

Development of Spiritual and Social Attitude Mutabaah Books in Islamic Religious Education Subjects Grade VIII Junior High School

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ABSTRACT

The existence of the affective realm is a challenge in the implementation of the character-based 2013 Curriculum, which in practice is not optimal due to the assessment instruments that are not yet standard and the limitations of teachers in conducting comprehensive affective assessments. This research aims to develop *mutabaah* books as a tool for teachers to complete the assessment of students' spiritual and social attitudes in Islamic Religious Education (PAI) grade VIII at SMP N 1 Bantul. The method used is Research and Development (RnD) with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model from Dick and Carey, involving interviews, observations, and questionnaires as data collection techniques, as well as qualitative-to-quantitative analysis. The product of this study was validated with a result of 87.5% in the "valid" category and an effectiveness of 85.5%, classified as "very effective". This *mutabaah* book is expected to increase the achievement of the affective realm in a structured manner in the implementation of the 2013 Curriculum.

I. INTRODUCTION

Various phenomena occur among students, one example is street crime *klitih* in Yogyakarta and the perpetrators are mostly students [1]. Reporting from an online news portal, it was stated that 13 students in Bantul on December 3, 2022 were caught carrying sharp weapons in the early hours, although they have not been proven to be the perpetrators *klitih*. The police continue to secure these children as a form of anticipation of street crimes by teenagers and vandalism that may occur [2]. This phenomenon of juvenile delinquency has become a concern and reflection from education practitioners. Education practitioners highlight the existence of juvenile delinquency, one of which is due to suboptimal character education. In fact, education in Indonesia has tried to be optimal in terms of character education, by enforcing the 2013 National Education Curriculum which is familiar with the term Character-Based Curriculum. In addition, the government's support for the seriousness of education in the affective realm is shown by the stipulation of Permendikbud No. 23 th. 2015 concerning the Growth of Ethics and Presidential Regulation No. 87 of 2017 concerning the Strengthening of Character Education (PPK).

The struggle for Indonesian education, which makes education a means of developing abilities and shaping the nation's character and civilization, in fact, still needs hard efforts in realizing it. There are three areas of Bloom's taxonomy that are developed in learning with the 2013 Curriculum which will have implications for the realization of real educational goals. Bloom's three taxonomic domains in learning are: the cognitive realm, the affective realm and the psychomotor realm [3]. The cognitive

realm is the scope of memory or recognition of facts, procedural patterns and concepts that allow the development of intellectual abilities [4]. The affective realm is the fruit of practicing attitudes and norms [5]. While the psychomotor realm is a skill in processing motor [6].

Even though there have been many explanations about the three areas of learning that will lead education to its goals, there are still many learning that focuses solely on intellectual ability. This is in line with the research of Nurul Imtihan and colleagues who stated that in practice the affective and psychomotor realms have not received adequate portions [5]. In addition, from the pre-research interviews conducted by the researcher about learning in Bantul regional schools with several teachers, it can be concluded that the learning carried out still focuses on cognitive values. One of the supporters of the lack of attention to spiritual and social values is that the researcher obtained from observations in the field that assistance to students' spiritual activities at school, such as tadarus activities or Bible study in the morning is not optimal by teachers. The discovery that students still do not say greetings when they enter a room is a lack of understanding of social attitudes to students.

The existence of three learning domains in Bloom's taxonomy must be developed in its entirety. In this study, the researcher took the focus of research on the affective realm. Yusuf bin Al Husayn mentioned "*By learning adab, you will understand knowledge*" which can be interpreted that adab is an affective realm, by understanding the affective realm well, students can get knowledge, knowledge and skills well. In line with the previous statement, quoting the statement of the Father of the IQ Test Binet and Simon mentioned that the problems caused by intellectual intelligence are not as many as the problems caused by uncommendable personalities [5].

The limited affective domain assessment instruments are not as many and complete as the cognitive and psychomotor domain instruments, this was obtained by the researcher from the documentation analysis conducted by the researcher at SMP N 1 Bantul in the PAI class VIII subject. This makes teachers limited in assessing the affective realm for students. In addition, the phenomenon in the field shows that the affective realm is the most difficult aspect to develop both in the learning process, because there is no standard and uniform instrument or format [5]. In addition, in research conducted by Fuad Hasyim, it was stated that teachers are not used to conducting comprehensive and structured affective assessments [7].

From the above explanation about the affective realm, of course, there must be more attention, this is because the three domains in learning should be assessed thoroughly to get an overview of the success of education. The development of affective assessment instruments is the focus of this research, by developing *mutabaah* books. *This mutabaah* book is designed to assist teachers in observing students to meet the affective values in the 2013 Curriculum.

Mutabaah derived from the word *Taaba'a*, which has several understandings. First, *tatabba'a* which means to follow and second, *raaqaba'a* which means to supervise. Thus, the word *Mutabaah* has the meaning of following and monitoring [8]. KBBI explained that supervision can be equated

with observation. In the context of this study *Mutabaah* has the meaning of following and observing a program to be in accordance with the plan.

