher's experience as a lecturer of the Islamic education curriculum development and innovation course, one of the obstacles faced in implementing lectures at the Postgraduate School at the Islamic Institute of Mamba'ul 'Ulum (IIM) Surakarta is that the absence of Islamic education curriculum development and innovation textbooks. As a result, lecturers and students need help finding reference books as a guide in carrying out lectures. This obstacle certainly impacts learning success, and students' understanding of the materials between classes varies due to the need for adequate guidelines. Students only use references downloaded from blogs without any authenticity. Students still need help in preparing Learning Implementation Plans (RPP) from various approaches, models, strategies, and learning methods, as well as determining evaluation techniques. As a result, the teaching implementation process could be more optimal. Students do not master the learning materials well because they only use other references found in bookstores or libraries (Cantika, 2022; Ginting et al., 2023; Pujiastuti & Lestari, 2019).

In this context, textbooks are necessary because no books on Islamic Education curriculum development and innovation can facilitate independent learning for students (Ikhwan, 2019). Besides, several studies showed that learning independence increases along with the development of teaching materials, including research by Astuti & Prabowo (2020). The research results showed that using educational statistics material effectively teaches independence. A study by (Setiawan et al., 2017) concluded that modular teaching materials enable students to learn independently at schools. In addition, using textbooks can encourage students' independent learning (Sidiq et al., 2022; Simatupang, 2023). Considering the problems above, it is essential to develop books that can increase student learning independence (Pahriah & Safitri, 2020; Safitri et al., 2021).

II. METHOD

This is development research conducted in the Islamic education curriculum development and innovation course at the Postgraduate School of the PAI Study Program at Mamba'ul 'Ulum Islamic Institute, Surakarta. The subjects in this research are second-semester students taking the class with 22 students. The participants were involved in the limited tryout stage of the developed textbook. The textbook development adopted the ADDIE development model proposed by (Branch, 2009). The ADDIE development model was chosen because of its simple concept. Besides it also provided many instructions for developing a learning product consisting of 5 stages: analyze, design, develop, implement, and evaluate. Setyosari, (2015) stated that research development means producing learning materials. Action is often called development research to bridge research and educational practice. The ADDIE development model is one alternative that can be implemented in development research. In this research, the development product was a research-based textbook studying student development course materials. The research carried out was limited to the development stage because this research only tested the validity of development products (Hardani et al., 2020; Ikhwan, 2021; Sugiyono, 2015). The stages of the ADDIE model are depicted in Figure 1 below.

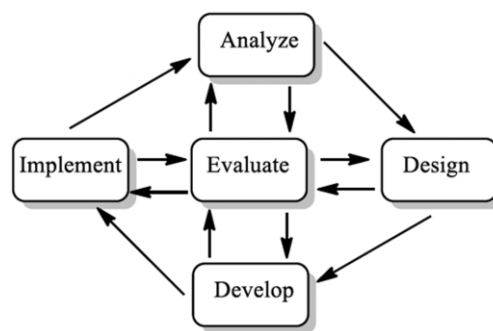


Figure 1. Stages of the ADDIE model (Anglada, 2007)

III. RESULT AND DISCUSSION

The ADDIE model is a development model that applies five steps, namely: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation (Khasanah & Muslimin, 2021). In the analysis stage, needs analysis activities were carried out, especially regarding the adequacy of textbooks for Islamic education curriculum

development and innovation courses. The observation results in the Postgraduate School environment showed that the PAI Curriculum Development and Innovation course textbooks were classified as deficient. Meanwhile, the teaching lecturer used various references to the subject matter prepared in the RPS (Semester Lesson Plan) for the Islamic education curriculum development and innovation course. Thus, preparing textbooks for Islamic education curriculum development and innovation courses was very important to fill the gap. Therefore, this development research was carried out to create a book for the Islamic education curriculum development and innovation course (Ikhwan et al., 2020).

After conducting a needs analysis, the researcher planned the design (design stage). After that, textbook writing activities (development stage) were performed. Next, after the textbook had been prepared, the next step was to test the product (book). The tryout consisted of expert tryout and field tryout. The expert tryout was a test conducted by material experts for the Islamic education learning system planning course and an expert tryout for learning media. Meanwhile, field tryouts were carried out by students. The results of the tryout by the course content expert are described as follows.

