The Development of Bahasa Indonesia Thematic Teaching Materials Integrated with Islamic Values Based on Flipbook Maker at Madrasah Ibtidaiyah Nurus Syakur Ledokombo Jember

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Abstract

Developing teaching materials that are integrated with Islamic values is a necessity. Therefore, one of the tasks of educators is to instill values. The integration of Islamic values can be applied to various learning, including Bahasa Indonesia learning that can be packaged in the form of Flipbook Maker-based digital teaching materials. This study aims: (1) to describe the validity and attractiveness of Bahasa Indonesia teaching materials integrated into Islamic values-based Flipbook Maker, (2) to determine the effectiveness of Indonesian teaching materials integrated into Islamic values-based Flipbook Maker. The method used is research and development of the Borg and Gall model with the following steps: (1) problem identification, (2) Information Collection, (3) Product Design, (4) design validation, (5) design improvement, (6) product testing, (7) product Revision (8) usage testing (9) Product Improvement (10) dissemination and implementation. The results of the expert validation test showed an average level of validity of 91.3%, with details of material validation of 90%, language validation of 96%, and design validation of 88%. Thus teaching materials are an excellent criterion. At the same time, the response of interest in teaching materials from educators is 88.6%, and 93.3% of learners with excellent standards. Posttest results showed that the average learning outcome of Group A was 76.18 while Group B was 64.71. The difference in learning outcomes between Group A and Group B was 11.47. At the same time, the analysis showed the value of GIS. (2-tailed) is 0.000 < 0.05 and t count > t table (5.607 > 2.120). Thus Bahasa Indonesia teaching materials integrated Islamic values based Flipbook Maker effective to use.

Mengembangkan bahan ajar yang terintegrasi dengan nilai-nilai keislaman merupakan sebuah keniscayaan. Sebab, salah satu tugas pendidik adalah menanamkan nilai-nilai. Integrasi nilai-nilai keislaman dapat diterapkan ke

dalam berbagai pembelajaran, termasuk pembelajaran Bahasa Indonesia yang dapat dikemas dalam bentuk bahan ajar digital berbasis Flipbook Maker. Penelitian ini bertujuan: (1) mendeskripsikan validitas dan kemenarikan bahan ajar Bahasa Indonesia terintegrasi nilai-nilai keislaman berbasis Flipbook Maker, (2) mengetahui efektifitas bahan ajar Bahasa Indonesia terintegrasi nilai-nilai keislaman berbasis Flipbook Maker. Metode yang digunakan adalah penelitian dan pengembangan model Borg and Gall dengan langkah-langkah sebagai berikut: (1) identifikasi masalah, (2) pengumpulan informasi, (3) desain produk, (4) validasi desain, (5) perbaikan desain, (6) uji coba produk, (7) revisi produk (8) Uji coba pemakaian (9) penyempurnaan produk (10) deseminasi dan implementasi. Hasil uji validasi ahli menunjukkan tingkat rata-rata validitas 91,3% dengan rincian validasi materi 90%, validasi bahasa 96%, dan validasi desain 88%. Dengan demikian bahan ajar berada pada kriteria sangat baik. Sementara respons kemenarikan bahan ajar dari pendidik 88,6% dan peserta didik 93,3% dengan kriteria sangat baik. Hasil posttest menunjukkan rata-rata hasil belajar kelompok A sebesar 76,18 sedangkan kelompok B sebesar 64,71. Selisih perbedaan hasil belajar antara Kelompok A dan Kelompok B adalah 11,47. Sedangkan hasil analisis menunjukkan bahwa nilai sig.(2-tailed) adalah 0,000 < 0,05 dan t hitung > t tabel (5,607 > 2,120). Dengan demikian bahan ajar Bahasa Indonesia terintegrasi nilai-nilai keislaman berbasis Flipbook Maker efektif untuk digunakan.

Keywords: *Thematic Teaching Materials; Indonesian Language; Islamic Values; Flipbook Maker*

Introduction

The rapid development of technology and information in various aspects of life, including education, has significantly contributed to change. Advances in technology and information have many positive impacts on the advancement of education. Computer and internet technology, in the form of hardware and software, provide many offers and choices to support the learning process. The advantages offered not only lie in the speed of getting information but also offer multimedia facilities that can make learning more exciting and interactive.[1]

Technology can make it easier for students to absorb information quickly, effectively, and efficiently. Therefore, educators must be literate in

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[1] Udin Syaefudin Sa'ud, *Inovasi Pendidikan*, (Bandung: Alfabeta, 2011), 182.

technology and be able to present the digitalization of learning as a feature of this era. However, the fundamental question is whether educators can present digital-based exciting and interactive learning?

