International Journal of Trends in Mathematics Education Research
Vol. 5, No. 2 (2022), pp. 174-179
ISSN 2621-8488 (online)
DOI: https://doi.org/10.33122/ijtmer.v5i2.152

SAINTIS publishing

Research Article

Mathematics Teaching Materials of Set Integrated with Islamic Values

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Received: 13 October 2020 *Revised: 12 August 2021* *Accepted: 24 April 2022* *Available online: 30 June 2022*

ABSTRACT

This study is a research and development (R&D) to compile and develop teaching materials for mathematics an integrated set of Islamic values. The development of teaching materials is motivated by the low learning outcomes of students at the set with one cause, namely the behavior or morals of students in learning and outside learning is not good. The subjects of the study were VII grade students of SMP Muhammadiyah 1 Ambarawa. The research method is development research by adopting the Thiagarajan steps which are known as the 4D development model, namely: Define, Design, Develop and Disseminate. The results of the validation from the experts show that the feasibility level of teaching materials is in the quite feasible category or can be used but it needs to be revised slightly, with the percentage acquisition for material experts at mathematics 84.52%, material experts at Islamic values 80%, experts learning media 77.86%. The results of student responses showed that students gave a positive response to the teaching materials shown by the percentage of acquisition of responses that strongly agreed with the mathematics learning module on the interest indicator 61.59%, material indicator 53.91%, and language indicator 68.11%. In conclusion, the integrated set of mathematics teaching materials of Islamic values is feasible to use with an average percentage of validation results of 80.79% and an average percentage of student positive response results of 61.20%.

Keywords: Model of Development; 4D; Teaching Materials; Mathematics; Sets

1. INTRODUCTION

Education is an effort to improve the quality of a nation's Human Resources (HR) (Aliyyah et al., 2019; Faizah et al., 2020; Rafika et al., 2020; Tajeri, 2020). Education makes a changed, from not knowing to knowing, from bad to good (Wahyuningtyas et al., 2020). Education is a process, the results of that cannot be enjoyed immediately, but gradually (Ariani et al., 2019; Manurung et al., 2021; Nugrahanigsih et al., 2020; Nurhikmah et al., 2020; Panungkelan et al., 2020). The stages which become an educational process begin with the learning process in class, which is then implemented in the daily lives of students (Asmorowati et al., 2021; Dariman, 2019; Dike et al., 2020; Ikawati et al., 2019; Nurfidayanti & Yonata, 2022; E. S. Pratiwi et al., 2020; Tari et al., 2019). Education in Indonesia aims to develop the potential of students to become superior human beings armed with faith and piety to God Almighty accompanied by noble morals, and able to maintain their existence with the knowledge they have, are capable, creative, innovative, independent, become democratic and re-sponsible citizens. This is in line with the National Edu-cation System Law No. 23 of 2003 so it is expected to produce a smart generation, not only intellectually but also emotionally, spiritually and intelligently in completing problems/ difficulties. One effort is to achieve educa-tional goals by integrating lessons and Islamic values.

Mathematics is one subject that can be integrated with Islamic values, because mathematics has a very close relationship with the spiritual traditions of Muslims, is fa-miliar with the Koran, and it can also use mathematics as a "path" to achievement (A. O & Joseph, 2020; Anindyarini & Supahar, 2019; Khairuddin, 2019; Rahman et al., 2021; Schoenfeld, 2016; Wulandari et al., 2021; Yuliarni et al., 2019). Benefits-happiness both in this world and ever after. (Huda & Mutia, 2017). Integrating mathematics with Islamic values is expected to be one effort to achieve the goals of education in Indonesia. In accordance with Kurniati (2016) states that combining mathematics with Islamic values will form a strong sci-ence and technology-oriented nation, all of which are imbued with faith and piety to Allah SWT. Islamic values are the characteristics or the basis of good faith, person-ality, and character framed in Islamic rules to improve human morals and behavior (Rahmawati & Rizki, 2017).

