Development of Human and Historical Digital Textbooks Integrated with Islamic Values

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Abstract: This research and development aims to produce a product in the form of a human and history digital textbook that integrates Islamic values. Research and development of digital textbooks refers to the research and development method by adopting the ADDIE development model of 5 stages, namely analyze, design, development, implementation, and evaluation. Respondents to this study included material experts, media experts, linguists, and 38 history education study program students. Data collection techniques used were interviews and questionnaires with data analysis methods using descriptive statistics. The results of research and development show that the feasibility level of human and historical digital textbooks integrated with Islamic values obtained a percentage of 90% for the material expert test, 100% for the media expert test, and 100% for the linguist test. Furthermore, for the one-to-one, small group, and field test stages of student trials, each stage obtained a feasibility percentage of 90.8%, 94.5%, and 90.91%. Based on the results of this research and development, digital textbooks on human and history that are integrated with Islamic values are considered very feasible, so that students can take advantage of them in carrying out the learning process for human and history courses.

Keywords: Research and Development, Digital Textbooks, Humans and History, Islamic Values.

I. INTRODUCTION

Humans and history is one of the subjects studied by students at the tertiary level, especially in the history education study program. In general, human and history courses study the relationship between the unity of history and humans as subjects and objects of history in a comprehensive manner. The material starts from society and past experiences, the emergence of historical stories, the understanding of history according to experts, the understanding of history with the formulation of historical boundaries, history as a story, history as actuality, ordinary events (occurance) and special events (events), understanding heuristics, understanding of historical criticism (discussion), interpretation of facts and historical storytelling (discussion), theory of truth of correspondence and coherence in viewing historical stories, views of idealists on historical science (discussion), colligation principles in historical information, viewpoints in history, and alternatives in the face of historical subjectivity [1]. Through studying humans and history, students are expected to have an awareness that humans are the subjects or actors of history, and it is humans who make and determine history itself. Learning human concepts and meaningful history is expected to foster a sense of awareness in each student because basically they are social beings who live in society [2]. Meaningful human and historical understanding is of course related to the conditions of social life that occur in society, so that students can apply it when they are going to contribute to society. Therefore, in teaching and learning activities, especially in human learning and history, educators have the responsibility to choose teaching materials as the right learning resources to use so that learning and planting concepts are right on target. This is intended so that each student has the drive and desire from within himself to learn with the resources provided by the educator.

In the current Society 5.0, all aspects of the world are experiencing changes, including education [3]. Education in the Era of Society 5.0 demands the use of digital technology as a tool to improve academic quality [4][5][6][7]. The rapid development of digital technology has caused the use of manual technology to be increasingly shifted because people tend to switch to digital technology. For example, the use of computers in today's learning has been shifted by the existence of more flexible laptops. The most prominent use of technology in education is minimizing the use of paper (paperless). Paperless is defined as a renewal effort made in conservation activities in the world of education by reducing the use of paper and starting to switch to using digital books or electronic books (e-books) [8][9][10].

Renewal of the use of information and communication technology in the field of education does not only revolve around the use of laptops and paperless, but also the emergence of reforms in the learning process. The use of information and communication technology in the field of education is constantly developing in various methods. One of them is the development of e-learning learning systems (electronic learning) [11]. The term e-learning originates from two words, namely: E and learning. E stands for electronic, which means that the objects created are made according to the principles

of electronics. While learning is defined as learning or learning. So it can be defined that e-learning is a learning or learning process that can be accessed through the use of electronic devices such as computers. As information and communication technology develops, this causes e-learning to experience new breakthroughs. One of them is the birth of new innovations in the form of digital books [12]. Digital books are defined as a branch of e-learning that utilizes mobile devices such as books to access digital learning. This innovation gives freedom to students to access learning materials that are not bound by space and time [13].

