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Development of Integrated Al-Qur'an and As-Sunnah Values In Reproduction Teaching Materials for Class XI SMA/MA Students.

Siti Robiah ^{a,1,*}, Iffa Putri Ichwani ^{b,2}, Nurul Fauziah ^{c,3}, Syarifah Rinda Lestari ^{d,4}

^{a,b,c,d} Biology Education, FKIP, Riau Islamic University, Indonesia

¹ sitirobiah@edu.uir.ac.id *; iffa.ichwani@edu.uir.ac.id; fauziahnurul@edu.uir.ac.id

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ABSTRACT

The reasons for the reproduction of teaching materials need to be developed and integrated with the values of the Al-Qur'an and As-Sunnah. *First*, instill a strong understanding and faith that God created humans. *Second*, provide awareness of the obligation to love and serve both parents. *Third*, the Formation of an Islamic Personality, not having deviant behavior (LGBT), and not having premarital sex and abortion. *Fourth*, understanding menstrual blood and dirty blood as in the Al-Qur'an. *Fifth*, apply an understanding of breastfeeding recommendations for up to 2 years. This study aims to produce products in the form of teaching materials for the Reproductive System integrated with the values of the Al-Qur'an and As-Sunnah, which are valid and effective in improving cognitive and psychomotor learning outcomes as students' values of faith and piety. This research is a research Research and Development (R&D) consists of 5 stages: analysis, design, development, implementation, and evaluation (ADDIE). Data collection techniques include observation, interviews, learning achievement tests, and questionnaires—data analysis techniques using descriptive and inferential analysis. The results showed that the teaching materials developed met the perfect category based on the validator's assessment of the learning expert team with an average of 87.27%, material 91%, Islamic religious education 87.5%, and Biology Teacher Team 98.7%. The student response was very good towards the developed teaching materials with an average of 94.19%. Teaching materials are very effective in improving student learning outcomes, both cognitive scores with an average of 95.71% and psychomotor 91.57%, as well as values of faith and piety at 95.49%.



Introduction

Education is a process that is expected to be able to develop the potential of students in both cognitive, psychomotor, and affective aspects, especially aspects of faith and piety, and Islamic personality. Simultaneously, Islamic education aims to create a personal servant of Allah who fears Him, is a mercy to the universe, has the character of the Qur'an, totality in religion, and science, as well as awareness of human function as a servant of God and God's representative on earth (Sulayman, 2014; Agusti, Rahmat & Sulastrri, 2019).

To achieve educational goals, integration of knowledge is needed because in Islam, every piece of knowledge that is studied is inseparable from the awareness of the existence of a knowledge creator, namely Allah *Subhanahu Wa'Ta'ala* (Abdullah, 2014; Sulayman, 2014; Mustafa et al., 2021; Hasan, 2012). Therefore, integrates science and Islam proportionally needs to be developed and accommodated by the national system or policy makers (Roy et al., 2020; Hamami & Nuryana, 2022). It is a principle in science and alternatives to make education more comprehensive

(integral-holistic), as well as in anticipation of universal values-free science problems (Sulayman, 2014; Az-Zafi, 2020). Besides that, it fosters a passion for learning (Anshori, 2021). Students have authentic and cultural experiences that correlate with the miracles of the Qur'an (Fahyuni et al., 2020). Al-Qur'an and Sunnah are sources of Islamic sciences, which for social sciences and natural sciences, are the essential elements of both great concepts and grand theory (Mufid, 2014). It is necessary to integrate and interrelate Islamic values with natural science disciplines where scientific signs are used to study empirical science, especially scientific perspectives in discussing the verses of the Qur'an (Saputro et al., 2019).

There needs to be a revision of science learning about religion to allow students to make cross-disciplinary connections and the curriculum is more meaningful (Torres et al., 2021; Vinet., & Zhedanov, 2011). Students' questions are posed in debates to stimulate reflection and dialogue about science and religion to illustrate their views and doubts about the themes between science and religion (Torres et al., 2021). Likewise, in the field of biology, Ramadhan, Dwiningrum, & Subhan (2021) are of the view that biology learning has the potential to be integrated with the Al-Qur'an and hadith.

