

To cite this article: Faizal Fatah Tuli, Hamzah B. Uno, Evi Hulukati and Nina Lamatenggo (2022). DEVELOPING GALPERIN'S THEORY-BASED TEACHING MATERIAL FOR ISLAMIC CULTURAL HISTORY AT MADRASAH ALIYAH NEGERI 2 GORONTALO DISTRICT, International Journal of Education and Social Science Research (IJESSR) 5 (1): 295-305

DEVELOPING GALPERIN'S THEORY-BASED TEACHING MATERIAL FOR ISLAMIC CULTURAL HISTORY AT MADRASAH ALIYAH NEGERI 2 GORONTALO DISTRICT

Faizal Fatah Tuli¹, Hamzah B. Uno², Evi Hulukati³ and Nina Lamatenggo⁴

Universitas Negeri Gorontalo.

DOI: <http://dx.doi.org/10.37500/IJESSR.2022.5124>

ABSTRACT

The problem in this research is based on the fact that the learning of Islamic cultural history in madrasah aliyah has not been optimal. This can be seen from the lack of awareness of students about the importance of studying Islamic cultural history. To overcome these problems, research and development efforts were carried out on Islamic teaching materials based on Galperin's theory with the Four-D model. The Four-D model is a research and development model with the stage of (1) define, (2) design, (3) development and (4) disseminate

The purpose of research and development is to find out the steps for developing Islamic cultural history teaching materials based on Galperin's theory in madrasah aliyah using the four-D model.

The results showed that the development of Islamic cultural history teaching materials based on Galperin's theory with the four-D model had validity, practicality, and effectiveness values.

For the validity value, in the assessment (1), the material aspect was 94.3, (2) the language aspect was 89.5, and (3) the media aspect was 87. Meanwhile, the practicality value was 90.7, and the value of effectiveness through teacher assessment was 92.97, (2) pretest and posttest learning outcomes using the Wilsoxon rank test formula can be assessed as having a significant influence with the results shown by Asymp. Sig. < 0.05, i.e., 000.

KEYWORDS: Teaching Materials, History of Islam, Senior High School, Galperin's Theory

A. INTRODUCTION

Madrasas, through their curriculum specifically addressing Islamic education, are determined to make students competent and apprehend Islamic principles as regards either morals, sharia, or Islamic cultural development, allowing them to carry out their religious duties associated with God, human beings, and the universe well.

Islamic cultural history is included in the madrasas' educational curriculum (PMA, 2013). The learning of Islamic cultural history at madrasas come with the following aims: (a) building student awareness of the necessity of learning Islamic teachings, values, and norms made by the Prophet Muhammad (PBUH), who was the person who developed Islamic cultures and civilization, (b) building student awareness of time and space, the two of which are the processes from the past, the present, and the future, (c) training critical thinking of students to comprehend historical facts using scientific approaches, (d) growing student appreciation and homage to Islamic history as the proof of past Islamic civilization, and (e) developing student capability of understanding the ibrab of (Islamic) historical events, following the achievements of several precedent figures, and relating them to social phenomena, politics, economy, science, arts, and others to develop Islamic cultures and civilization. And yet, for such aims, learning Islamic cultural history is still not at its best. The reality is demonstrated by the lack of student awareness of the learning.

Based on our observation at Madrasah Aliyah Negeri 2 Gorontalo District, the learning of Islamic cultural history did not afford a better outcome. It is a result of no adequate relevant learning material conferred to advocate students in attaining basic competencies.

Accordingly, the teacher entails an appropriate teaching product of Islamic cultural history. Attributed to the issue, we are suggesting Galperin's theory-based teaching material for Islamic cultural history.

B. OBJECTIVES

1. To analyze the objective conditions of teaching materials currently used at Madrasah Aliyah Negeri 2 Gorontalo District.
2. To examine the validity, practicality, and effectiveness of Galperin's theory-based teaching material at Madrasah Aliyah Negeri 2 Gorontalo District.

C. THEORETICAL FRAMEWORK

1. Definition of Learning of Islamic Cultural History

a. Learning of Islamic Cultural History

According to Mulyasa (2013:103), learning is an interaction process between students and the environment, breeding a better orientation of behavioral changes. Additionally, learning also makes up an attempt which affects students to study or an attempt which makes students learn (Uno, 2008:v). Law Number 20 of 2003 concerning the National Education System states that learning means the process of interaction between learners and educators and learning sources in a particular learning environment.

