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ISLAMIC INTEGRATED MATHEMATICS TEXTBOOKS FOR JUNIOR HIGH STUDENTS

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Abstract

Many integrated textbooks between mathematics and another fields such as, music, culture, linguistics, etc. This study developed a valid, practical, and effective Islamic integrated mathematics textbooks for junior high/MTs students grade VII and their mathematics teachers. This study is a developmental research by adopting Plomp model which consists of three phases i.e. preliminary research, prototype stage (developmental or prototyping phase), and assessment phase. The developed textbook has been validated by mathematicians, design experts, and linguists. The research data were collected using observation, interviews, questionnaires and test. Data processing in this study was carried out using quantitative descriptive and qualitative descriptive analysis. The results showed that the Islamic integrated mathematics textbooks for Junior High/MTs students is properly and well developed and applicable as the teaching materials in learning mathematics.The valid criterion is because the textbooks are developed in accordance with the principles of the scientific and logical knowledge. The practical criterion is because the textbooks are applicable in accordance with the settings that have been designed and developed. The effective criterion is because the textbooks can improve student's mathematics ability.

Keywords: Design Research; Islamic Integrated Mathematics; Textbook

Abstrak

Buku teks yang terintegrasi antara matematika dan bidang lain seperti, musik, budaya, linguistik dan lainnya sudah banyak dikembangkan. Penelitian ini mengembangkan buku teks matematika terintegrasi nilai-nilai Islam yang valid, praktis, dan efektif untuk siswa SMP/MTs kelas VII. Penelitian ini merupakan penelitian pengembangan dengan mengadopsi model Plomp yang terdiri dari tiga tahap yaitu penelitian pendahuluan, tahap prototipe (tahap pengembangan atau prototyping), dan tahap penilaian. Buku ajar yang dikembangkan telah divalidasi oleh ahli matematika, ahli desain, dan ahli bahasa. Data penelitian dikumpulkan dengan menggunakan observasi, wawancara, angket dan tes. Pengolahan data dilakukan dengan analisis deskriptif kuantitatif dan deskriptif kualitatif. Hasil penelitian menunjukkan bahwa buku teks matematika terintegrasi Islam untuk siswa SMP/MTs dikembangkan dengan baik dan dapat diterapkan sebagai bahan ajar dalam pembelajaran matematika. Terpenuhinya kriteria valid adalah karena buku teks yang dikembangkan sesuai dengan prinsip-prinsip pengetahuan ilmiah dan logis, kriteria praktis karena buku ajar dapat diterapkan sesuai dengan setting yang telah dirancang dan dikembangkan dan kriteria efektif karena buku ajar dapat meningkatkan kemampuan matematis siswa.

Kata kunci: Desain Penelitian; Matematika Terintegrasi Islam; Buku Teks

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INTRODUCTION

National education acts to develop the capabilities and to dignify national character in order to educate the national life aimed at developing the potential of the students with good spirituality, noble, healthy, knowledgeable, capable, creative, independent, democratic and responsible. This objective is in line with the objective of Islamic education, which is not solely aimed at obtaining intellectual and material satisfaction, or worldly achievement, but also forming rational and understanding human being who recognize the almighty Allah as the creator (Purwati et al., 2018).

Nowadays the spiritual aspect of religion is rarely connected with learning in schools other than the given Islamic religious lessons (Agusti et al., 2019). In achieving the goal of national education, every teacher, not only limited to the religious study teachers (in this case, the Islamic teachers), must assist the students in order to uphold their faith and devotion to Allah SWT. According to Hamzah (2016) comprehensively, religious education given to Students are the duty and responsibility of the school not only held by religious teachers. Many people assumed that it is only the duty of the religious teachers. This assumption is incorrect because every teacher should improve students' faith and devotion e.g. through the learning process integrated with Islamic values by integrating science, technology, and the Islamic values. One of many ways is to create an integrated curriculum concept consist of science, technology, and Islamic values. Islamic values that instill morality and scientific behavior affect students' problem-solving abilities (Izzati et al., 2019; Nurdyansyah, 2018; Umami et al., 2019).

The main problem that is very prominent today is the confusing values appeared on the younger generation's perspective. There are various contradictions and various morality issues that cause the confusion. These conditions are usually occurred in teenagers, especially those who live in the big cities, who are trying to develop and engage themselves towards the modern and more advanced lifestyle where numerous foreign cultures existed in the society unfiltered. Students' poor attitudes and poor religious behaviors are often associated with the failure of the education process since it is considered as the result of the lack of religious and moral values taught at school. The multi-dimensional crisis that hit Indonesian was often regarded as part of the failure of Indonesian education system. Apparently, education, whether directly or not, is already fostered the culture corruption. The fact shows that the mental development of the students is still weak. In certain cases the practice of administering education is often full of corruption e.g. the corruption in the procurement project for the school's structural and infrastructural properties.

