The Design of Religious Value-Based Teaching Materials in Increasing Students' Learning Achievement Elementary School

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Abstrak

Penelitian ini bertujuan untuk mengembangkan produk bahan ajar cerita bergambar bermuatan niali religious Pada Tema Diriku sun tema mengenal anggota tubuh. Tujuannya untuk mengetahui kevalidan dan kepraktisan. Adapun permaslahan yang ada yaitu kurangnya sumber belajar yang tersedia di sekolah, bahan ajar yang ada disekolah belum sepenuhnya ada, prestasi siswa yang masih rendah. Penelitian ini menggunakan model pengembangan ADDIE, tahapannya yaitu *Analysis, Design, Development, Implementation,* dan *Evaluation.* Berdasarkan kelima tahapan tersebut pengembangan bahan ajar cerita bergambar bermuatan niali religius memperoleh hasil penelitian antara lain: (1) Kelayakan bahan ajar cerita bergambar bermuatan nilai religius dari hasil validasi 3 validator memperoleh hasil rata-rata sebesar 0,875 dengan kategori "Validasi tinggi". (2) Kepraktisan bahan ajar cerita bergambar bermuatan nilai religius memperoleh presentase rata-rata sebesar 95,5% dengan kategori "sangat layak" dari respon guru dan respon siswa memperoleh presentase sebesar 93,3 % dengan kategori "sangat layak. Berdasarkan hasil tersebut bahan ajar cerita bergambar bermuatan nilai religius dapat dikatakan valid dan praktis untuk meningkatkan prestasi belajar siswa kelas 1 Sekolah Dasar.

Kata Kunci: bahan ajar, cerita bergambar, religious, prestasi belajar siswa, sekolah dasar

Abstract

This study aimed to develop a product of picture story teaching materials containing religious values. The aim is to determine the validity and practicality. The existing problems are the lack of available learning resources in schools, teaching materials in schools are not fully available, student achievement is still low. This study uses the ADDIE development model, the stages are Analysis, Design, Development, Implementation, and Evaluation. the results of the validation of 3 validators obtained an average result of 0.875 with the category "High validation". (2) The practicality of picture story teaching materials containing religious values obtained an average percentage of 95.5% in the "very feasible" category from the teacher's response and student responses obtained a percentage of 93.3% with the "very feasible" category. Based on these results, illustrated story teaching materials containing religious values can be said to be valid and practical to improve the learning achievement of 1st-grade elementary school students.

Keywords: teaching material, comic, religious, learning achievement, elementary school

INTRODUCTION

Teaching materials are a set of subject matter that refers to the curriculum used to achieve predetermined competency standards and basic competencies (Ahmar & Rahman, 2017). Teaching materials are useful to help educators in carrying out learning activities. For educators, teaching materials are used to direct all their activities and what should be taught to students in the learning process. As for students, it will be used as a guide that should be studied during the learning process. Various teaching materials have been developed, both technology-based and conventional (Iasha et al., 2020; Setiawan et al., 2017). Unfortunately, the teaching materials used today are also not fully integrated with religious values (Syafei, 2019).

One way to make the learning process interesting for students is to use learning materials packaged in the form of picture storybooks by instilling religious values (Wiana et al., 2018). Picture storybooks are reading books in which there are stories and are accompanied by pictures. The pictures listed in the text are equally important in the storybook because the picture is an intermediary for communication and conveying the message of the story to children (Marien, 2021). The collaboration between writing and colorful pictures will foster children's interest in reading and curiosity about the story from the book (Tønnessen & Hoel, 2019). With storybooks accompanied by colorful pictures, children will be excited to read them (Lowman et al., 2018; Pennell et al., 2018).

Character is an individual trait in the form of traits, personality, character, and behavior that is expressed in everyday life (Luhmann et al., 2021). Character is the most important thing that must be nurtured properly and correctly in every young generation, especially religious characters. Character is a basis and the main foundation to be able to fortify yourself from all the bad things that are present in the dynamics of life (Baharun & Ummah, 2018). Therefore, education is not just teaching or transferring knowledge or merely developing intellectual aspects, but also developing character, morals, and values (Cahyono, 2017).

Several researchers have developed various teaching materials that are integrated with religious values. Saregar, et. al. report that the learning media design of posters based on religious values can increase students' motivation and character (Saregar et al., 2019). Fauyan reported that the development of Interactive Multimedia with the Insights of Islamic Values could improve learning performance, as well as seeding the value of Islamic characters in students (Fauyan, 2019). Arifin, et. al. also reported that the development of fiqh magazine model learning media could improve students' motivation and prayer understanding in primary school students (Arifin et al., 2019). In addition, Marini reported that the development of a picture storybook based on Minangkabau culture that integrates religious values can build students' morale (Marini, 2020).

