Review of Teaching Materials on Islamic Education Subjects for Higher Education: Case Studies in Indonesia

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Abstract: *This research article aims to determine whether the development of teaching materials can positively impact and improve students' soft skills during the learning process. This qualitative research used the literature study method. Based on the explanation, the development of teaching material is closely related to learning planning. Teaching materials have become one of the components in the learning process, in which the design must follow the learning principles. Teaching materials also need to include instructions on how to learn, competencies to be achieved, lesson content, practice questions, work instructions, and assessments. Moreover, various teaching materials have been developed in Islamic Education subjects for higher education to help achieve the planned learning objectives in its development. Some developments of these teaching materials include Augmented Reality (AR), Islamic glossary applications, infographics, and animated infographics, analyzed in this article. These various developments of teaching materials are creative and innovative. Utilizing these technologies needs to be studied more deeply to produce effective teaching materials that can keep up with the times and improve students' soft skills.*

Keywords: *Teaching Materials, Curriculum, High School, Islamic Education, Soft Skills*

Abstrak: *Artikel penelitian ini bertujuan untuk mengetahui apakah pengembangan bahan ajar dapat memberikan dampak positif dan meningkatkan soft skill siswa selama proses pembelajaran. Penulisan artikel ini menggunakan metode kualitatif yaitu studi kepustakaan (literatur study). Bahan ajar telah menjadi salah satu komponen dalam proses pembelajaran, di mana dalam perancangannya harus sesuai dengan prinsip-prinsip pembelajaran. Dalam hal ini, bahan ajar perlu mencakup petunjuk cara belajar, kompetensi yang harus dicapai, isi pelajaran, latihan soal, petunjuk kerja, dan penilaian. Dalam perkembangannya berbagai bahan ajar telah dikembangkan pada mata pelajaran Pendidikan Agama Islam (PAI) untuk pendidikan menengah agar mampu membantu mencapai tujuan pembelajaran yang telah direncanakan. Beberapa perkembangan dari bahan ajar tersebut diantaranya yaitu Augmented Reality (AR), aplikasi glosarium Islam, infografis, serta infografis animasi. Berbagai perkembangan bahan ajar yang kreatif, inovatif, dan mampu memanfaatkan teknologi tersebut perlu dikaji lebih dalam lagi untuk dapat menghasilkan suatu bahan ajar yang efektif dan mampu mengikuti perkembangan zaman serta dapat meningkatkan soft skill siswa.*

Kata Kunci: *Bahan ajar, Kurikulum 2013, Sekolah Menengah Atas, Pendidikan Agama Islam, Pendidikan Karakter*

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INTRODUCTION

Learning plans are important things that must be carried out before an educational process. Lesson plans are also essential because they can help make timely decisions and provide opportunities for easier control and monitoring in their implementation (Hidayat & Fardi, 2020). This lesson plan is made based on the applied curriculum. With this curriculum, learning plans become clearer, directed, and measurable (Solong, 2020). Simply put, it can be said that a lesson plan is a form of implementation of the applied curriculum. Therefore, practitioners or experts in the world of education need to design a good curriculum concept that can be implemented properly, which is, of course, adapted to the situation or condition of the country concerned. In addition, there is also a need for continuous trials and revisions before the curriculum is implemented. Here, the curriculum is the foundation before the teacher plans a learning process, such as what will be implemented.

Musanna et al. (2017) stated that learning is a form of the educational process developed by teachers. Students are facilitated with a comfortable learning atmosphere to develop their potential into the expected competencies or soft skills, not only knowledge but also attitude and skill competencies. According to Shafa (2014), the concept of the 2013 curriculum lies in the character of the goals or student competencies that emphasize character education, where the character of the learning process uses a scientific approach and a more detailed assessment character that refers to the learning process.

Good quality learning is certainly created by teachers who have high creativity in managing it. Hence, there needs to be a precise formula to create it. Various methods, approaches, models, media, and evaluations must be chosen and adapted to the characteristics of students and the material being taught (Hidayat & Fardi, 2020). One of the components in the learning process is teaching materials. Teaching materials, according to Lestari (2013), are learning materials that include instructions on how to learn, competencies to be achieved, lesson content, practice questions, work instructions, and assessments. Teaching materials to be created or developed must be designed according to the lesson plan. The use of teaching materials for a teacher, especially an Islamic education teacher, is not only to provide information and describe the lesson content through textbooks such as familiarity but needs to diversify fun teaching aids (Abdullah, 2019).