Based on the description above, the purpose of this study is to develop a valid, practical, and effective Islamic integrated mathematics textbook of the Junior High/MTs students grade VII.

METHODS

The type this study is Research and Development (R&D). R&D used to produce certain products by testing the validity and practicality of these products. In this study, the developmental model is Plomp model. Plomp's development model was chosen with the consideration that this model was more systematic, direct, and

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suitable for the development of textbooks This development model was chosen because of the clarity about things to do at each stage of development. The product is the Islamic integrated Mathematics Textbook for the Junior High/MTs students grade VII. The subjects are 32 students the 7 graders and 5 mathematics teachers in MTsN 4 Padang, Indonesia.

This development research procedure according to Plomp model includes the preliminary research, development or prototyping, and the assessment. The purpose of the preliminary research is to define the learning conditions. This phase is in the form of analysis (Plomp, 2013). Through this phase the writer is able to determine the objectives and limitations of the material to be taught. Based on the results of the analysis at the preliminary research phase, the drafting of the development of the Islamic integrated books for Grade VII with scientific approach was formulated. Furthermore, the design of the products must pay attention to three characteristics i.e. content/material feasibility, construction/presentation, and language. After the Islamic integrated mathematics books for Grade VII have been developed through several prototypes by producing the valid and practical Islamic Integrated Mathematics Textbooks for Junior High/MTs students grade VII, the next step is to do summative evaluation. Summative evaluation is conducted by assessing the overall level of effectiveness of the product.

The data collection technique is the method used to collect the data that are valid and practice data for textbooks. Data collection techniques in this study are the textbook validation data and practical textbook data. Expert validation data is obtained from the Textbook validation sheet. Data from the validation results were analyzed descriptively by examining the results of the textbook assessment by experts (validators). Each validator in this study is an expert of the material and the construction. Whereas practicality data is obtained from interview guidelines in the stage of one-to-one evaluation and practicality sheets of educators and students filled with mathematics teaching educators and students who use Textbooks during practical trials.

RESULTS AND DISCUSSION

Madrasah is an Islamic educational institution which teaches students the basics of Islamic values and general science (Hoel, 2016). Madrasah in Indonesia uses madrasah curriculum, which consists of 70% general subjects and 30% religious lessons (Tan, 2014). With the existence of religion subject, the awareness and the understanding of learning in Islam become an advantage for the process of integrating Islamic values and the implementation of learning (Baba et al., 2015). In fact the curriculum in madrasas and public schools is still designed separately, there is no integrated learning curriculum model or the guidelines that support the integration between general and religious subjects (science, technology, and Islamic values). The general education curriculum is often regarded as a “secular subject” (MZ, 2013).

To overcome this problem, the main concern is the learning quality of the students. Learning is a process that is characterized by the changes in a person’s behavior. Yenti (2016) revealed that “After the learning process, it is expected that there will be changes in students themselves, from

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those who do not know to know, from those who do not understand to understand, from those who are unable to do things to being able to do, from being unskilled to being skilled and so on". The quote explains that learning is an experience gained by students, because basically learning is not the result of training but the experience gained by the students themselves. In simple terms, learning is defined as an effort to influence an emotional, intellectual, and spiritual person to want to learn at their own volition. Junaidah (2015), Nata (2014) said that through learning there will be a process of developing religious morals, activities, and creativity of students through various interactions and learning experiences. Thus learning is an effort to guide students and create an environment that allows the learning process to occur.

Most textbooks do not include verses of the Qur'an or hadith in it (Anggoro et al., 2019). Lack of learning resources that include the cultivation of values religion in learning causes teachers to have difficulty in designing related learning between the two (Asysyifa et al., 2017; Cahyati & Suseno, 2015). Based on the interviews with mathematics teachers of the Junior High/MTs in Padang, the integrating of Islamic values in mathematics learning associated with the Holy Quran had not been fully reflected in the mathematics learning in the available textbooks because it is difficult to integrate mathematics learning for the limited understanding of the teachers in interpreting the verses related to mathematics and also the absence of textbooks that integrate Islamic values (Al-Qur'an). Moreover, most mathematics teachers were from Public Universities. Also, learning material related to Islamic values in every mathematical material needs to be developed in daily life and associated with the context of religious life.

The Result of The Primary Analysis

The study begins with a preliminary analysis, there are some analysis needed at this phase i.e. needs analysis, curriculum analysis, concept analysis, student characteristics analysis, and literature review. Based on the needsanalysis, curriculum analysis, student characteristics analysis, and literature review, an Islamic integrated mathematics textbook was designed for Junior High/MTs students grade VIII. The colors chosen for the textbook cover are a the blend of green, gray, pink and white. These colorsare more dominant because based on the preliminary analysis of students the more dominant colors that students like are white and gray. The coverof the textbooks are made with a simple design by using the fonts that match the character of the students. The results of the textbook design as an example (Figure 1&2).

