Analysis of Text Books of Early Islamic Education in Primary Schools (Published by Erlangga and Yudhistira)

By
Dr. Nurzannah, M.Ag.[1]
Juli Maini Sitepu, S.Psi., MA.[2]

[1,2]Fakulty Of Islamic studies University of Muhammadiyah Sumatera Utara
[1]nurzannah@umsu.ac.id, [2]julimainisitepu@umsu.ac.id

Abstract*: The purpose of this study was to determine the quality of the contents of Islamic religious education (PAI) grade I and II elementary schools published by Erlangga and Yudhistira, related; conformity with curriculum, concept truth, language truth, truth Illustration / media and language / sentence suitability with the age of Early Childhood. The research method used is descriptive qualitative, using two approaches, namely; text approach and context approach. In addition, the content analysis method is also used. The results showed that: The contents of the four books are in accordance with the curriculum containing KI 1, KI 2, KI 3, and KI 4. The text and sentences used did not meet the standard rules of Indonesian grammar, the sentences presented were very few using punctuation like; capital letters are not used significantly, (this is found in class I books while class II books are in accordance with Indonesian rules). Illustration / media is quite adequate and very coloring pages by pages of books, both for classes I and II. However, when confirmed between statements or orders, or questions, and illustrations made, it is not appropriate. The use of language and sentences, for grade I books, does not address the age aspects of children. Where, the sentences used are too long, many use words that are classified as high for elementary school age children in grade I. while grade II can be said to be standard. The use of Arabic sentences will not be able to be read by children, if they are not fluent in reading the Koran.*

Keywords: Analysis, PAI Textbook, Early Elementary School

Introduction

Islamic Religious Education is an integral part of National education. The Islamic education intended by this research is Islamic Education which is carried out at the Beginning Primary School (SD) level, ie only grades 1 and 2.

Islamic Religious Education is presented to students at the Early Elementary School level, should be adjusted by considering several specific aspects inherent in Early Childhood (AUD). As; aspects of age, physical and psychological aspects. This is because, early elementary level students are still classified as Early Childhood. So that the material or content contained in Islamic religious education textbooks should be from the aspect of content whether it is in accordance with the needs or curriculum specified in the BNSP, language or editorial aspects whether it is in accordance with the age of Early Primary, applicative or contextual aspects and interesting and enjoyable learning aspects (enjoyable). That is, elementary school textbooks grade 1, 2, and 3 are presented somewhat differently from advanced elementary textbooks, namely grades 4, 5, and 6.

In the implementation of Islamic religious education learning in general, it is expected to obtain the achievement of the goal of forming students with character. All that must be supported by adequate facilities and infrastructure and in accordance with the needs and aspects of the child's age.

Textbooks are one of the means or teaching materials that can support lessons that are able to accommodate the abilities of students and educators in developing various aspects of the ability of students. Because with the existence of textbooks, students can have basic materials and guidelines in learning something knowledge about a particular lesson.

Islamic education textbooks are one of the teaching materials that must be learned by every student, including the Early Primary class. For Early Elementary Students, the textbooks presented in learning should refer to their needs comprehensively.

Meanwhile, from the results of the initial analysis, it was found that the PAI Textbook published by Erlangga and Yudhistira still has shortcomings. Both in terms of language or editorial as well as if viewed in terms of the suitability of the book with an active, contextual and interesting learning approach. In terms of text, for example, found inaccuracies in writing sentences, or weaknesses in the use of less authoritative references as suggested by the National Education Standards Agency (BSNP). Meanwhile, in terms of the suitability or optimization of books with the context of active learning approaches such as existing and found PAI books, prioritizing cognitive or knowledge aspects rather than comprehension and practice, while from the contextual aspects of learning, it was found to be still not optimal. This results in less ability to develop students' creativity and motivation. From the aspect of the presentation of images and illustrations or the media that are in them are less attractive, so they are less able to bring up children's pleasure in reading textbooks. Moreover, if the teacher who teaches is unable to explore learning to be interesting and fun.

