



DEVELOPMENT OF IPS LEARNING MODULE BASED ON ISLAMIC INTEGRATION AND SCIENCE IN GRADE VII STUDENTS SMP MUHAMMADIYAH ENREKANG

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Abstract: The social science (IPS) module development based on Islamic integration and natural science (IPA) in SMP Muhammadiyah Enrekang based on: First, no science teaching materials have the concept of Islamic integration and science. Second, no teaching material guides students to obtain IPS' idea confidence in Allah SWT. Third, the results of studying IPS are some students who have not achieved KKM scores. The purpose of this development are to: (1) design the of Islamic-based IPS modules and human materials science, place and environment in grade VII students of SMP Muhammadiyah Enrekang, (2) explain the effectiveness Islamic-based IPS modules to improve learning outcomes. This research used a Research and Development approach with ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development models. An explanation of the module's level of interest was used in the questionnaire tested in the experiment class. Meanwhile, the influence of modules on improving students' learning outcomes uses pre-test post-test control design groups. The development results showed that: (1) specifications of IPS modules based on Islamic integration and science in the form of print media. This module developed using evidence sourced from the Qur'an. The learning results intended to achieve 2013 curriculum and as a means for students to increase their confidence in Allah SWT through integration with the evidence of the Qur'an; (2) the effectiveness and convenience of IPS module based on Islamic integration and science showed that this module has a high level of feasibility, effectiveness, and interest. 84% level material validation results evidence this, 71% level learning expert validation, 95% level language validation, 90% learning expert validation. The results of field tests on grade VII students of SMP Muhammadiyah Enrekang showed a high level of effectiveness through the works of independent sample t-test obtained t count=6.41 and t tabel=2.0322. Because of the t count > table, H₀ is rejected, and H_a is accepted.

Keywords: module, integration, Islamic, natural science, social science

Abstrak: Pengembangan modul Ilmu Pengetahuan Sosial (IPS) berbasis integrasi Islam dan IPA di SMP Muhammadiyah Enrekang didasarkan pada: Pertama, tidak ada bahan ajar IPA yang berkonsep integrasi Islam dan Ilmu Pengetahuan Alam (IPA). Kedua, tidak ada bahan ajar yang membimbing siswa untuk memperoleh keyakinan ide IPS kepada Allah SWT. Ketiga, hasil belajar IPS sebagian siswa belum mencapai nilai kriteria ketuntasan minimal (KKM). Tujuan pengembangan ini adalah untuk: (1) mendesain modul IPS berbasis islami dan ilmu materi manusia, tempat dan lingkungan pada siswa kelas VII SMP Muhammadiyah Enrekang, (2) menjelaskan keefektifan modul IPS berbasis islami dalam meningkatkan pembelajaran. Hasil penelitian ini menggunakan pendekatan Research and Development dengan model pengembangan ADDIE (Analysis, Design, Development, Implementation, and Evaluation). Penjelasan tingkat minat modul digunakan dalam angket yang diujikan di kelas eksperimen. Sedangkan pengaruh modul terhadap peningkatan hasil belajar siswa menggunakan *pre-test post-test control design groups*. Hasil pengembangan menunjukkan bahwa: (1) spesifikasi modul IPS berbasis integrasi Islam dan IPA berupa media cetak. Modul ini dikembangkan dengan menggunakan bukti yang bersumber dari Alquran. Hasil pembelajaran tersebut dimaksudkan untuk mencapai kurikulum 2013 dan sebagai sarana bagi siswa untuk meningkatkan rasa percaya diri kepada Allah SWT melalui integrasi dengan bukti-bukti Alquran; (2) Keefektifan dan kemudahan modul IPS berbasis integrasi Islam dan sains menunjukkan bahwa modul ini memiliki tingkat kelayakan, keefektifan, dan minat yang tinggi. 84% tingkat validasi materi hasil bukti ini, 71% tingkat validasi ahli pembelajaran, 95% tingkat validasi bahasa, 90% validasi ahli pembelajaran. Hasil uji lapangan pada siswa kelas VII SMP Muhammadiyah Enrekang menunjukkan tingkat keefektifan yang tinggi melalui uji independent sample t-test diperoleh t hitung = 6.41 dan t tabel = 2.0322. Karena t hitung > tabel maka H₀ ditolak dan H_a diterima.