As such, we can synthesize that learning poses an interaction process between students and teachers using learning sources. Moreover, Islamic cultural history constitutes a discipline in which events or incidents bearing on Islam and its arising, as well as growth, are discussed.

In addition, as argued by Gazalba (1999:2), Islamic cultural history is a way of thinking and how to be a Moslem who applies Islamic principles in all aspects of life and constructs a social unity within a certain period and space. Islamic cultural history makes up a description of the past and present events.

In madrasas' curriculum (PMA, 2013), Islamic cultural history poses an account of the development of the life of Moslems from time to time, especially in praying, developing the system of life, or spreading Islam or Islamic principles. Islamic cultural history delivered at madrasas is part of Islamic education which orients students to identify and apprehend Islamic cultural history. Students are envisaged to apply the values delivered as life guidance through assistance, teaching, practicing, implementing learning experiences, and customization.

That being so, the learning of Islamic cultural history constitutes a teacher-student interaction deliberately designed to give students learning experiences from learning the growth, development, and spread of Islam.

b. Islamic Cultural History Learning Materials for Eleventh Graders at Madrasah Aliyah

We focus on Islamic cultural history learning materials for eleventh graders who are taking the even semester at Madrasah Aliyah. Concerning the materials, we develop Galperin's theory-based teaching material product which refers to the educational curriculum for madrasas (PMA, 2013). The product is composed of six chapters, i.e., Chapter 1 (The History of the Establishment of Bani Abbasiyah), Chapter 2 (The Governance of Bani Abbasiyah), Chapter 3 (The Government System of Bani Abbasiyah), Chapter 4 (The Development of Islamic Civilization and Science during the Abassiyah Period, Chapter 5 (Islamic Civilization Centers during the Bani Abbasiyah Period, and Chapter (6) Factors of the Decline of Bani Abbasiyah.

2. Galperin's Theory

Galperin's theory glosses over active learning, the theory of which was developed by building on the educational theory by a Soviet psychologist, Peter Jacovlevic Galperin. It makes up one of the learning models, which, predicated on the teaching-learning processes, are divided into four stages, namely orientation, practicing, feedbacks, and follows up (Utomo Tjipto and Ruijter, 1991:37).

Contended by Jipto Utomo (1991:37), the four stages have four teaching functions, which are (1) imparting scientific orientation and methods, (2) providing opportunities to practice and apply scientific materials and methods, (3) rendering the information of learning outcomes achieved in the learning process executed, and (4) vesting opportunities to keep practicing.

3. Teaching Material

Teaching materials are any materials, either information, instrument, or text systematically compiled and presenting the whole figure of competencies which should be mastered by students. They are used

in the learning process for the purpose of planning, studying, and implementing learning (Prastawa, 2014:17).

Besides, teaching materials constitute a set of learning facilities or instruments covering learning materials, methods, limitations, and evaluation methods, all of which are designed in a systematic and attractive avenue to achieve the desired goal, i.e., attaining competencies or sub-competencies with all of their complexities (Widodo and Jasmadi, 2008:40). They constitute any form used by teachers/instructors to help them perform teaching-learning activities.

It is can be synthesized, therefore, that learning materials are a set of instruments used in learning activities and allowing teachers to deliver the information in the form of learning materials easily, bringing about an environment or atmosphere which supports students to learn.

4. Research and Development Using the Four-D Model

This development model comprises four stages, namely define, design, develop, and disseminate (Thiagarajan, Semmel, and Semmel in Trianto, 2007:65). The four stages constitute research and development stages to bring on a product from learning devices.

D. Method

1. Type of Research

This was research and development to create a Galperin's theory-based teacher material product for Islamic cultural history at madrasah aliyah using the Four-D model, encompassing (1) define, (2) design, (3) develop, and (4) disseminate.

2. Data Collection Technique

Collecting research data was using the techniques of (1) interviewing madrasa components, which were the supervisor, head of the madrasa, and Islamic cultural history teacher, (2) assessment sheets for the expert teams, (3) questionnaires for students and the teacher, and (4) learning outcome tests, i.e., a pretest and posttest.