However, the facts in the field are that the learning process carried out by the biology teacher team prioritizes cognitive achievement targets so that the affective aspect, especially in instilling the values of faith and piety and Islamic personality of students, tends to be neglected (Nafila et al., 2016). In addition, due to the lack of training conducted by the school (Amri et al., 2017). Another problem, based on the results of preliminary research, is known that generally biology teachers only use textbooks and student activity sheets (LKS) are still general nature; biology teachers rarely develop teaching materials, especially teaching materials that are integrated with the values of the Al-Qur'an

and As-Sunnah, in addition to the limited Islamic-based biology teaching materials on the market, as well as reproduction teaching materials.

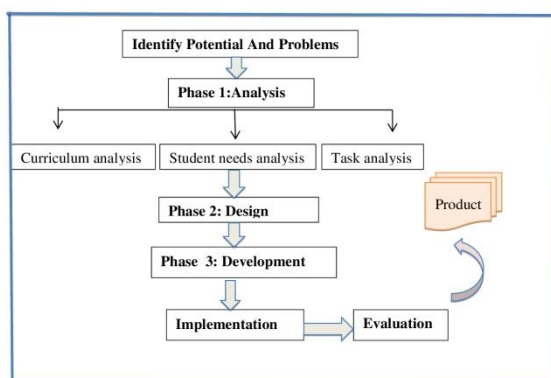
It is essential to reproduce teaching materials that need to be developed and combined with the values of the Qur'an and As-Sunnah for several reasons. *First*, instill a strong understanding and faith in students that scientific facts through fertilization material prove the truth of the Qur'an. Humans were created by God, from the formation of the zygote and ovum to the fetus. *Second*, instill awareness of the obligation to love and serve both parents, especially pregnant mothers with difficulty for nine months, as stated in the Al-Qur'an and Hadith. *Third*, in the Formation of an Islamic Personality, through the material on the male and female reproductive organs, students understand not to deviate from deviant behavior (LGBT) and not to have free sex and abortion, as warned in the Qur'an and Hadith. *Fourth*, Through menstruation material, students are given an understanding of menstrual blood and dirty blood, as in the Al-Qur'an Al-Baqarah verse 222. *Fifth*, asking for an understanding of breastfeeding recommendations for up to 2 years as stated in the letter Al-Baqarah verse 233.

Previous research that supports the development of biology teaching materials has been carried out by several previous researchers where the developed biology teaching materials can improve student learning outcomes (Prihatin et al., 2019; Andreas et al., 2019; Fitriansyah, 2018), very valid and practical (Qadariah et al., 2020), has a positive effect on students' positive attitudes and life skills (Citrawathi et al. 2022). However, research on the development of integrated biology teaching materials on the values of the Al-Qur'an and As-Sunnah is still rarely carried out, including those reported by Agusti et al. (2019); module What has been developed is still limited to measuring learning motivation and student learning

outcomes at the junior high school (SMP) and piety is not yet known, especially for high school and madrasah aliyah (SMA/MA) students. Based on the background that has been stated, it is necessary to develop a reproduction teaching material that integrates the values of the Al-Qur'an and As-Sunnah, which are valid and effective for use in the learning process and, of course, with the hope that it can be used as a reference by both students and biology teacher, especially at school Islamic nuance.

Method

This research is research development or Research and Development (R&D). Refers to the ADDIE model (McGriff, 2000) (Figure 1).



Gambar 1. Research and Development Phase (R&D). Modification of McGriff (2000)

Sample research for limited trials were students of class XI IPA SMA Al-Azhar Syifa Budi Pekanbaru, As- Shofa Pekanbaru Islamic High School students, and Pekanbaru Model MAN 2 students, totaling 30 students. In comparison, the sample for module implementation was set at XI MIA4 MAN 2 Pekanbaru Model students with a total of 34 students. The sampling technique was purposive sampling, namely students from Islamic-based schools with A accreditation. The validators were lecturers of biology subject matter experts, learning experts, Al-Qur'an

level, and the impact on increasing faith and commentary experts, and a team of biology teachers.

