

**ANALYSIS OF ISLAMIC EDUCATION BOOKS AND CHARACTER IN
PSYCHOLOGICAL PERSPECTIVE CHILDREN DEVELOPMENT**

Masruroh

Rainaadelia3@gmail.com

Abstract

This research was conducted because of the background of the problems that Seeing the existing phenomena, there are books in which contain content that is not in accordance with the developmental psychology of students. Textbooks on Islamic religious education and manners for the first grade elementary school 2013 curriculum which have technical differences with the previous curriculum, one of which is textbooks prepared and made by the Minister of Education and Culture. The problem formulations of this thesis is First, what is the appropriateness of the material / content in the first grade Islamic Education and Characteristics textbook in the 2013 curriculum in terms of the psychology of cognitive and language development, socio-emotional development and social development. Second, how is the feasibility of presenting Islamic Religious Education textbooks and the first grade character in the 2013 curriculum in terms of cognitive and language development psychology, socio-emotional development and social development. Third, the elementary school 2013 curriculum is reviewed from the psychology of cognitive and language development, socio-emotional and social development. This type of research is a library research (research) using descriptive-qualitative research methods. The results of the study indicate that the feasibility of the content / material in terms of completeness of the material and the breadth of the material is generally appropriate, but in several chapters of the lesson there are basic competencies and indicators that are not suitable. The feasibility of the presentation is in accordance with the developmental psychology of the students concerned, as well as the appropriate language feasibility, using general and clear vocabulary so that it is easy to understand.

Keywords: Textbooks, Islamic Religious Education, Character, Psychology, Child Development

A. INTRODUCTION

Education that continues to develop in accordance with the times, also demands that the education curriculum changes according to the times. The history of education in Indonesia has undergone several changes in the curriculum, until in the end the 2013 curriculum was formulated by the Minister of Education in the past period, Mr. Muhammad Nuh.¹

The 2013 curriculum is designed as an effort to prepare the Indonesian generation for 2014 (1000 years of Indonesian independence), as well as to take advantage of the momentum of the abundant productive age population so that it

¹Muhammad Nuh, *Menyambut Kurikulum 2013* (Jakarta: Kompas 2013), 16.

becomes a demographic bonus and does not become a demographic disaster. Development in the 2013 curriculum is an improvement and completion of the Education Unit Level Curriculum. The developments in the 2013 curriculum include: development of learning concepts, additional learning time, development of content standards, using scientific methods and others. One of the technical differences between the 2013 curriculum and the previous curriculum is that the teacher's books and student books that have been provided by the Ministry of Education and Culture in the previous period are suitable books for use and are listed in regulation of the minister of education and culture of the Republic of Indonesia number 71 of 2013 concerning textbooks and teacher manuals for primary and secondary education.

In the implementation of the 2013 curriculum, the pattern of procuring textbooks for students is different from previous times. In the previous curriculum, the government only prepared a syllabus, then publishers prepared textbooks according to the syllabus so that many textbooks were not standardized and the content was not in accordance with the development of the students concerned. In the 2013 curriculum, the government, especially the Ministry of Education and Culture, in the past period prepared their own textbooks for students and teacher handbooks to then be distributed to schools. However, the government still provides opportunities for publishers to make student textbooks as supporting books and develop them with detailed specifications.

The textbook on Islamic religious education and character from the Ministry of Education and Culture refers to the provisions of the minister of religion regulation number 165 of 2014 concerning the 2013 curriculum for Islamic religious education and Arabic in madrasas. Therefore, the researcher is interested in examining whether the textbooks of Islamic religious education students and character in the 2013 curriculum published by the Ministry of Education and Culture that are currently used by students throughout Indonesia have a suitability with the developmental psychology of the students concerned or not.

The presentation of textbooks that are in accordance with the perspective of the developmental psychology of students will be more meaningful and right on target, but on the other hand, the presentation of textbooks that is not in accordance with the psychological perspective of the development of students will be meaningless. Perspective means the point of view of something. Psychology itself is a term which originally came from the Greek word "psyche" which means spirit, soul or life force, and "logos" which means knowledge². Woodworth defines psychology as quoted by Abu Ahmadi. "Psychology is a science that studies the activities of an individual from the womb to death in relation to the environment."³

The part of the book that will be analyzed is the content / material, presentation and language sections so that we can see whether or not the 2013 curriculum of Islamic Religious Education and Character Education textbooks published by the Ministry of Education and Culture has a psychological perspective on child development, namely aspects of cognition and language development, socio- emotional and social development.