Based on the Indonesian Polling study report in collaboration with the Association of Indonesian Internet Service Providers (APJII), the number of internet users in 2019 was 171.17 million, or 64.8 percent of Indonesia's total population. [Kompas.com, APJII: Number of Internet Users in Indonesia Translucent 171 Million People.[2] The collective problem in our education world today is that many educators still suffer from tuberculosis (unable to use computers). Meanwhile, the students faced are millennial Generation Z, who are familiar with gadgets and the internet. Based on a survey by the Center for Information Technology and Culture (Pustekkom) presented at the International Symposium on Open Distance and E-Learning in Bali, only 40% of non-ICT educators are ready for the technology.[3] This phenomenon cannot be left alone because it can have fatal consequences for knowledge transfer.

A way to provide exciting learning to students is to combine teaching materials and learning media into one unit. The rapid development of technology makes it possible to combine printed and electronic teaching materials into one lesson called digital teaching materials (e-books). Digital teaching materials are arranged systematically using a computerized system into learning units that are presented in electronic form. Ironically, in practice settings, many educators still need to be able to develop teaching materials with learning technology tools. Besides the limited human resources, the limited technological infrastructure is also an obstacle.

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[2]Kompas.com, *APJII: Jumlah Pengguna Internet di Indonesia Tembus 171 Juta Jiwa*. https://tekno.kompas.com/read/2019/05/16/03260037/apjii-jumlah-pengguna-internet-di-indonesia-tembus-171-juta-jiwa. Diakses 29 Oktober 2019.

[3] Mediaindonesia.com, *Pustekkom Kemendikbud Gelar ISODEL Ke-9 di Bali*. https://mediaindonesia.com/read/detail/200337-pustekkom-kemendikbud-gelar-isodel-ke-9-di-bali. Diakses 29 Oktober 2019.

Islamic Elementary School, or Madrasah Ibtidaiyah (MI) Nurus Syakur, Ledokombo, Jember, for example. In terms of infrastructure, private Islamic education institutions under the auspices of the Nurul Mannan Islamic Education Foundation can use learning technology. However, due to limited human resources, the teaching materials used are printed teaching materials in the form of thematic books. When viewed from the existing technological facilities and infrastructure, computer laboratories are adequate for implementing digital-based learning.

Akhmad Bahri, Principal of MI Nurus Syakur, said that educators and students only use computer laboratories during the Computer-Based National Examination (UNBK). Meanwhile, for everyday learning, only a few educators use it.[4] The availability of teaching materials is also limited to thematic books published by the Ministry of Education and Culture. As it is known that the learning material in thematic books is comprehensive because it contains all the learning clusters packaged in one theme.

According to Ahmad Tafsir, the main task of educators is to instill values.[5] Integrating Islamic values is also mandated in Law Number 20 Concerning the Education System National article 3. It states that the goal of national education is to develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, is healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state.[6]

Discourse on integrating Islamic values in learning is quite prominent. The hope is that learning is not only able to lead students to attain knowledge (cognitive) but also to attain understanding and application of Islamic values. The integration in question is to combine learning materials

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[4]*Interview,* Jember, December 27, 2020

[5]Ahmad Tafsir, *Filsafat Pendidikan Islami*, (Bandung: PT Remaja Rosdakarya, 2006), 49.

[6]UU RI No. 20 Tahun 2003 Tentang *Sistem Pendidikan Nasional,* (Jakarta: Sinar Grafika, 2003), 3

with values in the Al-Quran or Hadith relevant to the essential learning competencies in the 2013 curriculum. Islamic values can be integrated into various lessons, including learning Indonesian. By integrating Islamic values into various lessons, it is hoped that all learning can contribute to the growth and development of religious values in students.

Opportunities to integrate Islamic values into learning Bahasa Indonesia provide quite a lot of space, considering that all Bahasa Indonesia learning from elementary school (SD) to high school (SMA) is text-based.[7] In the 2013 curriculum, the text is not interpreted as a form of written language. Text is a complete expression of the human mind in a situation and context, as Kim and Gilman differentiate text with the terms visual text and spoken text.[8] Maryanto stated that text in the 2013 Curriculum refers to the form of written, spoken, and even multimedia, such as pictures.[9]

Bahasa Indonesia in thematic learning is placed as another learning driver. Through the formulation of core competencies as a binder of various learning materials in one theme as the subject matter. The placement of learning Bahasa Indonesia as another learning driver is possible. Strengthening the role of learning Indonesian in this way is carried out by incorporating some of the essential competencies of learning Social Sciences (IPS) and Natural Sciences (IPA) into learning Bahasa Indonesia. These two sciences cause learning Bahasa Indonesia to be contextual.[10]

Developing teaching materials depends on the creativity of educators. With the rapid development of technology, educators can develop digital teaching materials (e-books). Digital teaching materials are arranged

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[7]Mahsun, *Pembelajaran Bahasa Indonesia Menggunakan Pendekatan Teks*. Kompas Edukasi, 27 Februari 2013.

