

## INTEGRATION ISLAMIC VALUES IN DEVELOPING MATERIAL TROUGH FLIP BOOK AT HIGHER EDUCATION

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### **Abstract**

*This study was aimed at describing the integration of Islamic values in the process of learning at Higher Education. This research focus was on developing material trough Flip book which integrated Islamic values in higher education. The study was research development. This study aimed to develop learning material that was suitable for use in higher education trough flip book for higher education. This research is classified as Research and Development (R&D) research with ADDIE procedures consisting of Analysis, Design, Development, Implementation and Evaluation. This research was limited to the development stage. The results of this research were performed as follows. First, the integration of Islamic values and lesson plans were done in the sections of instructional objectives and in the instructional materials. Second, the integration of Islamic values and material developments were done through several ways such as: (a) adding the exercise reflecting the Islamic values to the topic presented, (b) modifying the Islamic names of people, place and events (c) embedding the verses Al-Qur'an to the suitable materials (d) mixing Islamic expressions and the relevant English expressions with the main materials. Third, the integration of Islamic values and the English teaching learning activities were: (a) by conducting code mixing and code switching between English and the Islamic expressions, (b) linking to the topic discussed to the verses of Al-Qur'an, (c) using Islamic names for people.*

**Keywords:** *Flip book, Higher Education, Islamic Values, Materials,*

### **INTRODUCTION**

The most important aspect in developing high-quality human resources is education (Ristekdikti, 2018; SPMI, 2014). In this case, it indicates that every educational level and path plays a significant role in making it happen through the learning process. Learning must emphasize the transmission of value rather than just the transfer of knowledge to be relevant, because the ultimate purpose of learning is to change students' behavior for the better (Sidqo et al., 2018; SPMI, 2014).

It is linear with Law on the National Education System that tells Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and

state (Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003). The above-mentioned findings clearly demonstrate that cognition, as a cognitive attribute, is only one of several areas of study within education, whereas other areas with a more expansive scope are affective and psychomotor. Regardless, they are integration form.

The primary issue raised in this study is that material for Islamic religious instruction is still available in higher education courses, particularly in general areas that are easily understood by students (Qurtuby et al., 2013). Thus far, the educational materials generated and imparted to students appear dull and tedious. As a result, students are disengaged from learning, and teaching and learning do not align with the anticipated learning goals.

As an alternative, it is critical to produce lecture materials that incorporate Islamic principles while remaining relevant to educational progress. Until now, research on the construction of lecture materials has primarily concentrated on generic learning processes. Development in the realm of strategy by prioritizing student-friendly learning (Jailani et al., 2021; Ragupathi, 2020; Yasa, 2020). Alternatively, research places a greater emphasis on the setting of university curriculum development. There is no other objective but to ensure that learning in the university setting follows the learning strategy (Herawati et al., 2020; Medriano, 2020; Moorhouse, 2020; Sari et al., 2019). Following that, research into the development of character education and even Islamic environmental education was conducted.

The construction of lecture materials that incorporate Islamic beliefs in order for them to later tint the subject of the perpetrator by applying Islamic values (Annisa & Hadijah, 2017; Cahyadi et al., 2019; Lubis et al., 2021; Putra, 2017; Susilowati, 2017). Associated with the immediate area and one's character as a member of the community. Given the lack of research on the construction of lecture materials that incorporate Islamic values, there are no researchers who have highlighted it in the field of Islamic Education.

The objective of this research is to identify a methodology for producing lecture material that is relevant to students' current situation. This discovery has two implications; the first is the production of lecture materials based on neuroscience. Learning that inspires pupils to be creative and imaginative in their pursuit of knowledge (Cull, 2011; Gonz, 2010). Kids are instructed here to be able to utilize existing neurons or nerve cells in the brain in order to

maintain function and generate good ideas, specifically the learning outcomes of students or students who succeed with good marks.