² Desmita, *Psikologi Perkembangan* (Bandung: Remaja Rosdakarya, 2010), 3.

³ Abu Ahmadi, *Psikologi Umum* (Jakarta: Rineka Cipta, 2009), 4

B. RESEARCH METHODS

This study used descriptive qualitative method. Qualitative research method is a research that is intended to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or in groups.⁴ Meanwhile, descriptive research, namely research conducted only aims to describe the state or status of a phenomenon in certain situations.

Primary data were obtained from Islamic religious education student textbooks and 2013 Curriculum Characteristics published by the Ministry of Education and Culture (revised edition)⁵, while secondary data was obtained from all literature relevant to the research topic, namely books explaining the 2013 curriculum.

C. RESEARCH RESULTS AND DISCUSSION

1. Description of the 2013 Islamic Education Textbook and Character Curriculum of the Ministry of Education and Culture

a. Book Identity

The Book of Islamic Religious Education and Character for SD / MI grade 1 (revised edition 2014) is a textbook intended for students at the primary school level compiled directly by the Ministry of Education and Culture of the Republic of Indonesia. The material developed in the book Islamic Religion and Character Education includes: 1) aqidah, 2) morals, 3) fiqh, 4) the Koran and Hadith, 5) the history of Islamic culture⁶

b. Background and Preparation

The background for the preparation of this textbook is to perfect the morals of students, to develop the full potential of knowledge, skills and attitudes. The purpose of preparing this textbook is that students are able to understand their religious knowledge which is divided into several activities that students must do.

c. Book Systematics

This book has A4 size with a thickness of four + 76 pages. The cover of this book is dark green, the front is a picture of a mosque and a family, the title of the book on the front reads "Islamic Religious Education and Character", in the upper right corner is written the Ministry of Education and Culture of the Republic of Indonesia 2014 and the left corner is the 2013 edition of the curriculum. Revision of 2014 as an affirmation that the book is a revised edition (2nd printing) of the previous issue (1st printing)

d. Material Content

⁴ Nana Syodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosdakarya, 2005), 60

⁵ Hamid Darmadi, *Metode Penelitian Pendidikan dan Sosial* (Bandung: Alfabeta: 2013), 44.

⁶ Muhammad Nuh, *Buku Siswa Pendidikan Agama Islam dan Budi Pekerti Kelas I SD Kurikulum 2013 Kemendikbud* (Jakarta: 2014, Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud), ii

In this Islamic religious education textbook and character, it consists of 10 lesson chapters and each chapter consists of 6 sub-chapters consisting of observations, material, my attitudes, songs related to material, God willing, I can and practice questions for students. This book describes material which includes: 1), Al-Qur'an and Hadith, 2), Aqidah, 3), morals and manners, 4) fiqh, and 5) the history of Islamic culture.

- 1) Chapter I, the discussion of the material presented in the first lesson is morals and character with the theme "Love".
- 2) Chapter II, the discussion of the material presented in the second lesson is material about Al-Qur'an and Hadith with the theme "I Love Al-Qur'an"
- 3) Chapter III, the discussion of the material in the third lesson is aqidah material with the theme "Faith in Allah SWT"
- 4) Chapter IV, the discussion of the material presented in the fourth lesson is fiqh material with the theme "Clean is Healthy"
- 5) Chapter V, the discussion of the material presented in the fifth lesson is material on Islamic history and culture with the theme "Love of the Prophet and the Prophet"
- 6) Chapter VI, the discussion of the material presented in the sixth lesson is morals and manners with the theme "Let's Learn"
- 7) Chapter VII, the discussion of the material presented in the seventh lesson is Al-Qur'an and hadith with the theme "Let's Learn Al-Qur'an"
- 8) Chapter VIII, the discussion of the material presented in the eighth lesson is aqidah with the theme "Allah SWT is the Most King"
- 9) Chapter IX, the discussion of the material presented in the ninth lesson is fiqh with the theme "Let's Pray"
- 10) Chapter X, the discussion of the material presented in the tenth lesson is morals and manners with the theme "Praiseworthy Behavior"