The 2013 curriculum instructs teachers that knowledge is not the fundamental aspect, there are as-pects of skills and attitudes that must be achieved. Mathematics is one of the compulsory subject groups at the SMP/MTs level. The problem

that occurs at SMP Muhammadiyah 1 Ambarawa is that student learning outcomes, especially set material are still very low, as evidenced by the daily test scores of students for the 2018/2019 academic year with minimum completeness criteria of 74, there are 68% of students getting scores below the minimum completeness criteria. Based on the preliminary analysis, it was obtained data that many students during the learning process had many students who did not pay attention (not focus) on the teacher's explanation. Student unfocused is because of bad morals values they bring from outside the classroom. As stated by the Counseling Guidance teacher, many students were found smoking, drinking alcohol, and also cases of bullying. In addition, undisciplined attitude (being late for class, neglecting assignments), cheating, and speaking harshly became a habit. The morals of these students in-clude the emotional quotient and adversity quotient, where the two intelligences affect of students achievement. In line with Nurhuda, Harlina, & Syarifuddin (2018) there is a positive (+) correlation between students 'emotional intelligence and students' mathematics learning achievement. Then Supardi (2013) shows that there is a positive and significant effect of the adversity quotient on mathematics learning achievement. Both of these problems are the basis for the need for mathematics teaching materials, especially set material that is integrated with Islamic values to help the learning process of mathematics.

Mathematics teaching materials integrated with Islamic values are one medium to achieve educational goals in Indonesia, students not only think mathematics is a difficult and abstract subject, but there are also Islamic values that are contained in it and are concrete that can be applied in daily life by learners (Fathoni et al., 2019; Hamidah & Kusuma, 2021; Niswah & Qohar, 2020; Nurjannah et al., 2020; I. Pratiwi, 2019; Samsuddin & Retnawati, 2018; Siregar & Siagian, 2019). Nihayati (2017) states that integrating Islamic values in the set material, there are several verses related to the set, The list is Chapter Al-An'am verse 128, Chapter Al-Waqi'ah verses 7-14, Chapter Al-Fatihah verse 7, Chapter Taha verse 6.

For example, Chapter Al-An'am verse 128 which means: "And (remember) the day when Allah gathered them all (and Allah said):" O class of jinn, you have mis-led many people ", Then said their friends from the human class: "O our Lord, indeed some of us have re-ceived pleasure from some (others) and we have come to the time that You have set for us". Allah said: "Hell is the place where you live, while you are eternal in it, unless Allah wills (the others)". Surely your God is all wise, all-knowing. "This verse can be illustrated in a Venn di-agram as shown in **Figure 1.**

S = Creature created by Allah
A = Group of Jinn
B = Group of Human

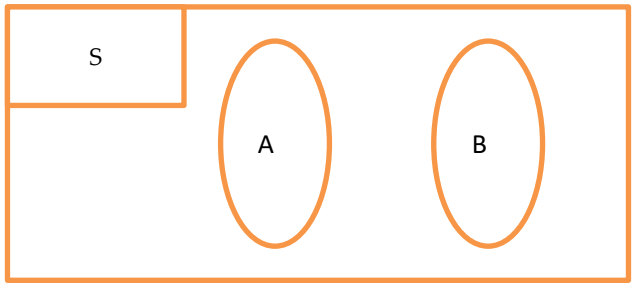

Figure 1. Image of separate set of Venn diagram

Based on the **Figure 1** described in the paragraph above is two separate sets because they have no equation. The two sets include the creatures created by Allah, namely the jinn (unseen creatures) and the human group. Value creed in the above verse is to show that God has a nature of the Justice, the value of Shariah in the above verse is the sense of responsibility that must be possessed by every human being. Based on this description, the preparation of set teaching materials that are integrated with Islamic values is expected to make mathematics learning interesting, enjoyable and enjoyable for students in the learning process, then it can cope with low learning outcomes and poor morals (by increasing intellectual intelligence. Emotional intelligence, spiritual intelligence, and moral intelligence. The purpose of this study was to determine (1) how the development of mathematics teaching materials in set material integrated with Islamic values; (2) the feasibility and response of students' mathematics teaching materials integrated set material with Islamic values in mathematics.

2. RESEARCH METHOD

The study is research & development (R & D), which refers to the stages of development according to Thiagarajan commonly known as a model of development of the 4-D (Trianto, 2009). The subject of this study was the students of class VII SMP Muhammadiyah 1. This 4-D development model consists of four stages, namely **Define** (analyze the need for teaching materials in the form of modules in the learning process. The information about students' module needs was obtained through interviews with students, teachers, student guardians, and data mining through questionnaires); **Design** (designing mathematics teaching materials of set materials that are integrated with Islamic values. Activities at this stage are a compilation of set material, selection of Islamic values integrated with set material, a compilation of tests, and initial design); develop (produce revised teaching mate-rials based on input from experts and data obtained from field trials), and **Disseminate** (products produced in the form of teaching materials using ISBN). The feasibility test used is adopted from the NP formula proposed by Purwanto (2013), then the NP results are converted into the eligibility criteria or validity according to Akbar (2013).