Kata Kunci: integrasi, ilmu pengetahuan alam (IPA), ilmu pengetahuan sosial (IPS), keislaman, modul

Introduction

The 2013 curriculum oriented towards developing students' character education demonstrated by the integration between subjects and education levels. So is the affective, cognitive, and psychomotor aspects. The 2013 curriculum aims to prepare Indonesians to have the ability to live as private and citizens who are believers, productive, creative, innovative, and practical and able to contribute to the lives of people, countries, countries, and world civilizations. Character values implemented in the 2013 curriculum developed in students through two attitudes, spiritual and social (Gusvian, 2016; Maba, 2017). The spiritual aspect is to live the teachings of religion that he embraces while the social factors include honest behavior, discipline, responsibility, manners, caring environment, and confidence in interacting with the environment (Yulianti et al., 2016; Sholekah, 2020).

Teaching materials as one of the learning media has a vital role in the learning process, a reference for students and teachers to improve learning effectiveness. For students, teaching materials become reference materials that are absorbed in the learning process to become knowledge. To develop learning products that are worth utilizing, and according to the needs, lecturers must do research and development research. Research like this will focus more on producing and developing products worth using and suiting students' needs (Tegeh & Kirna, 2013).

It was related to the development of teaching materials as one of the innovative and creative efforts in the field of education, many real things that affect the quality of an educational program such as the quality of students, the quality of teachers, the availability of teaching materials, curriculum, facilities, facilities, management, and so on. As one of the components in education, teaching materials in various types is one factor that affects the quality of education. In the perspective of educational technology, teaching materials categorized as part of the learning media (Budiarti, 2015).

The module of one of the subjects that need to be developed is IPS. In social science learning, students must discover for themselves the various knowledge they need, either rediscovering or finding something new. Students expected to develop skills in observing, classifying, communicating, measuring, predicting, and concluding in the learning process to prove a concept; thus, the student will play an active and interested role so that his learning motivation will increase as the learning results. The learning process can ideally actively engage students. The learning process in class is directed to the child's ability to memorize information only without understanding the information he or she remembers for daily life. It applies to all subjects; significantly, IPS cannot develop a child's ability to think critically and systematically because thinking learning strategies are not used well in every learning process in the classroom (Rosa, 2015; Susilo et al., 2016).

The study of IPS, which studies social sciences, is in the Qur'an which is found in surah al-Maidah verse 48 below:

وَأَنْزَلْنَا إِلَيْكَ الْكِتَابَ بِالْحَقِّ مُصَدِّقًا لِمَا بَيْنَ يَدَيْهِ مِنَ الْكِتَابِ وَمُهَيْمِنًا عَلَيْهِ فَاحْكُم بَيْنَهُم بِمَا أَنْزَلَ اللَّهُ وَلَا تَتَّبِعْ أَهْوَاءَهُمْ عَمَّا جَاءَكَ مِنَ الْحَقِّ لِكُلِّ جَعَلْنَا مِنْكُمْ شِرْعَةً وَمِنْهَاجًا وَلَوْ شَاءَ اللَّهُ لَجَعَلَكُمْ أُمَّةً وَاحِدَةً وَلَكِنْ لِيَبْلُوَكُمْ فِي مَا آتَاكُمْ فَاسْتَبِقُوا الْخَيْرَاتِ إِلَى اللَّهِ مَرْجِعُكُمْ جَمِيعًا فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ فِيهِ تَخْتَلِفُونَ ۗ

Meaning:

“And We have revealed to you, [O Muhammad], the Book in truth, confirming that which preceded it of the Scripture and as a criterion over it. So judge between them by what Allah has revealed and do not follow their inclinations away from what has come to you of the truth. To each of you We prescribed a law and a method. Had Allah willed, He would have made you one nation [united in religion], but [He intended] to test you in what He has given you; so race to [all that is] good. To Allah is your return all together, and He will [then] inform you concerning that over which you used to differ”.