2. Analysis of the Feasibility of the Contents of Islamic Religious Education Textbooks and Character in the Perspective of Developmental Psychology
 - a. Feasibility Analysis of the Contents of Lesson 1 "Love" in the Textbook of Islamic Religious Education and Character

In terms of the completeness of the material presented in the book, the assessment is complete and appropriate. In terms of the breadth of the material, the material assessment described in each chapter presented in the book reflects a description of the core competencies of KI-3 and KI-4 and basic competencies. In terms of material depth, when viewed from developmental psychology, namely:

- 1) The child's thinking power develops towards concrete, rational and objective thinking, before entering the material, it begins by displaying images related to the existing material, then students tell the contents of the image.

- 2) Having the ability to show genuine empathy, the material related to affection is in accordance with the psychology of development of students. In this example, there is a picture of affection for friends that is shown with concern when visiting friends who are sick.
 - 3) Teaching children about empathy, love and compassion. The inculcation of attitudes contained in this textbook is also in accordance with the psychology of children's moral development, through my attitude column "I love my family and all my friends."⁷
 - 4) Using general vocabulary, the material presented is in simple language, and uses general vocabulary, so that it is easy for students to understand
 - 5) The socio-emotional development of children describes less with physical characteristics, but describes itself with psychological characteristics. In the column "Insya Allah I Can" there is a description of the choice of attitude assessment which describes the psychological characteristics, in middle and late childhood, children begin to switch to using internal characteristics in defining themselves.
- b. Feasibility Analysis of Study Material Content 2 "I Love Al-Qur'an" in the 2013 Islamic Religious Education Textbook and Characteristics Curriculum

In terms of the completeness of the material presented in the book, the assessment is appropriate. In terms of the depth of the material, when viewed from developmental psychology, namely:

- 1) The child's thinking power develops towards concrete, rational and objective thinking, the introduction of concepts begins by displaying images related to the material, then students tell the contents of the image. For example, "I love the Qur'an" before the explanation of the material is preceded by showing a picture of two children reading the Qur'an.
 - 2) Using general vocabulary, the material presented is in simple language, and using general vocabulary, for example "we pray only to .."
 - 3) The middle period of the children their short-term memory has developed well, although there is no meaningful improvement but can continue to be trained using memory enhancement strategies. For example, "try to recite the hijaiyyah letters slowly and memorize the Q.S. Al Fatihah"
 - 4) Teaching good and polite behavior with reasons. For example "every time I start work I read basmalah"
- c. Feasibility Analysis of Lesson 3 "Faith in Allah SWT" in the 2013 Islamic Religious Education Textbook and Characteristics Curriculum

In terms of the completeness of the material described in the book, the assessment is complete and appropriate. In terms of the breadth of the material, the assessment of the material described in the book reflects a

⁷ John W. Santrock, *Perkembangan Anak Jilid 2*, 18.

description of the core competencies of KI-1, KI-3 and KI-4 and basic competencies. In terms of material depth, when viewed from developmental psychology, namely:

- 1) Describing an image related to the material, then the students tell the contents of the picture. For example, "Faith in Allah SWT" is preceded by displaying a picture of a vast expanse of rice fields, as evidence of Allah's existence through his creation.
 - 2) Using common vocabulary. For example, "Eyes are used for"
 - 3) Teaching good and polite behavior along with reasons. For example, "I am grateful to Allah SWT, my family is happy, I am grateful to Allah for being given limbs"
- d. Feasibility Analysis of Lesson 4 "Clean is Healthy" in the 2013 Textbook of Islamic Religious Education and Characteristics

In terms of the completeness of the material described in the book, the assessment is complete and appropriate. In terms of the breadth of the material, the material assessment described in each chapter is described from the core competencies of KI-1, KI-2, KI-3 and KI-4 and basic competencies. In terms of material depth, when viewed from developmental psychology, namely:

