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Analysis of the Validity Level of Biology Textbooks based on the 2013 Curriculum with the Integration of *Ayat Kauniyah*

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ABSTRACT

The validity of textbooks is an important thing before it is used in the learning. This study aims to determine the level of validity of the 2013 curriculum-based biology textbook that is integrated to the *ayat Kauniyah* (Kauniyah verses). The research was conducted on the campus of the Master of Biology Education Study Program, FKIP, Riau University. The validation of the textbook was carried out by 5 validators consisting of 3 experts according to their fields and expertise, and 2 validators from education practitioners. The validators from the expert element consists of Plant Science expert, Animal Science expert and one expertist on the integration of kauniyah verses. While the validator from the education practitioner element consists of 2 SMAIT teachers who are members of the city biology subject teacher deliberation (MGMP) Pekanbaru. The developed Biology textbooks based on the 2013 curriculum with the integration of kauniyah verses were declared very valid with an average of 95.20%. If detailed based on indicators, the results obtained are 94.44% in appearance aspects (very valid), 96.53% content aspects (very valid), 97.22% presentation aspects (very valid), 95.00% linguistic aspects (very valid)) and aspects of the kauniyah verses 92.82% (very valid)

1. Introduction

The implementation of character education is an effort made by the government to improve the morale of the nation through education. This is in line with government policy in implementing the 2013 curriculum at schools which consists of four core competencies, namely KI 1 (spiritual attitude), KI 2 (social attitude), KI 3 (knowledge) and KI 4 (skills). This illustrates the importance of increasing spiritual attitudes and social attitudes for students as a tangible form of character education (Purwaningrum, 2015). Although spiritual attitudes are placed first in the competencies expected in the 2013 curriculum, it turns out that their

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implementation at school is still far from expectations. This can be seen from the learning orientation of students today who are still focused on attaining knowledge competencies (KI 3) and skills (KI 4) while spiritual competence (KI 1) social attitude competence (KI 2) is still very limited.

Teachers are the spearhead in implementing the curriculum and instilling spiritual values in students, but some teachers still think that the task of fostering attitudes and morals is part of the duties of religious teachers and teachers of certain subjects so that there is a dichotomy of duties between teachers as educators and teachers. as a teacher. In addition, teachers have limitations in instilling spiritual values in learning because there are no textbooks that can help teachers integrate spiritual values through learning. Based on the results of research on high school biology teachers in Pekanbaru, it was found that 92.9% of the books used by students and teachers today have not been able to help in instilling spiritual values in schools, especially in biology subjects. The success of teachers in instilling spiritual values in learning has a positive impact on intellectual intelligence (Yahya et al., 2020). One of the obstacles to the integration of learning in Science and Technology with Faith and Taqwa is the limited learning resources in the form of teaching materials, textbooks and others (Sadia et al, 2013). The limited learning resources with spiritual values are not only for teachers who teach in public schools, but also private schools based on integrated Islam (SIT).

According to Muhab (2017) that SIT is a school concept with the integration of general education with religious education in one inseparable curriculum frame so that all subjects and all school activities cannot be separated from the framework of Islamic teachings and values. In order to assist teachers in fulfilling learning resources that encourage strengthening of spiritual attitudes, the authors offer an alternative solution in the form of a 2013 curriculum-based biology textbook with the integration of kauniyah verses (Al Qur'an).

Most people see the kauniyah verses only as a holy book that guides daily worship rituals as if there is a dichotomy of religion and science (Baraja, 2009), even though it is far more important than that that the Qur'an is the holy book that guides us to reveal the scientific truth of the universe (Ahmad, 2006: Djudin, 2011: Juanda, 2015). According to Kasmoo et al (2015), the holy verses of the Qur'an are very compatible with science, however the shift in time and development of thought, between religion and science, seems fragmented. This is intended so that students can learn the concepts of biological sciences with a content of religious values as mandated in the 2013 curriculum both in public schools and Islamic-based schools such as the Integrated Islamic High School which is currently in great demand, especially in the city of Pekanbaru.