Data collection instruments include interview sheets, validation sheets, student response sheets, question sheets, and questionnaire sheets. The module was validated by a team of experts and biology teachers regarding aspects of content, construct, language, appearance, and integration. All supporting tools in this study, including lesson plans, worksheets, instructional media, assessment instruments, and pre-test, post-test, and questionnaire questions, have been validated by the validator before use. The validity results are tested for reliability and empirical testing.

Analysis technique uses descriptive and inferential analysis techniques. Descriptive analysis techniques are used to describe the validity of the module and the results of student responses. Module validity criteria and student responses were determined from the average score obtained from each validator and student regarding Akbar (2013).

The following is the formula for descriptive analysis of the validity level.

$$V_{ma} = TSeTSh \times 100\%$$

$$myV = TSeTSh \times 100\%$$

$$V_p = TSeTSh \times 100\%$$

$$V_{ta} = TSeTSh \times 100\%$$

Information:

$$V_{ma} = \text{Material validation}$$

$$myV = \text{Media validation}$$

$$V_{ta} = \text{Validation of the interpretation of the Qur'an and hadith}$$

$$V_p = \text{User (Teacher)}$$

$$TSH \text{ validation} = \frac{\text{Expected maximum}}{\text{Total empirical score (validity test results)}} \times 100\%$$

$$\text{total TSe score} = \text{Total empirical score (validity test results)}$$

Table 1. Categories Module Validity

No	Criteria Validity	Level
1	85.01% -	Very valid or usable without revision
2	100%	Valid or usable but needs a bit of revision
3	70.01% - 85%	Valid or usable but needs a bit of revision

4	50.01% – 70%	Less valid, it is recommended not to use it because it requires significant revisions Invalid, or may not be used
	01.00% - 50%	

Source: (Akbar, 2013)

Table 2. Student Response Categories

No	Response percentage	Response criteria
1	81% - 100%	Very good
2	61% - 80%	Well
3	41% - 60%	Pretty good
4	0% - 40%	Not good

Source: Akbar Modification (2013)

Inferential statistical analysis was used to determine cognitive and psychomotor learning outcomes and the effectiveness of the products produced. Van's point is based on inferential statistical analysis with the t-test preceded by the prerequisite test, namely the normality test and homogeneity test. The normality test of cognitive data used the Kolmogorov-Smirnov test with $\alpha = 0.050$ and was assisted by the SPSS 20 program. The pre-test and post-test data were used to find the N-gain value (Meltzer, 2002). The following is the formula for processing data on learning outcomes.

Cognitive Learning Outcome Data Processing Formula

Cognitive scores are obtained from homework scores (PR), written quiz scores (QT), theory worksheet scores, and block exam scores (UB/ post-test). Each of these values is combined with the formula as follows:

$$\text{Cognitive Score} = 20\% \times (\text{average value PR}) + 30\% \times (\text{average QT}) + 20\% \times (\text{average LKPD Tiori}) + 30\% \times \text{UB}$$

Table 3 . Intervals and Categories of Cognitive Learning Outcomes

No	Intervals Percentage	Categories
1	95% - 100%	Very good
2	89% - 94%	Well
3	83% - 88%	Enough
4	77% - 82%	Not Enough
5	≤ 76	Very less

(Source: Adjusted Based on KKM MAN2 Model)

Psychomotor Learning Outcome Data Processing Formula

Psychomotor scores were obtained from portfolio scores (LKPD, practicum reports, and posters) and performance scores (functional performance, presentation discussions). Each value is combined with the following formula:

$$\text{KI Psicomotor} = 60\% \times (\text{average value portofolio}) + 40\% \times (\text{average value performacerata nilai unjuk kerja}).$$

(Source: Adjusted to MAN 2 Model Pekanbaru)

The calculation results are then put into categories based on Purwanto's rules (2012: 103), and the categorization is in table 4 below.