- 1) The child's thinking power develops towards concrete thinking, displaying images related to existing material. The example in lesson four about "Clean is Healthy" before the explanation of the material is preceded by showing a picture of a child about to perform ablution.
 - 2) Children can make neat conversations, connect one sentence to another and make descriptions, definitions and stories (narrative). In Lesson 4 there is also an exercise in observing and telling pictures, this is in accordance with the psychology of language development of students
 - 3) Using common vocabulary. For example "Cleaning removes dirt, body, clothes, and places of prayer must be clean"
 - 4) Middle age as the "group age" because it is marked by an interest in the activities of friends and an increased desire to be accepted as a group member. For example, in the group assignment "With five of your friends, do the cleaning activities"⁸
- e. Feasibility Analysis of Lesson 5 "The Love of the Prophet and the Prophet" in the 2013 Textbook of Islamic Religious Education and Characteristics

In terms of the completeness of the material presented in the book, the assessment is complete, the description in the book is appropriate and supports the achievement of KI and KD that have been formulated, for example the formulation of basic competencies in lesson 5, namely "Telling the story of the example of the Prophet Adam a.s". In terms of material depth, when viewed from developmental psychology, namely:

⁸ Elizabeth B. Hurlock, *Psikologi Perkembangan* (Jakarta; Erlangga, 1980), 155

- 1) Students can make neat conversations, connect one sentence to another and make descriptions, definitions and stories (narrative), for example there is a picture of two children shaking each other then we have to tell the picture
 - 2) Using common vocabulary, for example "Prophet Adam a, s begging forgiveness from".
 - 3) Teaching good and polite behavior along with reasons. For example "I apologize when I do wrong" "I always be polite".
 - 4) The socio-emotional development of middle school children in defining themselves less often describes themselves with physical characteristics, but describes themselves with psychological characteristics. In the column "God willing, I can" in lesson 5 there is a description of the attitude assessment options in which it describes psychological characteristics.
- f. Feasibility Analysis of Lesson 6 "Let's Learn" in the 2013 Islamic Religious Education Textbook and Characteristics of the 2013 curriculum

In terms of the completeness of the material described in the book, it is not appropriate. In terms of the breadth of the material, the material assessment described in each chapter reflects a description of the core competencies of KI-3 and KI-4 and basic competencies. In terms of material depth, when viewed from developmental psychology, namely:

- 1) The child's thinking power develops towards concrete thinking. The material is presented in accordance with the stages of cognitive development of students
 - 2) Students can make neat conversations, connect one sentence to another and make descriptions, definitions and stories (narrative). For example, in lesson 6 there is a picture of the classroom atmosphere in teaching and learning activities.
 - 3) Using Common Vocabulary. For example, the Prophet Idris was a messenger of Allah, he was a smart child, since he was a child, the Prophet Idris a.s. study diligently"
- g. Feasibility Analysis of Lesson 7 "Let's Learn Al-quran" in the 2013 Islamic Religious Education Textbook and Characteristics.

In terms of the completeness of the material described in the book, it is not appropriate. In terms of the breadth of the material, the material assessment described in each chapter reflects a description of the core competencies of KI-3 and KI-4 and basic competencies. In terms of material depth, when viewed from developmental psychology, namely:

- 1) Using General Vocabulary. For example "Message of Q.S Al-Ikhlās about ...".
- 2) The middle period of the children their short-term memory has developed well, although there is no meaningful improvement but can continue to be trained using memory enhancement strategies. One of the strategies used in training students' memory is using the Rehearseal memory strategy (repetition). For example, "Memorizing Q.S. al-Ikhlās, let's memorize verse by verse ”.

h. Feasibility Analysis of Lesson 8 "Allah SWT is Most King" in the 2013 Islamic Religious Education Textbook and Characteristics Curriculum

In terms of the completeness of the material presented in the book, the assessment is not sufficient. In terms of the breadth of the material, the material assessment described in each chapter reflects a description of the core competencies of KI-3 and KI-4 and basic competencies. In terms of the depth of the material, the material presented starts from the introduction of concepts, definitions, procedures, views, examples, cases, exercises, to the relationship between concepts, when viewed from developmental psychology, namely:

- 1) Logical Reasoning Replaces Intuitive reasoning, the picture presented, namely the image of the moon, serves to stimulate children's thinking in middle age.
 - 2) Using Common Vocabulary. for example "State the meaning of al-maliik"
- i. Feasibility Analysis of Lesson 9 "Let's Pray" in the 2013 Curriculum Textbook of Islamic Religion and Character Education.