Various efforts have been made in response to the rapid development of information technology. Entering the revolutionary era of society 5.0, lecturers in human and history courses carry out the learning process using digital platforms to support delivering material to students. The learning processes that are currently used by human and history lecturers are digital platforms such as Spada, Google Meet and Zoom meetings to support online learning. Students in the History Study Program, especially in Semester 4, already have an Android mobile phone that supports the digital learning process. However, in the implementation of the lecture process there are still many problems encountered, including the fact that there are still many students who are less active, namely students just filling out the attendance list at Spada, passive student discussion forum activities are only responded to by several students, lecture teaching resources Humans and history dwell on speculative and critical with quite long descriptions, apart from that the descriptions on Humans and history that are presented are very long, do not prioritize substantiveness, and even seem long-winded, which often makes students complain a lot, because of the difficulty in understanding the thoughts of these historical philosophers [14][15]. There are also several books related to human material and prophetic history, by taking study materials from the Al-Qur'an and al-Hadith, but are presented in a separate manner making it difficult for students to understand them. Assignments given by the lecturer sometimes there are still students who collect them not on time. In addition, the appearance of textbooks that are less attractive in the subject of Humans and history causes students to be less diligent in reading or studying from existing textbooks. Students want a book that is easy to carry and includes pictures or videos of every human and historical material.

The learning process in human and history courses requires instilling values, attitudes and character in students. Students really need digital textbooks which contain Islamic values, so as to provide learning that is able to improve critical thinking skills towards scientific activities according to Islamic teachings not only human logical foundations of scientific methods but also with the ability to think critically to become more aware of the greatness of power Allah S.W.T [16]. In learning Human and history students are directly confronted with empirical phenomena in the environment where students live, where a lecturer is a facilitating agent in the learning process. The process of learning activities is mostly carried out by students. Students under the guidance of lecturers are asked to find their own solutions to the problems that are in front of them. One important problem that is often faced by lecturers in learning activities is choosing or determining the right learning textbook in order to help students achieve competence. It is the duty of the lecturer to describe the subject matter so that it becomes complete material. So that lecturers must be able to innovate in relation to online learning at this time in the form of digital textbooks in which there are Islamic values so that students in search of the truth through the ability to think critically based on truth or truth with the language of rational thought [17].

Based on what has been described above, the researcher is interested in conducting development research in order to develop a human and history digital textbook that is integrated with Islamic values. Digital textbooks are media that can be used to support the process of successful learning. The use of digital textbooks that are integrated with Islamic values is more flexible and can be put to good use by students anywhere and anytime. This research is expected to be able to support the understanding of the material and student assignments. This research produces technological innovations to maximize students' prophetic value abilities.

II. METHODS AND MATERIALS

Penelitian ini bertujuan untuk menghasilkan produk berupa buku digital manusia dan sejarah yang berbasis nilai-nilai Islam. Metode yang digunakan dalam penelitian ini adalah metode penelitian pengembangan atau Research and Development (R&D) dan mengadopsi langkah- langkah penelitian pengembangan pada model pengembangan ADDIE. Model pengembangan ADDIE merupakan salah satu model yang lazim digunakan dalam bidang pendidikan sebagai model yang dapat mewadahi para peneliti untuk mengembangkan produk berupa sumber belajar yang bersifat inovatif, otentik, dan inspiratif . Model pengembangan ADDIE merupakan siklus yang terdiri atas lima tahap proses, yaitu Analyze (analisis), Design (desain), Development (pengembangan), Implementation (implementasi), dan Evaluation (evaluasi) [18].
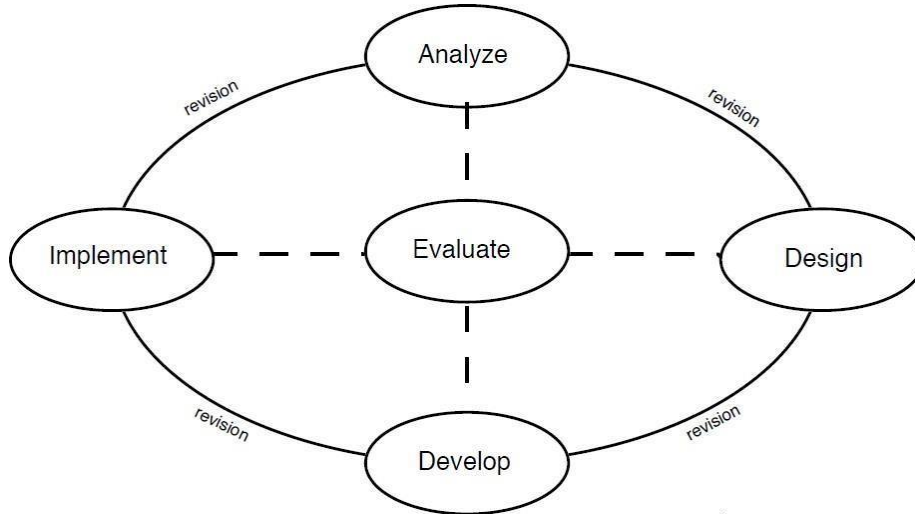
Fig 1. Steps of ADDIE Development Model Source:
[18]