From several reports was known that learning media that are integrated with religious values not only improves students' cognitive abilities but also can increase knowledge about religious values. Therefore, the research creates a teaching material that integrates religious values for elementary school students. Then, this teaching material is made more friendly to students because it is packaged in the form of a picture storybook by instilling religious values.

RESEARCH METHOD

This research aimed to develop teaching materials containing religious values for elementary school students. This research used the research and development (R&D) with ADDIE development model (Kartika et al., 2019). The ADDIE Development Model consists of five phases, namely analyze, design, develop, implement, and evaluate as shown in figure 1. The ADDIE model steps are used to develop the product because they are more complete and rational than other models (Cahyono, 2017).

Figure 1. The step of the ADDIE Model

This research used non-test techniques instruments using observation, interview guidelines, and questionnaires which include expert validation questionnaires, teacher response questionnaires, and student response questionnaires. The preliminary studies data were obtained through observation and interviews with teachers and students in grade 1 of SD Negeri Beji 03 Pemalang. The participants were teachers and students of SD Negeri Beji 03 Pemalang consisting of 1 teacher and 30 students. The teaching materials book was developed using the Microsoft PowerPoint 2016 application. At the development stage, the product was validated by 2 validators, namely colleagues and an image and graphic design expert. In the implementation stage, the trials were carried out in 2 stages. The first trial was a small group trial which was conducted at SD Negeri Beji 01 Pemalang and after that, the revisions were made. Then, the second trial was a large group trial conducted at SD Negeri Beji 03 Pemalang.

RESULT AND DISCUSSION

In developing teaching materials, a development model is needed to ensure the results. The use of the model of developing teaching materials in accordance with the theory will ensure the quality of teaching materials. The models include; models ADDIE, ASSURE, Hannafin and Peck, Gagne and Brigs, and Dick and Carey. Of course, each of these models has its own characteristics that need to be understood more deeply. The ADDIE instructional model is an instructional process that is commonly used both traditionally by education and training developers.

The research and development model was carried out from the ADDIE Model with five stages, namely: Analyze through preliminary studies, Design through development, Development through validation, Implementation through trials, and Evaluation through product implementation. The steps in detail were clearly described below:

Analyze Stage

In this stage, the main activity is to analyze the need for the development of teaching materials in learning objectives. The preliminary study stage was carried out through a literature review and field studies. The literature review included a study of theories related to what learning model would be developed in this case learning theory, design of learning models, teaching materials to find theories that supported product development (Branch, 2009). Field studies were carried out through interviews with teachers and students with the aim of developing products that were based on needs so that these products are useful and useful in the field.

1. Needs Analysis

A needs analysis was carried out to find out what needs were needed by teachers and students to overcome problems encountered in learning activities (Utomo et al., 2021). A needs analysis was conducted using

observation and interview methods. The various obstacles were found in the observation and interview, including the limitations of teachers in developing learning resources in the learning process. Learning resources available in schools had not met the needs of students. Then, less than half of the students in grade 1 achieve the KKM (Minimum Completeness Criteria). On the other hand, the religious values in the teaching materials available at school were not yet fully available.

2. Student Analysis

Student analysis was a study of student characteristics based on their knowledge, skills, and development. Student analysis was carried out by using the interview method to explore which part of students' interest in the book. The given responses were used as studies for product development that aimed to help the learning process, especially in the religious character.

3. Matter Analysis

Material analysis was carried out to adjust the material studied by students with the material to be used in teaching materials containing religious values. In addition, at this stage, an analysis of basic competencies and the sources that would be taken to make teaching materials. In this step, an analysis of the thematic books for class 1 was also carried out by KI and KD 3.4 and KD 4.4 on the theme *"Myself"*, the sub-theme of *"My Body"*.

Design Stage

In this stage, several components were designed, namely the preparation of materials, the selection of teaching materials, the selection of formats, and the design of teaching materials. The preparation of this material was carried out as an ingredient in the development of teaching materials containing religious values. While the preparation of the material referred to KI, KD, and learning objectives. The design of this picture story teaching material was equipped with illustrated images that have various colors aimed to increase children's interest in reading. The material also has an A4 landscape size by considering it to be easy for students to hold. Then, this material was also be printed due to the printed book easily early age students to read it (Abadi Prastowo, 2014).

Develop Stage

The development in the ADDIE Model contains activities for the realization of product designs in this case are teaching materials. The development steps in this research include activities to create and modify teaching materials. At this develop stage, illustrated story teaching material would be validated to determine the feasibility and product revisions before being applied to students and teachers (Chrisyarani & Yasa, 2018). Figure 1 shows the illustration of the preliminary product.

Figure 2. The display of preliminary product: (a) Title page; (b) List of the content page; (c) Material page about knowing body parts; and (d) Display of religious values

The preliminary media products produced were then validated through a team of panelists: (1) colleagues; (2) drawing and graphic design expert; Input from the teaching materials validation team will be revised to improve the product and test its feasibility.