[8] Kim, D., & Gilman, D. A. 2008. "Effects of Text, Audio, and Graphic Aids in Multimedia Instruction for Vocabulary Learning" *Educational Technology & Society*, *11* (3), 114-126. http://proquest.com. Diakses pada tanggal 27 Februari 2020.

[9] Maryanto, *Kurikulum Struktur Teks,* Kompas, 3 April 2013.

[10] Drafting Team Kemendikbud, *Kurikulum 2013; Kompetensi Dasar SD/MI*, (Jakarta: Balitbang Kemendikbud, 2013), 7.

systematically using a computerized system that is presented in electronic form. Developing digital teaching materials can be done with the Flipbook Maker application. This application can make teaching materials like printed books with a combination of text, photos, audio, video, or flash, which can be opened back and forth like an actual book. The way Flipbook Maker works are to add image, pdf, and video files in Flv, mp3, and mp4 formats into a single unit of teaching material. The output of this software can be Html, Swf, Exe, Zip, and App.

Research Method

This study uses the Borg and Gall research & development model, which consists of ten steps: 1) research and data collection (research and information collecting), 2) planning (planning), 3) product draft development (develop a preliminary form of product). , 4) preliminary field testing, 5) revising the results of the trials (primary product revision), 6) field trials (main field testing), 7) improvement field test results (operational product revision), 8) operational field testing, 9) final product revision, and 10) dissemination and implementation.[11]

The data analysis used is a descriptive qualitative analysis and quantitative descriptive analysis. Qualitative data in the form of comments and suggestions for product improvement from learning media design expert validators, learning materials expert validators, and linguists validators are described in a qualitative descriptive manner as a reference for product improvement. Quantitative data is in the form of assessment scores of media experts and material experts, the responses of educators and students.

The field trial design used a pretest-posttest control group design. The first group used Bahasa Indonesia teaching materials integrated with Islamic values based on Flipbook Maker, called the experimental group. In contrast,

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[11] Meredith D. Gall, Joyce P Gall, Walter R Borg, *Educational Research an Introduction* (New York: Longman, 1983), 775.

the second group used teaching materials, as usual, called the control group. The results of the data were processed using paired sample t-test analysis.

Finding and Discussion

Based on the observations, several notes were found: first, learning activities at MI Nurus Syakur used printed teaching materials from Thematic books from the Ministry of Education and Culture with face-to-face learning in class. Second, the facilities and infrastructure of technology devices make it possible to implement technology-based learning activities. Third, the available teaching materials are only thematic books whose material is comprehensive, and it is necessary to develop teaching materials to be suitable for the student's environment.

Based on the results of observations, the concept of developing teaching materials was developed. The teaching materials developed are Bahasa Indonesia in thematic learning. The learning materials are arranged in an ancient perspective and inserted with verses relevant to the learning materials. The preparation of Bahasa Indonesia thematic teaching materials is carried out based on KI-KD and competency achievement indicators. Meanwhile, the preparation of Bahasa Indonesia learning materials pays attention to the interrelationships between one lesson and another because each learning material in a thematic book is bound by a theme which is then drawn into various learning materials. This lesson is done so that the development of teaching materials for Indonesian language learning materials remains interrelated with other learning materials.

Teaching materials are compiled and processed using the Flipbook Maker application by combining text, images, audio, and video into one unit. The final result is Bahasa Indonesia thematic teaching material integrated with Islamic values based on Flipbook Maker that can be run on a computer/laptop device.

Teaching Content/Material Validation and Interest Test

1. Content/Material Validation Result

Material validation is carried out to determine the suitability and accuracy of the teaching materials developed. The material/content expert validator is Dr. Akhmad Taufiq, S.S, M.Pd, lecturer in Indonesian Language and Literature Education, Faculty of Teacher Training and Education (FKIP), University of Jember. The results of the material validation consisting of 10 indicators are as follows:

Table. 1
Content/material Validation Result

No	Assessment Indicator Criteria	Score				
		5	4	3	2	1
1.	KI-KD suitability with content/material	√				
2.	Content/material suitability toward learning objectives	√				
3.	Content/material actualization concept toward integration of Islamic values	√				
4.	The accuracy of delivering material information integrated with Islamic values	√				
5.	Ease of understanding material that integrates Islamic values.		√			
6.	The suitability of images and videos to clarify content/material integrated with Islamic values		√			
7.	Systematic presentation of content/material integrated with Islamic values	√				
8.	Clarity of terms in the material		√			
9.	Accurate serving order		√			
10.	Adequacy of training and or evaluation and its relevance to the material		√			
Total Score		**45**				

