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Development of Islamic Religious Education Material Supplements for Handling Verbal Abuse in Elementary Schools

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Abstract

The rapid growth of media content and viewing via the internet with the help of smart phones has caused the influence of dependency, a sense of self-existence in cyberspace, disturbed sleep quality, and the emergence of bullying behavior in schools. This study aims to equip students with the skills and quantity of Islamic religious education in the form of teaching modules on handling verbal abuse at the Muhammadiyah Bulu Elementary School. The development research model was created following the ADDIE development steps, but was limited to the development stage. Teaching materials were created using Canva and Microsoft Word software. The product validation results obtained an average of 92% and were classified as very valid. The results of the validation test were used as material for revision and improvement of teaching materials. Teaching materials were tested on Islamic religious teachers and 5th grade students at the Madrasah Ibtidaiyah Muhammadiyah Bulu, with a total of 20 students. In general, the trial results were categorized as very good, with a trial score for teachers of 93% and for students of 95%. Based on the trial results, it can be seen that this teaching material supplement is very good for use in learning. This research only reached the development stage so further research is needed up to the implementation and evaluation stages.
Keywords: *Islamic education, material suplements, verbal abuse*

Introduction

Realizing the golden generation point of 2045, the Republic of Indonesia makes efforts to prepare the best power and energy through unity of purpose and development of the quality of Human Resources (HR) (Fatoni, 2024). Therefore, efforts are needed to optimize momentum in the fields of health, economic development, and education. Education is one of the important elements in efforts to build a superior and strong golden generation of the nation for the resilience of the Indonesian nation. Through this awareness, through education as a tool for the creation and realization of morals, attitudes, and morals are formed comprehensively (Dila et al., 2023; Rokhman et al., 2019).

Living in the era of Globalization along with the demographic bonus (Fatoni et al., 2024), Indonesia is dominated by the Z generation population reaching 74.93 million or 27.94% of the total population of Indonesia who were born in 1997-2012 and are estimated to be 8-23 years old and are classified as productive age (BPS, 2021). This age range includes elementary school children/equivalent grade 2 (two) to college age and entering the early world of work. The generation of school children who live in the digital age like today, are so close to social media that it makes it easy to connect with other people through virtual and the internet (Firamadhina & Krisnani, 2020; Riduan et al., 2023). The rapid growth of media content and viewing via the internet with the help of smartphones is 92.3% and spends access time for 2 hours 51 minutes/day (Annur, 2023). This causes the influence of dependency, a greater sense of self-

existence in cyberspace (Kurniawati, 2019), disturbed sleep quality (Dewi et al., 2024; Permatasari et al., 2023) and the emergence of bullying behavior in schools (Haeroni et al., 2024; Hamidsyukrie et al., 2024; Wirmando et al., 2021).

More worryingly, there is a bullying problem in Indonesia where the perpetrators are still in elementary school and it is an important condition to be addressed immediately, because it can disrupt children's mental health (Haryani & Fatimah, 2024; Kaloeti et al., 2021). Data from the Indonesian Child Protection Commission states that there were 87 cases of bullying (Nurjannah et al., 2024), data from the Central Statistics Agency (BPS) in 2022, the victims of bullying cases were boys with a percentage of the category of 5th grade male elementary school cases of 31.6% and cases against girls of 21.64% and nationally 26.8%. Arsyad & Muchlis explains (2024) the types of bullying experienced by victims are physical bullying 55.5%, verbal bullying 29.3%, and psychological bullying 15.2%, and elementary school students are victims of bullying by 26%.