On the other hand, globalization has had a major impact on the world, especially with the rapid growth and development of information communication technology (ICT). This progress opens up space and opportunities for Islamic education to adapt to various useful media to achieve the goals of teaching and learning Islamic education more effectively (Aliff et al., 2012). The swift development of information and communication technology is also vital in developing science, especially in education. In this case, the use of technology needs to be optimized in designing and developing learning media and improving teacher performance (Hertavira, 2019). Through educational technology, the learning process becomes easier to design to communicate information properly to students. Technological advances certainly affect all components of education, one of which is teaching materials. Research conducted by Fatwa (2020) stated that educational technology makes it easy for teachers and students to communicate without being limited by distance, time, or place. Teaching materials integrated with technology also make it easier for students to learn independently anywhere and anytime and are relatively more efficient. In addition, the teaching materials used will be more interesting when displayed, thus increasing students' motivation and interest in participating in the learning process, which is expected to increase the effectiveness of learning. Students' needs for teaching materials certainly make teachers be more creative in innovating. This innovation should be adapted to the development of science and technology, which is getting more advanced day by day. Teaching materials that are creative, innovative, and able to utilize technology are what students have been

waiting for in the learning process. It is supported by one of the studies conducted (Jazuli et al., 2017), which showed that students positively responded to the development of android-based electronic teaching materials as much as 91% with a very good category. In addition, this study also revealed 97.9% in the very good category based on the assessment of media experts in providing convenience to the use of teaching materials and 92.2% in the very good category from the results of student responses.

On the other hand, Islamic education is the desired change, which is sought in the educational process to achieve it in the behavior of individuals in their personal lives, in social life, in the environment where the individual lives, or in the education process itself, and is a teaching process as a fundamental activity and a proportion among the main professions in society (Wahyudi & Che Noh, 2019). In the curriculum, it is stated that Islamic education is a conscious and planned effort in preparing students to recognize, understand, live, believe, fear, and have a noble character in practicing Islamic teachings from the main sources of the Qur'an and Hadith through guidance, education, training, and the use of experience, accompanied by advice to respect adherents of other religions concerning inter-religious harmony in society to realize national unity and integrity (Wahyudi & Che Noh, 2019).

Islamic education (PAI) is also one of the subjects often considered boring for most students. Therefore, a teacher must be able to manage the learning as creatively and innovatively as possible so that the learning process can run well and interestingly. In addition, teachers need to look for various methods and approaches that can attract students' interest in carrying out the learning process to achieve the expected results. One factor determining the success of Islamic education learning is how teachers can correctly choose various strategies and approaches in managing learning, especially regarding the teaching materials used in the learning process.

In their research results, Aliff et al. (2012) showed three main effects that could be identified: curriculum transformation, teaching styles and methods, and digital practices of Islamic education. Basya (2019), in his research, has stated that learning nahwu using infographic-based qowaid nahwu teaching materials was relatively effective, with final test results reaching 79.26, included in the good category. The above problems are supported by research conducted by Aji (2020), stating that out of 175 respondents, 59.4% (104 respondents) stated that teachers provided character education/soft skills to students in fewer quantities than the subject matter; 8% (14 respondents) stated that teachers did not provide character education/soft skills to students; only 32.6% (57 respondents) of character education/soft skills were given the same portion as the subject matter. The research results in the field also uncovered the same thing, as said by Aji (2020), that soft skills are still a scourge that teachers must pay more attention to. Of the number of students in the class containing an average of 25-35, more than 50% of the number of students have not demonstrated the soft skills expected by the teacher. Moreover, coupled with the current pandemic situation, which only allows students to learn from home, it must still allow teachers to continue to oversee and control students' soft skills.

