**Research Paper**

# Development of Islamic Religious Education Learning Tools To Improve Learning Achievement

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***Abstract -*** *This research aims to develop learning instruments that consisted of (1) Lesson plan; (2) Teaching material, that was module of Islamic education and moral; (3) Instrument of learning outcomes; (4) Instructional media was in form of powerpoint. The design of research and development contained three main components that was: (1) Development model; (2) Development procedure; and (3) Product trial. Data collection in this research was conducted by means of observation, questionnaire, and learning outcomes test. Questionnaire method used to collect data of learners response and data of properness of learning tools development. Test was used to collect data of learning outcomes. Development of learning tool had been tested by experts and the resuls was stated properness. Result of individual trial has 88% in average standing on very high qualification, result of small group trial has 86% in average, and result of field trial has 72% in average standing on very good qualification and no need revision. Result of t-test analysis by using SPSS16, obtaining t = -23.561. Based on the magnitude of significance level submitted in this research (0.05) so this result shows the existence of significant difference between learning outcomes of learners who use the developed learning instrument. In other words, the using of learning instruments can increase the learning outcomes of the student.*
***Keywords:*** *Learning Instrument, Subject of PAI and Moral*

## I.INTRODUCE

Learning is a process of interaction between students and teachers and learning resources in a learning environment. Where the learning process needs to be planned, implemented, assessed, and monitored in order to be carried out effectively and efficiently.

The learning process in each educational unit must be interactive, inspiring, fun, challenging, and motivating students to participate actively, as well as providing sufficient space for crafts, and the physical and psychological development of students.

One of the efforts of the Indonesian government in educating the nation is education. Education is carried out to create a society that is both in terms of quality and quantity of knowledge it has. The success of quality education according to government expectations is determined by the educational process experienced by students, as well as the competence of the right teacher. The existence of support for the system of facilities and infrastructure as well as learning media that supports the teaching and learning process is very important to be given to students, because this involves aspects of students' cognitive development as the main object in teaching and learning activities every day.

Islamic Religious Education and Character Education which is one of the subjects that increases the introduction, understanding, and inculcation of religious values, as well as the practice of these values in individual or collective social life. This is done by the government from an early age starting elementary, middle, high school, and vocational school. This is considered very important to grow the character of students in the present and in the future to produce a generation that is not only good at education and technology but also prepares to instill strong religious values.

Apart from that, in the process of making it happen, there are still obstacles in achieving a learning goal. Among them from the results of interviews with Islamic Religious Education teachers and Budi Pekerti Ahmad Syarif stated that basically Islamic Religion and Morals lessons are not too difficult to learn, but need to be gradual in understanding them to students so that learning objectives are achieved. As for the obstacles that

occur during teaching, (1) their curiosity in some topics/subject materials is very lacking (2) on certain topics/materials the materials being taught must be developed with other learning media. So that the learning objectives and the stages of the material that has been delivered are less understandable. Likewise, when a daily test is held, some students get scores that are still not satisfactory, according to data the value of students on certain topics/materials in the subject of Islamic Religious Education and character is still relatively low (Interview, 23 September 2020)

Meanwhile, during interviews with class IX students and followed by class VIII students, the core points of several presentations they considered problems. they feel happy in learning Islamic religious education and good manners because it is very necessary to hold knowledge in everyday life, but there are some subject matter and teachers when teaching Islamic religious education and character are not well understood / and understood, including when learning In fiqh material there are differences of opinion, long and detailed names of scholars, the history of Islamic civilization which is explained regarding the year of the leader at that time, during lessons sometimes teachers are reluctant to repeat material that students do not understand. (Interview, 23 September 2020)

Observations during class hours, with two meetings in the 2013 curriculum. Among them were several important points that were obtained during class hours. (1) Learning resources/student handbooks regarding the subject matter being taught do not yet exist (2) The use of the learning model used has not been maximized (cooperative learning) (3) The teacher explains the material only centered on the teacher's handbook (in file form). (Observation, 25 September 2020)

Ibrahim (2003), states that at least 3 (three) things can be drawn that need to be considered in learning: (1) what is taught; related to the objectives and materials to be taught, (2) how to teach it; concerning teaching methods and what teaching aids will be used in learning, (3) How to know that what is being taught can be understood by students; related to how to evaluate the material that has been taught.

With the development of science and technology in the world of education, the demands of progress on human resources are very much needed, as well as improving the quality of education is also very necessary, is not an easy job, but it is not difficult to strive if there is a strong desire to improve the effectiveness and efficiency of various educational aspect.