The fact that in the field there are cases of verbal abuse experienced by some 5th grade students in the madrasah environment, especially at the Madrasah Ibtidaiyah Muhammadiyah Bulu, Punduhsari Village, Manyaran District, Wonogiri Regency, Central Java Province. This is known to have happened to the same students repeatedly, starting from reports of complaints from teachers and other students (close friends of the victim) to the relevant homeroom teacher because the victim did not have the courage to communicate about his discomfort while at school to the homeroom teacher. The implementation of the complaints from teachers and close friends of the victim contains the identity of the perpetrator who carried out actions in the form of teasing (making nicknames/mockery to look funny, belittling abilities), shouting, cursing, and embarrassing so that the victim does not feel safe at school, reduced motivation to learn, solitary behavior from the environment of playmates because of loss of self-confidence. Although verbal abuse is carried out without any activity or injuries to the body, this condition also makes the victim susceptible to depression, insecurity, anxiety disorders, difficulty sleeping, self-harm, and loss of focus while studying to the point of committing suicide (Nafisah et al., 2021).

The development of similar teaching material supplements has been carried out by Fatmawaty (2023) which produced a product in the form of a Supplement for the Development of Islamic Religious Education Teaching Materials Based on Emotional Intelligence and Spiritual Intelligence for Class X at SMA IT Wahdah Islamiyah Pomalaa. The results of the validation of the teaching material supplement product stated that the product was considered suitable for use in learning. However, the resulting product still has shortcomings, including: a) the theories used in the teaching material supplements still use old theories, so it is necessary to include theories and studies sourced from the latest research or journals; b) does not present interesting illustrations and images; and c) the discussion is still theoretical. Nurdiyanto (2024) also developed similar research with a focus on the Development of Non-Printed Teaching Materials in Islamic Religious Education Learning. This research is a library research, not a field research so it does not produce a product.

Therefore, this study aims to equip students with the skills and quantity of Islamic religious education in the form of teaching modules on handling verbal abuse at the Madrasah Ibtidaiyah Muhammadiyah Bulu. This is a means of transformation that forms the value of basic educational goals in the cognitive/religious, affective/manners, and psychomotor/controlling oneself from lust aspects, so that they become students who have high quality of faith and degree of piety in the sight of Allah SWT. It is hoped that through the Islamic Religious Education (PAI) teaching module, curative actions will be created to form students who excel in intellectual (cognitive), but are directly proportional to the high morals (manners) towards fellow human beings using

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the approach of the Qur'an, As Sunnah, and legal instructions (legal instruction) government institutions.

Method

This development research design uses the ADDIE research model steps (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE development model in this study until the development stage, has not reached the implementation and evaluation stages. The stages of research with the ADD model are visually shown in Figure 1.

At the analysis stage, three stages are required, namely material analysis, previous teaching materials, and student characteristics (Putriningsih & Ain, 2024). The analysis was carried out qualitatively through literature studies, observations and direct interviews with Islamic Religious Education teachers, and grade 5 students at Madrasah Ibtidaiyah Muhammadiyah Bulu. Observations and direct interviews were carried out during learning.

The product design stage is carried out by designing the product. The product design stage is carried out by determining and collecting materials that are in accordance with competency demands. At the design stage, a storyboard or product framework is also made. The product framework that has been made is realized into a supplementary teaching material product. Product realization is made using Canva and Microsoft Word software and then made into a printed book. At the development stage, a product feasibility assessment is also carried out by the validator. The validators in this study include teaching material experts, language experts and material experts. The three validators are lecturers at the Mamba'ul 'Ulum Islamic Institute, Surakarta. The teaching material and language validators are expert lecturers in the field of teaching materials and language structure, namely Validator 1 and Validator 2 while the material validator is an expert lecturer in the field of Islamic Religious Education, namely Validator 3.

