

# The Validity of Indonesian Language Teaching Materials through Audio-Based Islamic Stories in Integrated Islamic Primary Schools

Wais Al Qarni<sup>1</sup>, Rosdiana<sup>2</sup>, Mirnawati<sup>3</sup>, Nurdin K.<sup>4</sup>

<sup>1,2,3,4</sup> Institut Agama Islam Negeri Palopo  
waisalqarni12345@gmail.com

## Abstract

This study aims to develop audio-based Islamic story teaching materials in valid Indonesian class III learning using the 4-D research model, which includes four stages, namely: define, design, develop, and disseminate (deployment). The subjects of the trial were 24 students in class III SDIT Al-Bashirah, Palopo city. This study indicates that the teaching materials through audio-based Islamic stories are valid by three validators with several revisions through comments and suggestions from the validators. Recapitulation of the score of the validity of the teaching materials obtained was 0.67. The Aikens coefficient value ranges from 0-1 coefficient of 1 (item 1), and others are considered to have adequate content validity (valid).

**Keywords:** *teaching materials, Islamic stories, audio*

## Introduction

Education is essential in developing and developing the nation and state. In Indonesia, the government seeks to design and implement various plans for implementing education, one of which is curriculum improvement. Based on the National Education System Law (SISDIKNAS) number 20 of 2003; Article 1 paragraph 1, the meaning of education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious-spiritual strength, self-control, intellectual personality, noble character, and skills needed by themselves, the people of the nation and the state (The Republic of Indonesia, 2003; Chapter 1, Article 1).

The factor to support the success of education is that teachers are required to develop teaching materials so that the learning process is successful (Kaso, Mariani, et al. 2021). Teaching materials are all forms of material used to assist teachers/instructors in carrying out learning. Teaching materials can be in the form of information, tools, and texts needed by the teacher/instructor for planning and studying the implementation of learning. The teaching materials can be in the form of written materials or unwritten materials (Daryanto and Aris Dwicahyono, 2014: 171).

Based on the author's interview results on Friday, July 19, 2019, at the Al-Bashirah Integrated Islamic Elementary School (SDIT), Palopo City, in class III in learning Indonesian, the material for reading stories was obtained, first 40% of students still lacked interest in reading stories. It impacts some students who have not achieved the minimum completeness criteria (KKM) set by the school, which is 70. Second, learning seems monotonous because teachers and students only hold on to the electronic school book (BSE) package given by the teacher without being accompanied by it with supporting media.

Teaching materials are materials that are packaged systematically as a means of achieving competency. Continuing from the previous group's explanation, we explain several important things related to making teaching materials. Teaching materials are an important part of the implementation of education. Teachers or lecturers will find it easier to carry out learning through teaching materials, and students will be more assisted and easier to learn. Teaching materials can be made in various forms according to the needs and characteristics of the teaching materials to be presented. Teaching materials are prepared with the aim of providing teaching materials according to the needs of learners, namely teaching materials that are following the characteristics and settings or social environment of students/students, assisting learners in obtaining alternative teaching materials in addition to textbooks that are sometimes difficult to obtain, making it easier for teachers or lecturers in implementing learning.

There are several teaching materials: visual teaching materials, listening materials (audio), audiovisual teaching materials, and interactive multimedia teaching materials. The teaching materials that researchers will develop are audio-based Islamic story teaching materials in Indonesian language learning. Language is a system of symbols in nature, and all symbols in nature are language. Because language is a symbol in nature, it is not only humans who speak (Ahmad Asep Hidayat, 2016). Learning Indonesian is directed at improving the ability of students to communicate in Indonesian correctly and adequately, both orally and in writing, as well as fostering an appreciation of the results of Indonesian literature (Zulela, 2012).

One of the innovations that teachers can use in developing teaching materials is the use of audio. Audio teaching material is a material that contains messages in the form of recordings that can produce a sound that can stimulate thoughts, feelings, and student progress so that the teaching and learning process occurs. The development of audio teaching materials is the same as developing other teaching materials, including planning, production, and evaluation activities. The advantages of audio teaching materials are that they are cheap, easy to move, can be played repeatedly, stimulate active participation of students' hearing, develop students' imagination, and focus students' attention (Arief S. Sadiman, 2008: 50-51). This teaching material helps students think well, foster memory, and sharpen hearing. The learning process of teaching materials is taught to students in the form of messages conveyed in audio symbols, both verbal and non-verbal, so that the learning process can be appropriately programmed (Azhar Arsyad, 2009: 149).

Islamic stories contain religious values that give rise to religious characters and are associated with the Koran or Hadith conveyed in light and simple language and presentation

following their psychological development. Teaching materials that will be developed with Islamic stories are expected to be interested and become accustomed to listening to Islamic-based stories. Islamic story teaching materials are a subject matter developed to integrate each material content with audio according to Islamic content so that the Islamic culture of the school can be seen. Besides that, it can also help convey religious values in each of its content.

This research is following the stages of the development cycle. This development stage consists of several stages, namely: conducting a study of the product research findings to be developed, then developing these findings into a product, then carrying out the product validation process, and revising the results of the validation carried out.