3. Data Analysis Technique

The data analysis was undertaken to exhibit the attainment of three criteria, namely validity, practicality, and effectiveness using the following formulas.

a. Validity

In acquiring the validity score of the teaching material developed, we used a modified formula by Akbar (2015:83) as follows:

$$V\text{-ah} = \frac{TSe}{TSh} \times 100\%$$

Where:

V-ah = Expert validation

TSe = Total empirical score

TSh = Total maximum score

The validity level was determined using Sugiyono’s (2008:135) criteria, as indicated in Table 1.

Table 1 Feasibility Levels Based on Validity Levels

No.	Criteria	Validity Level
1	75.01%-100.00%	Very valid (usable without revision)
2	50.01%-75.00%	Valid (usable with minor revision)
3	25.01%-50.00%	Invalid (unusable)
4	00.00%-25.00%	Very invalid (must not be used)

(Source: Sugiyono, 2008:135)

b. PRACTICALITY

Eliciting the practicality score of the teaching material developed was using a formula modified by Widyoko (2013:110) as follows:

$$\text{Student Responses } X = \frac{\text{Total student scores} \times 100}{\text{The highest score}}$$

The practicality level was determined using Purwanto’s (2008:135) feasibility criteria, as indicated in Table 2.

Table 2 Feasibility Criteria Based on Practicality Levels

Score Range	Criteria
86%-100%	Very practical
76%-85%	Practical
60%-75%	Acceptable
55%-59%	Impractical
≤ 54%	Very impractical

(Purwanto, 2010:103)

c. Effectiveness

The effectiveness score of the teaching material developed was gained by processing data from the teacher's assessment and learning outcome tests. The data are elucidated below.

(1) Analysis of Data from the Teacher's Assessment

The data from the teacher's assessment of the learning material developed were analyzed using Purwanto's (2010:102) formula as follows:

$$NP = \frac{R}{SM} \times 100\%$$

Where:

- NP = The percentage desired/ found
- R = The score got
- SM = The maximum score

The effectiveness level was determined using Purwanto's (2010:103) feasibility criteria as pointed out in Table 3.

Table 3 Feasibility Criteria Based on Effectiveness Levels

Mean Score	Criteria
90%-100%	Very effective
80%-89%	Effective
65%-79%	Acceptable
55%-64%	Ineffective
< 55%	Very ineffective

(Source: Purwanto, 2013:103)

(2) Learning Outcome Tests

The learning outcome tests consisted of a pretest and a posttest. The results of the tests were processed using the formula of the Wilcoxon Matched Pair Test. This particular formula was deployed to determine the significant difference between two paired data taken from one relevant sample (Kadir, 2015:505). The formulas to test the criteria were:

Ho: There is no difference between the two paired data.

Hi: There is a difference between the two paired data.

If Asymp. Sig. < 0.05, Ho was rejected or Hi was accepted, whereas if Asymp. Sig. > 0.05, Ho was accepted or Hi was rejected.

E. RESULT AND DISCUSSION

1. Objective Condition of the Teaching Material for Islamic Cultural History at Madrasah Aliyah Negeri 2 Gorontalo District

Building on our interview with the supervisor, head of the madrasa, and Islamic cultural history teacher, we gleaned two pieces of information germane to the objective condition of the teaching material used at Madrasah Aliyah Negeri 2 Gorontalo District. Firstly, they were in need of appropriate teaching material for students. Secondly, the teaching material currently used did not sustain the achievement of basic competencies.

Moreover, predicated on the results of questionnaires distributed to 30 students as samples, we procured five pieces of information in connection with the teaching material currently used. The five pieces of information were (1) The teaching material was student-based (57%), (2) The teaching material advocated students to learn actively and independently (47%), (3) The teaching material corresponded with the learning need of students (50%), (4) The teaching material contained exercises as feedbacks and follows up (37%), and (5) The teaching material was employing conventional approaches (72%).

a. Validity of the Teaching Material Developed

The validation of Galperin's theory-based teaching material for Islamic cultural history at Madrasah Aliyah was carried out by three expert teams, i.e., the material, media, and language experts. The result of the validation by the three expert teams is presented in Table 4.