Permendiknas Number 2 of 2008 Article 1 explains that textbooks are mandatory reference books for use in primary and secondary education units or universities that contain learning material in the context of increasing faith, piety, noble character, and personality, mastery of science and technology, improvement aesthetic sensitivity and abilities, increased kinesthetic and health abilities which are prepared based on national education standards. Rosyadi (2008) states that

textbooks are understood as the most used teaching tool among all other teaching tools. Textbooks contain learning material in the field of science or in the study of a field of study (Nasution, 1982). So textbooks are books that are used in the process of learning activities and can also be called textbooks, material books, textbooks, or study guide books. If you look at the content structure and breadth of a textbook, it is the same as a textbook.

The development of learning tools has certain criteria so that the resulting product is good, including validity, practicality, and effectiveness. According to Arikunto (2008) an instrument is said to be valid if it measures what it wants to measure, in Indonesian it is "valid" called "valid. In line with that, Lufri (2008) said that an instrument can be said to be valid if the instrument is able to measure exactly what is desired. According to Ristekdikti (2017) A good textbook must meet the following criteria: (1) Format according to the UNESCO format: 15.5 cm × 23 cm, ISO: A4 (21 cm × 29.7 cm), A5 (14.8 cm × 21 cm), B5 (18.2 cm × 25.7 cm) tolerance 5 - 20 mm; (2) The thickness is above 40 pages, according to learning needs; (3) There is an ISBN; (4) semi-formal language style; (5) The sentence structure follows the rules of EYD, SPOK (Indonesian); (6) List Learning Outcomes, Course Achievements, Subject Sub-Achievements; (7) arranged in accordance with the learning plan; (8) include opinions or cite expert research results; (9) use international standards in writing; (10) accommodate new things / ideas; (11) issued by a credible publisher; (12) Not plagiarism work; and (13) do not deviate from the philosophy of the Republic of Indonesia. Referring to the regulations issued by the Ministry of National Education (2006), that a textbook must contain a minimum of 4 (four) components, namely the feasibility of content, language, presentation, and graphics. This study aims to determine the level of validity of the 2013 curriculum-based biology textbook with the integration of the developed kaunyah verses

2. Methodology

This research was part of a research entitled "Development of Curriculum-Based Biology Textbooks in 2013 with the Integration of Islamic Verses" which was conducted in the Master Program of Biology Education, FKIP Riau University. To find out the level of validity of the textbooks that have been developed, the researcher conducted an analysis of the textbooks by developing an instrument in the form of a questionnaire that referred to the BNSP standard which consisted of several aspects and indicators of assessment, namely the appearance aspect consisting of 3 indicators, the content feasibility aspect consisting of 4 indicators. The presentation aspect consists of 3 indicators and the linguistic aspect consists of 4 indicators. Furthermore, it is added with the integration aspect of the kaunyah verses as the specificity of the textbook products developed in this study consisting of 5 indicators. The observation sheet grid can be seen in table 1.

To make it easier for the validator to validate the textbooks developed, the validation questionnaire was also equipped with a description of each indicator contained in the questionnaire.

Table 1. Grid validation textbooks for biology textbooks based on the 2013 curriculum with the integration of kaunyah verses

Criteria	Indicator	Problem Number
I. Aspects of Appearance	A. Book Size	1, 2
	B. Book Cover Design (Cover)	3, 4, 5, 6
	C. Book Content Design	7, 8, 9
II. Content Feasibility Aspects	A. The suitability of the material with KD	1, 2
	B. Accuracy of Material	3, 4, 5, 6, 7
	C. Up-to-date material	8
	D. Encouraging Spiritual Attitudes	9
III. Presentation Feasibility Aspects	A. Presentation technique	1
	B. Presentation Support	2, 3, 4, 5, 6, 7, 8,9
	C. Presentation of Learning	10
IV. Aspect of Language Eligibility	A. Straightforward	1, 2, 3
	B. Communicative	4
	C. Dialogical and Interactive	5
	D. Conformity with the Development of Students	6
	E. Conformity with Language Rules	7
V. Aspects of Assessment of the Kaunyah Verses	A. The suitability of the material with the Kaunyah verse	1, 2
	B. Interpretation of the Kaunyah Verse	3, 4
	C. Methods of Writing Kaunyah Verses	5, 6, 7

To get good validity results, the researchers used an assessment rubric as shown in Table 2 (Sukardi, 2003).