Some previous studies include: "*Development of the Mutabaah Application for Android-Based Daily Worship Evaluation*", stating that the *Mutabaah* application is expected to be able to motivate users in improving worship by looking at graphs, worship history and seeing the percentage of use in available groups. In addition, the research entitled "*Creation of the Android-Based Mutabaah Amal Yaumi (Mutabaah) Application*", aims to overcome problems in recording daily charities that are carried out manually to be faster, more accurate and efficient by using applications and making evaluation materials to improve the quality of worship. Based on the above urian, the researcher is interested in developing a *mutabaah book* that is expected to be able to be used as a tool for teachers to observe students in fulfilling the SKL in assessing students' affective competencies.

This research will be conducted at SMP Negeri 1 Bantul where this school is one of the junior high schools in Bantul that has graduates with good cognitive abilities as evidenced as one of the schools that occupies the highest average ASPD score in Bantul Regency in 2021 with the acquisition of 79 points and has various achievements in the academic and non-academic fields. Therefore, the researcher wants to develop a *book on* spiritual and social attitudes in grade VIII PAI subjects at SMP N 1 Bantul.

II. METHODS

Looking at the background that the researcher has presented, this research aims to produce products, so this research is classified as Research and Development or *Research and Development* (R&D). Sugiyono mentioned *Research and Development* (R&D) is concerned with the development of a product, which begins with a planning, production, and ends with an evaluation of the product's validity[9]. In line with that, it is also mentioned that R&D research methods are used to produce a particular product and tested for the effectiveness of the product[10]. This development research resulted in a product in the form of a book *Mutabaah* spiritual and social attitudes in PAI subjects in grade VIII of junior high school with the ADDIE development procedure which has five stages of development including: (1) Analysis, (2) Design, (3) Development, (4) Implementation, (5) Evaluation. To find out more details about the obstacles, especially the assessment process on the core competencies of students' spiritual and social attitudes and then the researcher analyzed what media needs could be used to overcome problems that occurred in the field.

After analyzing, the researcher designs media based on the findings of the problem, in addition to that at the design stage, the researcher also designs an instrument that will be used in the data collection process. Furthermore, at the development stage, the researcher realizes the product in accordance with the initial design at the design stage. The media production carried out by the researcher was adjusted to the characteristics of grade VIII junior high school students, based on the

initial analysis of the content of the material used in *the* spiritual and social attitude changes adjusted to the basis that has been applied in the 2013 curriculum. In addition, easy-to-follow instructions, easy-to-understand language, selection of images and colors as well as font shapes and sizes that are suitable for grade VIII junior high school students are aspects that must be considered in the development of this *Mutabaah* book product.

After passing the product development stage, validation was then carried out with four experts, namely, two material experts and two media experts. This is done in order to find out the feasibility of the product developed by the researcher. Assessments, suggestions and criticism from validators are then used by researchers to make improvements to the product. The product feasibility test was carried out by giving a questionnaire to two PAI subject teachers at SMP N 1 Bantul.

The analysis technique used in this study is to change the assessment in qualitative form to quantitative using the Licret scale, with the following conditions [11]:

Table 1. Table of Changes from Qualitative Data to Quantitative Data

Qualitative Data	Score
Excellent (SB)	5
Good (B)	4
Enough (C)	3
Less (K)	2
Very Less (K)	1

After the data is collected, the researcher calculates the average with the formula

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Information:

P = Percentage sought

$\sum x$ = Number of respondents' answer scores

$\sum xi$ = Number of ideal values

In the final stage, the researcher converts the average score into a qualitative score with the following criteria:

Table 2. Qualitative Data and Data Criteria

Percentage (%)	Validation Criteria
76 – 100	Valid (no revision required)
56 - 75	Quite Valid (no revision required)
40 – 55	Less Valid (revision)
0 - 39	Invalid (revision)

III. RESULTS AND DISCUSSION

The results of research and development from the analysis stage based on observations and interviews concluded that there is a need for media that helps teachers to observe students' spiritual attitudes and social attitudes. This is intended to fulfill the core competency values of spiritual

attitudes and social attitudes contained in the 2013 Curriculum which applies at SMP N 1 Bantul. This is not only as one of the fulfillment of student competency values but also as a means for students to improve values in their spiritual and social lives. In accordance with the statement that education does not solely transfer knowledge to students, but also transfers moral values and human values that are comprehensive[12]. Therefore, there is a need for an innovative assessment media that can be used as a means to transfer spiritual and social values. The product is in the form of a book *mutabaah* spiritual and social attitudes in PAI subjects in grade VIII of junior high school.