Table 4 Results of Expert Team Validation

No.	Aspect Assessed	Total Score		Percentage (V-ah)	Validity Level
		Empirical (TSe)	Maximum (TSh)		
1	Material	138	150	94.3	Very valid
2	Language	58	65	89.5	Very valid
3	Media	118	135	87	Very valid

The assessment recapitulation results, predicated on Table 4, are that (1) The percentage of the material aspect was 94.3, (2) The percentage of the language aspect was 89.5, and (3) The percentage of the media aspect was 87. The three aspects assessed by our expert teams referred to the feasibility criteria based on validity levels by Sugiyono (2008:13). The teaching material was thus very valid to use.

b. Practicality of the Teaching Material Developed

The practicality score of Galperin's theory-based teaching material for Islamic cultural history at Madrasah Aliyah was acquired from seven students' assessments in a small group pilot test. The assessment results are shown in Table 5.

Table 5 Results of Students’ Assessment

No.	Aspect Assessed	Total Score		Percentage (NP)	Criteria
		Acquisition (R)	Maximum (SM)		
1	Appearance	155	168	92.33	Very practical
2	Material presentation	254	280	90.7	Very practical
3	Benefit	224	252	89	Very practical
	Mean			90.7	Very practical

Building on Table 5, the percentages of the aspects of appearance, material presentation, and benefit were 92.33, 90.7, and 89, respectively.

Overall, the mean percentage was 90.7. Referring to the feasibility level based on Purwanto’s (2010:103) criteria, the teaching material tested was very practical to use.

c. Effectiveness of the Teaching Material Developed

The effectiveness of Galperin’s theory-based teaching material for Islamic cultural history at Madrasah Aliyah was predicated on the teacher’s assessment and learning outcome tests, i.e., a pretest and a posttest, in a major group pilot test. The assessment results are explained here.

(a) Teacher’s Assessment

The teacher’s assessment embraced the assessment of the aspects of the teaching material appearance, content and presentation, and easiness in the use as showcased in Table 6.

Table 6 Results of the Teacher’s Assessment

No.	Aspect Assessed	Total Score		Percentage (NP)	Criteria
		Acquisition (R)	Maksimal (SM)		
1	Appearance	79	84	94.1	Very effective
2	Content and presentation	90	96	93.75	Very effective
3	Easiness in the use	166	180	91.06	Very effective
	Mean			92.97	Very effective

Based on Table 6, the percentages of the aspects of appearance, content and presentation, and easiness in the use of the teaching material were 94.1, 93.75, and 91.06, respectively. Overall, building on the teacher’s assessment, the mean percentage of teaching material developed was 92.97. Referring to the

feasibility level based on Purwanto’s (2010:102) criteria, the teaching material developed was very effective to use.

(b) Pretest and Posttest

Learning outcome tests in the form of a pretest and a posttest were afforded to 30 eleventh graders majoring in science at Madrasah Aliyah. The results of the two tests are shown off in Table 7.

Table 7 Results of the Pretest and Posttest in Regard to the Teaching Material Developed

Test	N	Total Score	Max. Score	Min. Score	Ideal Score	Mean Score	Standard Deviation
Pretest	30	2112	87	53	100	70.40	9.387
Posttest	30	2481	97	73	100	82.70	6.603

Based on the pretest and posttest results, identifying the effectiveness of the implementation of the teaching material developed was conducted using a difference test with the Wilcoxon Signed-rank Test and SPSS. The statistical test was equipped with the following criteria: (1) Ho: There is no difference between the two paired data and (2) Hi: There is a difference between the two paired data. If Asymp. Sig. < 0.05, Ho was rejected or Hi was accepted, whereas if Asymp. Sig. > 0.05, Ho was accepted or Hi was rejected. The results of the test are demonstrated in Table 8.

Table 8 Results of the Statistical Test Based on the Pretest and Posttest Results

Ranks	N	Mean Rank	Sum of Ranks
Posttest – Pretest	Negative Ranks	0 ^a	.00
	Positive Ranks	30 ^b	15.50
	Ties	0 ^c	
	Total	30	
a. Posttest < Pretest			
b. Posttest > Pretest			
c. Posttest = Pretest			
Test Statistics^a			
	Posttest – Pretest		
Z	-4.797 ^b		
Asymp. Sig. (2-tailed)	.000		
a. Wilcoxon Signed Ranks Test			
b. Based on negative ranks.			