In terms of the completeness of the material presented in the book, the assessment is not sufficient. In terms of the breadth of the material, the material assessment described in each chapter reflects a description of the core competencies of KI-3 and KI-4 and basic competencies. In terms of material depth, if viewed from developmental psychology, namely:

- 1) Using Common Vocabulary. For example, "Asar prayers amount to "
 - 2) Students can make neat conversations, for example in lesson 9 there is a picture of a girl leaving for the Koran
 - 3) The middle age as the "group age" is marked by an interest in the activities of friends and an increased desire to be accepted as a group member. For example in lesson 9 there is a group assignment "Observe prayer activities in your home, observe Koran activities in the environment, then tell your friends in class"
- j. Feasibility Analysis of Lesson 10 "Praiseworthy Behaviors" in the 2013 Textbook of Islamic Religious Education and Characteristics

In terms of the completeness of the material presented in the book, the assessment is not sufficient. In terms of the breadth of the material, the material assessment described in each chapter reflects a description of the core competencies of KI-3 and KI-4 and basic competencies. In terms of material depth, if viewed from developmental psychology, namely:

- 1) The child's thinking power develops towards concrete thinking, for example a picture of respect and obedience to parents is presented, namely by shaking hands when going to school and helping parents to water flowers.
- 2) Students can make neat conversations, connecting sentences for example in lesson 10 there are pictures of two children cleaning the window, a picture of a family, a picture of two boys shaking hands.

3. Feasibility Analysis of Islamic Education Textbook Presentation and Character in the Psychology Perspective of Curriculum Development in 2013
Using Common Vocabulary. Exercise questions are placed at the end of each sub-chapter, which consists of essay answer practice questions and attitude assessment questions, which are contained in chapters 1 to 10 curriculum 2013 is in accordance with the development of children's language. The presentation method and approach is directed to the experimental method, namely through practical assignments contained in several chapters that are adapted to existing learning materials, due to seeing from the psychology of cognitive development, which is in the concrete operational stage.
4. Analysis of Linguistic Feasibility of Islamic Education Textbooks and Characteristics of the 2013 Ministry of Education and Culture Curriculum in the Perspective of Developmental Psychology. The sentences used in the Islamic religious education textbook and character in the 2013 curriculum already use sentences that follow Indonesian grammar. The language used uses clear language, which does not mean many things, making it easier for students to understand it.

D. CONCLUSION

Feasibility of the contents of the textbook Islamic Religious Education and Elementary School Characteristics 2013 Ministry Of Education and culture Curriculum when viewed from the perspective of developmental psychology in general is in accordance with the development of medieval students, where this can be seen from the completeness and breadth of the material. However, there are some chapters that are not suitable, for example in lessons two, six, seven and eight basic competencies and the formulation of indicators is not appropriate. In terms of the depth of the material, definitions, pictures, exercises, and examples in the textbook are generally in accordance with the psychology and social development of students, but the textbook does not yet feature exercises that can train children to think critically.

Feasibility of presenting the textbook of Islamic Religious Education and Character Class I SD 2013 Ministry Of Education and culture curriculum in terms of developmental psychology perspective is in accordance with the developmental psychology of students in the middle period, especially seen from cognitive psychology and language.

The appropriateness of the language in the Islamic Religious Education textbook and Class I SD 2013 curriculum of the Ministry of Education and Culture in terms of developmental psychology is in accordance with the developmental psychology of students in the middle ages, namely the language used in this textbook uses general, simple vocabulary, so that students are easy to understand.

REFERENCES

- Ahmadi, Abu *Psikologi Umum* (Jakarta: Rineka Cipta, 2009)
B. Hurlock, Elizabeth *Psikologi Perkembangan* (Jakarta; Erlangga, 1980)

- Darmadi, Hamid. *Metode Penelitian Pendidikan dan Sosial* (Bandung: Alfabeta: 2013)
- Desmita, *Psikologi Perkembangan* (Bandung: Remaja Rosdakarya, 2010)
- Nuh, Muhammad. *Buku Siswa Pendidikan Agama Islam dan Budi Pekerti Kelas I SD Kurikulum 2013 Kemendikbud* (Jakarta: 2014, Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud)
- Nuh, Muhammad. *Menyambut Kurikulum 2013* (Jakarta: Kompas 2013)
- Santrock, W.J *Perkembangan Anak Jilid 2*
- Sukmadinata, Syodih, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosdakarya, 2005)