Furthermore, in the context of the teaching and learning process in Indonesia, Abin Syamsuddin added one more role, namely as a mentor (teacher counsul), where teachers are required to be able to identify students who are suspected of having difficulties in learning, diagnose, prognose, and if they are still within the limits. authority, must help solve it (remedial teaching).

The active role of teachers in increasing students' interest in the subjects of Islamic Religious Education and Character Education must continue to be improved, for example by developing teaching materials.

The development of teaching materials is one part of the learning tools, of course, based on this, the researcher wants to develop learning tools for Islamic Religious Education and Morals in the form of Learning Implementation Plans (RPP), Assessment Instruments, Powerpoint-based Learning Modules and Multimedia. Because in the learning device there will be steps for student activities that are expected to improve learning outcomes.

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81A of 2013 Article 36 Paragraph (2) states that the curriculum at all levels and types of education is developed with the principle of diversification in accordance with the education unit, regional potential, and students, which is then emphasized in Article 38 Paragraph (2) stipulates that primary and secondary education curricula are developed according to their relevance by each educational group or unit and school/madrasah committee under the coordination and supervision of the education office or district/city religious department office for basic and provincial education for secondary education.

As stated by Degeng (2001), efforts to improve the quality of learning are carried out by learning designers based on certain assumptions about learning design, including: (1) Improvement of learning quality begins with learning design, (2) Learning design is based on knowledge of how a person learns, (3) learning design refers to the learner, (4) learning outcomes include direct results and accompanying results, (5) the ultimate goal of design is to facilitate learning, (6) learning design includes all variables that affect learning, and (7) The essence of the design is to determine the optimal learning method to achieve the stated goals.

Based on the background of the problems that have been stated above, I hope that there will be an increase in student learning outcomes, one of which is "Development of Learning Devices for Islamic Religious Education and Character to Improve Learning Achievement for Class VII Students at Al Gazali Modern School Palangka Kingdom". In this study, perform different methods in learning to achieve learning objectives. This study emphasizes the use of modules, multimedia powerpoint-based learning in the subject of the growth of science during the Abbasid period which has been developed in the learning process. This will help students so that students easily solve problems and apply the knowledge they have in real life.

## II.    METHOD

The development procedure uses the Dick & Carey model in Borg and Gall (2007:590) with 10 stages, namely: (1) Identifying learning objectives (identifiy instructional goals), (2) Conducting learning analysis (conduct instructional analysis), (3) Analyzing characteristics students and learning contexts (Analyze learners and contexts), (4) Formulate specific learning objectives (Write performance objectives), (5) Develop assessment instruments (Develop assessment instruments), (6) Develop learning strategies (Develop instructional strategy), (7) Develop and select teaching materials (Develop and select instructional materials), (8) Design and develop a promative evaluation (Design and conduct formative evaluation of instruction), (9) Revise the learning program (Revise instruction), (10) Design and develop a summative evaluation (Design and conduct formative evaluation of instruction).

The trial was carried out in several stages, namely: 1) the expert test stage, namely material experts and learning media experts, 2) the individual test stage on 3 students, small groups of 8 students, large groups of 25 students as product users to determine the suitability of the media used. developed with the target, 3) field test on 30 students, aims to determine the effect of the use of media on the ability to listen to folklore. The field trial used a pre-experimental design, namely the One-Group-Pretest-Posttest Design where a pretest was carried out to determine the students' initial abilities before being given treatment. then, given treatment in the form of learning by using learning tools on the Materials of the Growth of Science in the Abbasid Period that had been developed, then to determine the effect of treatment, a posttest was given.

Data collection techniques in this study used questionnaires and tests. The questionnaire used in this study was to obtain data regarding the opinions of material experts, media experts and the target of trials with tools that have been developed including 1) Learning Implementation Plans, 2) Teaching Materials in the form of modules, Islamic religious education and character, 3) Learning Outcomes test instrument, and 4) Learning Media in the form of powerpoint. Aspects assessed by the pilot target include attractiveness, overall understanding, and program benefits. In addition to the questionnaire, to measure students' ability in listening learning using the developed learning tools, a test is given in the form of description questions. Data analysis technique using descriptive percentage is used to process data from the results of the questionnaire given to material experts, media experts, individual trials, small groups, and large groups. Hypothesis testing is done to test the existing hypothesis, whether it is accepted or rejected. From the results of the analysis will also be known the answer to the formulation of the problem. The hypothesis test uses the T-test formula which is a statistical calculation to find out whether there is a difference in value between two variables.