Table 4 . Category of Learning Outcomes Values of Faith and Taqwa of Students

No	Iman dan Taqwa Percentage	Iman dan Taqwa Criteria
1	86% - 100%	Very good
2	76% - 85%	Well
3	60% - 75%	Pretty good
4	55% - 40%	Less good
5	≤ 54	Not good

The following are the criteria for the percentage value of module effectiveness in table 5.

Table 5. Criteria for Effectiveness of Al-Qur'an and As-Sunnah Integrated Modules

No	Effectiveness	Effectiveness
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	Percentage	Criteria
1	85% - 100%	Very effective
2	75% - 84%	Effective
3	60% - 74%	Pretty effective
4	55% - 59%	Less effective
	≤ 54	Ineffective

Results And Discussion

Biology teaching materials integrated with the values of the Qur'an and As-Sunnah on the Reproductive System material have been successfully developed through the following stages:

Identification of Potential and Problems

From the results of the identification of potentials and problems, information was obtained that the learning process carried out by the biology teacher team at school prioritized cognitive achievement targets so that the inculcation of Al-Qur'an and As-Sunnah values tended to be neglected, biology teachers rarely developed biology teaching materials, besides that they still limited biology books integrated with the importance of the Al-Qur'an and As-Sunnah. The school has never conducted any training. Based on this data is used as initial data to plan module development based on student needs, curriculum, and analysis.

Analysis

Based on the results of identifying potentials and problems, the researcher decided that it was necessary to develop biology teaching materials that were integrated with the values of the Al-Qur'an and As-Sunnah and continued by conducting curriculum analysis, needs analysis, and student task analysis. **ResultsAnalyst Curriculum**, the results of the study of basic competencies (KD), was then decided to choose reproduction material, KD. 3.12 Analyzing the relationship between the structure of the tissues that make up the reproductive organs and their functions in the human reproductive system through literature

studies, observations, experiments, and simulations. Then analyze the reproduction material that will be integrated, and set learning objectives. **Results of Student Needs Analysis**. Results of interviews with students obtained information that students need interesting, pictorial, colorful, and agreeable biology teaching materials and need teaching materials that are combined with the values of the Al-Qur'an As-Sunnah. **Task Analysis Results** the results of interviews with teachers obtained information that the assignments given to students so far in the form of re-reading, working on questions, writing papers, and studies have not been linked to the values of the Al-Qur'an and As-Sunnah. Based on these data, the form of assignments given to students is tasked to strengthen faith and piety through reproduction material and providing understanding and awareness of various sexual deviations such as Lesbian, Gay, Bisexual, and Transgender, which are not following Islam.

Design

Designing cover designs and module contents, analyzing learning materials, writing objectives and test items, selecting delivery systems, and sequencing module contents. The characteristics of the module developed to refer to the 2013 curriculum 2018 revision, sub-material: Structure and function of cells in the reproductive system in men and women, Process sex cell formation, Ovulation and Menstruation, Fertilization, gestation and childbirth, Mother's milk (ASI), Family Planning, Disease Disorders. The values of the Qur'an and As-Sunnah include the Values of Faith and Piety, Obligation to serve Parents, Strengthening Islamic Personality (not having free sex, Abortion, LGBT, Not indulging in Aurat), Breastfeeding as recommended by the Al-Qur' an and

Sunnah, and modules containing verses of the Qur'an and Hadith related to reproduction material. The module consists of a preface, table of contents, concept maps, basic competencies, learning objectives, learning materials, summaries, competency tests, bibliography, and glossary. It has

thinking space, biology facts, discussions, independent assignments, and Islamic science treasures. The following shows the visualization of the image module 2.