The problems raised in this study are:
1. Is the content of the material presented in accordance with the needs and curriculum of Early Elementary students?
2. Have the contents of the textbooks of early Islamic education in elementary schools used editors that were appropriate for the age of the students?
3. Is the material contained in the textbook of early Islamic religious education elementary school is applicative, contextual and interesting learning?

The specific objectives of this study are:
1. Knowing the content of Islamic religious education textbook material presented in accordance with the needs and curriculum
2. To find out the editorial used is adjusted to the age of Early Elementary students
3. Knowing whether the material is applicable, contextual learning, and interesting.

Literature Review

1. Islamic Religious Education Textbooks
    Textbook is a set of material that is arranged systematically and arranged neatly, so as to cause ease and interest for participants or readers. Textbooks are part of teaching materials, as explained that teaching materials are all forms of material used to help the teacher or instructor to carry out teaching and learning activities in class. The intended material can be in written form, as well as unwritten material, such as: books, handouts, modules, Student Worksheets, brochures, leaflets, wallcharts (Mendiknas, 2008).

    Textbooks are used as "mandatory reference books" used in schools containing learning material that is expected to be able to improve faith and piety, character and personality,

the ability to master science and technology, sensitivity and aesthetic abilities as well as physical and health potential compiled based on national standards education (Permendiknas Number 11 of 2005, article 1)

Textbooks are usually made and arranged according to the applicable curriculum or have been standardized according to the BNSP, and ideally adapted to the needs of students. In addition, the contents of the textbook should comprehensively reflect who the users are.

Textbooks are textbooks in a particular field of study, which are standard books, compiled by experts in that field for instructional purposes and objectives, which are equipped with matching teaching facilities and are easily understood by the users in schools and colleges so that it can support a teaching program (Tarigan & Tarigan, 2010).

Lange in Tarigan & Tarigan (210) said that textbooks are books designed for use in class, carefully compiled and prepared by experts or experts in the field and equipped with appropriate and harmonious teaching tools.

Islamic religious education textbooks are one of the textbooks that serve as teaching material that functions as an urgent and strategic learning tool in determining the success of the learning process undertaken by students, both at home and at school. That is; good textbooks, easy to use by students not only at school, but at home students can also use them at home.

Thus it can be concluded that textbooks are the main teaching materials made by experts, which can be used by teachers and students in learning certain materials, the contents of which are in accordance with the curriculum, the needs of students and can motivate their readers.

2. Text Book Quality Criteria

Good and quality textbooks are teaching materials that are based on. In general, the quality of textbooks can refer to the opinions of Greene and Petty (Ainia Pertiwi.html, 2015). According to them, a good textbook must have the following 10 criteria:
 a. Attract children
 b. Able to provide motivation to students who use it
 c. Having illustrations that appeal to students who use them.
 d. Consider the linguistic aspects so that it matches the abilities of the students who use them
 e. Closely connected with other lessons, it is better if you can support it with a plan, so that everything is a unified and integrated
 f. Can stimulate the personal activities of students who use it
 g. Consciously and decisively avoiding vague and unusual concepts, so as not to confuse the students who use them
 h. Having a clear and firm point of view so that eventually it becomes the perspective of the loyal wearer
 i. Able to provide stabilization, emphasis on the values of children and adults
 j. Can appreciate the personal differences of the students of the wearer

The eligibility criteria for a textbook according to BSNP are as follows:
1) Feasibility of contents
2) Language eligibility

3) Feasibility of presentation and feasibility of graphics (Dhanu Scooter_ Analysis of Text Book Review.html, 2015)

Because the textbooks to be examined are textbooks of early Islamic education at the elementary level, it is also necessary to add additional criteria from those proposed by BNSP, namely

4) The feasibility of the needs according to the Early Elementary School age comprehensively

3. Benefits of Textbooks

Textbooks that are used in the learning process are very many benefits, both for teachers and for students. In addition to facilitating the learning process, the textbook has other benefits, including:

a. increase attention and motivation to learn,

b. provide variations in learning,

c. provide a structure that makes learning easy,

d. presents the core of learning information,

e. give more concrete examples,

f. stimulate analytical thinking,

g. provide a learning situation without stress (http: // rahmanabdulrazak: 2015).