Respondents in this study consisted of a material expert, a media expert, and a linguist. Researchers also involved an educator and 38 students as respondents. Data collection instruments in the form of interviews and questionnaires. The questionnaire or questionnaire prepared adopts the use of a Likert scale. The Likert scale used in this study is a four-point Likert scale. The four-point Likert scale has the advantage of eliminating the possibility that the respondent will misuse the midpoint or neutral option. In the Likert scale, a score range of 1-4 is used which describes an assessment from very poor to very good [19]. The scoring category can be seen in Table 1 below.

Tabel I Score of the Answer

Quantitatif Analysis	Score
Very Poor	1
Poor	2
Good	3
Very Good	4

The data that has been collected through the assessment score from the questionnaire is then analyzed by calculating the overall score that has been obtained. The maximum score for each aspect of the assessment from respondents was obtained from the number of assessment items multiplied by the highest rating score. The calculation formula used is as follows:

$$\text{Percentage of respondents' answer} = \frac{\text{Total acquired score}}{\text{Total Maximum Score}} \times 100\%$$

The results of the assessment scores that have been obtained are then averaged and then converted into qualitative data to determine the quality and level of usefulness produced based on the opinions of respondents. The conversion of scores can be seen in Table 2 below.

Tabel II Scale of Product Expediency

Score of Percentagee (%)	Interpretation
0%-25%	Very Poor
26%-50%	Poor
51%-75%	Good
76%-100%	Very Good

III. RESULTS AND DISCUSSION

This development research produced a product in the form of a Human and History Digital Book that Integrated Islamic Values. This development research adopts the ADDIE development model which includes five stages, namely, Analyze, Design, Development, Implementation, and Evaluation [20].

Analysis

The first stage carried out by the researcher was to conduct an analysis of history education students. The analysis carried out includes needs analysis and curriculum analysis. Needs analysis was carried out through interviews with lecturers in human and history courses. Through the results of the needs analysis, it was found that the lack of availability of teaching materials in human and history courses, so that textbooks and learning resources were needed that could assist students in understanding human and historical learning materials, especially in material related to Islamic values. The supporting textbooks are also expected to enrich students' insights and knowledge. Furthermore, curriculum analysis includes analysis of the curriculum used in the implementation of learning related to the university's vision and mission. In addition, the availability of adequate facilities on campus is very supportive in the development of digital textbooks. Based on this identification, material is obtained that will be loaded into digital textbooks and arranged systematically to be presented in human and historical digital textbooks that are integrated with Islamic values.