Implement Stage

After the product was declared feasible by the panelist team, then the next the media product was trial twice. The first trial was a small group trial, which was conducted at SDN Beji 01 Pemalang, and the findings from the first trial were used for product revision materials. The second trial was a large group trial which was conducted at SDN Beji 03 Pemalang and was revised again according to the recorded input. The test results become the final product and are ready to be implemented.

Evaluate Stage

At the evaluation stage, an evaluation is carried out by teachers and students who have used picture story teaching materials containing religious values. The teacher's response is an evaluation process carried out by a grade 1 teacher, namely Mrs. Lutfi Haryanti, S.Pd.SD through a questionnaire. aspects, namely aspects of appearance, aspects of the material, and aspects of learning. Evaluation by students is done by filling out student response questionnaires after the treatment has been given.

Data analysis was carried out to conclude the results of expert validation, teacher and student responses. After the validation test was carried out by the three validators, the product was validated by the validator to determine the level of product validity, field trials were carried out using an expert validation questionnaire. Experts who act as validators are two lecturers and one teacher. Lecturers who act as validators are Rida Fironika Kusumadewi, M.Pd as validator 1, Nuhyal Ulia, M.Pd as validator 2, and Sari Yustiana, M.Pd as validator 3. The results are as follows:

The results of the product validation of the two experts for the components of teaching materials validator 1, validator 2, and validator 3 provide a total score of 35 out of a maximum score of 40 with a validity of 0.875 so that it is included in the "High Validity" criteria. In the second component of teaching materials, the validator did not provide notes for improvement. Furthermore, for the picture book component, the validator assesses two aspects, namely the appearance and material aspects. In the aspect of appearance, the three validators were assessed with a total score of 38 out of a maximum score of 40 with a validity of 0.850 so that it is included in

the "High Validity" criteria. While in the material aspect, the three validators were assessed with a total score of 58, a maximum score of 64 with a validity of 0.906 so that it was included in the "High Validity" criteria. Based on the description of the validation test results, the product can be tested after revision according to expert input. The results of the expert validation test in the development of picture story teaching materials can be said to be feasible to be tested if the minimum percentage reaches the high category, namely 61% (Mawardi, 2014). However, there are some notes from the validator as shown in the following table 1.

Table 1
Expert Validation revision result

Name	Validator comment	Repaired
Validator 1	The writing space is too tight, the font model is adjusted to the book writing criteria for students	Writing using the Arial Font type
Validator 2	Title display	Title display

The practicality of teaching materials containing religious values was assessed using teacher response questionnaires and student responses. After the product was revised, the next stage was a feasibility test for grade 1 teachers conducted at SD Negeri Beji 01 and SD Negeri Beji 03 Pemalang with two class teacher assessors. The results of the teacher response questionnaire obtained by the first-grade teacher at SD Terri Beji 01 Pemalang obtained a score of 85 out of a maximum score of 90 with a percentage of 94.4% so that it is included in the "Very Eligible" criteria. While the first-grade teacher at SD Negeri Beji 03 Pemalang gave a score of 87 out of a maximum score of 90 with a percentage of 96.6% so it was included in the "Very feasible" criteria without anything that needed to be revised or corrected. Based on the teacher's assessment, it can be seen that the picture book product has been declared very feasible, which means that teaching materials containing religious values are practically used in learning.

The picture book product that has been revised and declared valid and feasible is then tested for feasibility on 10 students of SDN Beji 01 Pemalang using a student response questionnaire. The results of the questionnaire obtained a score of 90 out of a maximum score of 100 with a percentage of 90% so that it is included in the very feasible criteria. And the student response questionnaire at SDN Beji 03 Pemalang with 30 students obtained a score of 280 from a maximum score of 300 with a percentage of 93.3% so that it is included in the "Very Eligible" criteria without any notes from students. Based on the assessment of the students, it can be seen that the picture book product has been declared very feasible, which means that teaching materials containing religious values are practically used in learning. This research is supported by research conducted by Pratiei et al with the results that this illustrated story media was developed using the ADDIE development model (Pratiwi et al., 2020). The results showed that the feasibility of teaching materials based on math illustrated stories on statistical material for SMP class VIII students was developed and resulted from inappropriate criteria for use.

CONCLUSION

In this research, it has been successfully the religious character-based teaching materials In elementary schools. The analysis stage showed the limitations of teachers in developing learning resources in the learning process. Then, the religious values in the teaching materials available at school were also not yet fully available. The result of the product trial in SD Negeri Beji 1 and SD Negeri Beji 3 Pemalang showed the increasing

students' achievement. This shows that science-based learning that demands practicality is used to improve student achievement in grade 1 elementary school.

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