Table 2. Textbook validation questionnaire rubric

Rating Score	Category
4	Strongly agree (SS)
3	Agree (S)
2	Disagree (KS)
1	Disagree (TS)

In this research, the validation process was carried out by 5 validators consisting of 3 expert people according to their fields and expertise and 2 from education practitioners. The validator from the expert element consisted of 1 Plant Science expert, 1 Animal Science expert and 1 expert on the integration of kaunyah verses while the validator from the education practitioner element consisted of 2 SMAIT teachers who are members of the city biology subject teacher deliberation (MGMP) Pekanbaru.

The data obtained from the validator was descriptive qualitative data and quantitative descriptive. Qualitative data were obtained from input, responses, comments and suggestions for improvement, while quantitative descriptive data were in the form of validation data obtained from expert validators and education practitioners. Then the data is calculated the percentage of each question item on the validation sheet with the formula below:

$$P = \frac{\text{Total score obtained on 1 item}}{\text{Maximum score total}} \times 100 \%$$

P = in percentage

The interpretation and conclusion of the results are in accordance with the criteria for the ideal assessment category with the provisions contained in table 3 (Riduwan, 2003).

Table 3. Interval value of textbook validity level

Interval Skor	Information	Test Decision
0%—20%	Very Less Valid	Not feasible and needs major revision
21%—40%	Less Valid	Not feasible and needs major revision
41%—60%	Enough Valid	Fairly feasible and needs major revision
61%—80%	Valid	Feasible but still do minor revisions
81%—100%	Very Valid	Very decent and not revised

3. Results and Discussion

Validation is a process to assess whether the product design is effective or not based on rational judgments. Validation activities are activities to find and determine things that still need to be improved or revised so that the resulting product is more effective and efficient (Sugiyono, 2015). Validation of this textbook is carried out to find out whether the product developed meets the elements as a textbook that should be.

Aspects of Appearance Feasibility

Based on the results of the validation test from experts for the appearance aspect, an average of 94.44% (Table 4). The high value in the appearance aspect is strongly influenced by the cover design and textbook images so that it can affect the readers' perception. From the average validation value, it can be concluded that in the aspect of appearance, it is stated that the criteria are very valid, which meets the requirements, namely above 81.00% as stipulated (Riduwan, 2003). In writing textbooks, the aspect of appearance or graphics is a very important part to pay attention to because it greatly influences the perception and interest of the readers (Arifin, 2007).

Table 4. The Percentage of Performance Aspects Validation

Assessment Indicators	Rating Points	Persentase (%)
A. Textbook Size	1. Suitability of book size, number of pages with UNESCO standards	95.83
	2. Book layout following UNESCO	95.83
Average A		95.83
B. Book Cover Design (Cover)	3. The appearance of the layout elements on the cover, title page and back is attractive.	91.67
	4. The color of the layout elements is harmonious and clarifies the function	91.67
	5. The letters used are attractive and easy to read	100.00

	6.	Don't use too b letter combinations	100.00
		Average B	95.83
C. Book Content Design	7.	Layout consistency	87.50
	8.	Harmonious layout elements	91.67
	9.	The typography of the Textbook contents is simple and easy to understand	95.83
		Average C	91.67
		Average aspect of appearance	94.44

In the aspect of appearance the validator provides input on improvements to aspects of appearance, especially in the selection of textbook cover images. According to the expert, the selection of images used on textbook covers is less relevant because they cannot describe the characteristics of books developed with religious content as intended by the author. The pictures used should be in the kaunyah verses that characterize the book. Based on this input, the author revised the cover of the textbook as can be seen in Figure 1.



Figure 1. Textbook Cover Design, A). Initial Design, B) Final Design

The validator also provides input so that the instructions for the special use of the kaunyah verses content are made separately so that students and teachers can use textbooks easily. This is in line with what Prastowo (2014) stated that there are instructions in the development of teaching materials that aim to facilitate the use of teaching materials. The instructions in this book contain a brief explanation of the contents of the book, so that readers or students can understand how to use the book. There are several suggestions and input from respondents for the perfection of biology textbooks based on the 2013 curriculum with the integration of kaunyah verses, including: 1) Choosing the letters used and 2) selecting the images used so that the products developed are more attractive and easy to understand.