These results calculate the percentage level of validity by the following formula:

$$P = \frac{f}{N} \text{ x } 100 \text{ %}$$

$$P = \frac{45}{50} \text{ x } 100 \text{ %}$$

$$P = 90 \text{ %}$$

Glossary**:**

P = the percentage of questionnaire data

f = the total score obtained

N = maximum total scores

Based on these results, it can be obtained that the percentage of validity of teaching materials is 90%. Thus, the validity of Indonesian teaching materials integrated with Islamic values based on Flipbook Maker is stated to be very good.

2. Language Validation Result

Language validation aims to determine the accuracy of the language used. The language validation was carried out by Siswanto, S.Pd, MA, a Bahasa Indonesia and Literature lecturer at the Teaching and Education Faculty (FKIP) the University of Jember. The assessment from the linguist validator consists of 10 indicators with the following results:

Table. 2
Linguist Validation Result

No	Assessment Indicator Criteria	Score				
		5	**4**	**3**	**2**	**1**
1.	Interesting use of titles	√				
2.	Accuracy of delivering information	√				
3.	Systematic presentation of material	√				
4.	Accuracy of the use of Bahasa Indonesia rules		√			
5.	Presentation and effectiveness of sentences		√			
6.	Language structures use according to the cognitive level of students	√				
7.	Use of communicative language	√				
8.	Ease of understanding the language used	√				
9.	Attractiveness of language presentation	√				
10.	Linguistic and literary content	√				
Total Score		**48**				

Based on the results of these calculations, it can be obtained that the percentage of the validity level of teaching materials in terms of

language is $\frac{48}{50}$ x 100% = 96%. Thus the validity of Indonesian language teaching materials integrated with Islamic values based on Flipbook Maker is very good.

3. Design Validation Result

Design expert validation aims to determine the accuracy and attractiveness of teaching materials developed in terms of design or preparation layout. Design validation was carried out by Dr. H. Moh. Sahlan, M.Ag, an expert in educational technology disciplines and lecturer at IAIN Jember. The assessment from the design expert validator consists of 10 indicators with the following results:

Tabel. 3
Design expert validation Result

No	Assessment Indicator Criteria	Score				
		5	4	3	2	1
1.	Instructions for using teaching materials	√				
2.	The attractiveness of the cover of teaching materials		√			
3.	Shows a good center of the view		√			
4.	The composition of the layout and templates	√				
5.	Readability of text or writing	√				
6.	Accurate selection of color composition		√			
7.	The suitability of images and videos to clarify content/material integrated with Islamic values		√			
8.	Selection of type and fonts		√			
9.	Combination of text, image, and video display		√			
10.	The attractiveness of the material presentation composition	√				
Total Score		**44**				

Based on the results of these calculations, it can be obtained that the percentage of the validity level of teaching materials in terms of design is equal to $\frac{44}{40}$ x 100% = 88%. Thus the validity of Bahasa Indonesia teaching materials integrated with Islamic values based on Flipbook Maker is stated to be very good.

Thus the validity of Bahasa Indonesia teaching materials integrated with Islamic values based on Flipbook Maker is stated to be very good

Data from the three validators were then processed to determine the average validity level of Indonesian teaching materials integrated with Islamic values based on Flipbook Maker. So, the result is as follows:

Table. 4

Recapitulation of validation test result

No	Expert Validation	Validation Result
1	Material/ontent	90 %
2	Language	96 %
3	Design	88 %
Total		274 %
Average		91,3 %

Based on the table, the average validity level of the three validators is 91.3%. Thus, the assessment of the three expert validators shows that the teaching materials developed are in very good criteria and suitable for learning.

4. Teacher Response Result

After going through the initial field test by presenting expert validators, the next step is to find out the response of educators and students to the attractiveness of teaching materials. The questionnaires given to educators consisted of curriculum assistants, class VI homeroom teachers, and Indonesian language teachers. After finding the response results based on the assessment of each educator, namely the deputy head of the curriculum, the homeroom teacher for class VI, and the Indonesian language teacher, the data was processed and recapitulated to find out the

average attractiveness of the teaching materials being developed. The recapitulation results are as follows.