4. Character of Early Childhood Elementary School

Early Elementary School Children are classified as Early Childhood who have an age range between 1 to 8 years. Children who are in the Early Primary class are children who are in the early age range. Although this early age is a short period, but it is a very important period for one's life. Therefore, at this time all the potential possessed by children needs to be encouraged so that it will develop optimally. Some experts call early childhood the Golden Age (Golden period), which at this time was a very strategic time in developing various abilities and values, including the values of Islamic religious education. Therefore also, in learning, must be presented with quality materials.

Emotional development of children aged 6-8 years, among others, children have been able to express reactions to others, have been able to control emotions, have been able to separate from parents and have begun to learn about right and wrong. For the development of intelligence early elementary school age children are shown by their ability to serialize, classify objects, be interested in numbers and writing, increase vocabulary, enjoy talking, understand cause and effect and develop understanding of space and time. (Sujiono, 2009). What Sujiono said above, is a potential that should not be overlooked.

5. Conformity of Content with Applicable Curriculum

The curriculum is all things that can be utilized for the learning process carried out and experienced by teachers and students, which must not be shifted from the goals set by the education provider. One of the curriculum can be realized through teaching materials in the form of textbooks.

So that textbooks are made based on the current curriculum in accordance with regulations set by the government. At present, educational institutions are still using the SBC curriculum. That karema also in compiling textbooks must be of KTSP standard, where in determining the material, the standard curriculum must be used. In the KTSP itself the Minister of National Education (2008: 5) explains the basic principles in determining learning material in a teaching material, namely:

a. Relevance means conformity. Learning material should be relevant to the achievement of competency standards and achievement of basic competencies. If the ability expected by students is to memorize facts, the learning material taught must be facts, not concepts or principles or other types of material.

b. Consistency means constancy. If there are four basic competencies that must be mastered by students, then the material that must be taught must also include four types.

c. Adequacy means adequacy. The material taught should be sufficient in helping students master the basic competencies taught. Material must not be too little, and must not be too much. If it is too little then it is not helping to achieve competency standards and basic competencies. Conversely, if it is too much it will cause delays in achieving curriculum targets (achievement of overall SK and KD).

This study uses the 2013 curriculum. Because of that, the books of Islamic Education in elementary schools I and II that will be examined are PAI books based on the 2013 curriculum.

6. The Truth of Concepts

Textbooks or textbooks present various concepts and facts related to certain knowledge, including Islamic religious education. As stated by Sastrawijaya that: "One of the provisions in the textbook is that each chapter must present concepts and terms that make it easier for students to learn" (1988: 15).

7. The Truth of Language

In making textbooks, it must use standard language, must pay attention to the signs and punctuation, so that it is easy to understand sentence by sentence in it. The quality of textbooks is largely determined by the use of language in accordance with the ability of students.

8. Accuracy in Media Use

Media, is as an intermediary in delivering the contents of the message. The media contained in textbooks also have the same function as the media used as learning resources.

Media contained in textbooks, can be in the form of pictures, graphics. Map, table and others. The function of the media in general is to reinforce or clarify the contents of messages contained in texts written in books or other teaching materials. As Arsyad (2006) pointed out that "the function of the media can clarify the presentation of messages and information, increase and direct the attention of students, so that it can lead to learning motivation ..."

9. Compliance with the age of the early elementary school

As explained earlier that Early Elementary students belong to the Early Childhood category. Therefore, in textbooks intended for early childhood learning, both related to their physical and psychological aspects. In addition, the learning concepts that must be raised in the textbooks they use must refer to the Thematic learning model.

This is due to the characteristics they have, where the age they have now raises specific criteria compared to the age afterwards. The way they learn is still momentary, concrete

and easily bored. Especially in learning religious education (Islam). Even more so if learning is related to faith.

For this reason, Islamic religious education textbooks for Early Elementary students have specificities, so that they can study well and have fun.