This study refers to relevant previous research on the development of audio-based Islamic story teaching materials: 1. Based on the research results on "Development of Indonesian Language Teaching Materials through Islamic Stories at MIN Beji Pasuruan" (Eka misminarti, 2016). 2. Based on the results of research on "The Development of Teaching Materials for Reading Fairy Tale Texts Based on Malang Local Wisdom for Class IV Elementary School Students" (Jefri Setiyo Budi, 2018). 3. Based on the results of research on "Use of Audio Media to Improve the Ability to listen to Children's Tales in Grade IV Elementary School students" (Heny Kusuma Widianingrum, 2015).

The purpose of this study is to determine the form of analysis of the need for audio-based Islamic story teaching materials and to test the validity of audio-based Islamic story teaching materials in Indonesian language learning. The results of this study are expected to be beneficial for various parties, including 1. Theoretical benefits, 2. Practical benefits: a. For teachers, b. For Students, c. For Science.

## Method

The author conducted a research type of Research & Development (R&D). (Sugiyono, 2015: 407) argues that the development research method or in English, Research, and Development is a research method used to produce specific products and test the effectiveness. To develop audio-based Islamic story teaching materials, the author uses the 4D development model, which has four stages, the first stage of defining, the second stage of design, the third stage of development, and the fourth stage of dissemination. Data collection techniques in this study are interviews, observation, validation. The data analyzed are 1. Analysis of the validity of teaching materials in audio and instruments to test the validity using Aiken's formula (Saifuddin Azwar, 2013: 113). 2. Analysis of the student activity observation sheet. The data or results collected through the instruments used is then analyzed by descriptive statistics (Amirul Hadi and Haryono, 2005: 154-155) and directed to the validity of audio-based Islamic story teaching materials.

## Results

The development of teaching materials follows the 4D model, which includes four stages: defining, designing, developing, and disseminating. However, this research only carried out three stages due to conditions and situations in the covid-19 pandemic.

### 1. *Define* (definition)

#### a. Needs analysis (beginning-end)

This activity aims to raise and determine the fundamental problems teachers and students face in the Indonesian language learning process. Based on the results of interviews with class III teachers at SDIT Al-Bashirah Ibu Evasarmawati, S.Pd, it was found that there were still many students who had not been able to reach the KKM set by the school, namely 70. Meanwhile, based on the results of observations and analysis of learning tools at SDIT Al-Bashirah Palopo City, shows that teachers only stick to the electronic school book (BSE) textbook provided, students are only directed to read the stories in the textbook and then answer questions related to the fairy tale.

#### b. Student analysis

Student analysis analyzes student characteristics, including abilities, background knowledge, and level of cognitive development. Student analysis is carried out to be able to develop teaching materials through audio-based Islamic stories. Researchers have made observations on the characteristics of grade III students at SDIT Al-Bashirah, with 24 students, consisting of 4 female students and 20 male students. In terms of characteristics, grade III students have an average age of 9-10 years. According to Piaget, if it is related to cognitive development, this class III student is at concrete operational development. The main characteristic of development is that students can sort and classify particular objects and situations. Students' ability to remember and think logically is also improving. He can understand the concept of cause and effect rationally and systematically to learn mathematics and reading.

#### c. Material analysis

The material taught in the research must be carried out by material analysis by identifying the primary material that needs to be taught, collecting and selecting relevant material, and systematically arranging it, and understanding the concept according to the needs of each student. The material taught in this study is reading Islamic stories with pronunciation, intonation, and expression. Identify information on the content of Islamic stories that are heard.

#### d. Formulate goals

The preparation of learning models, learning objectives, and competencies to be taught need to be formulated. First, this is useful to limit the researcher from deviating from the original goal when the teacher teaches. The learning objectives to be achieved must refer to the learning indicators with story reading material.

## 2. *Design* (design stage)

### a. Preparation of the Questionnaire

This stage begins with the preparation of the questionnaire grid that is given to the experts and students. This stage results in a validation questionnaire given to material and media experts to determine the media's feasibility and a questionnaire to see student responses to the media.

### b. Selection of the presentation form of learning

Learning activities consist of preliminary activities, core activities, and closing activities. The book format of the reading story material package is converted into audio to be interested and motivated to learn. In contrast, the problem-solving ability test format refers to the problem-solving ability indicator, and the format for the students' mathematical disposition questionnaire is prepared to refer to the mathematical disposition indicator of students.

The entire learning device is adjusted to the dominant learning style so that it is expected that its application will have an impact on improving students' reading ability with proper pronunciation, intonation, expression, and can identify information from the contents of Islamic stories that are heard appropriately.

### c. Preliminary design results

At this stage, the authors compile the learning device design. The first thing to do is to make a synopsis. The next stage is to write a script by paying attention to the language aspect, musical illustrations following the story setting, the right time duration, the terms used, and the form of the script format. The sentence used in it is short because a long sentence will be difficult to grasp by the sense of hearing. Meanwhile, music illustrations or those that function as opening music, closing music, back sound, and diversion music enliven the atmosphere, and links in a program are chosen according to the atmosphere and simple rhythm.