Design

The second stage passed by the researcher is the planning stage. These planning stages include the stages of material design, determining the design (determining illustrations and colors, and designing the outline of the book), and sketching (drawing the sketch, inking the sketch, and coloring the sketch). The researcher also designed an assessment instrument that would be used to assess the feasibility of the mobile learning-based digital book being developed. The digital book developed consists of a digital book cover, preface, table of contents, instructions for using the book, core competencies, and basic competencies, concept maps, content, glossary, and bibliography.

Development

The third stage carried out by researchers is development. This stage begins with the production of digital flipbooks using Flip PDF Professional software which combines materials, images, music and videos to be incorporated into one unit. Meanwhile, video production uses supporting software, namely Premiere Pro software. In addition, the digital flipbook lay out design uses photo shop software. Video production is adapted to human and historical materials that are integrated with Islamic values, namely by including narration, music, and also video documentation. The development stage of human and historical digital textbooks that integrate Islamic values is devoted to the use of laptops and computers. The development of this digital textbook product is designed to make it easy to use. In the next stage, human and historical digital textbook products that are integrated with Islamic values will be tested by experts to determine the feasibility of their use. During the development stage, the researcher had many discussions with the illustrator regarding the illustrations made for digital books. The illustrated sketches that have been made are then scanned, then inked the sketches digitally (inking) as well as the overall layout of the book.
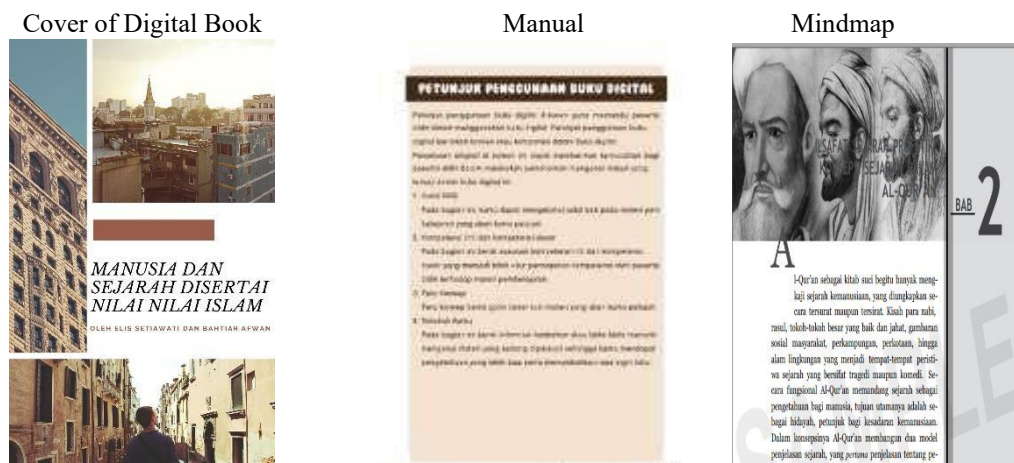
Cover of Digital Book	Manual	Mindmap

Fig. 2. Results of the Development of Human and History Digital Textbooks that are Integrated with Islamic Values
(Source: Personal Documentation)

Implementation

The next stage is the implementation stage. At this stage, the researcher will conduct an expert review involving three experts, namely material experts, media experts and linguists. In the expert review process, researchers provide digital book products that have been developed for review and provide product feasibility assessment instrument sheets to be filled out by experts. After the product developed by the researcher has reached the word feasible and valid from the three experts, the product will be tested on respondents who have been determined by the researcher.

In the next stage an evaluation phase will be carried out which consists of small group limited trials, large group limited trials, and large group trials. Product trials were carried out at one of the campuses in Metro City.

Evaluation

The next stage is the evaluation stage. This stage is the final stage of a series of stages. At this stage the researcher conducted a formative evaluation, namely expert review and trials on history education study program student respondents who went through three stages, namely one to one, small group, and field tests. One-to-one trials were conducted with 3 students, small group trials were conducted with 6 students, and field tests were conducted with 30 students. After the trial using the digital book, students filled out a questionnaire via the Google Form to respond to digital book products.