The second feature of lecture material creation is that students are provided with a flip book-based material model; as a result of the development of this material, students are expected to be able to apply their knowledge to a higher level. This means that students are taught to be self-sufficient and creative in their knowledge of the topic; for instance, students can readily memorize and use the material in their daily life. This research is premised on the assumption that the development of educational resources, particularly in Islamic tertiary institutions, has relatively few Islamic principles, particularly in broad courses.

Flip book-based e-books are an alternative media that can be used by both educators and students (Hadiyanti, 2021; Khairinal et al., 2021; Wulandari, 2021). In this media there is a simulation that can help students in the learning process. In developing engaging media, it is critical to keep in mind the future importance of developing educational media. The teachers are attempting to develop students' abilities to create engaging, cost-effective, and efficient media. Flip Book Maker is one of the media that can be packaged attractively and easily during the learning process (Villiers et al., 2016). Flip book maker or digital book is a method of presenting books and other educational media in a virtual format (Aswirna & Ritonga, n.d.; Mulyaningih & Nenden, 2013; Radha et al., 2020; Song & Kapur, 2017).

Teachers are required to be able to use a variety of media in the modern era due to the advent of technology. This is supported by Law No. 14/2015 on teachers and lecturers, which specifies that all teachers and lecturers must be able to use information and communication technology to promote educational development activities (Undang-Undang Nomor 14 Tahun 2005 Tentang Guru Dan Dosen, 2005).

Therefore, the lecturer at Stain Madina want to develop learning material trough flip book that integrated Islamic values. The focus of this research was developing material on general subject on higher education like English, Indonesian, civic education, statistic, methodology of research etc.

## METHODOLOGY

The research design for this study is one of Research and Development (R&D). Specifically, the research method used to develop and test the effectiveness of specific products. To be able to produce certain products, research is conducted, which includes a needs analysis and a test of the product's effectiveness. The learning media development model used is a research model and the development ADDIE model, consist of Analysis, Design, Development, Implementation and Evaluation.

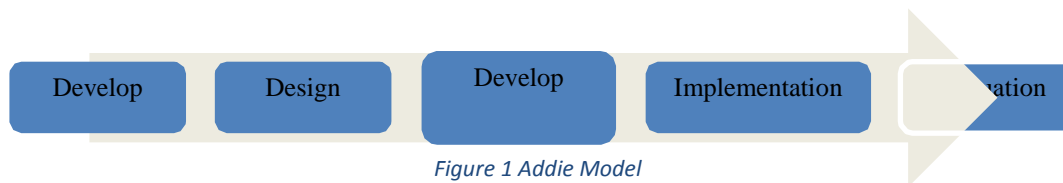


Figure 1 Addie Model

### Sample

The sample of this research is the all second semester students of Tadris Bahasa Inggris at Islamic State College of Mandailing Natal.

### Data Collection

The data collection instruments in this study are: 1) Questionnaire. Questionnaire is a list of written questions that were submitted to the respondent to be answered at home after answered the questionnaire was returned a few days later to the researcher in accordance with the agreement (Ismail et al., 2018); b) Observation. Observation is holding direct observation, observation can be done directly with tests, questionnaires, and various images, and sound recordings (Khairinal, 2016); and c) Interview.

Interview is a data collection technique which is done through face-to-face and direct question and answer between collectors, data and researchers on source person. Interview is one method of collecting data and information that conducted orally. During this interview, the data collection officer proposed questions, asking for explanations and answers to respondents orally, taking notes important answers, or recording the voice of the interview process.

## Data Analysis

In this study, data analysis will be conducted using a validity assessment sheet that will be evaluated by material and media experts. The validation test is conducted with the participation of practitioners who are experts in the relevant fields, specifically material and media experts.

In light of the foregoing, a design validation will be conducted. Validation is carried out by several experienced validators in relation to the development of teaching materials, specifically the m based on flip books that incorporate Islamic values.

