

***THE DEVELOPMENT OF TEXTBOOK INTEGRATED IMTAK ON VERTEBRATE  
MATERIAL FOR SENIOR HIGH SCHOOL GRADE 10<sup>th</sup>***

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**Abstract**

Integrated Islamic School which promote spiritual competences has a great demand among the community because it can develop children's morals, beside of emphasizing the mastery of science that is needed in the global development. Integration between Islamic values in Qur'an which mention animals, included Vertebrate can be done to instill spiritual values and character if it interpreted properly. However, the textbook which integrates both was not available yet. This research aimed to develop textbook integrated religious values on Vertebrate material which fulfills validity and practicality. This research was referred to 4D development model (define, design, develop, and disseminate), but disseminate phase was not done. The development of this textbook was conducted in the Biology Department FMIPA UNESA and the limited trial was conducted on 20 students in MAN Sidoarjo 10<sup>th</sup> grade. The validity of the textbook was determined based on the assessment done by three experts, who are biology educational expert, animal taxonomy expert, and Islamic religious expert. The practicality of the textbook was determined based on the readability test by using Fry Graph, the implementation of learning, and the student responses. Data were analyzed descriptive-quantitatively. The validity of textbook in terms of the content, appearance, linguistic, and integration components of IMTAK got an average of 98,81%, indicated very valid category, so it was suitable to be used in learning. The practicality of textbook based on the readability test using Fry Graph showed the level of readability at level 10, implementation of textbook in learning was 97,5%, indicated very good category, and students positive responses to the textbook got an average of 99.5%, indicated very good category, so the textbook was practical to be used in learning. Hence, the textbook integrated IMTAK on Vertebrate material was declared valid and practical to be used in biology learning.

**Key Words:** textbook, IMTAK integration, vertebrate.

**INTRODUCTION**

Education is an effort to learn character. UU No. 20 of 2003 states that educational purpose not only to develop the abilities and potential of students cognitively, but also forms the character to become a complete human and have faith in God. Character education can be integrated in learning process within each subject (Fitri, 2012).

Religious and social characters are one of the character values that need to be developed among students. This triggered the expansion of Integrated Islamic Schools around 10,000 in Indonesia (Suyatno, 2013). Integrated Islamic Schools provided specific religious education programs and the desire to make children become righteous and religious made its getting much in demand among societies (Saputra and Kadarisman (2015); Suyatno (2015). The demand of achieving spiritual and social competencies are stated in Permendikbud No. 24 of 2016 concerning Core Competencies (KI) KI-1 and KI-2 in 2013

Curriculum. In Biology learning, both competencies were taught indirectly through exemplary. However, the model was not available yet (Ibrahim and Sukartiningsih, 2014).

Qur'an is one the source of value in Islam. This proved by many stories that teach character and moral values. Rohmad (2016) stated that the stories in Qur'an can be interpreted to explore character values and exemplary, included the story which mentioned animals (Hidayat, 2011). Basic Competence (KD) for Vertebrate material is found in KD 3.9, which is grouping animals into phyla based on body layers, body cavity, body symmetry, and reproduction and KD 4.9, which is presenting comparative report on the complexity of animal body layers (diploblastic and triploblastic), body symmetry, body cavity, and reproduction.

One of the way to integrate the values of Faith (IMTAK) in the learning process is by integrating Islamic values, including Qur'an, Hadith, and Islamic history with the concepts that

need to be studied (Nuryantini, et al, 2018). This method can be presented in the form of textbook. Textbook is a printed material that written and arranged in accordance with the rules of book writing (Ristekdikti, 2017). There were three aspects that must be considered in writing textbook based on National Education Standards Corporation (BSNP) in 2014, those were aspects of content, aspects of appearance, and aspects of linguistic. The purpose of this study was to describe the validity and practicality of textbook integrated IMTAK in Vertebrate material.

## METHOD

This research is a development research referred to the 4D development model (define, design, develop, and disseminate). However, the disseminate phase was not carried out. The development was carried out in Biology Department, Universitas Negeri Surabaya on November-February 2019. Limited trials were conducted on April 23-30, 2019 in MAN Sidoarjo towards 20 students grade 10<sup>th</sup>. Data collected by using validation test, readability test, implementation test through observation, and student response test. The instruments used included validation test sheets, readability test sheets, observational sheets for student activities, and student response questionnaires. The data obtained were analyzed descriptive qualitatively.