Try Out Conducted by Course Content Experts

After the textbook was developed entirely, the next step was to test the resulting product. The following describes the results of product development tryouts, from expert tryouts by content experts to field tryouts by students and lecturers who taught the courses. The Islamic education curriculum development and innovation course content expert conducted the tryout. The results of the expert assessment of the course content with a closed questionnaire are presented in table 1 below.

Table 1. Try out conducted by course content experts

No	Aspects to be assessed	Score
Aspects of cover & content		
1	The suitability of the image used on the cover with the PAI curriculum development and innovation concept	4
2	Appropriateness and harmony between colors, images, shape, and size of letters used on the cover	5
3	Suitability of the materials in the module with the learning curriculum	5
4	Completeness, logic, and consistency in the material presentation	5
5	Depth and breadth of the material presentation	4
6	The truth of the concept in the presentation of the materials	4
7	Ease of material presentation for students to understand	5
8	The ability of topic presentation to encourage students' interest and motivation in learning	5
Linguistic aspects		
1	Suitability of language to students' level of thinking	4
2	Accuracy of sentence structure in studying PAI curriculum development and innovation materials	4
3	Use of terms in studying PAI curriculum development and innovation materials	5
4	Ease of understanding the flow of material through the use of language	5
Total		55
Score Percentage		89%

Table 1 shows that a score percentage of 89% was obtained for the developed materials in the Islamic education curriculum development and innovation course textbook. When this score was converted into a data eligibility criteria table, the validator's assessment results belonged to very feasible criteria, meaning that the feasibility level of this textbook could be used even though it was necessary to revise based on the validator's suggestions.

Try Out Conducted by Learning Design Experts

The next tryout aimed to determine the quality of the textbook product for the Islamic education curriculum development and innovation course in terms of its function as a learning design. Therefore, learning design experts carried out the tryout in this research. In this case, the test subject was Dr. Fatma Sukmawati., M.Pd.I. Based on the closed questionnaire, the results are in Table 2 below.

Table 2. Validation results from learning design experts

No	Aspects to be assessed	Score
Aspects of cover & content		
1	The suitability of the image on the cover with the PAI curriculum development and innovation concept	4
2	Appropriateness and harmony between colors, images, shape, and size of letters used on the cover	4
3	Suitability of the materials in the module with the learning curriculum	4
4	Completeness, logic, and consistency in the material presentation	4
5	Depth and breadth of the material presentation	4
6	The truth of the concept in the presentation of the materials	4
7	Ease of material presentation for students to understand	4
8	The ability of topic presentation to encourage students' interest and motivation in learning	3
Linguistic aspects		
1	Suitability of language to students' level of thinking	3
2	Accuracy of sentence structure in studying PAI curriculum development and innovation materials	4
3	Use of terms in studying PAI curriculum development and innovation materials	5
4	Ease of understanding the flow of materials through the use of language	4
Total		41
Score Percentage		75%

Table 2 shows that a score percentage of 75% was obtained in terms of its quality as a learning design. When this score was converted into a table of eligibility criteria, the validator's assessment data included the "eligible" standards, meaning that the validity level of this textbook could be used even though revision based on the validator's suggestions was needed.

Practitioner Validation

In this research, the practitioner validator was a lecturer with more than ten years of teaching experience in the Islamic Religious Education study program at the Mamba'ul 'Ulum Islamic Institute. The questionnaire was an open questionnaire consisting of two

aspects with 12 assessment items. The results of practitioner validation are presented in Table 3 below.

Table 3. Validation results from practitioners

No	Aspects to be assessed	Score
Aspects of cover & content		
1	The suitability of the image on the cover with the PAI curriculum development and innovation concept	5
2	Appropriateness and harmony between colors, images, shape, and size of letters used on the cover	5
3	Suitability of the materials in the module with the learning curriculum	5
4	Completeness, logic, and consistency in the material presentation	5
5	Depth and breadth of the material presentation	4
6	The truth of the concept in the presentation of the materials	4
7	Ease of material presentation for students to understand	4
8	The ability of topic presentation to encourage students' interest and motivation in learning	4
Linguistic aspects		
1	Suitability of language to students' level of thinking	5
2	Accuracy of sentence structure in studying PAI curriculum development and innovation materials	5
3	Use of terms in studying PAI curriculum development and innovation materials	5
4	Ease of understanding the flow of materials through the use of language	4
Total		52
Score Percentage		90%

Table 3 shows the practitioner validation results in which the teaching textbook was considered suitable. The average score was 90% with a very feasible category. The Islamic education curriculum development and innovation textbook based on validation results was suitable for use in the Islamic education curriculum development and innovation course. The tryout was carried out by 22 students in the second semester of the PAI Master's Degree study program who had taken professional teaching courses.