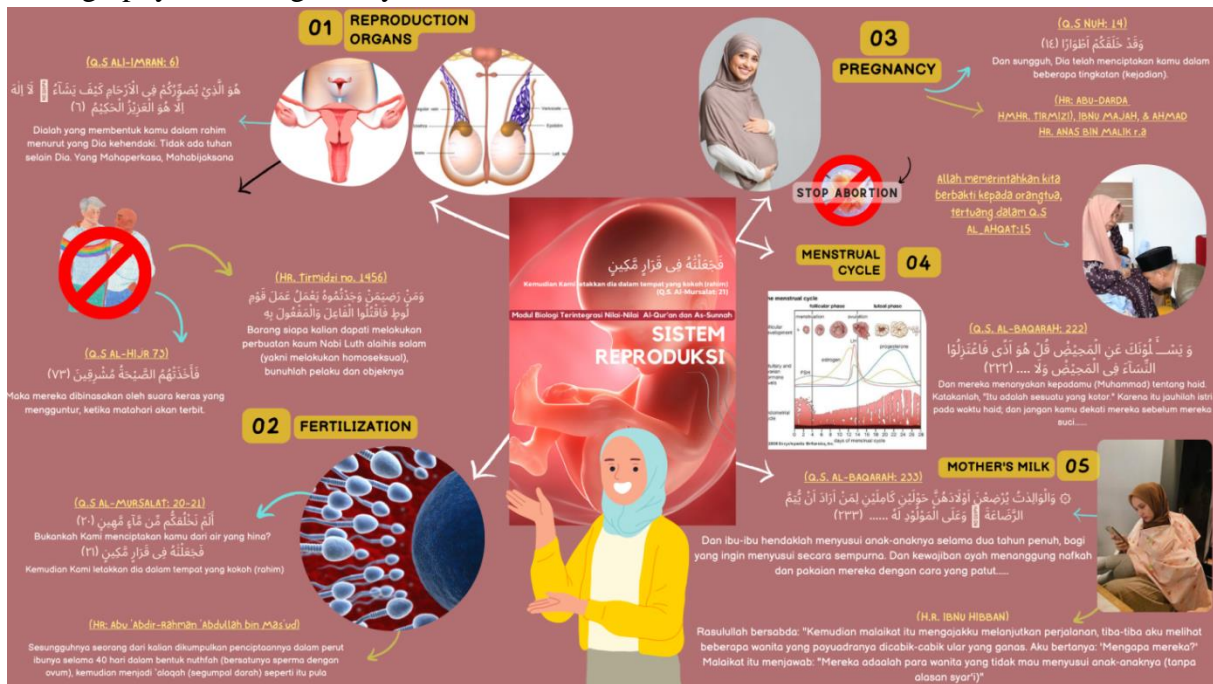


Figure 2 Visualization Display of the Integrated Human Reproductive System Module of the Values of the Qur'an and As-Sunnah (Source: Researcher)

Development

At this stage, developing a design that has been designed includes all supporting devices such as learning

program plans, subject matter, and all media that will be used in learning. Then the module was validated by a team of experts and a team of biology teachers, and the researchers made revisions according to the suggestions given. Then the module was tried out in a limited way in class to get student responses and suggestions for improvement. Following are the validation results expert team in Figure 3.