Tabel III Results of Overall Expert Review Recapitulation of Digital Books

Respondents	Total of Items	Maximum Score	Acquired	Average Percentage
Material Expert	15	60	54	90%
Media Expert	23	92	92	100%
Linguist	10	40	40	100%
Total Average				**96,67%**

Based on Table 3, the developed digital book obtained an assessment from the expert test with a percentage of 90% in the very good category, for the media expert test a percentage of 100% was obtained in the very good category, and then for the linguist test a percentage was obtained in the 100% category very Good. The results of the expert test as a whole obtained an average percentage score of 96.67%, so that digital book products can be included in the very good criteria for use by students in learning, especially in human and history courses.

Tabel IV Recapitulation Results of Student Trials Against Digital Books

Steps	Total of Respondents	Maximum Score	Obtained Score	Average Percentage of Scoring
One to One	3	120	109	90,8%
Small Group	5	200	189	94,5%
Field Test	30	1.200	1.091	90,91%

Table 4 shows that at the one to one trial stage the students obtained a percentage of 90.8%. Furthermore, at the small group trial stage, a percentage result of 94.5% was obtained. The final stage, namely the field test or field test, obtained a percentage of 90.91%. Based on the trial results that have passed the three stages above, the digital book product has not undergone revisions or improvements. This is due to digital book products that are included in the assessment with very good criteria.

Digital Textbook of Humans and History of Integrated Islamic Values

The results of research on the development of human and historical digital textbooks that are integrated with Islamic values are very good and suitable for use as a support in the lecture process. This is reviewed based on the products that have been systematically arranged and designed in accordance with the stages of development research procedures.

Digital textbooks in which there are Islamic values so that students in search of the truth through the ability to think critically based on truth or truth with rational thinking [21][22][23][24].

Digital textbooks are audio and visual based learning media. This digital textbook can increase student interest in learning. This is in line with the fact that learning by using a combination of visual and auditory senses provides more understanding to students. A very high comparison is obtained by using the visual senses and the senses with a percentage of the visual sense of 75%, the sense of hearing is 13%, and the other senses are 12% [25][26][27].

In addition to using the required digital learning media, digital textbooks that are developed integrated with Islamic values are able to provide explanations about humans and history from the perspective of the Koran so as to increase the prophetic attitude of students [15][28]. The integration of humans and history and Islamic values contained in digital textbooks makes students' understanding of history more comprehensive.

Various research developments regarding digital textbooks have been developed before, such as the development of digital books to support the learning process in the digital era [29], digital books increase the motivation for reading interest for students [30], the development of digital book media based on the struggle of the Hizbullah people's army to instill values student nationalism [31].

Based on the results of research conducted through a comparison of the results of previous research, the development of human and historical digital textbooks that integrate Islamic values can attract student learning interest in the learning process. This development can serve as a guideline for lecturers, especially lecturers in human and history courses, to develop innovative learning media. One of the innovative media that can be developed is a human and history digital textbook that integrates Islamic values.

IV. CONCLUSION

Based on the research and discussion that has been described previously, it can be concluded that 1) The resulting product is a human and historical digital textbook that integrates Islamic values; 2) The development of digital textbook products refers to the ADDIE development model which includes five stages, namely Analyze, Design, Development, Implementation, and Evaluation. 3) Human and history digital textbooks that are integrated with Islamic values are valid and feasible products to be used as textbooks in human and history courses in historical education study programs based on the responses obtained from material experts, media experts, linguists, and students as respondents.

The use of human and historical digital textbooks integrated with Islamic values in the learning process requires supporting facilities such as android and the internet. These facilities need to be prepared before starting learning in class. In addition, the development of human and historical digital textbooks integrated with Islamic values needs to be carried out in a more comprehensive manner in the future using various research variables to prove the effectiveness of digital textbooks in improving student learning outcomes.

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