The practitioner tryout assessments from students consisted of four aspects, namely content/material aspects, presentation aspects, appearance and image, and language. Below is the overall percentage of student tryouts presented in Table 4.

Table 4. Data on the percentage of students' limited tryout eligibility

Student names	Aspects			
	Contents/Materials	Presentation	Images	Language
Student 1	5	4	4	5
Student 2	4	3	4	3
Student 3	4	4	4	4
Student 4	4	4	4	4
Student 5	4	3	4	3
Student 6	4	4	4	4
Student 7	5	5	4	4
Student 8	5	4	4	3
Student 9	3	5	4	4
Student 10	4	5	4	4

Student 11	3	3	4	5
Student 12	5	3	4	5
Student 13	3	4	4	4
Student 14	3	5	4	5
Student 15	4	4	4	4
Student 16	4	5	5	4
Student 17	4	4	4	4
Student 18	3	4	4	4
Student 19	3	4	4	4
Student 20	4	4	4	4
Student 21	3	4	4	4
Student 22	4	3	4	4
Percentage %	85%	88%	89%	89%
Average	87,75			
Category	Very feasible			

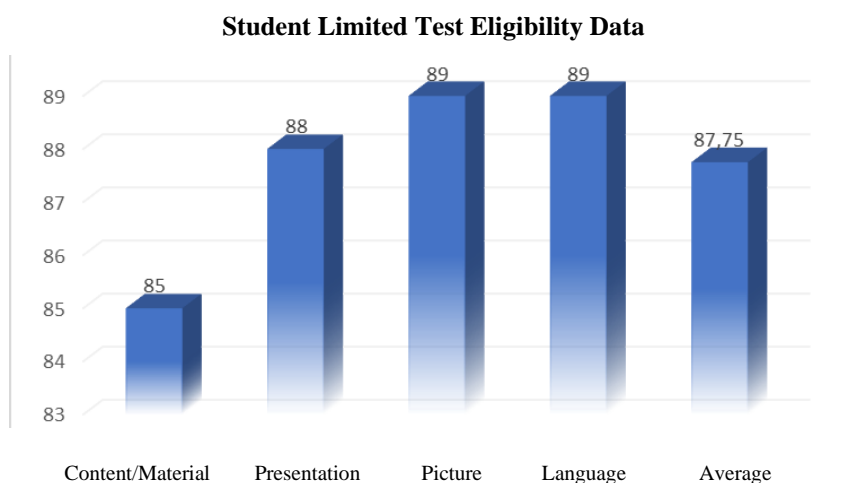


Diagram 1. Average percentage of student-limited tryout eligibility

From the data and average eligibility for the limited test of 22 students, the percentage value in assessing the content/material aspects was 85% and belonged to the very eligible category. Meanwhile, 88% of the students evaluated the presentation aspect of the book and the class as very appropriate, 89% assessed the element of the images on the book cover, and the category score was classified as very reasonable. In determining the language, 89% of the students were in the appropriate category, while the average of limited test feasibility was 87.75%. Thus, the developed textbook based on the validation results was suitable for use in the Islamic education curriculum development and innovation course.

IV. CONCLUSION

Based on the results of the previously described research, the contextual Islamic education curriculum development and innovation course textbooks are declared valid, practical, and effective for use in the learning process. This contextual Islamic education curriculum development and innovation textbook is displayed reasonable based on the results of a tryout assessment by subject content experts with a score percentage of 89%; the results of the learning design expert assessment tryout was a score of 75%;

Practitioner tryout results was a score of 90%: student assessment tryout results was a score of 87.75%. In addition, the developed textbook is very suitable as a learning resource in Islamic education curriculum development and innovation courses.

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