## III.    RESULTS AND DISCUSSION

**1. Presentation of the Validation of the Learning Implementation Plan**

| No | Rated Aspect | Score | Category |
|----|--------------|-------|----------|
| 1 | The suitability of indicators of achievement of learning outcomes | 4 | Very worth it |
| 2 | Conformity of learning objectives with indicators | 4 | Very worth it |
| 3 | The suitability of the prerequisite material with the material to be taught | 3 | Worthy |
| 4 | The use of language in terms of Indonesian language rules | 4 | Very worth it |
| 5 | The nature of communication The language used | 3 | Worthy |
| 6 | The suitability of the time allocation with the activities carried out | 3 | Worthy |
| 7 | Clarity of description of teacher and student activities | 4 | Very worth it |

Adapted from Khadibah, (in Azizah, 2006)

Aspects that are assessed from the results of the validation of the Learning Implementation Plan, there are seven aspects that are assessed, there are four aspects that get a score of 4. These aspects include the suitability of indicators for achievement of learning outcomes, conformity of learning objectives with indicators, use of language in terms of Indonesian language rules, and clarity of the description of the activities of teachers and students. These four aspects are very feasible.

For the aspect of the suitability of the prerequisite material with the material to be taught, the nature of the language communication used and the suitability of the time allocation with the activities carried out, each received a value of 3. These three aspects were assessed by the validator as feasible. The results of developing this Learning Implementation Plan contain at least indicators, students' cognitive learning objectives, teaching materials, teaching methods, learning resources and assessment of learning outcomes. The advantage of developing a Learning Implementation Plan lies in the systematic content and steps of learning activities. Learning activities are clearly contained starting from the opening, core and closing.

**1. Presentation of Material Validation on the Module**

| No | Rated Aspect | Scoring Scale | |
|---|---|---|---|
| | | Score | Category |
| I | **Content Eligibility Component** | Score | Category |
| | 1. Content truth | 4 | Very worth it |
| | 2. Conformity with the development of science | 4 | Very worth it |
| | 3. Examples of materials adapted to today's life | 3 | Worthy |
| | 4. The suitability of the task with the order of the material. | 4 | Very worth it |
| II | **Language Component** | | |
| | 1. The accuracy of the language used with Indonesian rules | 4 | Very worth it |
| | 2. The suitability of the sentence with the level of development of students | 3 | Worthy |
| | 3. Simplicity of sentence structure | 4 | Very worth it |
| | 4. Learners' understanding of the message | 3 | Worthy |
| | 5. The suitability of the illustration with the substance of the message | 3 | Worthy |
| III | **Serving Components** | | |
| | 1. The suitability / accuracy of the illustration with the material | 4 | Very worth it |
| | 2. Compatibility of font type and size | 4 | Very worth it |
| | 3. Illustrations have attractiveness | 4 | Very worth it |
| | 4. The ability to stimulate the thinking power of students through illustrations | 4 | Very worth it |
| | 5. Space arrangement and layout | 4 | Very worth it |

Based on the explanation of the validation of the material experts in the developed module related to the subjects of Islamic Religious Education and Morals, the subject of the Growth of Science in the Abbasid Period. This material contains three categories, namely: content, language and clarity of presentation. In the Feasibility of the contents, the score is very decent with little input for revision, especially with a few sentences that will be less understood by students. Likewise, the linguistic category gets a proper category in the content of teaching materials which will be presented to students. And the clarity of the dish is included in the very decent category.

**1. Module Validation Exposure**

| No | Rated Aspect | Score | Category |
|---|---|---|---|
| 1 | Learner's Guide | 4 | Very worth it |
| 2 | Module Format | 3 | Worthy |
| 3 | Worksheet and Eligibility Content | 4 | Very worth it |
| 4 | Conformity to the Level of Development of Learners | 4 | Very worth it |

In the development of this module, the aspects assessed by media experts are 1) Student Instructions, 2) Module Format, 3) Worksheets and content feasibility and 4) Appropriateness to the level of development of students.

The validation of the module by an expert on learning media for student instructions, the format of the module and worksheets as well as the feasibility of the content is in the very feasible category and the aspect of the module format is in the appropriate category.

Suggestions and inputs from learning media experts include requiring revisions in part I of the learner's instructions on the cover section lacking the identity of the target, adjusting the illustrations, and completing the module with the delivery of learning objectives and instructions for use. In part II the module format on page 12 of the chart is further clarified and consistent with the writing of the subject headings. Part III in the Worksheet and the feasibility of the content should be added more pictures or illustrations so that students can get a clear picture of the material. Suggestions and inputs from the validator have been revised in each aspect.