Figure 1. The Cover of the textbook

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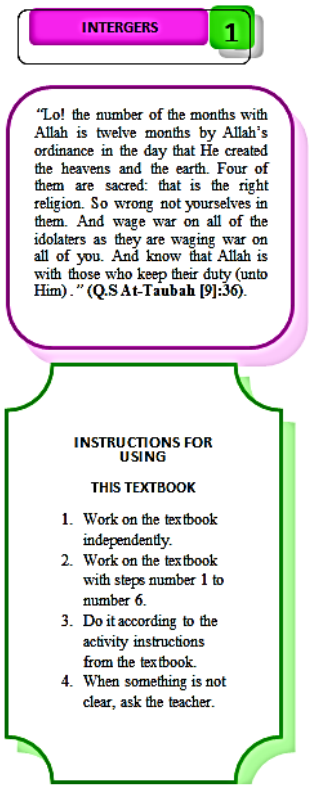

Figure 2. The first chapter of the textbook

Each chapter in the textbook developed is preceded by Islamic values, integrated with mathematics learning and with each material developed. Furthermore, the products that have been designed are self-evaluation related to errors in punctuation and the sentences used can be observed by researchers. Further-more, it was corrected and validated by mathematicians, educational technology experts and linguists.

The Validity of The Textbook

Validity testis a determinant aspect of the product quality in development research. Based on the validity test of the material, the validity test of construction and the test of language validity conducted by the validators shows that the revised textbook can be determined in valid criteria by determining the average score of the three aspects in the Table 1.

Table 1. Analysis of the validity

No	Aspects	Validity Average (%)	Category
1	Material validity test	83,61	Very Valid
2	Constructional validity test	87.04	Very Valid
3	Language validity test	82.67	Very Valid
	Average	**84.44**	**Very Valid**

The Table 1 shows that the results of the textbook validation integrated with Islamic values has an average score of 84.44%. This score is included in the "very valid" criterion so that the developed textbook is very feasible to use.

To obtain input and assessment from experts, validators and practitioners, a Focus Group Discussion (FGD) was conducted. The FGD was attended by two Islamic Education Expert of UIN IB Padang, Mathematics Education Expert of Padang State University (UNP) and UIN IB Padang, Mathematics Department lecturers of UIN IB, mathematic teachers of MTsN 4 Padang, and several mathematics teachers from other schools.

Based on the validators suggestion and practitioner, a revision of the product was made. After being revised, the products obtained are valid in terms of contents and constructs. This valid product is used in the practical stage.

The Practicality and Effectivity of The Textbooks

Based on the practicality test of the Textbook conducted by teachers and students, it shows that the revised Textbook can be determined by its practicality criteria by determining the average score of the assessment by teachers and students in the following Table 2.

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Table 2. Analysis of the practicality

No	Aspects	Practicality Average (%)	Category
1	Practicality test by the teachers	82	Very Practical
2	Practicality test by the students	88.7	Very Practical
	Average	**85.35**	**Very Practical**

The Table 2 shows that the practical results of the Textbook have an average score of 85.35%. This score is included in "very practical" criterion. So, it shows that the Textbook is applicative for teachers' and students' use. The practicality test in this study was conducted to mathematics teachers and students grade VII3 of MTsN 4 Padang. This practicality test is conducted by teachers and students reading, working on, giving comments, and input to the Textbook in Chapter III the Algebra material developed then teachers and students are asked to fill out the Practical Books text sheet to provide an assessment of the Textbook. The results of filling out this practicality sheet show that the Textbooks are included in very practical criteria.

Filling out the practicality sheet is done after the teachers and students use the revised Textbook. Practical test results by the teachers have an average score of 82%. The practicality test results by students have an average score of 88.7%. Thus, the results of the practicality of the developed Textbook are 85.35% which is included in the "very practical" criterion. It shows that the Textbook are already be used in the classroom.

In effectifity phase, the students were given the revised Textbook that had valid and practiced and they studied using the text book. Based on the result of student's mathematics test shows that the effectivity percentage value average score of 85 %. So that, it can be concluded that Islamic integrated mathematics textbooks for junior high/MTs students grade VII is very effective to be used in math learning.

The results of the validation of mathematics books with Islamic integration developed show that experts agree to instill Islamic values in learning mathematics. This is also in line with the results of the validation of teaching materials developed by Rahmawati & Rizki (2017), the device that has been validated is then revised according to the input given by the validator so that the superiority of Islamic values contained in the learning tools are more meaningful for students.