Table. 5

Recapitulation of Teacher Response Result

No	Name of Teacher	Position	Total Score	%
1.	M. Taqdir Ali Rofiqi, S.Pd	Vice Principal for Curriculum	42	84%
2.	Novia Verawati, S.Pd	Homeroom Teacher	45	90%
3.	Siti Humairoh, S.Pd	Bahasa Indonesia Teacher	46	92%
Total Average			133	88,6%

Based on the table, the attractiveness level of teaching materials is 88.6%. Thus, the educator's response shows that the teaching materials developed are fascinating.

5. Student Response Result

Response questionnaires to students were given in a limited manner involving six students with two high-ability students each, two students. Moderate ability, and two low-ability students. The results of student responses are then processed and produce the following data:

Table. 6
Student Response Recapitulation

No	Name of Student[*)]	Score	%
1	Fatimatuz Zahro	9	90%
2	M. Yusron	10	100%
3	Muh Aminullah	8	80%
4	Sofia Nurul Aini	10	100%
5	Nabilatul Hasanah	9	90%
6	Zulfa Nurul Asyah	10	10%
Total Score		56	93,3%

*) names in alphabetical order

The total amount of data obtained from the distribution of response questionnaires to students is then processed with the following formula:

$$M = \frac{\sum x}{\sum xm} \times 100\%$$

$$M = \frac{56}{60} \times 100\%$$

$$M = 93,3\%$$

Glossary:

M = Interesting presentation

$\sum x$ = The total number of student answers

$\sum xm$ = Total ideal score in one item

100% = Constant

Based on the student's responses, the Flipbook Maker-based Indonesian teaching materials integrated with Islamic values are in desirable criteria with a percentage of 93.3% so that the product can be used without needing revision.

Test Data Analysis

1. Pretest Data Acquisition Result

The minimum completeness criteria, or KKM, for class VI Bahasa Indonesia learning based on the 2013 MI Nurus Syakur Curriculum Document is 70 (seven zero). Even though learning in the 2013 Curriculum uses a thematic approach, namely 'eliminating' subjects and focusing on one theme, in reporting learning outcomes, students still use subjects.

The results of the pretest class VI MI Nurus Syakur students, which were then classified into two groups with balanced initial abilities, obtained the following data:

Table. 7
Group A pretest Result

No	Name of Student	Score	Glossary
	Group A (Experiment Class)		
1.	Alifatus Salamia	60	Incomplete
2.	Abdurahman Sofian	60	Incomplete
3.	Dea Adelia Nurul Izzati	55	Incomplete
4.	Nur Kamila	75	Complete
5.	Nafila Khoirotul Aluf	35	Incomplete
6.	Nurul Aulia	75	Complete
7.	Moh. Syamsul arifin	50	Incomplete
8.	A. Azzam Al-Latif	70	Complete
9.	Moh. Habibur Rohman	70	Complete
10.	Mohammad Al-Ayyubi	65	Incomplete
11.	Mohammad Fadil	50	Incomplete
12.	M. Wildan	60	Incomplete
13.	M. Ridho Triandika	65	Incomplete
14.	Saskia Dewi	50	Incomplete
15.	Sri Wahyuni	55	Incomplete
16.	Wasil	75	Complete
17.	Sofia Nur Aini	45	Incomplete

Based on the results of the pretest, it is known that students who are members of group A obtain results with the demands for completion $\frac{5}{17}$ x 100% = 29,41%, while students with incomplete achievements are $\frac{12}{17}$ x 100% = 70,59%.

Table. 8
Group B Pre-test Result

No	Name of Student	Score	Glossary
	Group B (Control Class)		
1.	Alfaizin	60	Incomplete
2.	Moh. Yusron	70	Complete
3.	Amalia Febriyanti	45	Incomplete
4.	Naimah Turramadani	60	Incomplete
5.	Kholifatul Hasanah	55	Incomplete
6.	Abdul Karim	70	Complete
7.	Moh. Imam Saputra	45	Incomplete
8.	Muh. A'ak Mukhlis	70	Complete
9.	Zulfa Nurul Aishy	70	Complete
10.	Nabilatul Hasanah	60	Incomplete
11.	Wardatus Solehah	55	Incomplete
12.	Moh. Aminullah	75	Complete
13.	Nurus Sifaun Hasanah	55	Incomplete
14.	Aisyah Nur Jannah	65	Incomplete
15.	Fatimatuz Zahro	55	Incomplete
16.	Ni'matuz Zahro	75	Complete
17.	Moh. Ali Hasan	40	Incomplete

Based on the results of the pretest, it is known that group B obtained complete achievement results $\frac{6}{17}$ x 100% = 35,29%, while incomplete achievement is $\frac{11}{17}$ x 100% = 64,71%. Thus, groups A and B had the same initial abilities or did not differ before one was treated with Indonesian language teaching materials integrated with Islamic values

based on Flipbook Maker. The difference in completeness differences between group A and group B was only 5.88% higher than group B.