Moreover, it has been explained previously about the importance of instilling and improving soft skills in the learning process and the world of work. Therefore, in the learning process, a teacher needs to think about how the soft skills of each student can be developed properly. This article then explains the various teaching materials that have been developed as learning media. It aims to improve students' soft skills through Islamic education subjects' teaching and learning process. Some of the development of teaching materials include the Augmented Reality (AR) method, Islamic glossary applications, infographics, and infographic animations. Each of the developments of these teaching materials has a purpose, which, in essence, is to impact the learning process itself positively. With the

development of teaching materials, such as Augmented Reality (AR), Islamic glossary applications, infographics, and animated infographics, it is hoped that students will be able to implement the material they receive well. Therefore, the development of teaching materials is considered crucial in the learning process.

RESEARCH METHODS

This research article attempts to describe and examine several developments of teaching materials used in senior high schools in Indonesia, both from indexed national and international journals. The study in this research article used a descriptive technique with a qualitative approach. According to Nurdin and Hartanti (2019), qualitative research is sourced from data by utilizing existing theories as supporting material and ending with a theory. Meanwhile, the data collection technique employed was adapted to the purpose of this research, namely the literature study. According to Mendes et al. (2020) in Pringgar & Sujatmiko (2020), literature research is carried out by reviewing the literature and analyzing relevant topics, which are then combined in an article. In this case, the literature sources used can use journals, books, documents, or other sources without doing field research.

RESULTS AND DISCUSSION

Islamic Education in the 2013 Curriculum

The Ministry of National Education has launched the 2013 curriculum as a form of renewal from the previous curriculum, which focuses more on character education. The purpose of the 2013 curriculum is to prepare the quality of each student so that they have the ability to be personally more productive, active, creative, and innovative, and able to contribute to the environment. Islamic education (PAI) is a subject that prepares students specifically to know more about Islam, understand every material, implement it, and practice it in everyday life (Zubaedi, 2020). Islamic education with the 2013 curriculum design makes students the main subject of learning, who are given the opportunity to learn independently from various sources and then apply it, which is done interactively (Hamidi, 2017).

Development in Educational Technology

Gustafson and Branch in Yaumi (2018: 83) stated that development in educational technology refers to several categories, including (1) analysis related to learning needs and real conditions; (2) design of an effective and efficient learning environment; (3) developing all aspects related to students and teaching materials; (4) implementation of teaching materials that have been developed; (5) formative and summative evaluations carried out on the development results. Educational technology is intended to facilitate the learning process itself. In addition, educational technology is a system in education that makes it easier for students to learn and solve problems during the learning process to get a more effective learning experience and learning process.

Development of Teaching Materials

Teaching materials basically cover three important aspects: knowledge, skills, and attitudes. These three aspects must be owned by students through the learning process to achieve a predetermined standard of competence. According to Dick, Care and Carey (2005: 2017), the preparation of teaching materials needs to pay attention to several things, including the existence of learning materials, having clear goals, application of media in it, helping students learn, and instructions for use. The existence of teaching materials in the learning process can also determine the

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achievement of the learning objectives themselves. According to Nwike & Catherine (2013), teaching materials are useful for teachers and students during the learning process. In addition, the use of effective teaching materials can help improve student learning outcomes and interests. Research conducted by Nwike & Catherine (2013) also asserted that students who learn to use teaching materials have better performance than students who learn without using teaching materials.

The Influence of Teaching Materials on Soft Skill Development

Noll and Wilkins in Woodward, Sendall, and Ceccucci (2010: 7) affirmed that soft skills must be integrated into the curriculum by including writing skills, delivering discussion results (presentations), managing projects, and developing relationships with others (interpersonal skills). In the same literacy, this opinion is supported by Tuleja and Greenhalgh, who stated that students need a balance, both quantitative and qualitative skills, such as speaking, writing, leading, cooperation, and communication. By developing teaching materials, students can broadly increase their knowledge or skills (Suwartini, 2018). It is supported by the statement of Prof. Chaedar Alwasilah that three things influence soft skills, and one of them is training.

Development of Augmented Reality (AR)-Based Millennial Textbooks

Augmented reality (AR) combines real and virtual objects in a real environment that runs interactively, and there is integration between objects in three dimensions, namely virtual objects integrated into the real world (Azuma, 2017). Simply put, it can be said that augmented reality is an application that combines the real world and the virtual world in two-dimensional and three-dimensional forms, which are then projected in a real environment at the same time. Based on research conducted by Theresia et al. in grade VII SMP in Magelang City, millennial textbooks based on augmented reality technology could be said to be valid and feasible to be implemented in learning (Hapsari dan Wulandari, 2020). Another study also showed that 88% of students could achieve the value of learning completeness criteria, indicating that augmented reality (AR) based textbooks were effective (Amir, 2017). Augmented reality (AR) technology in learning can make Islamic education subjects themselves more fun and interactive and become an alternative solution to the lack of student interest during learning. Some of these studies revealed that the percentage regarding the development of teaching materials could be used as a benchmark that the quality of learning can be assessed from the quality of the teaching materials themselves.