Furthermore, for the results of practicalization of this study strengthen the research that has been done by Diana et al. (2018) that learning mathematics with the integration of Islamic values can help students learn to be more independent and comfortable in the learning process and students are very interested in teaching materials. The hope is that this teaching material can make students have strong faith, because mathematical concepts are learned and scientifically proven and implicit in the religious teachings that they believe will make students have guidelines and instructions in their lives so that they can produce behavior that is commendable as similar research done by Hanif et al., (2016) in the field of science.

Integration model of spiritual and social competence has been applied in the process of planning, implementation, and assessment of learning through observation in the textbook experiment. Integration model allows teachers to run the Curriculum 2013, which mandates to incorporate

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spiritual and social competencies integrated to knowledge and skills, but needs to be explored linkage and attachment to material values that can be internalized (Akrim et al., 2016). One of the sources that can be used is the Quran (Aniswita & Medika, 2018).

Thus, if you want attitude religious education is further improved, learning should prioritize a religious atmosphere and Islamic culture and can apply religious attitudes in everyday life so that can form learners who have better personalities (Yuliarto, 2013). Learners can take wisdom from what they learn (Khoiriyah & Rizki, 2017)

Mathematics subject can basically be used as a place to instill the values of Islamic and the development of science in students (Shanley et al., 2019). This is in accordance with what was conveyed by Abdussakir (2017) that the application of the affective domain of mathematics requires the internalization of values to participants including the values of faith and goodness through the strategy of internalizing Islamic values. One way to form noble character in learning mathematics is by designing learning that integrates Islamic values (Supriadi, 2015; Yusnita et al., 2016). In line with the opinion of (Purwaningrum (2015) in Asysyifa et al. (2017) which states that the integration of religion and science is a paradigm The new scientific model of education will be able to deliver graduates who have fuller knowledge, personality, and insight that have IMTAQ abilities (faith and piety) as well as science and technology (science and technology).

Aligning and integrating religious knowledge by paying attention to the context and linking material to the real life in learning mathematics is very important. By harmonizing and integrating these aspects, students' ability, faith, and devotion to Allah SWT will increasingly improve. One of many ways to get to this condition and to and apply it in mathematics learning process is by linking mathematical problems during the lesson and Islamic features found in the real life. Mathematicians not to forget the Islamic features, especially the ones from the Holy Quran.The Quran is not only beautiful in terms of language but also contains mathematical concepts such as number patterns. (Aniswita & Medika, 2018) found 13 number patterns in the letters Al Falaq and An Naas. This is in accordance with Kurniati (2016), Huda & Mutia (2017) also reveals that mathematics and the Quran are interrelated. Quran is the source to study mathematics (arithmetic) and to understand *kauniyah* verses in the Quran, mathematics is needed.

The integration of mathematics lesson is a guidance process through the example oriented by providing religious, cultural, ethical and aesthetic values for the students and by embodying spiritual-religious intelligence, self-control, personality intact, noble character, and living skills needed in their social lives. The concept of integration according to Maarif (2015) is a unified, a whole, undivided and complete. The integration includes the needs or the completeness of the members who form a unity with a close, harmonious, and intimate relationship between members of the unit. It means that the by having the integration in learning process, the process of combining certain values against another concept, will be more coherent and inseparable entity. In the other words, the integration process is a process to create a whole and rounded entity. Teachers can develop learning

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models and strategies by utilizing various media and learning resources. The use of media would increase the learning motivation of the students so that the attention of the students to the learning materials can be increased and the results obtained will be maximal (Sepriyanti et al., 2019).

Supriadi, (2015); Usman, (2017); Nurdyansyah, (2018) said that the prominent weakness of the textbooks was the use of non-communicative and interactive languages and the illustrations that failed to convey the core message of the books. With the current condition, it is very doubtful for these kindsof booksto fulfill students' and competences and achievements as stated in 2013 curriculum. Ismaimuza (2013), Trilasmini & Prayuniningtyas (2018) also states that the reality shows that students are mostly passive learning process. Students tend to only listen to the teachers' explanation. Also, the teachers are merely conveying the information without involving students in an active and generative process.

CONCLUSIONS AND SUGGESTION

Based on the results of the study the conclusions is Islamic Integrated Mathematics Textbook for Junior High/MTs students grade VII was produced in accordance with aspects of validity assessment, namely material aspects, construction aspects and language aspects so that the developed textbooks are included in very valid, very practical and very effective criterion.

This research has not reached the stage of evaluating effectiveness on field test. Suggestions for future researchers to be able to develop this product to the effectiveness test. The book on Islamic integration has also been developed on other mathematical topics as well as for elementary and high school levels.

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