Before treatment is given to group A as the experimental group, it is necessary to test the normality of the pretest results to determine the level of ability of the two groups. The normality test was carried out using the SPSS.25 application with the following results.

Table. 9

Tests of Normality Result

Tests of Normality

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	A	.108	17	.200[*]	.949	17	.444
	B	.171	17	.198	.931	17	.230

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the above calculations, it is known that group A variables obtained sig. $= 0.444 > 0.05$ while group B obtained sig. $= 0.230 > 0.05$. Because the two groups have a value greater than 0.05, it can be concluded that both groups are normally distributed. Thus, the prerequisites or assumptions of normality in using the paired sample test are fulfilled.

2. Posttest Data Acquisition Result

The presentation of the posttest results of the field trial after the students used Indonesian teaching materials integrated with Islamic values based on the Flipbook Maker developed by the researcher is shown in the following table.

Table. 10

Group A Post-test Result

Group A (Experiment Class)			
No	Name of Student	Score	Glossary

Group A (Experiment Class)			
No	Name of Student	Score	Glossary
1	Alifatus Salamia	80	Complete
2	Abdurahman Sofian	75	Complete
3	Dea Adelia Nurul Izzati	70	Complete
4	Nur Kamila	90	Complete
5	Nafila Khoirotul Aluf	70	Complete
6	Nurul Aulia	85	Complete
7	Moh. Syamsul arifin	65	Incomplete
8	A. Azzam Al-Latif	90	Complete
9	Moh. Habibur Rohman	85	Complete
10	Mohammad Al-Ayyubi	80	Complete
11	Mohammad Fadil	65	Incomplete
12	M. Wildan	75	Complete
13	M. Ridho Triandika	70	Complete
14	Saskia Dewi	65	Incomplete
15	Sri Wahyuni	75	Complete
16	Wasil	90	Complete
17	Sofia Nur Aini	65	Incomplete

Based on the results of the post-test, it is known that group A obtained results with complete achievement $\frac{13}{17}$ x 100% = 76,47%, while incomplete achievement is $\frac{4}{17}$ x 100% = 23,52%.

Table. 11

Group B Post-test Result

Group B (Control Class)			
No	Name of Studdent	Score	Glossary
1	Alfaizin	70	Complete

Group B (Control Class)			
No	Name of Studdent	Score	Glossary
2	Moh. Yusron	70	Complete
3	Amalia Febriyanti	50	Incomplete
4	Naimah Turramadani	65	Incomplete
5	Kholifatul Hasanah	60	Incomplete
6	Abdul Karim	75	Complete
7	Moh. Imam Saputra	50	Incomplete
8	Muh. A'ak Mukhlis	70	Complete
9	Zulfa Nurul Aishy	75	Complete
10	Nabilatul Hasanah	70	Complete
11	Wardatus Solehah	60	Incomplete
12	Moh. Aminullah	70	Complete
13	Nurus Sifaun Hasanah	60	Incomplete
14	Aisyah Nur Jannah	75	Complete
15	Fatimatuz Zahro	50	Incomplete
16	Ni'matuz Zahro	75	Complete
17	Moh. Ali Hasan	55	Incomplete

Based on the results of the pretest, it is known that group B obtained complete achievement results $\frac{9}{17}$ x 100% = 52,94%, while incomplete achievement is $\frac{8}{17}$ x 100% = 47,05%. Thus group A, which was given the learning treatment using Indonesian language teaching materials integrated with Islamic values based on Flipbook Maker, had higher mastery than group B. The difference in mastery between group A and group B was 23.53%.

In determining the effectiveness of the use of advanced teaching materials, data analysis was performed using paired sample t-test

analysis. In facilitating the calculation, the calculation was carried out with the help of the SPSS.25 program with the following results.

Table. 12

Analysis of Paired Sample t-test

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest_A	76.18	17	9.275	2.250
	Posttest_B	64.71	17	9.265	2.247

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	Posttest_A & Posttest_B	17	.586	.013

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig.
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	(2-tailed)
Pair 1	Posttest_A - Posttest_B	11.471	8.434	2.046	7.134	15.807	5.607	16	.000

Based on the output table above, the average post-test result for group A is 76.18, while the average post-test result for group B is 64.71. Because the average post-test result of group A is greater than the average post-test result of group B, it can be descriptively concluded that the use of Indonesian language teaching materials integrated with Islamic values based on Flipbook Maker is more effective than conventional learning.