10. Preliminary Study

There are several studies that have been conducted by researchers on textbook analysis, including:

First: Research entitled: "Study of PAI Textbooks for High School Class X, XI, XII (Erlangga, Grafindo, Platinum and Yudhistira Publishers)". This research produced several criticisms: 1) PAI textbooks for grade X - XII high schools published by the four publishers were not good in terms of textual aspects; there are still deficiencies in the choice of words and some errors in writing verses of the Qur'an, especially in the publisher Erlangga; not using authoritative references, especially for references of interpretation, hadith and fiqh; 2) in the presentation there are still many who do not include a glossary and index; 3) not all of them use a strong perspective on learning, namely active learning, so that the material presented is still impressed with the cognitive aspects, and a few affective and psychomotor aspects. Though religious education is not just learning knowledge, but the inculcation of values. 4) Class X-XII PAI Textbooks have provided relevant materials as suggested by BSNP, such as democracy and anti-discrimination, social solidarity, the environment, tolerance, harmony and unity. However, it does not provide an explanation of these issues more deeply or guide in the form of deeper reflection on these issues. So it is not yet contextual and tends to be normative. Maybe this is what causes the failure of PAI in shaping the character of students who are religious, peaceful, and tolerant, because the material received is very normative and cognitive, less touching on the affective and psychomotor aspects due to superficial reflective levels. In fact, in terms of SK and KD, the issues surrounding harmony and human rights which are the focus of religious development in the Ministry of Religion are sufficient (Penamas, 2014). Journal of Religious and Community Research Volume 27 no. October 3-December 2014.

Second: Research conducted by Rifa Irwan Sani, with the title "Analysis of Integrated Social Studies Textbook (History) in Class VII Public Middle Schools in Kudus Regency". The results of this study reflect that: The appropriateness of the content of textbooks with the Curriculum Unit Level A (KTSP) Book A from the analysis results shows the suitability of the material 100% and the suitability of the indicator of 78.95%, the book B results of the analysis of the suitability of the material 100% and the suitability of the indicator of 78.95%. Analysis of the reading level of textbooks using Fry graphs. Book A is known for its readability, which is 0 (0%), easy 0 (0%), difficult 7 (87.5%), and invalid 1 (12.5%), book B that is 5 (62.5%) , easy 0 (0%), difficult 1 (12.5%) and invalid 2 (25%). The feasibility of presenting textbooks is known that the result is book A whose score is 11.3 with a percentage (94.2%), book B scores 9.8 with a percentage (81.7%). Conformity of the contents of historical material in textbooks to the reference book entitled Indonesian National History (SNI) volumes 1 to volume 4. Book A is known there are 7 fragments of historical material that are not in accordance with the reference books, book B there are 19 fragments of (id .scribd.com/doc/ 82779225 / Analysis-Book-Text-Lessons). Downloaded date. 06-22-2015)

Third, the research conducted by Wahyu Wardani, with the title: "Analysis of Integrated IPS Electronic School Book (BSE) Class VII SMP / MTS published by the Ministry of National Education on Basic Competence Describes Atmospheric and Hydrosphere Symptoms and Their Effects on Life. The results of this study concluded that: There are some materials or concepts that are not in accordance with the indicators, the truth of the concept (well-defined concepts and concrete concepts) is still low, the truth of the language in the BSE IPS integrated textbooks is moderate, and the media used in the textbooks is good enough and sufficient innovative. (Wahyu Wardani; Thesis Document, 2010) downloaded on 06-22-2015).

And much more research on this textbook was carried out, but there was not much research on Islamic Religious Textbooks, the author only found one in the form of a religious literature journal. All of the above research, and some of the writers who searched, no one has examined the title that the authors propose.