Building on Table 8, there was a significant difference between the pretest and posttest data after Galperin’s theory-based teaching material for Islamic cultural history was used, exhibited by Asymp. Sig. < 0.05, i.e., .000.

Accordingly, based on the Wilcoxon Signed-rank Test, Galperin's theory-based teaching material for Islamic cultural history was effective to use.

F. CLOSING

1. Conclusion

Building on the results and discussion, we could draw the following conclusions.

- a. The condition of the current teaching material for Islamic cultural history at Madrasah Aliyah Negeri 2 Gorontalo District did not support student achievement of basic competencies.
- b. Galperin's theory-based teaching material developed for Islamic cultural history was valid, practical, and effective to use at Madrasah Aliyah Negeri 2 Gorontalo District.

2. RECOMMENDATION

Predicated on the results and discussion, we confer the following recommendations.

a. For the Teacher

Galperin's theory-based teaching material for Islamic cultural history can be used as a learning source to deliver Islamic cultural history materials to students.

b. For the Institution

The educational management should give teachers opportunities to use Galperin's theory-based teaching material for Islamic cultural history at Madrasah Aliyah and to conduct research on the development of teaching materials for Islamic cultural history using other approaches.

c. For Researchers

This research can be used as a reference to execute research on a similar topic but using different learning and approaches.

REFERENCES

- Abdullah, Yatimin. 2006. *Studi Islam Kontemporer*. Jakarta: Amzah.
- Akbar, S. 2015. *Instrumen Perangkat Pembelajaran*. Bandung: Remaja Rosda Karya.
- Borg, W.R. and Gall, M.D. 1989. *Educational Research: An Introduction*, 5th ed. New York: Longman.
- Depdiknas. 2008. *Pedoman Penulisan Bahan Ajar*. Jakarta: Departemen Pendidikan Nasional.
- Gazalba, Sidi. 1999. *Sejarah Kebudayaan Islam*. Jakarta: Bulan Bintang.
- Gunawan, Ridwan. 2013. *Pendidikan IPS: Filosofi, Konsep, dan Aplikasi*. Bandung: Alfabeta.
- Hadi, Sutrisno. 2001. *Metode Research, Jilid 1*, Yogyakarta: CV Andi.
- Kadir, 2015. *Statistika Terapan: Konsep, Contoh, dan Analisis Data dengan Program SPSS/Lisrel dalam Penelitian*. Jakarta: PT Raja Grafindo Persada.
- Mulyasa, E. 2013. *Standar Kompetensi Sertifikasi Guru*. Bandung: PT Remaja Rosdakarya.

- Peraturan Menteri Agama RI tentang *Kurikulum 13 Pendidikan Agama Islam dan Bahasa Arab di Madrasah*. Jakarta: Kementerian Agama RI.
- Prastowo, Andi. 2014. *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Yogyakarta: Diva Press.
- Purwanto. 2010. *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Pelajar.
- Putro Widoyoko, Eko. 2013. *Teknik Penyusunan Instrumen Penelitian*. Yogyakarta: Pustaka Pelajar.
- Sugiyono, 2008. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Bandung: CV Alfabeta.
- Trianto, 2007. *Model Pembelajaran Terpadu dalam Teori dan Praktek*. Jakarta: Prestasi Pustaka Publisher.
- Widodo and Jasmadi, 2008. *Buku Panduan Menyusun Bahan Ajar*. Jakarta: PT Elex Media Komputido.
- _____. 2012. *Teori Motivasi dan Pengukuran*. Jakarta: Bumi Aksara.
- Undang-Undang No. 20 Tahun 2003 tentang *Sistem Pendidikan Nasional*.
- Uno, Hamzah B. 2008. *Perencanaan Pembelajaran*. Jakarta: PT Bumi Aksara
- Utomo T. and Ruitjer K. 1991. *Peningkatan dan Pengembangan Pendidikan*. Jakarta: Gramedia Pustaka.