The paired sample test analysis results show that the sig. (2-tailed) value is 0.000 <0.05. At the same time, the average difference between the post-test Group A and Group B is 11.471. Based on the table above, the t-count data is 5.607 with a freedom degree of 16, and a value of 0.05/2 equals 0.025. Then found t table of 2.120. Because the t-count is 5.607 > t table 2.120, it is concluded that Indonesian language teaching materials integrated with Islamic values based on Flipbook Maker are effective for use.

Product Revision

After trials of teaching materials using the Borg & Gall model, the material/content validator, language validator, and design validator showed that thematic teaching materials based on Islamic values were attractive and effective for use in learning activities. However, several parts need to be revised according to the suggestions given by the validators, namely:

1. The need for instructions on the use of teaching materials. Instructional materials where previously there were no instructions for using teaching materials plus instructions for using teaching materials.

Figure 1

The results of the addition of instructions for using teaching materials
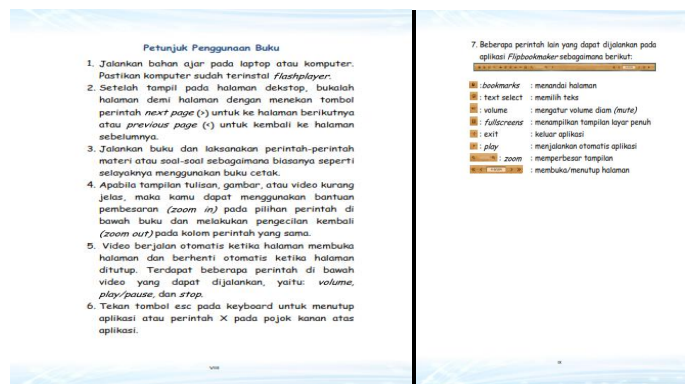
2. Stimulus questions and answer choices are on one page

Figure 2

(Before revision)   (After revision)
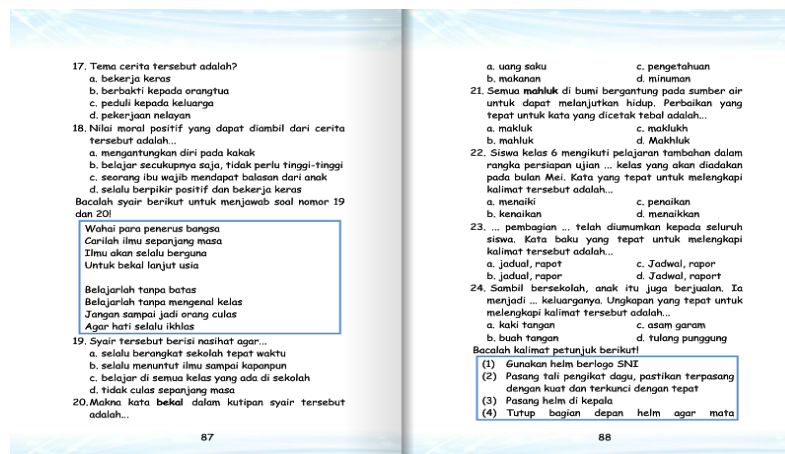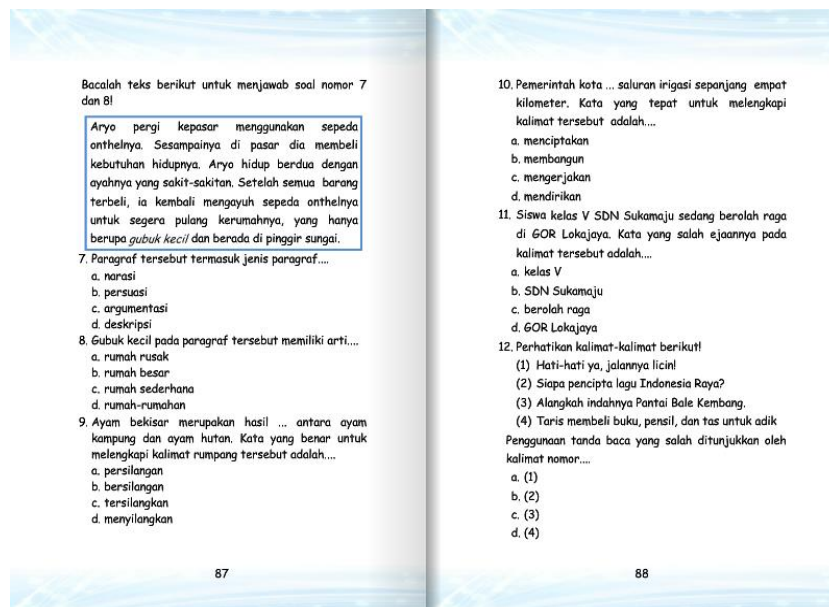
3. Revision notes from a linguistic point of view are the use of capital letters and blank space (...) in stump sentences and the use of equivalent vocabulary or language that is more directed towards Islamic values, such as the use of the day 'Minggu' is better than 'Ahad'.
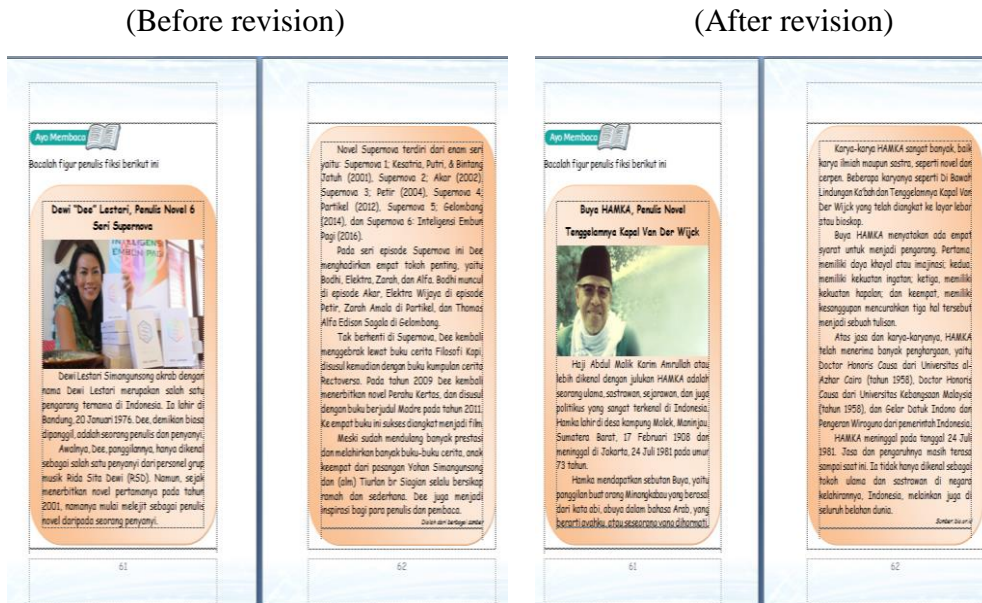
Figure 3