Audio-based teaching materials are presented in the form of MP3 with a capacity of 6.46 MB with a duration of 7:03 minutes. This teaching material is suitable for use with tools / media such as cassettes, cellphones, compact discs (CD) / digital compact disks (DVD), digital audio (WAV), and MP3. The contents of this MP3 are fairy tales that contain Islamic values that the author tells. The language selection in the story uses simple language with the insertion of several regional languages so that students can easily understand it.

## 3. *Develop* (Development)

### a. Data Analysis of Validation Results and Revision of the Student Activity Observation Instrument Sheet

The assessment conducted by the validator includes indicators of the validity of clarity of instructions, content, and language. In making revisions, the author refers to the discussion results by following the validator's suggestions and instructions. The results of the validity recapitulation of the Observation Instrument from the three validators can explain that the V

(Aikens) value is obtained from the formula  $V = \frac{0.67}{[3(4-1)]}$  and the construction team and so on. The Aikens coefficient value ranges from 0-1 coefficient of 1 (item 1), and others are considered to have adequate content validity (valid). It can be concluded that this value is included in the valid category in terms of all aspects of the teaching material (audio). It is stated that it meets the validity criteria in the Valid category.

#### b. Data Analysis of Validation Results and Instrument Sheet Revisions

The results of the validity recapitulation of the teaching material instruments from the three validators can explain that the value of V (Aikens) is obtained from the formula  $V = \frac{0.78}{[3(4-1)]}$  and the construction team so on. The Aikens coefficient value ranges from 0-1 coefficient of 1 (item 1), and others are considered to have adequate content validity (valid). It can be concluded that this value is included in the valid category in terms of all aspects of the teaching material (audio). It is stated that it meets the validity criteria with the valid category.

#### c. Data Analysis of Validation Results and Revision of Teaching Materials

The validity recapitulation of teaching materials (audio) from the three validators can explain that the V (Aikens) value is obtained from the formula  $V = \frac{0.67}{[3(4-1)]}$  and the construction team. The Aikens coefficient value ranges from 0-1 coefficient of 1 (item 1), and others are considered to have adequate content validity (valid). It can be concluded that this value is included in the valid category in terms of all aspects of the teaching material (audio); it is stated that it meets the validity criteria with the valid category.

## Discussion

### 1. Analysis of the need for audio-based Islamic story teaching materials in Indonesian language learning for grade III students at SDIT Al-Bashirah

It needs analysis was carried out to determine the initial or actual conditions regarding the need for audio-based Islamic story teaching materials in Indonesian language learning in class III SDIT Al-Bashirah, Palopo City, and the learning process has not been running as expected, this is because teachers and students only stick to the BSE (Electronic School Book) textbook given by the teacher without being accompanied by supporting media. Students are only directed to read the stories in the textbook and then answer the questions related to the fairy tale; this results in children feeling bored, sleepy, and lazy to learn because the learning process is not attractive to them, while based on a learning style questionnaire the researchers distributed to the students the data were 66, 67% of students have an auditory learning style. It means that students tend to learn by hearing something, students like the learning process that uses audio or explanation. Another impact is the lack of feedback between teachers and students, as evidenced by the results of the observation sheet by 60%. It can be concluded that this value is included in the predicate sufficient because it does not meet the level of success of the action in terms of all aspects.

## 2. The validity of the development of audio-based Islamic story teaching materials in Indonesian language learning for grade III students at SDIT Al-Bashirah

The validity of audio-based Islamic story teaching materials in Indonesian language learning that is developed is significant; audio-based Islamic story teaching materials are said to be valid if they meet the validity test criteria that have been carried out before the trial find out the objectives to be achieved. It contains here that the validity of a measuring instrument depends on whether the measuring instrument can achieve the desired measurement goals correctly (Ahmad Muhammad, 2005: 64).

Based on the results of the observations and the theory above, the audio-based Islamic story teaching materials developed to meet the valid category because the aspects of the audio-based Islamic story teaching materials developed to show an average of 0.67 where when viewed from the interpretation of the validity of the content, the Islamic story teaching materials audio-based developed is in the valid category, based on predetermined criteria.

## Conclusion

Based on the aspect of needs analysis by analyzing Indonesian language learning, story reading material shows that the learning process has not been running as expected because teachers and students only hold on to the BSE (Electronic School Book) textbook provided by the teacher without being accompanied by supporting media. Students are only directed to read the stories in the textbook and then answer the questions related to the fairy tales, and this results in children feeling bored, sleepy, and lazy to learn because the learning process that is taking place is not attractive to them. Another impact is the lack of feedback between the teacher and students, as evidenced by the results of the observation sheet obtained that 60% are included in the sufficient predicate.

The development of teaching materials through audio-based Islamic stories follows the 4D model, which includes four stages: defining, designing, developing, and disseminating. The recapitulation results of the validity of the teaching materials can be obtained a value of 0.67 as well as the construction team that if evaluated from all aspects of these values, the audio-based Islamic story teaching materials developed are already in the valid category.

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