Research methods

1. Types and Research Methods
   This type of research is a descriptive study with a qualitative approach. In addition, two other approaches are also used, namely; 1) textual approach, namely; in analyzing the text carried out criticism of the text (textual criticism), and 2) contextual approach, namely analysis of the context of the purpose of the speech or text and the reader of the text. The research method used is content analysis or document analysis.
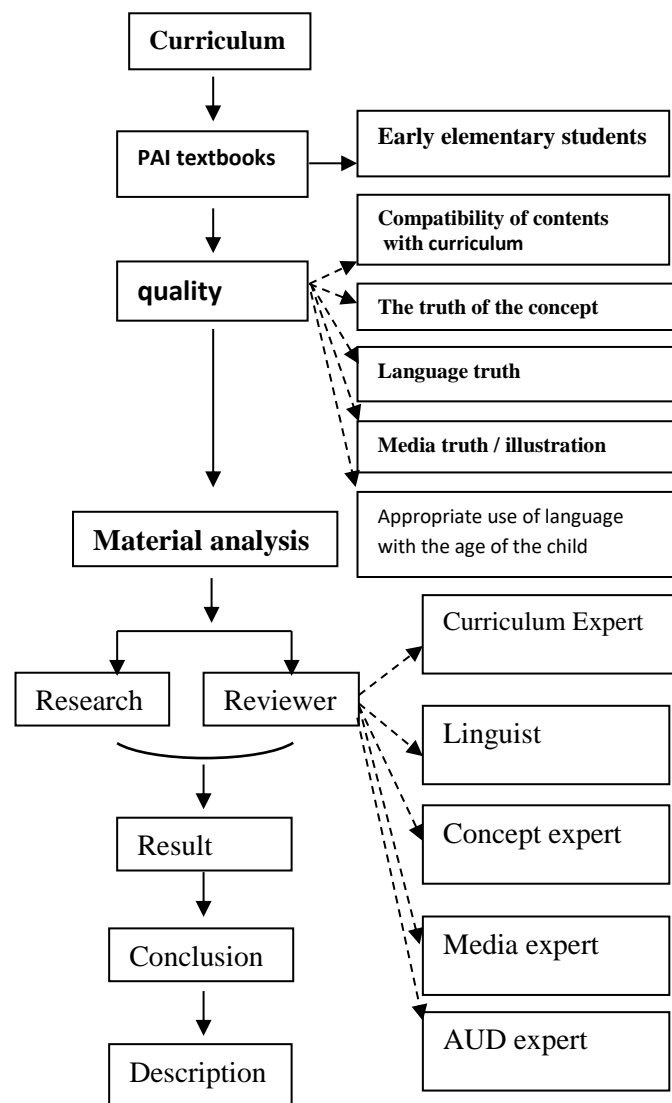
2. Research Roadmap
   Roadmap or travel plans for this research activity are:

Gambar 1. Alur Penelitian

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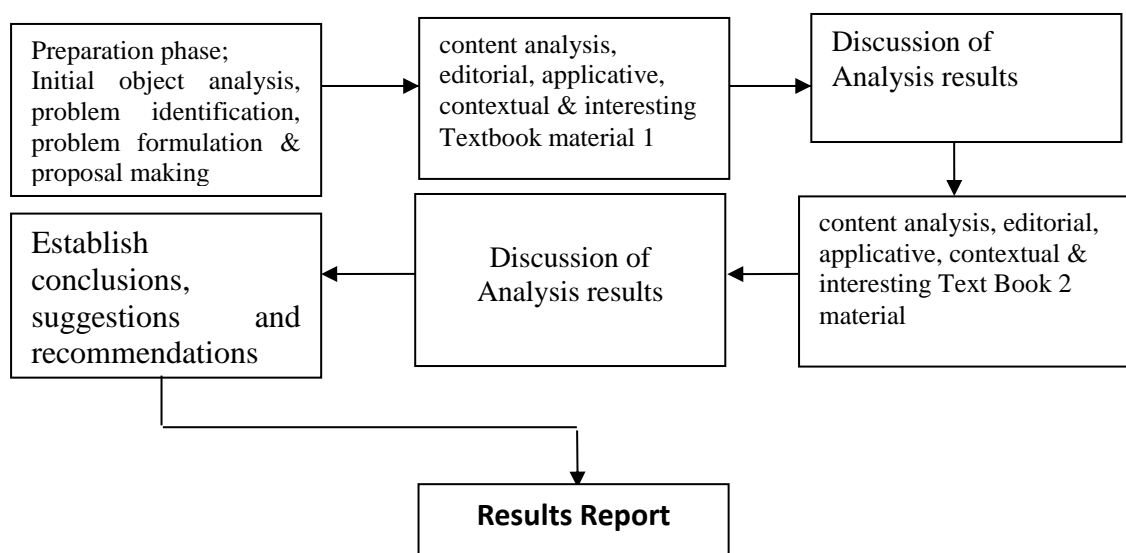
Figure 2. Research Workflow