That is, readers can carry out learning activities without the presence of the teacher directly. The language, patterns, and other features of the completeness contained in this module are arranged so that it seems as if it is the "teaching language" or the language of the teacher who is teaching his students. Therefore, this media is often called independent instructional materials. The teacher does not directly give lessons or teach something to his students face to face, but enough with these modules.

## 1. Presentation of Powerpoint-based Learning Multimedia Validation

| No | Rated Aspect | Score | Category |
|---|---|---|---|
| 1 | Components of media format feasibility (conformity of content in powerpoint with KD, objectives and indicators) | 4 | Very worth it |
| 2 | Quality of illustrations and animations (Clarity of images, color of images, and illustrations of images and materials) | 4 | Very worth it |
| 3 | Ease of language used to understand | 3 | Worthy |
| 4 | Communicative | 3 | Worthy |

There are four aspects that are assessed from this learning media, namely: 1) Components of the feasibility of media formats, 2) Quality of illustrations and animations, 3) Ease of language, 4) Communicative. The results of the validation of learning media on the aspects of the feasibility of the media format and the quality of the illustrations and animations obtained a very decent category while the other two aspects received decent scores.

According to the advice of learning media experts, it is better if each slide in the discussion of the material is made only of important points, not a long explanation so that it can be easily understood by students.

The results of the validation of learning media are in the "very decent" qualification, but considering that there are several suggestions from respondents regarding the quality of illustrations and animations, a slight revision was made. Revisions were made by clarifying the color of the text on each slide and adding a few motion animations.

## 1. Learning Outcome Test Instruments

The results of the validation of the learning outcomes test instrument consist of three aspects, namely: content validation, language and question writing or question writing construction and it is known that two aspects get very good scores. However, there are some suggestions from the experts, especially the form of sentences and the formulation of the sentence questions that do not cause multiple interpretations and have more distinguishing power.

Sentence questions using language that is easy and familiar to learning. Because the preparation of learning outcomes tests is very important for students and learning, each aspect that has received input from the validator is revised so that it can be used properly.

## A. Discussion on the Implementation of Learning Device Development

Based on the results of the analysis of student responses, it can be said that the response of students is quite positive towards the use of powerpoint modules and media, including during learning activities. This can be seen clearly in the student questionnaire.

Based on the results of individual trials with 3 respondents, the average value of the percentage was 88%. based on the level of achievement coefficient, this value is in the "very high" qualification. Meanwhile, in the small group trial with 8 respondents, the average score was 86%. based on the level of achievement coefficient, this value is in the "high" qualification. And finally, in a large group trial with 30 respondents, the average value of the percentage was 79%. based on the level of achievement coefficient, this value is still in the "high" qualification. almost all aspects received a response above 75%.

After seeing the response from the implementation of the development of learning tools, and the suitability of responses from experts including Gregory (2003:38), students can respond to a learning process by giving active attention, where students will develop effort and perseverance to stay focused on the process. learning that he lives and thinks. as well as the response of Hergenhahn and Olson (2009: 508) which states that a behavioral response or behavior is raised by a recognized stimulus. Thus, learning activities do not require a lot of energy and are even fun and the results are more effective.

## A. Field Trial Results

After the calculation of the analysis of individual groups, small groups and large groups has been completed, the next step is the normality test, and the t-test. In this trial, a pretest is given before learning begins to students to determine the students' initial abilities before being given teaching materials. While the posttest is given after learning using learning tools has been completed to determine the ability of students after receiving treatment using Islamic Religious Education and Character Education learning tools on the subject of the Growth of Science in the Abbasid Period.

After the research data is obtained and presented in tabular form as described above, the next step is the normality test. The normality test is a test of the normality of the data distribution and this test is the most widely used test for parametric statistical analysis. Because the data are normally distributed, it is a condition for doing parametric tests.

Because the number of samples in this study is small, which is less than 50, the Kormogorov-Smirnov calculation is used as a reference. because the kormogorov-smirnov calculation does not require grouped data and can be used for small samples. Based on table 4.5 above, it can be seen that in the pretest and posttest with a sample of 30 where the significance value is more than 0.05, it can be concluded that the data for the pretest and posttest are normal.

After the data underwent a normality test, and it was concluded that the pretest and posttest data in this study were normal, the next step was to perform a t-test for the pretest and posttest data.