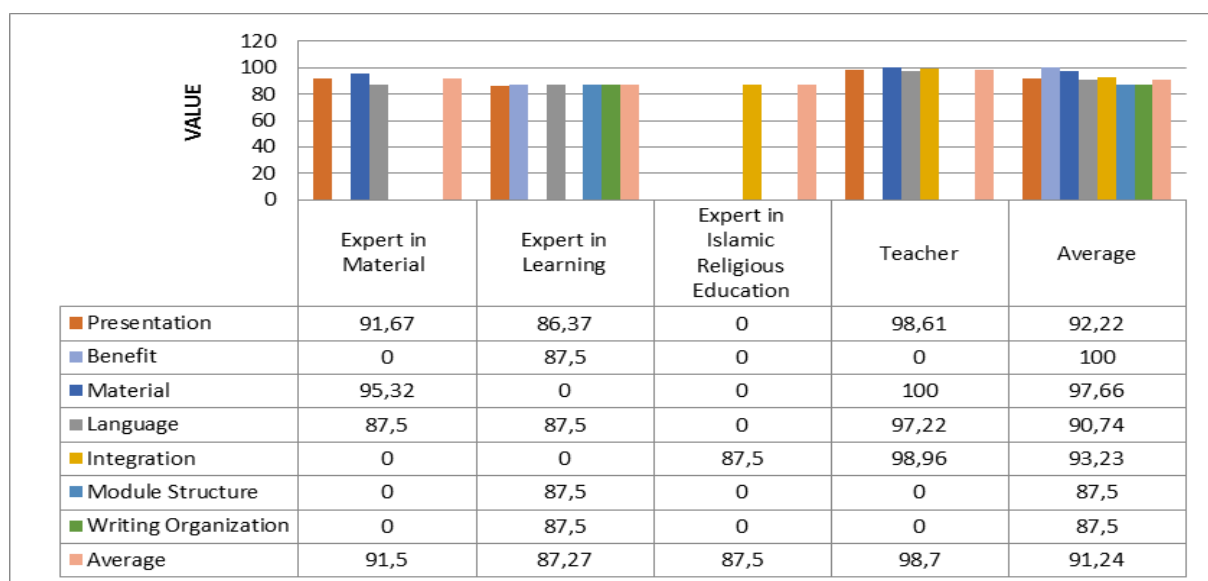


Figure 3 . Percentage of Expert Team and Biology Teacher Team Validation Results.

Figure 3 shows the results of module validation by a team of validator experts and a team of biology teachers obtained an average of 91.24% (very valid), material experts 91.5% (very valid), learning experts 87.27% (very valid), experts Islamic religious education 87.5% (very valid) and the average biology teacher team is 98.7% (very valid). Thus the developed module follows the standards of the National Education Standards Agency (BSNP, 2008), where the module contains at least learning instructions, competencies to be achieved, content or material content, supporting information, exercises, work instructions, evaluation and feedback on the results of the review. In addition, the teaching materials have fulfilled the module structure aspects, the feasibility aspects of presenting the material, the language is easy to understand, the material fulfills the principles of relevance, consistency, and adequacy, it is constructive and improves

students' learning abilities. Independently (Ministry of National Education, 2008; Amri & Khoiru, 2010).

The results of the validator's assessment of Islamic religious experts on the integration aspect obtained an average of 87.5 % (very valid). Thus, the module meets the cohesiveness criteria. In this aspect of integration, there are eight assessment criteria, namely the ability to present elements of Islamic science in modules, the correctness of Islamic concepts, the suitability of Al-Quran and Hadith verses with knowledge, the ability to instill Islamic values, the accuracy of instilling Islamic values, the integration of material with the level of student understanding, student understanding of the material, the effect of the material on students. The teaching materials developed also refer to Tafsir Ibn Kathir, Tafsir Jalalain, Science Books in the Al-Qur'an, and other relevant Islamic books to complete the study references.

Furthermore, the results of the limited module trial on 30 students from three schools obtained student responses, as shown in Figure 4 below.