Figure 3. Research Flow Diagram

* (Developed from Wahyu Wardani's research chart)

Results and Discussion

1. Research Results

The results obtained from the analysis of the PAI textbooks from the two publishers above can be seen in the recap of the results in the following table:

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Table 1. Recap of the results of the analysis of the contents of the PAI text books Class I and II Elementary Schools

No.	The title of the book PAI SD & Publisher	Compliance with the curriculum			The truth of the concept			Language truth			Media truth / illustration			Appropriate use of language with the age of the child		
		A	NS	U	A	NS	U	A	NS	U	A	NS	U	A	NS	U
1	Senang Belajar Agama Islam & Budi Pekerti Kls. I (Erlangga)	√				√				√		√			√	
2	Senang Belajar Agama Islam & Budi Pekerti Kls. II (Erlangga)	√				√		√			√			√		
3	Pendidikan Agama Islam & Budi Pekerti Kls. I (Yudhistira)		√			√				√		√				√
4	Pendidikan Agama Islam & Budi Pekerti Kls. II (Yudhistira)	√				√			√		√					√

Information:
SS = Appropriate
KS = Not Suitable
TS = Unsuitable

2. Discussion

From the table above it can be seen that the two text books of Islamic Education Class I, published by Erlangga and Yudhistira, each still has weaknesses. Teaching material when viewed from the aspect of curriculum suitability, Erlangga's grade 1 book was appropriate, while Yudhistira's publication still contained material not listed in the textbook. While grade 2 books from the two publishers above have met the curriculum standards.

From the aspect of conceptual truth, the four textbooks mentioned still have weaknesses, that is, there are restrictions that are not in accordance with valid religious knowledge, and there are terms that are not translated into Indonesian.

From the aspect of language correctness, class I books from the two publishers are not appropriate. Because in the presentation, it does not use the Indonesian language rules in accordance with EYD. While Erlangga's second class books are appropriate. However, class II books published by Yudhistira are still not suitable.

From the aspect of the truth of the use of media / illustration, class I and II books published by Erlangga are appropriate, while Yudhistira's class I and II publications are still not appropriate.

As for aspects of the appropriateness of language use with the age of the child, Erlangga's grade I books are still not suitable, while for class II it is appropriate. While the books of class I and II published by Yudhistira are still not suitable, because in the use of Arabic

(Prayer, verses of the Koran and Hadith), children will not be able to read, if not accompanied by Latin Arabic writing, because there are still many children class I and II have not yet read Arabic or verses in the Koran.

Conclusion

From the results of the analysis and discussion that has been carried out on the PAI books for Class I elementary schools published by Erlangga and Yudhistira, some conclusions can be drawn, namely:
1. Both are in accordance with the applicable curriculum (2013)
2. From the truth of the concept, both of them still have shortcomings
3. From the truth of the two languages both do not follow the rules of EYD (Indonesian)
4. From the truth of illustration, both of them also have flaws
5. And from the appropriateness of language use according to elementary school age class I, both use relatively high language.

As for the PAI books for grade II elementary schools published by Erlangga and Yudhistira, several conclusions can be drawn, namely:
1. The contents of both are in accordance with the contents of the current curriculum (2013)
2. From the truth of the concept, both still have shortcomings, but only a few
3. From the truth of the language, both have followed the rules of EYD (Indonesian)
4. From the truth of the media and illustration, it still has shortcomings, but only a few
5. And from the appropriateness of language use according to elementary school age II, for the Erlangga publication:
a. In using Indonesian, it is in accordance with the standard
b. In using Arabic, it is helped by including Latin Arabic
c. The practice questions created already use standard language as well

As for the Yudistira publication:
a. Using Indonesian is in accordance with the standard
b. In using Arabic, it is not accompanied by Latin Arabic, while there are still many grade II elementary school children who have not been able to read Arabic letters fluently
c. There are still many practice questions that are difficult for children in grade II to solve.

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