The output or results of calculations or data management using descriptive statistical software, namely SPSS 16.00. the results of the calculation are as follows:

Pretest Posttest Results Field Test

**One-Sample Kolmogorov-Smirnov Test**

|  |  | Pre Test | Post Tes |
|---|---|---|---|
| N |  | 30 | 30 |
| Normal Parameters[a] | Mean | 37.67 | 76.83 |
|  | Std. Deviation | 8.483 | 7.931 |
| Most Extreme Differences | Absolute | .175 | .172 |
|  | Positive | .158 | .172 |
|  | Negative | -.175 | -.155 |
| Kolmogorov-Smirnov Z |  | .959 | .943 |
| Asymp. Sig. (2-tailed) |  | .317 | .336 |
| a. Test distribution is Normal. |  |  |  |

**Paired Samples Statistics**

|  |  | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | pretest | 37.67 | 30 | 8.483 | 1.549 |
|  | posttest | 76.83 | 30 | 7.931 | 1.448 |

**Paired Samples Correlations**

|  |  | N | Correlation | Sig. |
|---|---|---|---|---|
| Pair 1 | pretest & posttest | 30 | .386 | .035 |

**Paired Samples Test**

|  |  | Paired Differences | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  | 95% Confidence Interval of the Difference | |  |  | Sig. (2-tailed) |
|  |  | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df |  |
| Pair 1 | pretest - posttest | -39.167 | 9.105 | 1.662 | -42.567 | -35.767 | -23.561 | 29 | .000 |

a. First Part Output
In the first part, it can be seen that the mean (mean) of the pretest is 37.69 and the average number (mean) of the posttest is 76.83, the number of test takers is N-30 and the standard deviation (std deviation) is 8,483 for the pretest and 7,931 for the posttest.

a.      Second Part Output
The second part of the output is the result of the correlation between the two variables which produces the number 0.386 with a probability value of 0.000 where the value of = 0.05. This means that the correlation between the average learning outcomes before using the Islamic Religious Education and Moral Education learning tools and after using the Islamic Religious Education and Moral Education learning tools is very significant.

b.        In the table Paired Sample T Test is used to determine whether the difference between the pretest and posttest scores in the learning process using learning tools. The test uses a significance level of 0.05 (by default SPSS already uses a significance level of 0.05). Here are the test steps.

<div align="center">Determining the Hypothesis</div>

| | | |
|---|---|---|
| Ho | : | There is no difference in learning outcomes before and after using learning tools |
| Ha | : | There are differences in learning outcomes before and after using learning tools |

b.        Conclusion Rule
a) If the significance > 0.05, then Ho is accepted
b) If the significance is < 0.05, then Ho is rejected
c.   Making conclusions.
Because the significance value is 0.000 < 0.05 then Ha is accepted. Thus we can say that there is a difference in the average pretest score and the average posttest score in the learning process using learning tools.

# IV.    CONCLUSION

Based on the results of research on the development of learning tools for Islamic Religious Education and Morals, the subject of the Growth of Science in the Abbasid Period, the following conclusions were obtained:
1. Learning tools for Islamic Religious Education and Morals have been developed, the subject of the Growth of Science in the Abbasid Period which in its physical form includes: Learning Implementation Plans, Learning Outcomes Tests, materials that are integrated in modules and packaged in the form of books and multimedia-based learning powerpoint that is packaged in digital form. Learning tools are declared feasible by experts to be used in practice.
2. Based on the results of data analysis obtained from the pretest and posttest in the large group that has been calculated using SPSS 16.00 for windows, it can be said that there is an effect of using learning tools on student learning outcomes.

**Suggestion**
Based on the conclusions and conditions in the field, researchers can provide the following suggestions:
1. Product Utilization Suggestions
a. The learning tools developed have been proven to improve learning achievement. Therefore, the results of this development are highly recommended to other school teachers who have the same learning problems to be used to help deliver learning materials and can be implemented in further learning.
b. Module teaching materials that are part of this learning tool can also be used by students as independent learning materials.
2. Product Dissemination Suggestions
a.        It is hoped that this learning tool for Islamic Religious Education and Morals can be widely disseminated and used by teachers, especially for SMP VIII teachers. However, the use of this learning device must also be accompanied by the provision of adequate technological facilities such as laptops, infocus, and speakers before disseminating the product, because dissemination will be in vain if it is not equipped with supporting facilities to present this learning device.
3. Suggestions for Continuation of Development
Suggestions for the continuation of the development of this learning device are as follows:
a. For those who want to develop further learning tools, it is hoped that they can develop other teaching materials. In addition, it is necessary to pay attention to the characteristics of students, materials, and the environment in order to produce the right learning tools.
b. The use of this learning device needs to be evaluated on the material with notes that it does not deviate and still refers to the Curriculum Standards that have been set by the government.
c. The researcher's suggestion for future research is to use a control class in testing the reliability of its product development.
d. This learning tool for Islamic religious education and character can later be developed again with other Basic Competencies.

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