The validity of textbook was determined based on the result of validation test. Validation scores were analyzed using percentage calculated using the following formula:

$$\text{Percentage of validity} = \frac{\text{Score that obtained}}{\text{Maximun score}} \times 100\%$$

Textbook determined valid when obtaining average score of  $\geq 71\%$ . Interpretation score of validation shown in Table 1.

Table 1. Score Interpretation Criteria

Percentage (%)	Interpretation Criteria
25-40	Not good
41-55	Pretty good
56-70	Good enough
71-85	Good
86-100	Very good

(Riduwan and Sunarto, 2013)

The practicality of textbook was determined based on readability, implementation, and students response. Readability was determined based on the Fry Graph formu on the discourse of 100 words.

Implementation scores were analyzed using percentage of implementation, average of each activity duration, and the mode of activities seriousness. Criteria score of activity's seriousness shown in Table 2.

Table 2. Interpretation of Activity's Seriousness Score

No	Score	Criteria	Description
1	0	Not carried out	Activity was not carried out
2	1	Weak	Activity was done seriousless and not as directed as the instruction
3	2	Medium	<ul style="list-style-type: none"> <li>Activity was done seriously, but not as directed as the instruction</li> <li>Activity was done seriousless, but as directed as the instruction</li> </ul>
4	3	Strong	Activity was done seriously and as directed as the instruction

The formula used for determining implementation of textbook is as follows.

$$\text{Percentage of implementation} = \frac{\text{Activity that carried out}}{\sum \text{Activity}} \times 100\%$$

$$\text{Average time duration} = \frac{\sum \text{Time for each activity}}{\sum \text{Students}}$$

$$\text{Mode of activity seriousness (n = 20)} = \frac{n_{10} + n_{11}}{2}$$

The results of student responses was analyzed using percentage with the following formula.

$$\text{Percentage of students response} = \frac{\sum \text{Students who answers "Yes"}}{\sum \text{Students}} \times 100\%$$

Textbook determined practical if the readability level was at 10, obtaining implementation score and student responses of  $\geq 71\%$  (Table 1).







## RESULT AND DISCUSSION

This development research produced textbook integrated IMTAK on Vertebrate material for senior high school grade 10<sup>th</sup>. Textbook consist of teacher textbook and student textbook. Textbook consists of six chapters that discuss characteristic, classification, and role of each Vertebrate group. Textbooks are equipped with nine features that support learning activities, namely Apperception, Chapter Description, Learning Objectives, Vertebrate material that integrated with IMTAK, Bio Activities, Summary, Evaluation, Kisah

Nabawi, and Self Reflection. Three of the features that shown integration of IMTAK are the form of Qur'an verse in each chapter, Prophet's Story in

Kisah Nabawi, and Self Reflection (**Table 3, Figure 1**)

**Table 3. Features in Textbook Integrated IMTAK on Vertebrate Material**

No.	Feature	Description
1.	<b>APERSEPSI</b> » Hewan adalah salah satu bentuk ciptaan Allah yang banyak ditemui di sekitar kita dan banyak memberikan manfaat bagi kehidupan. Kita dapat mempelajari hewan-hewan tersebut sebagai bentuk syukur terhadap keberadaan Allah, termasuk hewan Vertebrata. Kalian akan mempelajari tentang karakteristik dan klasifikasi Vertebrata dalam Filumnya yaitu Chordata pada bab ini.	This feature is at the beginning of the chapter that contains initial information as an apperception of students before learning process
2.	<b>DESKRIPSI BAB</b> » Pada bab ini kalian akan belajar tentang karakteristik hewan Vertebrata, ciri pembeda Filum Chordata, dan hewan dalam Al-Qur'an.	This feature contains description of the overall material that need to be studied in each chapter
3.	<b>Tujuan Pembelajaran</b> 1. Peserta didik dapat mendeskripsikan lapisan tubuh, rangka tubuh, simetri tubuh, dan reproduksi hewan Vertebrata setelah mengamati gambar pohon filogeni Animalia; 2. Peserta didik dapat mengklasifikasikan hewan Vertebrata yang ditemui di lingkungan sekitar.	This feature presents information about the learning objectives to be achieved by the students in each chapter
4.		This is a special feature presents in each chapter in the form of integration IMTAK which is the verses of Qur'an that relate to Vertebrate material
5.	 <b>Aktivitas Bio</b>	This feature facilitates students to carry out observation activities on Vertebrate animals in each chapter
6.	 <b>Ringkasan</b>	This feature contains summary of the material in each chapter to make it easier for students to recall the material they have learned
7.	 <b>Evaluasi</b>	This feature contains questions to measure the mastery of students' concepts in each chapter after the learning process
8.	 <b>Kisah Nabawi</b>	This feature is a special feature in each chapter contains the story of the Prophet relating to Vertebrate animals according to the subject matter in each chapter
9.	 <b>Cerminan Diri</b>	This feature is a special feature in each chapter in the form of an analogy to the values of IMTAK and its manifestation in the form of good morals in daily life based on the integration of IMTAK in each chapter