Development of Website-Based Islamic Glossary Application Teaching Materials

The development of technology has demanded many parties, especially education stakeholders, to participate in using it effectively. One of them is the development of application-based media, which has begun to be widely researched, intended to maximize the learning process. Internet application-based development is one of the developments that can be implemented in Islamic education material, plus several studies have shown that the use of media could affect student learning outcomes. In addition, a website-based Islamic glossary is an application that facilitates the Islamic education learning process. In this context, the Islamic glossary is an application that contains Islamic terms considered difficult in terms of language. The use of this Islamic glossary application showed a percentage of around 70%, signifying that this media has motivated students to learn and add to their scientific treasures about Islamic education material easily (Hidayati, 2020). In addition, other research uncovered that the use of a glossary was considered effective on the learning outcomes of class VIII natural science students at SMPN 10 Salatiga (Haryanto, 2019).

Development of Infographic-Based Problem Posing Teaching Materials

Improving the quality of education in the pandemic era certainly forces the government to implement an emergency curriculum to provide flexibility for educational units in implementing the learning process according to student needs. Problem posing is a form of effort that positions students as learning resources and provides opportunities in terms of structured exploration of thinking in creating and solving problems (Brown and Walter, 1990: 11). If carried out continuously, this problem-posing activity affects all domains in education, ranging from affective, cognitive, and psychomotor. The ability to communicate, think creatively, master the material, and understand the concept will be seen in this problem-posing activity. Infographic-based problem posing has had a significant impact on the learning process. It is supported by research, which showed an increase of 90.63% in online learning participation and learning outcomes for class XII IPS 1 SMAN 7 Yogyakarta students when using an infographic-based problem-posing approach (Hapsara, 2020).

Development of Infographic Instructional Media Teaching Materials

Infographics is one of the visual media considered quite effective as a communication medium. There have been many studies using infographics for educational purposes. Infographic media is deemed capable of visualizing the concept of learning faster by using less text in it. It means that infographics provide convenience to students through visual summaries of contextual concepts interpreted graphically. The use of infographic learning media also allows students to construct concepts from learning. It is reinforced by research showing that infographics are an effective solution in learning since they are considered flexible and stimulate learning, and students can solve their problems in learning (Apriyanti et al., 2020). In addition, another study exposed that 90.25% of students agreed with the use of this infographic teaching material. According to students, this infographic teaching material is considered interesting because the design is not monotonous, and the material presented is considered complete (Agustin, Pramono, and Romadi, 2017). Therefore, a teacher needs to pay more attention to the development of teaching materials, considering that the improvement in the quality of learning and the resulting impact can be assessed as quite significant

CONCLUSIONS AND RECOMMENDATIONS

The learning process is an essential process that must be carried out by teachers whose relation is not only to increase students' knowledge but also refers to aspects of attitudes and skills that need to be considered. The 2013 curriculum has clearly stated that achievement in character education needs to be paid more attention to by teachers during the learning process. Therefore, students will not only learn theoretically but also can apply it in everyday life. It is also undeniable that the 2013 curriculum demands teacher creativity in designing learning and strategies to improve students' creativity, work skills, and critical thinking. Given the technology increasingly existing, it certainly requires teachers to make more use of it in the learning process, plus the tendency of students to use existing technology. It, of course, also needs to be utilized by the teacher as well as possible. Infographic-based teaching materials really help students in the learning process. Several studies have shown an increase in students' knowledge, attitudes, and skills. This infographic-based teaching material, which is contextually presented with systematic pictures and concepts, also allows students to develop their thinking about the concepts that have been studied. Besides, this infographic-based teaching material is flexible, where students can study anywhere and anytime. In addition, infographics are considered interesting for students because their designs are not monotonous and can cover material briefly but clearly. It is what makes students able to study for a long time because they enjoy it.

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