Surah Yunus verse 6-7, 56 said:

إِنَّ فِي اخْتِلَافِ اللَّيْلِ وَالنَّهَارِ وَمَا خَلَقَ اللَّهُ فِي السَّمَوَاتِ وَالْأَرْضِ لآيَاتٍ لِقَوْمٍ يَتَّقُونَ ۖ إِنَّ الَّذِينَ لَا يَرْجُونَ لِقَاءَنَا وَرَضُوا بِالْحَيَاةِ الدُّنْيَا وَاطْمَأَنَّنُوا بِهَا وَالَّذِينَ هُمْ عَنْ آيَاتِنَا غٰفِلُونَ ۗ

Meaning:

"Indeed, in the alternation of the night and the day and [in] what Allah has created in the heavens and the earth are signs for a people who fear Allah. Indeed, those who do not expect the meeting with Us and are satisfied with the life of this world and feel secure therein and those who are heedless of Our signs".

هُوَ يُحْيِي وَيُمِيتُ وَالْيَهُ تَرْجَعُونَ ۗ

Meaning:

"He said, "And who despairs of the mercy of his Lord except for those astray?"

The above verse describes ummah wahidah as a condition that does not happen, but God wants him to make man as ummah wahidah, but God wants to test man against his gift. And whosoever disbelieves in Allah and His Lord, he will not be wronged, nor will he be wronged. From the above verses, it can be understood that ummah wahidah contains human meaning despite having differences with each other, both in terms of perception, ideas and thoughts and desires, and expectations that are the cause of conflict, but they can unite to achieve goals, hopes, and wishes together. However, people's tendency to deal with conflict often leads in a negative direction, so there needs to be an intermediary so that the competition does not taper towards the division of the people.

People do not detach from social life. Man is referred to as a social being because man cannot stand alone, but everything always requires others for his life's prosperity. Each human being also has different characters; therefore, humans are unique ((Premack, 2010. Chapman & Huffman, 2018). These differences will have a positive impact and a negative impact on daily life. This is the role of the Qur'an as a guideline and intermediary for people (Ngafifi, 2014).

Based on the above facts, it is essential to integrate Islam and science in IPS' learning in the classroom. In addition to students are required to be able to master cognitive learning, but it is better to learn in the interest with Islamic nuances that are with verses of the Qur'an that support students more godfearing. These verses of the Qur'an also provide benefits for the application of social science in daily life to others and families (Aprizan & Oktarina, 2018).

Materials and Methods

Research is a type of gradually research and development. The resulting product was a teaching material of students in grade VII students of SMP Muhammadiyah Enrekang fundamental human matter, place, and environment. In developing teaching materials in the form of an IPS learning module based on Islamic integration and science in grade VII students of SMP Muhammadiyah Enrekang, researchers used a descriptive development model with the ADDIE learning model (Nadiyah & Faaizah, 2015; Listyotami et al., 2018). ADDIE development model consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. This product was tested to get effectiveness and efficiency information. The subjects of the assessment were material content experts, product design experts, and learning experts. Simultaneously, the target of the user's test subjects is grade VII students of SMP Muhammadiyah Enrekang.

Result and Discussion

Expert assessment is carried out by four experts: 1) Expert teacher learning science practitioner at SMP Muhammadiyah Enrekang, 2) Learning design expert, 3) Language expert, and 4) Material expert/content. Lecturers of materials carry out an expert assessment of this material with qualifications of S2 in Sociology Things assessed in this module is the feasibility aspect of content, presentation,

language, and graffiti. The material expert assessment was obtained at an achievement percentage of 84%. According to the material expert, the number is 84% more than 60%, so this module is worth using.

A media expert lecturer does this study design expert with a master's qualification in education. The module size, cover design, content illustration, book content design, and graphic feasibility aspect is assessed in this module. The media expert assessment is called a percentage of achievement of 71%, which is more than 60%, so this module, according to learning design experts, is worth using.