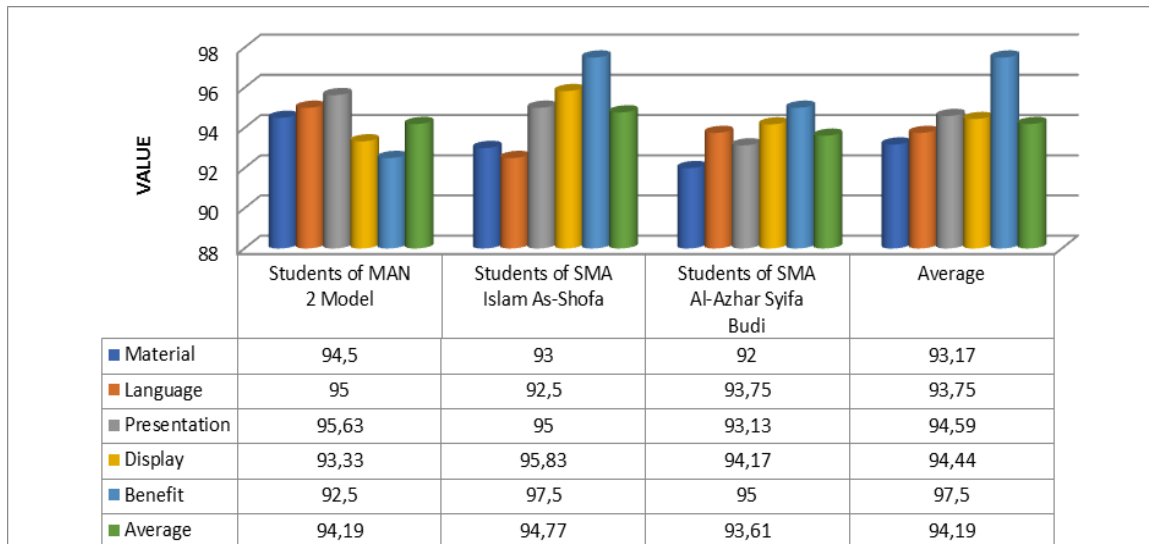


Figure 4. Percentage of Student Response Results

Based on Figure 4, it can be seen that the average student response to the modules from the three schools is in the very good category, with an average percentage of 94.19%. Al-Azhar Syifa Budi High School students 93.61%. (very good). Students of MAN 2 Model 94.19 % (very good), and students of SMA Islam As - Shofa 94.77% (very good). Students provide suggestions for improving module names, and images should be better and more straightforward and which one should be chosen is better and complete with high resolution. There are some typos in words, the color of the cover needs to be more attractive, and the exercises in the form of questions need to be added. The module has been fixed according to the suggestions.

Application

Modules that have been valid based on the validator's assessment and have

received a very good response from students are then implemented in schools after making improvements according to suggestions from both the expert team and the biology teacher team, as well as students. The application is carried out in three meetings where student activities include reading the Qur'an, doing meditation, listening to teacher motivation, paying attention to teacher explanations using modules, carrying out observation activities as in LKPD, working on LKPD, discussing, making presentations, drawing conclusions, do quizzes, do reflection.

Evaluation

Furthermore, an evaluation is carried out to find out whether the module that has been implemented is effective in increasing learning outcomes and the values of faith and laughter of students. The following is figure 5 of the cognitive, psychomotor, and Imtaq learning outcomes of 34 students of class XI MAN 2 Model.