(a)



(b)



(c)



(d)



(e)

**Figure 1.** Profile of Textbook (a) Cover, (b) Introduction, (c) Quranic Verse, (d) Kisah Nabawi Feature, (e) Self Reflection Feature

The validity assessment referred to the feasibility standard of Textbook for SMA/MA by The National Education Standards Corporation (BNSP) 2014. Validation tests are conducted on the feasibility aspects of the content, appearance, linguistics. Because of textbook that was developed integrated with IMTAK, hence its need to add the validity of IMTAK components. Validation result was presented in Table 4. The validation results was related to the readability test result (Figure 2), students response results (Table 5), and implementation tests (Table 6).

**Table 4.** Validation Test Result of Textbook Integrated IMTAK on Vertebrate Material

Validation Aspect	Average Score	Percentage	Category
Content	4	100	Very valid
Appearance	3,89	97,25	Very valid
Linguistic	4	100	Very valid
Integration of IMTAK	3,92	98	Very valid
<b>Average of Overall Score</b>	<b>3,95</b>	<b>98,81</b>	<b>Very valid</b>



Based on the results of the validation test, the validity of textbook based on aspects of the content, appearance, linguistic, and integration of IMTAK obtained respectively by 100%, 97.25%, 100%, and 98% with average percentage of 98.81% indicated very valid category. This referred to BSNP (2014) that good textbook fulfills the assessment criteria for content, appearance, and linguistic. The validation results was related to the students' responses presented in Table 5.

**Table 5.** Result of Student Responses

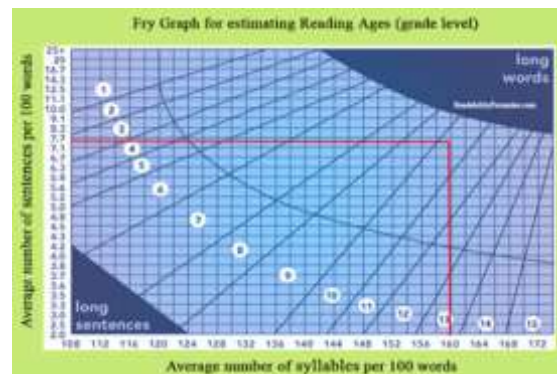
Aspect of Student Responses	Percentage of Students's Positive Response
Aspects of content	98
Aspects of appearance	100
Aspects of linguistic	100
Aspect of IMTAK integration	100
<b>Average of Students's Response</b>	<b>99,5</b>
<b>Category</b>	<b>Very practical</b>

The aspects of content includes conformity with 2013 Curriculum competencies, coverage and accuracy of the material, completeness of the material, content updates, concrete examples in daily life, and systematic of book. The compatibility of content with curriculum 2013 competencies was demonstrated through the Self Reflection feature that guidance students to write down spiritual and social character values after interpreting the verses of Qur'an that demand in KI-1 spiritual attitudes and KI-2 on social attitudes. The conformity of KD 3.9 is indicated by the present of Vertebrate materials, including characteristic, classification, dan roles, and KD 4.9 indicated through Bio Activity features. Curriculum 2013 requires students' skills in shaping attitudes, behavior, knowledge, and skills (Kemendikbud, 2016).