After knowing the problem solving, the next stage is to develop a product which will then be realized. Before the product is tested to users, *the* spiritual and social attitudes in the PAI class VIII subject are validated by two material experts and two media experts, the first material expert is a supervisor from the Ministry of Religion in the field of Islamic religious education in Bantul and the second material expert is a representative of the school in the curriculum field at SMP N 1 Bantul. The first media expert is a lecturer of the Master of Islamic Religious Education UAD and the second media expert is the management team of SMP N 1 Bantul, here are the results of the validators:

Table 3. Material Expert Validation Results

Table 5. Material Expert Validation Results				
No	Assessment Aspects	Indicators	Validators	
			I	II
1	Eligibility	Materials that are in accordance with the curriculum	5	5
2		Loading learning materials according to Core Competencies	4	5
3		Loading learning materials according to Basic Competencies	3	5
4	Linguistics	Simple and communicative language	5	5
5		Conformity with EYD Indonesian rules	5	5
6		Language effectiveness and efficiency	5	5
7		Easy-to-understand language	5	5
8	Serving	Materials are packaged to make it easier to understand	4	5
9		Independent of other media	5	5
10		Media in accordance with science and conditions	4	4
Sum			45	49
Average			47	
Criterion			94%	
Conclusion			Valid	

Table 4. Media Expert Validation Results

No	Assessment Aspects	Indicators	Validators	
			I	II
1	Artistic and aesthetic	The use of text and graphics in <i>the Mutabaah observation book</i>	4	4
2		Accuracy of color selection, type of writing and readability of writing in <i>Mutabaah's observation book</i>	3	3
3		The visual suitability of <i>Mutabaah's observation book</i> to learning	4	4
4		Have the appeal displayed (colors, images, and letters)	4	4
5	Overall functionality	Suitability of <i>Mutabaah's observation book</i> with the user's ability	4	4
6		<i>Mutabaah's observation book</i> provides independence in filling out	5	4
7		<i>Mutabaah's observation book</i> provides a more enjoyable evaluation atmosphere	4	4
8	User convenience	<i>Mutabaah's observation book</i> can be used anywhere	4	4
9		<i>Mutabaah's observation book</i> can be simple in its use	4	4
10		<i>Mutabaah's observation book</i> has a compact form	4	5
Sum			40	40
Average			40	
Criterion			80%	
Conclusion			Valid	

Based on the results of the assessment of material experts, an average of 47 indigo was obtained with a criterion of 94% on the feasibility of *spiritual and social attitude mutabaah* book material in the PAI subject of grade VIII junior high school. The results of the quantitative data are then interpreted by the likret scale which means valid or feasible for material on *spiritual and social attitude mutabaah* products in the PAI subject of grade VIII junior high school. The results of the assessment of media experts obtained an average score of 40 with a criterion of 80% on the feasibility of media books *mutabaah* spiritual and social attitudes in PAI subjects grade VIII junior high school. From this percentage, it can be interpreted as a valid or feasible scale of likret for the media of *spiritual and social attitude mutabaah* products in PAI class VIII BC. When conducting the validation test, the validators provide input to the researcher, which the researcher then uses as a reference for product improvement so that it becomes better and suitable for use.

After the *spiritual and social attitude mutabaah* book in the PAI class VIII subject was declared feasible by material experts and media experts, then the researcher conducted a trial of the use of the product by using it by 30 grade VIII students at SMP N 1 Bantul and 2 PAI teachers at SMP N 1 Bantul. The researcher provided a product feasibility assessment instrument to two PAI teachers at SMP N 1 Bantul to determine the feasibility of the spiritual and social attitude *mutabaah* book in PAI subjects which was used as one of the assessment

instruments that could help teachers in obtaining the value of students' spiritual attitudes and social attitudes.

Table 5. Product Feasibility Test Results by Teachers

It	Assessment Aspects	Indicators	Teacher	
			I	II
1	Content Suitability	Conformity with Core Competencies	5	5
2		Conformity with Basic Competencies	4	3
3		Conformity with Learning Indicators	3	3
4		Alignment with learning objectives	5	4
5	Effectiveness of Teaching Tools	Mutabaah's <i>book products</i> attract attention	5	5
6		Mutabaah <i>book products</i> are practically collateralized	5	5
7		Mutabaah's <i>book products</i> motivate to continue to improve the quality of affective values	4	5
8		Mutabaah's <i>book products</i> are more effective and efficient	4	5
Sum			35	35
Average			70	
Criterion			87,5%	
Conclusion			Valid	

Based on the results of the feasibility assessment of two PAI teachers at SMP N 1 Bantul, it can be concluded that the spiritual *and social attitude mutabaah* book in the PAI subject grade VIII of junior high school has an average score of 70 with a criterion of 87.5%. From the quantitative data, it is then interpreted as qualitative data with the likret scale becoming valid or suitable for use in the process of assessing spiritual and social attitudes in PAI class VIII subjects.

IV. CONCLUSION

The result of this study is a product of spiritual and social attitude *mutabaah* books in PAI subjects in grade VIII junior high school which is declared suitable to be used as one of the instruments for assessing students' spiritual and social attitudes in PAI learning. This is based on the results of assessments from material experts of 94% with the feasible category, 80% material experts with the feasible category and PAI teachers 87.5% with the feasible category as students' responses to *the spiritual and social attitude mutabaah* book in the PAI subject grade VIII junior high school.

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