3. RESULTS AND DISCUSSION

The results of the development of teaching materials using the 4-D development model comprise four stages, namely Define, Design, Develop, and Disseminate in the form of a mathematics learning module on the set material. At the defined stage, data was obtained that class VII students of SMP Muhammadiyah 1 Ambarawa needed an interesting learning module, namely the explanation of the material was easy to understand, accompanied by a supporting learning video, a color module display with interesting pictures, and material that was integrated with the values. Islamic values in the form of verses, hadiths, or others so that what is the goal of student guardians to send their children to Muhammadiyah foundations is that apart from getting general knowledge, they also want their children to grow up with good character according to Islamic law can be achieved. At the stage design, it was found that the design of teaching materials in the form of learning modules had been determined, starting from the cover to the author's profile.

This stage involves typing, arranging the material, and supporting images, selecting the colors and letters. The drafting of a mathematics learning module is following the characteristics of a good module according to Chomsin SW and Jasmadi (2008), namely determining core competencies and basic competencies, determining learning objectives, determine the content and sequence of learning materials, the selection of Islamic values that are integrated with the set material, determine the media and learning sources, test learning, design module writing, draft learning modules.

At the stage of development, data was obtained that the integrated mathematics learning module Islamic values were feasible to use and students gave a positive response to the existence of the mathematics learning module. The method used in developing this mathematics learning module is following the theory of Sugiyono (2012) which states that the steps that must be followed to produce a product include the potential and problem stages, data collection, product design, design validation, product design revision, testing product, product revision, final product. The results of the assessment by experts, namely material experts in mathematics (Ari Suningsih, M.Pd), material experts in Al-Islam, and Knowledge of Muhammadiyah (Rahmat Efendi, M.Pd. I) and for learning media experts (Robia Astuti, M. Pd) is presented in the following bar chart.

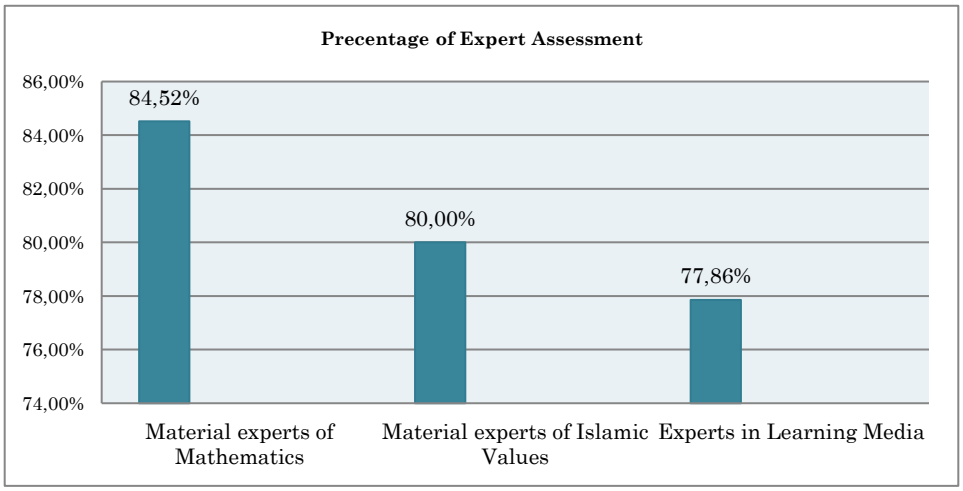

Figure 2. Percentage of expert judgment

Even though the experts state it is feasible to use, several things must be revised in the mathematics learning module. From material experts in the field of mathematics, things that need to be revised are (1) in explaining the material or the concept of a set both in the operation of the set or the properties of the set, it is necessary to relate the concept to the previous concept so that there is a relationship between one concept and another; (2) the module should include an invitation in the form of motivation so that students are more active in learning; (3) the illustrations presented should be following the characteristics of junior high school-aged students, (4) the bibliography is presented in alphabetical order.