(Before revision)   (After revision)

4. Changing the narration of the profile of the fictional writer Dewi Lestari to the profile of the Islamic fiction writer, namely Haji Abdul Karim Abdullah (HAMKA), with his novel entitled *Tenggelamnya Kapal Vanderwijck*.

Figure 4

(Before revision)   (After revision)

5. Inserting a photo or image that is relevant to the learning material in the blank space on the page.

Gambar 5

(Before revision)   (After revision)
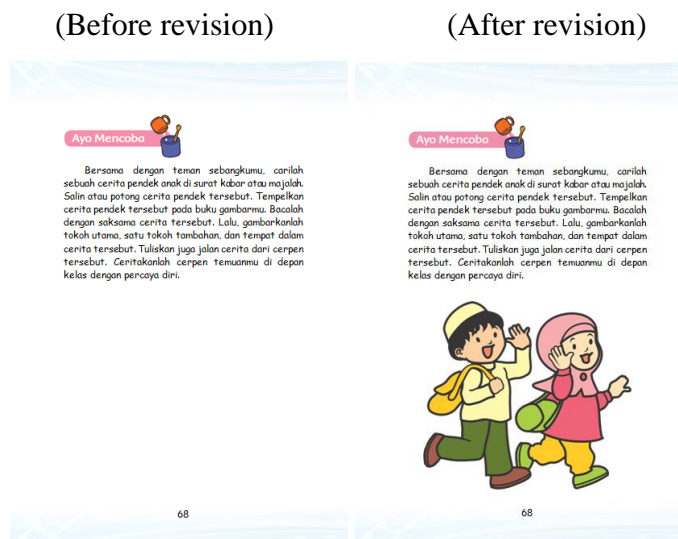
Conclusion

Based on the explanation above, it can be concluded as follows: (1) The results of the expert validation test show an average level of validity of 91.3% with details of 90% material validation, 96% language validation, and 88% design validation. Thus the teaching materials are very good criteria. At the same time, the response to the attractiveness of teaching materials from educators was 88.6%, and students 93.3% with very good criteria. (2) The post-test results showed that the average learning result of group A was 76.18 while that of group B was 64.71. The difference in learning outcomes between Group A and Group B is 11.47. While the results of the analysis show that the sig.(2-tailed) value is $0.000 < 0.05$ and t count > t table $(5.607 > 2.120)$. Thus the Indonesian language teaching materials integrated with Islamic values based on Flipbook Maker are effective.

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