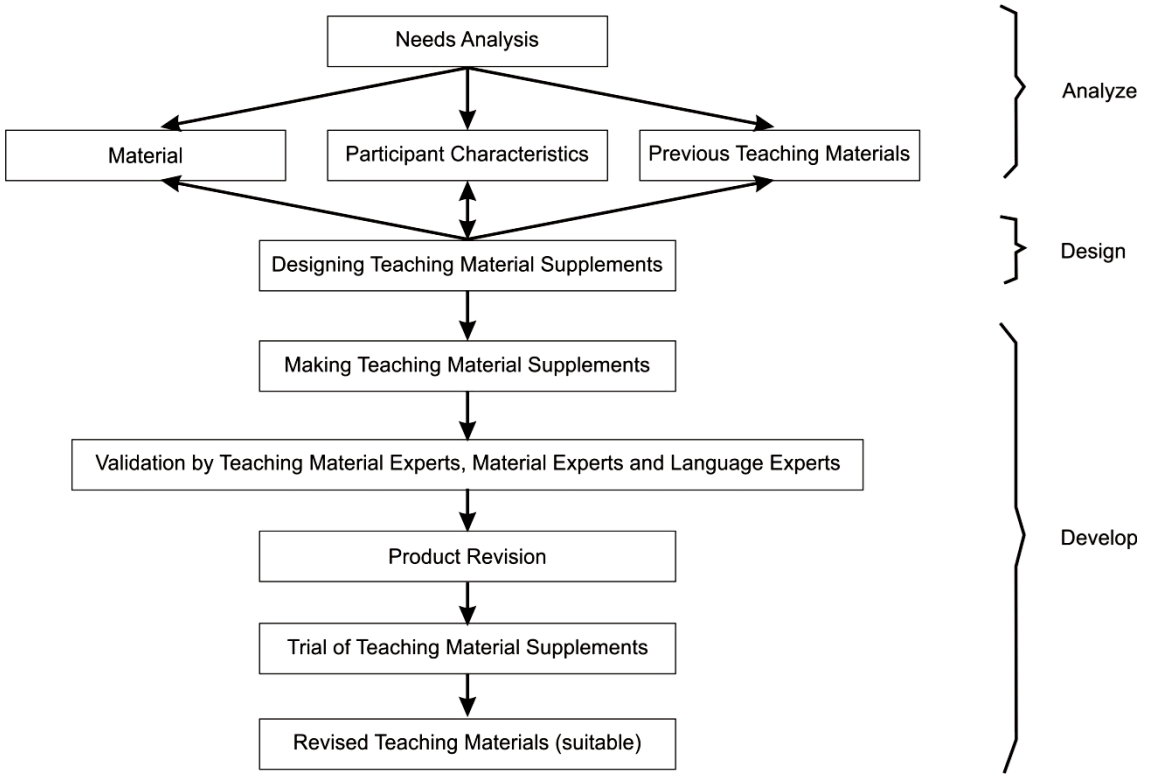

Figure 1. Research Flow Diagram

The products that have been created are tested on Islamic religious education teachers and grade 5 students. The data collected are in the form of trial scores using a Likert scale instrument, which are then processed using the following percentage:

$$\text{Percentage} = \frac{X\ (Selected\ score)}{Xi\ (Maximum\ Score)} \text{ x } 100\%$$

The percentage obtained is analyzed through the level of achievement of a product, as in Table 1.

Table 1. Product Validity Criteria

Criteria (%)	Level of Achievement	Description
85.01 – 100	Very Good	Can be used, no revision
70.01 – 85.00	Quite Good	Can be used with minor revision
50.01 – 70.00	Less Good	Not recommended for use, because it requires major revision
01.00 – 50.00	Very Poor	Cannot be used

If the minimum average score obtained reaches a score above 70.01% then it is in the quite good criteria, whereas if the average score reaches above 85.01% then it is in the very good criteria. If the average score obtained is below 70.01% then the product is not recommended for use (Cahyadi, 2019). The percentage results of product assessment can be used as a basis for improving product development.

Results

The content in this teaching material supplement consists of concept maps, basic competencies and objectives, introduction, exercises, apperception, core material, and evaluation. The material is taken from several sources in the form of books, articles, news. In the development product, news related to the material is also added so that it can help students to get concrete examples. The appearance of the digital teaching material supplement product is shown in Figure 3 and explained in Table 2.