The coverage and accuracy of the material is correct according to the concept, discussing the introduction of Vertebrates, Pisces, Amphibians, Reptiles, Aves, and Mammals. Updates and concrete examples were found in each chapter. For example in the Pisces chapter there is a discourse regarding the decline in shark populations due to the exploitation of its fins. The systematics of the textbook has been sequentially started from the beginning, contents, and closing. The systematics of the material is presented from general to specific, starting from the discussion of the characteristics, classification, role and integration of IMTAK in

each chapter. Based on the description, the aspects of content stated to be very valid (Table 4). This is supported by the results of the student's responses of the aspect of content, gaining average score of 98% indicated very practical category (Table 5).

The aspects of appearance contains appearance techniques, supporting presentation, physical form of textbooks, quality of image, text, and layout. The appearance technique is in accordance with the concept. Revision according to the validator's recommendations have been made, so that that features in each chapter has been consistent. Consistent chapter in textbook will make it easier to use, so that readers will understand the information (Wiersma and Tovstiadi, 2017). Supporting presentation of material was equipped with apperception and images with good quality that come from personal documentation and from other sources by including reference sources. Elfada, et al. (2015) stated that images can be used as visual representations to help students understand a concept. The physical form of the textbook, the quality of the text and the layout are appropriate. Textbooks are printed on standard sizes on B5 paper (25.7 cm x 18.2 cm) and printed back and forth. The choice of type, font size, color contrast, and simple design can make the textbook easier to be read according to the readability level in the Fry Graph (Figure 2).



**Figure 2.** Result of Readability Test of Textbook Integrated IMTAK using Fry Graph

Result of readability test showed meeting point (7.6; 159.8) that has a readability level at level 10, suitable for students grade 10<sup>th</sup>. The readability level of textbook must be appropriate because it affects the understanding within obtaining information (Himala et al., 2016). Hidayati et al. (2018) stated that sentence composition, word density, and difficulty of words in sentences must be considered in the discourse to

produce textbook. Based on the description, the aspects of appearance is stated to be very valid (Table 4). This is supported by the result of student responses in the aspects of appearance, gaining average score of 100% indicated very practical category (Table 5).

Aspects of linguistic contain the structure of language, conformity with the rules of Indonesian language, and the use of symbols and terms. Language structure is shown in the selection of words that are easy to understand and the order between sub-chapters and paragraphs that are in accordance with the level of students at level 10 (Figure 1). The accordance level with Indonesian Language rules was indicated by the use of standard sentences and writing according to EYD. The use of symbols and the term in Biology has done precisely and consistently. Based on this description, aspects of linguistic are stated to be very valid (Table 4). This is supported by the results of the student responses in linguistic aspects, gaining average score of 100% indicated very practical category (Table 5).

The practicality of textbook in term of the implementation showed that students were active in learning (Table 6). Based on Table 6, the implementation of textbooks was 97.5% indicated very practical category. This means that activities in textbook are easy to do. Rakmawati (2018) stated that ease in carrying out activities will

encourage the interest of students to be actively involved within learning, so that will affect students' understanding (Purnamasari, et al, 2017).

Activities in textbook has various time duration, depending on the learning activities undertaken. Ukpong and George (2013) state that learning outcomes are influenced by the length time of learning. Most students need  $\pm 5$ -10 minutes to read and complete the exercises, and  $\pm 15$  minutes for observing activities Bio Activity. Leite and Dourado (2013) state that observation is a form of laboratory activity. These activities require time to understand procedures, prepare tools and materials, and time for discussion and reflection (Hart, et al., 2000). Therefore, students need a longer duration when carrying out activities in Bio Activity. These activities are carried out with good quality. This is indicated by the criteria for the implementation of the activity score of 2-3 with the quality of medium-strong (Table 6). Activities with medium quality were reading activities, which include reading learning objectives, summary, and Kisah Nabawi. The interest in reading is related to motivation. Krashen (1996) stated that the behavior of reading can arise when there is strong motivation. These motivation can come from both internal and external. Teachers should be able to motivate and assistance students during learning activities, so that reading motivation can arise and students can do all activities well.

