

Design of Islamic Religion Education Textbook Based on Contextual Teaching and Learning Model

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Abstract- The material of Islamic Religion Education (IRE) subject is very much, so it is not possible to be given to students in just one semester. IRE lecturers must be able to summarize all the material so that it can be given to students for one semester. Therefore, IRE textbooks have been developed based on the Contextual Teaching and Learning (CTL) model. The research objective was to design an IRE textbook based on the CTL model. The type of research was research and development using ADDIE models. This model consists of 5 stages, namely: analysis, design, development, implementation, and evaluation. This research is limited to the design stage of IRE textbooks based on the CTL model. IRE textbooks based on the CTL model have been successfully designed which consist of a cover, preface, subject identity, learning achievement, material, learning activities, and summative questions. The material order of this course has been systematically arranged. In the syllabus, there is a learning material consisting of 12 chapters with 16 learning activities. The material in the syllabus is in accordance with the competency standards that must be achieved by students.

Keywords - Islamic Religion, Education Textbook, Contextual Teaching, Learning Model.

I. INTRODUCTION

The subject of Islamic Religion Education (IRE) is a general basic subject that is compulsory for students at STKIP PGRI Sumatera Barat. The material in the IRE

subject is very much, so it is not possible to be given to students in just one semester. IRE lecturers must be able to summarize all the material so that it can be given to students for one semester. Therefore, IRE textbooks based on the

Contextual Teaching and Learning (CTL) model have been developed. Contextual Teaching and Learning (CTL) is defined as a way to introduce content using a variety of learning techniques designed to connect students what they already know to what they are expected to learn, and analysis of this learning process (Hudson and Whisler, 2017). CTL is a grassroots initiative that has emerged from teachers' efforts to build upon situated-cognition research and integrate into one approach a number of validated strategies that are too often independently of one another (Glynn and Winter, 2004).

The IRE textbook based on the CTL model can help students connect the course material learned with daily life. IRE's textbook based on the CTL model can shape the character of students who are commendable, strong, honest and brave in accordance with Islamic values. This study aims to design an IRE textbook based on the CTL model in STKIP PGRI Sumatera Barat.

II. METHOD

The type of research is research and development using ADDIE models. This model consists of 5 stages, namely: analysis, design, development, implementation, and evaluation. This study is limited to the stage of designing the IRE textbook based on CTL. The stages of the research carried out are:

1. Analysis, at the analysis stage:
 - a. syllabus analysis
 - b. literature analysis
 - c. student character analysis.
 - d. interview with the lecturer supervising IRE courses
2. Design, at the design stage, is carried out:
 - a. designing cover handouts
 - b. material design
 - c. designing the CTL model
 - d. designing summative questions

III. RESULTS AND DISCUSSION

This research has been conducted in even 2017/2018 semester at STKIP PGRI Sumatera Barat. The results of the syllabus analysis show that the description of the material is in accordance with the competency standards of IRE subject. The competency standards of IRE subject are analyzing human relations and religion (integrating plurality, diversity and unity), analyzing Islam and its relationship with other religions (integrating the value of tolerance), making the sources of Islamic teachings as a reference in understanding and practicing Islamic teachings, explaining the basic framework of Islamic teachings, and

applying Islamic values in various fields of life (integrating the values of justice, unity, tolerance, equality and honesty). Syllabus analysis is done to find out the suitability of the material taught with the expected competencies.

Literature analysis is an activity carried out to collect materials related to the design of IRE textbooks based on CTL. IRE textbooks based on CTL are textbooks for tertiary institutions which contain a description of the material described in accordance with the steps of the CTL learning model. The steps of the CTL learning model are to provide a variety of activities to activate more students and teachers, encourage development of new capabilities, creating interwoven learning activities at school, home and community environment. CTL approach is an approach involving active students in the learning process to find the concepts learned by linking the material with the knowledge possessed and the student experience in daily life (Selvianiresa and Prabawanto, 2017).

Student character analysis was conducted by interviewing several students of the STKIP PGRI Sumatera Barat 2017/2018 school year. The interview results show that students have different characteristics both in learning (understanding lessons) when interacting with friends, the environment, the age level of students aged between 18-21 years. Students are not yet active, students find it difficult to understand the material because the amount of material is too much in one semester. Existing textbooks are not based on CTL, so students cannot connect subject matter received with daily life. Student analysts in the biology education study program are conducted to design student worksheets in the Genetics subject (Megahati and Yanti, 2017).

The results of the interviews with the lecturers of the IRE subject aimed to find out the problems that occurred during the lecture process. The results of the interview obtained information that the entire material contained in the IRE subject is difficult to understand. This is because students have not understood the concepts contained in the IRE subject. The amount of material in the IRE subject is too much. As a result, the learning in IRE did not go well and the student learning outcomes were still low. Learning outcomes are patterns of manufacture, values, understanding, attitudes, appreciation, abilities, and skills (Lufri, 2007).

IRE textbooks based on CTL have been successfully designed which consist of a cover, preface, subject identity, learning achievement, material, learning activities, and summative questions. The material order of this course has been systematically arranged. In the syllabus, there are

learning materials consisting of 12 chapters with 16 learning activities. The material in the syllabus is in accordance with the competency standards that must be achieved by students.

In the designed cover there are titles, namely Islamic Religion Education Based on Contextual teaching and Learning Textbooks for Universities, the name of the author and the name of the college. Subject identity, consisting of courses/credits, material, and time. Learning materials are designed to be adapted to the indicators and learning objectives. Learning activities are arranged based on the steps of the CTL learning model so that the complete learning process can be achieved. Summative questions are designed in accordance with the learning objectives of each material and placed at the end of each material. Similar research was also conducted by Megahati et al, 2015 on the design of student worksheets based on *Mastery Learning* in Genetics subject. The design of textbooks uses a 4-D model in increasing the success of learning Islamic education (Fajri and Taufiqurrahman, 2017). Wati et al, 2018 has succeeded in designing a concept map based module in the course of Evolution.

IV. CONCLUSION

Textbooks on Islamic Religion Education Based on Contextual Teaching and Learning (CTL) for Universities has been successfully designed, consisting of, cover, preface, subject identity, learning achievement, material, learning activities, and summative questions. The material order of this course has been systematically arranged. In the syllabus, there are learning materials consisting of 12 chapters with 16 learning activities. The material in the syllabus is in accordance with the competency standards that must be achieved by students.

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