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Figure 3. Appearance of the Teaching Material Supplement Product



Table 2. Description of the Appearance of the Teaching Material Supplement Product

No	Component	Explanation
1	Cover page	The cover contains information related to the book's identity, such as the title, author's name, and interesting images or illustrations.
2	Concept map	Concept maps contain relationships between concepts in the book. Concept maps can help in understanding the discussion of the book which consists of several chapters and sub-chapters. Concept maps are made with illustrations and graphic symbols so that the material is easier to remember.
3	Basic competencies and objectives	Basic competencies contain attitudes, knowledge, and skills that must be mastered by students in a subject. While the purpose of basic competencies is to increase knowledge in the cognitive field and hone interests, abilities, and talents.
4	Materials	The material contains the core content and purpose of the book. The material is usually arranged into several chapters or

		sections, each of which focuses on a particular topic, event, or idea.
5	Exercises	Exercises can also contain questions to determine the level of understanding of the material presented.
6	Evaluation	Contains an assessment of Islamic religious material supplements.

Table 3. Results of Validation of Materials, Teaching Materials, and Language

Validation	Aspect	Score (%)	Response
Material	Eligibility	94	Very valid
	Language	90	Very valid
	Presentation and display	98	Very valid
Learning Materials	Display quality	88	Valid
	Usefulness	98	Very valid
	Product content	98	Very valid
	Implementation	88	Valid
Language	Communicative	86	Valid
	Suitability to students' level of understanding	98	Very valid
	Coherence and integration of thought flow	89	Valid

Validated products were tested individually and in groups. Individual trials on Anggi Setaningrum, S.Pd as an Islamic religious teacher at Madrasah Ibtidaiyah Muhammadiyah Bulu, this was done to determine the level of attractiveness and practicality of the product. The results of individual trials are shown in Table 4.

Table 4. Individual Trial Results

Aspect	Score (%)	Response
Presentation	94	Very good
Language	92	Very good
Appearance	93	Very good

The next trial was applied to students and obtained the results in Table 5.

Table 5. Student Trial Results

Aspect	Score (%)	Response
Presentation	91	Very good
Language	93	Very good
Appearance	95	Very good

Discussion

The average product validation result was 92% with the category of "very good". The material validation result obtained a result of 94% with the category of "very good". The language aspect was the aspect with the lowest score, namely 90%. According to the material validator, there were still several uses of foreign words that were difficult to understand. The validator also provided several criticisms, including the absence of an introduction to Islamic religious

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education. The validation results were used as a reference for improving the teaching material supplement. The improvements made were as follows: 1) replacing the use of foreign words that were difficult to understand; 2) adding an introduction to Islamic Religious Education.

The validation of teaching materials obtained a result of 93% with the category of "very good". The lowest aspect in the validation results was the aspect of display quality at 88%. According to the validator, there were several things that needed to be improved in the teaching material supplement, including: 1) adding concept maps and glossaries; (2) clarifying the text or writing in the teaching material supplement. The text or writing in the teaching material still tends to be less communicative; (3) adjusting the font size and image size.

Language validation obtained a result of 91% with the category of "very good", but still low in the communicative aspect. The communicative aspect obtained a result of 86% with the category of "Valid". According to the validator, the use of punctuation, capital letters and the use of standard words are still not appropriate. The validation results are used as a reference for improving the teaching material supplement. The improvements made are to improve the use of punctuation and capital letters and replace the word "monitoring" with "monitoring".

The analysis of individual trials by Islamic religious teachers at Madrasah Ibtidaiyah Muhammadiyah Bulu obtained a score of 94% in the presentation aspect, 92% in the language aspect, and 93 in the appearance aspect. The average result obtained was 93%. Based on the eligibility criteria that have been determined, it is explained that the PAI teaching material supplement, in terms of presentation, language and appearance is included in the very interesting and practical category so that it is worthy of being applied in the learning process. According to the teacher, the material presented in the teaching material is in accordance with the student's environment, supported by the presentation of examples and learning activities that are related to the conditions of the student's residence and school.