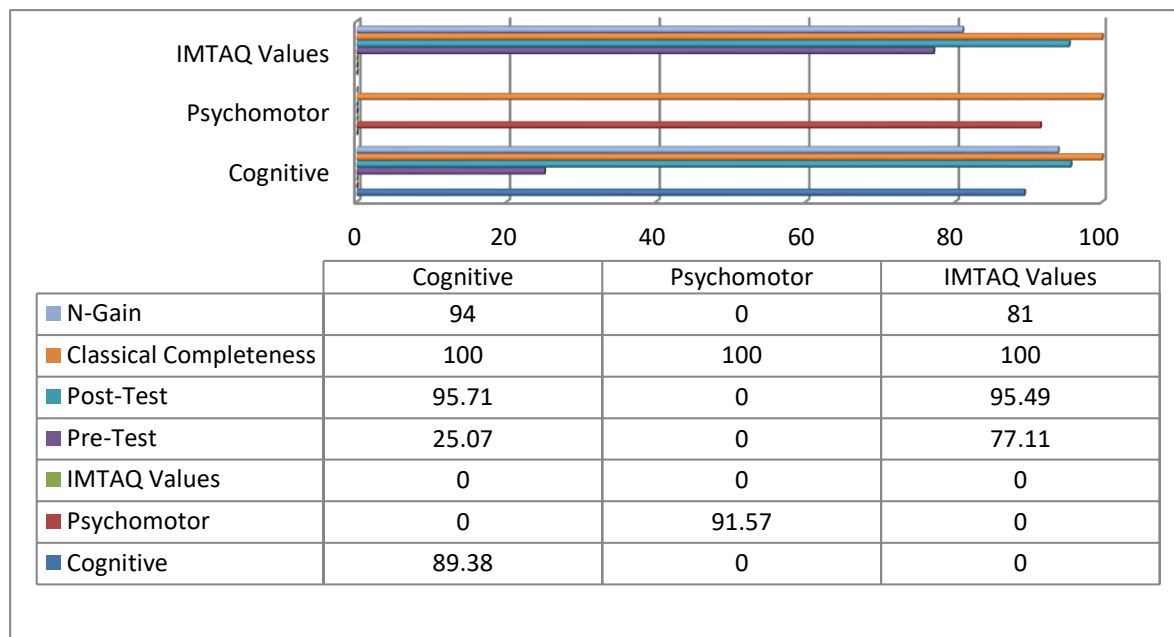


Figure 5. Average of Students' Cognitive Completeness, Psychomotor, and Imtaq

Figure 5 shows the learning outcomes of students' cognitive, psychomotor, and iman dan Taqwa values. The average cognitive score is 89.38 (very good) with 100% classical completeness. Increased learning outcomes (N-gain) average 94 (high category).

Furthermore, the psychomotor value (skills) averaged 91.57 % (very good) with 100% classical completeness.

Figure 5 also shows the learning outcomes of students' imtaq scores. Overall the average Pre-test is 77.11 ; Post-Test is 95.49. The average increase in student IMTAQ or N-Gain scores is 81 (high). Thus the biology learning module on reproduction material integrates the values of the Al-Qur'an and As-Sunnah effectively used in the learning process. to improve students' cognitive, psychomotor, and faith-taqwa values. Increased learning outcomes after using the reproduction module because, according to students, besides teaching materials that are easy to understand, interesting, and fun, teaching materials help raise awareness and increase students' faith in Allah SWT. Students are not only actively mastering material concepts in an integrated manner, but they are also invited to reflect and think about

the phenomena in the material being studied and during observation.

In addition, the use of modules enriches learning materials and makes learning more memorable, can help achieve goals, helps weak students, and can be studied independently (Tarmizi., Rashid & Saleh, 2019). It can increase motivation and enthusiasm for learning (Agustina et al., 2019; Anshori, 2021).)

For this reason, an integrated approach (integration) is needed in the development of teaching materials to be able to take lessons from various value systems from the parables contained in each of these teaching materials, as Allah Subhanahu Wa Ta'ala commands humans to read, think, and contemplate signs (the greatness of Allah) in the universe (verse kauniyah) not only for the benefit of the prosperity of human life itself but especially as a gateway to know Allah (ma'rifatullah) and fear Him. As in the Letter QS. Al-Alaq [85]:1–5. Likewise, in the Letter QS. Ali'Imran [3]:190–191:

Through integration there will be a balance of intelligence that will develop both intellectual, emotional and spiritual intelligence. Presenting spirituality in learning will provide meaningful meaning to students' lives, in fact it is one of the basic principles that must be instilled as

Alyona et al., (2016) view that spirituality is one of the basic principles in human beings. Dahlan et al., (2021) In other words, dynamics human beings (as horizontal relations) and worship of Allah (as vertical relationship) merge into two inseparable sides. Sulayman (2014) is of the view that integrating the values of the Qur'an in learning is useful for improving humanity, strengthen student motivation, encourage self-determination and self-regulation with respect to deep decision making life; promote communication and interaction among others; building strong student-teacher relationships; offers discovery and active learning; encourage responsibility for their own learning, prevent behavior that is not good and immoral and build their own determination to reject immoral practices when encountered in life.

Conclusion

The results showed that the biology teaching materials for reproduction material integrated with the values of the Qur'an and As-Sunnah, which were developed, met the very valid category based on validator assessments from learning experts, material experts, Islamic Religious Education Experts, and the biology teacher team as well as got a very good response from students, besides Effective teaching materials improve learning outcomes and students' values of faith and piety.

Follow-up research with the same research needs to be carried out on different biology materials and at the elementary and junior high school levels.

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