From material experts in Islamic values, things that need to be revised are (1) the presentation of Islamic values that have been developed is not broad in scope, many Islamic values can be integrated into the material of the collection; (2) Al-Quran verses should be written in the module, not only the name of the letter and its explanation. And from learning media experts, things that need to be revised are (1) the images used as illustrations still function as sweeteners and have not been used as images that make it easier to understand concepts and examples, therefore use pictures that function to make it easier for students to understand the concept of a set; (2) the pictures and illustrations are less varied. The module is still dominated by letters and numbers. Field trials were carried out by using learning modules in mathematics learning activities which were carried out 3 times. Then students are given a response questionnaire to be filled in to find out the response to the mathematics learning module that is integrated with Islamic values. The student responses to the learning module are presented in the following bar chart.

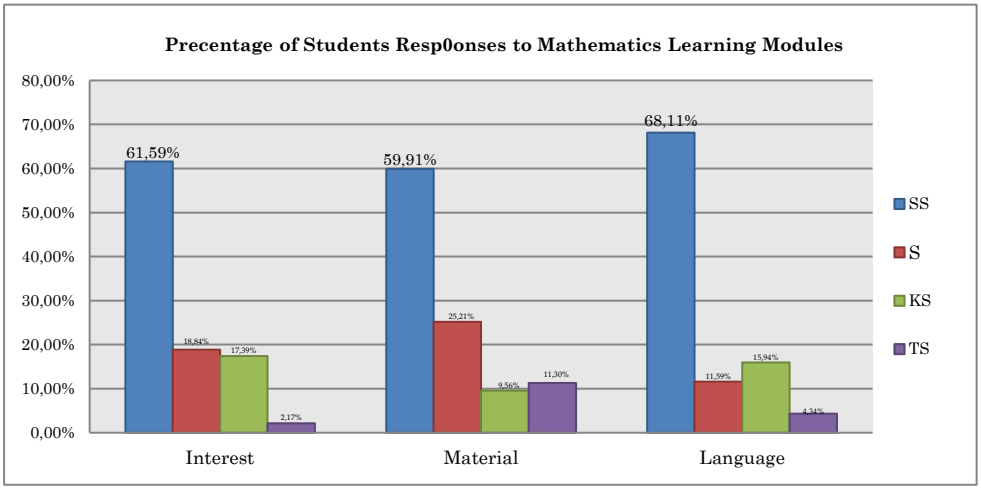

Figure 3. Percentage of Student Responses to Mathematics Learning Modules

The results of field trials were the percentage of students who responded strongly to the interest indicators of 61.59%, the material indicators of 53.91%, and the language indicators of 68.11%. So that the average percentage of students who responded strongly to the mathematics learning module was 61.20%. This means that more than 50% of students gave a positive response to the existence of a mathematics learning module. At the stage disseminate, the resulting product is a mathematics learning module that is integrated with Islamic values with the ISBN.

The results of this study are in line with research conducted by Wulandari et al. (2020) related to the development of the mathematics learning module which was developed using the Plomp model which was assessed by material experts on the mathematics learning module that integrates Islamic values based on a scientific approach to the set material, obtaining a percentage result of 84% and is included in very valid category. This study only implements a limited number of modules until the feasibility is valid.

In addition to the research above, this research supports the research conducted by Rezeki & Ariawan (2019), namely on the Material of the Integrated Islamic Association; development of learning tools based on the Problem Basic Learning model with the research results obtained, namely the results of the validation of the Learning Implementation Plan (RPP) and Student Worksheets (LPKD) with fairly valid validity criteria. While the results of the practicality of the RPP with very practical criteria and the results of the practicality of the LKPD were obtained from student response questionnaires with very practical criteria, as well as the average results of the implementation of learning. Based on this development research, it resulted in a mathematical learning device model of Problem-Based Learning (PBL) which was integrated with Islam in the material for the Class VII Junior High School Association which was tested for feasibility.

4. CONCLUSION

Based on the results of validation by experts and student responses to the learning module the integrated set of mathematics Islamic values developed using Thiagarajan steps known as the 4-D development model, it is feasible to use. The average percentage of the results of the assessment of the 3 experts is 80.79% with very feasible criteria, and the average percentage of the results of student positive re-sponses is 61.20%.

ACKNOWLEDGEMENTS

The author would like to thank DRPM Kemenristekdikti who has funded this research. This research is part of the Beginner Lecturer Research (Penelitian Dosen Pemula) with the 2019/2020 budget year.

AUTHOR'S CONTRIBUTIONS

The authors discussed the results and contributed to from the start to final manuscript.

CONFLICT OF INTEREST

There are no conflicts of interest declared by the authors.

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