Group trials were conducted by 20 students in grade 5 of Madrasah Ibtidaiyah Muhammadiyah Bulu. The results of the trial on students obtained an average result of 95% in the appearance aspect, 91% in the presentation aspect, and 91% in the language aspect. Based on the eligibility criteria that have been determined, it is explained that the PAI teaching material supplement, in terms of presentation, language and appearance is included in the very interesting category so that it is worthy of being applied in the learning process. In terms of material presentation, students stated that the presentation of the material was very good, because the presentation of the concept was coherent, clear and the sentences used were simple. The PAI teaching material supplement was very easy to understand. The lowest aspect in the product attractiveness trial by students was the aspect of readability of size and letters. Students gave suggestions to enlarge the size of the letters on each page.

This teaching material supplement is made using updated examples based on the current conditions of the student's environment. Sumarni (2020) stated that students need issues and phenomena in the current life around them, in order to provide a real contextual impression so that it can increase awareness in students' lives. The existence of updated digital teaching material supplements can provide students with new knowledge so that in the end students can apply this knowledge to the phenomena that will be encountered. The use of current examples can stimulate students to learn from their environment and ultimately be able to assimilate, accommodate and equilibrate in learning activities. According to Piaget, the learning process will occur if there are stages of assimilation, accommodation and equilibration (Wardani, 2022). Assimilation is the process of integrating new information into previously owned knowledge. Accommodation is the application or use of knowledge in new and specific situations, while equilibration is balancing the external environment with the knowledge that exists in students previously.

This developed teaching material supplement has several advantages. In detail, the advantages of digital teaching material supplements are: 1) the material presented is in accordance with the environmental conditions of the students; 2) packaged in an attractive printed form; 3) the appearance of the teaching material is attractive, by combining layout, images, and colors that are in harmony; and 4) presenting real and updated examples so that they can help students think concretely. The weakness of this teaching material supplement is that it cannot yet be accessed using the internet network (online).

The implications of this study for handling verbal abuse in elementary schools indicate that the additional Islamic Religious Education (PAI) teaching materials developed can be an effective medium in building students' understanding of the dangers of verbal abuse and its impacts. With an approach that is relevant to the students' environment, this teaching material helps students recognize forms of verbal abuse and understand the importance of positive communication. Through concrete examples from everyday life, students can more easily relate the material to real situations, so that this learning has the potential to increase awareness and mutual respect among students, supporting the creation of a safer and more harmonious school environment.

However, this study has limitations related to the accessibility of teaching materials that are still printed and not yet available online, which reduces the effectiveness of their distribution on a wide scale, especially in schools with limited access to technology. In addition, the limitations of the communication aspect of the material and the adapted display still need improvement to further improve students' readability and understanding. For further development, it is recommended that this additional teaching material be adapted into a digital format that is easily accessible to students and teachers online, and reviewed so that the communication aspect in the content is simpler and more interactive.

Conclusion

Based on the results of the research and discussion, it can be concluded that the additional teaching material product for Islamic Religious Education for grade 5 at Madrasah Ibtidaiyah Muhammadiyah Bulu is a factual, practical teaching material that is in accordance with current learning needs. This product obtained an average validation of 92%, which is included in the very valid category, so it is suitable for use in learning activities. After being validated, this teaching material product has undergone improvements according to the validator's suggestions on the aspects of material, presentation, and language, making it a product that is categorized as very good with a trial result on teachers of 93% and on students of 95%.

The advantages of this teaching material include: (1) the suitability of the material to the conditions of the student's environment, (2) attractive printed packaging, (3) a harmonious visual appearance with a balanced layout, images, and colors, and (4) presentation of real and current examples that support students' concrete thinking. However, this teaching material has limitations in accessibility because it is not yet available online. In addition, this research has only reached the development stage, so further research is needed up to the implementation and evaluation stages to evaluate the effectiveness of this teaching material more comprehensively.

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