A lecturer did this language expert with a Doctoral qualification in Education. The feasibility of content, presentation, language and aspects of graphic feasibility is assessed in this module. The media expert assessment has obtained a percentage of achievement of 95%, which is more than 60%, so this module, according to the language expert, is worth using.

This assessment of IPS learning practitioners is conducted by IPS teachers with minimum qualifications of a bachelor's degree in IPS or Sociology education. The feasibility of content, presentation, language and aspects of graphic feasibility is assessed in this module. According to practitioners, the number is 90% more than 60%, so this module is worth using. After four experts test the product, the product is further revised, and a trial of the product is carried out.

A. Individual Trial (One on One)

The results of individual trials (one on one) tried to three students at SMP Muhammadiyah Enrekang obtained a percentage of 90% achievement. The number is 90% more than 60%, so this Islamic integration and science-based IPS Learning module are worth using for the next stage.

B. Small-Group Evaluation

The small group of trials represented by six students, namely two children representing well-skilled students, two medium/middle-class students, and two low-skilled students, tried at SMP Muhammadiyah Enrekang obtained an achievement percentage of 89%. The number is 89% more than 60%, so the IPS Learning module based on Islamic integration and science is worth using for the next stage.

C. Field Trials

The trial results of the use of IPS module based on Islamic integration and science were conducted to 19 students of grade VII junior high school Muhammadiyah Enrekang, obtained a percentage achievement of 82%. The number is 82% more than 60%, so the IPS Learning module based on Islamic integration and science is worth using.

D. Pre-Test and Post-Test Results

Development products were tested for grading VII students of SMP Muhammadiyah Enrekang as an experimental class treated using an IPS module based on Islamic integration and science. Researchers took a class of 19 students in an experiment class. Pre-test results and Post-test class treatment to grade VII SMP Muhammadiyah Enrekang can be seen in **Figure 1**.

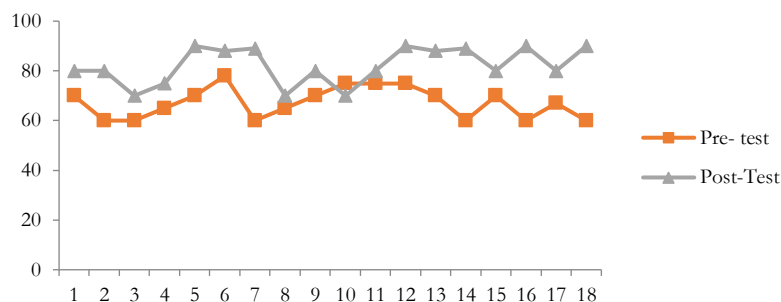


Figure 1. Pre-test and Post-test Result

Based on the data, it is known that no one student has experienced a decrease in grades. The results of the grades obtained, specifically will be spelled out on the comparison chart of pre-test and post-test grade VII (experiments). The calculation results also show that the t count is greater than the t table. So H_0 was rejected, and H_a accepted, so there was a significant difference between students' grades before and after using IPS learning modules based on Islamic integration and science. Therefore, this module is worth using because there is an influence in improving the learning outcomes of grade VII students of SMP Muhammadiyah Enrekang.

Conclusion

IPS module based on Islamic integration and science as a development product is declared worthy of use based on IPS teacher learning practitioners' expert assessment at SMP Muhammadiyah Enrekang, Learning design experts, Language experts, and Materials experts/content. According to the material expert assessment, the IPS module based on Islamic integration and science is generally feasible with a good scoring category with a score of 67 and an average score of each indicator of 3.4. According to media expert assessments, IPS modules based on Islamic integration and science are generally feasible with a good scoring category with a score of 57 and an average score of each indicator of 2.72. According to the language expert assessment, the IPS module based on Islamic integration and science is generally feasible with a good scoring category with a score of 76 and an average score of each indicator of 3.85. According to the expert assessment of IPS learning practitioners, IPS modules based on Islamic integration and science, in general, are worth using with an excellent scoring category with a score of 72 and an average score of each indicator 3.78.

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