## RESULT/FINDINGS

The writer has compiled all of the data gathered during the observation, interview, and documentation process. To determine the research's objectives, the author conducted a systematic and accurate analysis of the data. After that, the data was analyzed in order to provide a meaningful interpretation and make inferences about the problem. In reporting the findings of this research, the writer reported the result based on the topic in research problem: how is the integration of Islamic values in developing material at STAIN Mandailing Natal. According to the theory of value integration into the teaching and learning process, values integration can occur at any stage of the process, from planning to activity and evaluation.

As a result of the research findings, the integration of Islamic values into the English teaching and learning process is classified into three stages: planning (lesson plan and materials), activity, and evaluation. According to the following Teachers generally employ four techniques to incorporate Islamic values into the teaching and learning process, specifically the lesson plan, the material, the process, and the evaluation.

### 1. Integration of Islamic Values in Lesson Plan

Prior to the commencement of the teaching and learning processes at STAIN Mandailing Natal, the teacher prepared himself to ensure the smooth operation of the teaching and learning processes. The first preparation was for the lesson plan, which the teacher created prior to using it. The lecturer took the following steps to ensure that the lesson plan was eligible or appropriate for implementation. Utilizing media that is relevant to Islamic values and the standard and fundamental competencies required by the curriculum The most common medium provided is a

visual-shaped medium that typically displays an image. Additionally, there is an audio-lingual version that typically listens to stories in English that contextualize Islam.

## 2. Integration of Islamic Values in Materials

Material was taught and learned at STAIN Mandailing Natal as a local content subject. When developing the teaching materials, the teacher was guided by the Ministry of Education and Culture's guidelines. As a result of the observation, the English teaching and learning was improved and material that incorporated Islamic values was chosen by the Lecturer.

## 3. Integration of Islamic Values in the Activity

The teaching and learning process is a series of activities that involve both the teacher and the students in order to acquire knowledge and experience (Cahyadi et al., 2019; NETS-S, 2004; Stošić, 2015). The process necessitates the establishment of a classroom atmosphere conducive to students enjoying their interactions with one another and with the teacher. This condition is attainable if the Lecturer employs the necessary methods and strategies. A teacher may be skilled at implementing methods for teaching and learning in the classroom. It is determined by the teaching and learning objectives specified in the lesson plan. Mr. S attempted to use a strategy and teaching method that encourages students to communicate with the teacher. Inviting students to pray together and motivating them to learn have been a part of this Lecturer's commitment to integrating Islamic values into the process of English teaching and learning. Additionally, the activities have shaped the teacher's and students' attitudes toward God. Linguistically, Assalamu'alaikum is a greeting that indicates a close relationship and brotherhood between Muslims. Additionally, Basmallah should always be read prior to the lesson because it can instill a spirit of faith and motivation in each activity, as well as serve as an example of integrating Islamic values for the students.

These activities, including the Islamic greeting and the saying of Basmallah, are constantly practiced by the teacher and students. The teacher served as a role model, inviting students to emulate his actions. Maintaining this may result in students developing positive attitudes. Additionally, these students are expected to spread the positive habit not only in the classroom, but also throughout society. As the majority of society is aware, both the Islamic greeting and the mention of Basmallah are signs of honor and respect that all Moslems show other people, as well as a commitment to obeying Allah, the Lord of all Moslems worldwide.

This activity demonstrated the integration of Islamic values. It can be concluded that Islamic values and English teaching and learning were incorporated into the classroom teaching and learning process. Mr. S employed the following methods: a variety of lectures, group discussions, listen and repeat, problem solving, and role play. He always began with perception, posing questions to elicit students' motivation.

This scene demonstrated that the teacher did not exert excessive control over the students during the teaching and learning process, as students were always permitted or given the opportunity to express their ideas. Whatever ideas they proposed to the teacher, whether correct or incorrect, they would always receive a positive response from the teacher. Additionally, the dialogues piqued students' interest because they were tasked with resolving the problem and sharing their perspectives with their classmates. The teacher attempted to incorporate Islamic values into the teaching and learning process as a result of this situation.