**Table 6.** Result of Textbook's Implementation

No.	Activity	Average of time duration	Quality of Activity		Activity's Implementation	
			Score	Category	Percentage	Category
1.	Student read apperception	$\pm 5$ minutes	3	Strong	100%	Very practical
2.	Student read learning objectives	$\pm 5$ minutes	2	Medium	100%	Very practical
3.	Student read study material and verses of Qur'an prsented	$\pm 8$ minutes	3	Strong	100%	Very practical
4.	Studen do activities in Bio Activity	$\pm 15$ minutes	3	Strong	100%	Very practical
5.	Student read summary	$\pm 5$ minutes	2	Medium	100%	Very practical
6.	Student work on evaluation questions	$\pm 7$ minutes	3	Strong	100%	Very practical
7.	Student read the Prophet's story in Kisah Nabawi	$\pm 5$ minutes	2	Medium	100%	Very practical
8.	Studen write moral values that can be learned in Self Reflection	$\pm 6$ minutes	3	Strong	80%	Practical
<b>Total</b>		$\pm 56$ minutes	3	Strong	<b>97,5%</b>	<b>Very practical</b>

Textbook has features of integration with IMTAK, one of that is Self Reflection which guidance students to internalize the value of faith through Qur'an. The percentage of implementation of Self Reflection was 80% (Table 6). This caused by the integration of IMTAK in Biology learning is a new experience for students. Textbook used the phenomenon and presence of Qur'an that related to Vertebrate material to be lived out and interpreted. The process is carried out through the internalization of values, that must be sustainable so that they can be reflected in behavior (Sa'diyah and Ambarwati, 2018). Through the textbook integrated IMTAK developed, after learning about Vertebrate with all its diversity, student write that,

"We should be grateful for the animals diversity that exists, and we should be responsible to maintain the diversity, because it is all the blessings of Allah that have been given to His creatures".

Aspects of IMTAK integration contain the compatibility of the verses of Qur'an with the material, the suitability of the placement of the IMTAK features, the suitability of writing the verses Qur'an, and the integration of IMTAK can increase spiritual values and character. The compatibility of the verses of Qur'an with the material is shown in the suitability of the selection, for example in the feature of the Kisah Nabawi in Amphibia Chapter presented verses 132-133 of Al-A'raf about the frog parable as a punishment. Nasruddin (2015) stated that the content of Qur'an is divided into two, which contains concepts and stories of history and parables. The compatibility of IMTAK features is shown by the existence of three features that integrated with IMTAK, namely the integration of the Qur'an in the material, Kisah Nabawi, and Self Reflection. The suitability of the verses in Qur'an referred to the Mushaf which is commonly used in Indonesia and used translations that are confirmed by the Indonesian Ministry of Religion. The writing of Qur'an has a long history. The Caliphate of Ustman was the first to record Qur'an by copying the verses of Qur'an and giving fixed letters and charities, so that they are preserved until now (Nasruddin, 2015). The integration aspects of IMTAK can increase spiritual values and characters obtained through internalisation process. Based on this description,

the integration aspects of IMTAK are stated to be very valid (Table 3). This is supported by the results of student responses in the integration aspects of IMTAK, obtaining average score of 100% indicated very practical category (Table 5).

After learning activities using textbook was done, student write comment that,

"Using this textbook for learning is interesting because it provides new knowledge that we have not understand before, the verses of Qur'an in the textbook make it interesting and very good to be used in learning Vertebrate material".

Textbook were developed as one model of integration Islamic values in general learning. Tan (2015) stated that the integration of modern science with spiritual values is necessary in order to balance the mastery of science with good morals, so it can avoid learners from secular influences (Anas, et al, 2013). The concept of Islamic education in Indonesia has become the strategy of the Muslim community in facing globalization by creating a generation that is fully modern, fully Indonesian, and fully Muslim (Lukens-Bull, 2000).

## CONCLUSION

Based on the research conducted, it can be concluded that the textbook integrated IMTAK developed was declared very valid based on the validation result, gaining percentage of 98.81% and practical to be used in learning in terms of the level of readability at level 10, the implementation of activities was 97.5% and received positive responses of 99.5%.

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