The lecturer walked actively around the classroom, assessing the students' progress. He also kept track of those who participated actively in the learning process as well as those who did not. Those who were not actively participating were asked to present their work aloud in front of the entire class. When all students had participated equally and the assignments were completed, the teacher gathered them for later evaluation.

It can be concluded that the teacher is committed to providing feedback on the students' performance. Additionally, the attitude assessment focuses on the attitudes that manifest themselves through behavior during the process of verbal and written communication in and out of the classroom, such as honesty, discipline, responsibility, confidence, tolerance, cooperation, and politeness.

## **DISCUSSION**

This research has resulted in the creation of a flip book product with interactive elements that is both practical and attractive and ideal for teaching integrated Islamic values. The material is selected and determined by reviewing the curriculum of higher education, the syllabus, lesson plans, and student handbooks in the hope that electronic modules will be developed in accordance with the material's needs and characteristics.

An expert assessment is required to ascertain the electronic module's feasibility. Material experts are comprised of lecturers in Islamic religious education and secondary vocational level teachers of Islamic religious education who conduct a comprehensive assessment of Islamic religious education materials. The results of the validation by material experts will be presented in the following table 2.

Table 1 Assessment Results by Material Expert

No.	Aspect	Percentage (%)	Interpretation	Decision
1.	Content Eligibility	95%	Very good	Very Feasible
2.	Serving Eligibility	97,5%	Very good	
3.	Contextual Eligibility	96,4%	Very good	
<b>Total Earnings for All Aspects</b>		<b>96,1%</b>	<b>Very good</b>	

Based on table 2, it can be seen that the validation score, which is converted into a percentage in the content feasibility aspect, gets 95%, then in the presentation feasibility section, it reaches 97.5%, and in the last aspect, contextual feasibility, it gets 96.4%. Overall the total score on all aspects, if averaged in the form of a percentage, gets a score of 96.1%, which is included in the very good category.

Thus, the material presented in the flip book of Islamic religious education subjects includes appropriate material for students. The teacher carries out the following assessment as a learning practitioner. In this section, three lectures of Islamic religious education subjects will provide an assessment of the flip book. Based on the results of the assessment conducted by subject teachers on the feasibility of flip book, information was obtained that, overall, the total score was 83.3% which was included in the very good category so that referring to the feasibility conversion table had a very feasible decision as a learning medium.

These results cannot be separated from the role of each aspect of the assessment. This shows that the e-module developed is very feasible materially and practically for use in the learning process. The validity of the material as a prerequisite for the feasibility of learning media is essential. The material presented to students must be factual, actual, and contextual, some of these points can be a benchmark in assessing the feasibility of assessed teaching material by an expert (Makundan, 2016; Prabajati, 2015).

After evaluating the material's feasibility, the next step in this research is to evaluate the developed e-module program's quality. This evaluation will be conducted by a panel of media



experts comprised of two validators with a background in educational technology. The media expert's evaluation of the developed e-module product as a whole received an average score of 90.1 percent, placing it in the very good category and qualifying it for a very decent decision regarding the program or media format.

These findings indicate that the flip book's components met the requirements for a learning medium, with a balance of design, presentation, ease of use, and language use to create a viable media unit. As revealed in several studies, learning media products must undergo validation by an expert in the field of learning media. This is to ensure that the developed media complies with the numerous elements necessary to increase students' attractiveness and attention to learning, as well as their performance.

## CONCLUSION

This study demonstrates that flip book-based learning media meet the criteria and result in good qualifications. This flip book is appropriate for use during the instructional process. Lecturers are encouraged to use flip book to assist students in comprehending the learning material. The percentage of the eighth grade students of SMP Negeri 1 Batang Natal Padangsidimpuan in 2020 - 2021 academic year who have succeeded in achieving the minimal completeness criteria (KKM) in the end cycle is 82.35 %. The hypothesis of this research is accepted

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