The change of the Time New Roman font to Monotype Corsiva size 13 is intended to differentiate between the writing of material and the integrated

translation of kauniyah verses so that the reader can easily find the characteristics of the writing of the kauniyah verses through the type of font used. In addition, the font size for writing the verses of the Koran was also chosen with a writing model that was common and easy to read as reading the printed Al-Quran from the Ministry of Religion of the Republic of Indonesia, namely the Uthmanic Hafs writing model, size 16. As for the image revision can be seen in Figure 2.

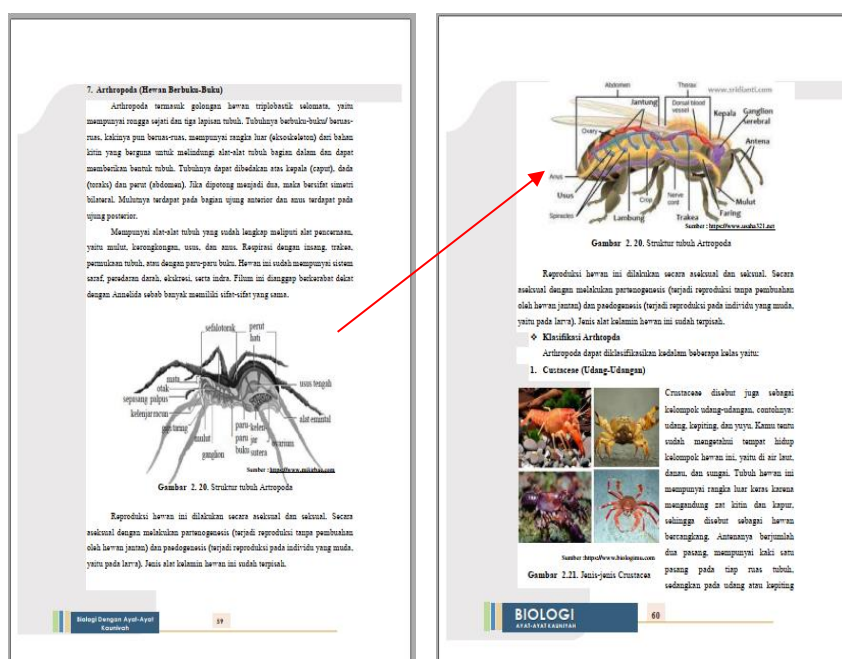


Figure 2. Image Revision in The 2013 Curriculum-Based Biology Textbook with The Integration of Islamic Verses

Content Eligibility Aspects

Based on the results of expert validation on the 2013 curriculum-based biology textbook with the integration of kauniyah verses, it can be seen that the aspect of content feasibility consists of 4 indicators, namely; A) The suitability of the material with KI and KD obtained an average score of 97.92% (very valid), B) Accuracy of the material obtained an average score of 95.83% (very valid), C) Proficiency obtained an average score of 91, 67% (very valid) and D). Fostering a Spiritual Attitude obtained an average score of 95.83% (very valid). If all the scores for each indicator are averaged, in general the content feasibility aspect gets a score of 96.53% (very valid). This happens because the books are prepared based on the analysis of KI and KD so that the products produced are in accordance with the demands of the 2013 revised curriculum for 2018, the condition of students and school readiness.

The feasibility of the content aspect is very important because it becomes a reference for whether the textbook produced meets the minimum standards set by the government through the curriculum or not.

Table 5 shows that the highest score was obtained on the point D indicator, namely "growing a spiritual attitude" with the acquisition of perfect points, namely 100% (very valid). This happens because the book developed has a distinctive characteristic, namely the integration of kaunyah verses (Al Quran) in learning which can give a positive impression and foster a religious attitude for students (Makhin, 2018., Sholihah et al, 2018 & Nasikhah, 2013). The positive impression arising from the integration of kaunyah verses can affect students' learning attitudes for the better because learning can not only improve intellectual abilities but also foster social and spiritual attitudes as required by the 2013 curriculum (Yahya et al, 2020).

Table 5. The Percentage of Content Eligibility Aspects Validation

Assessment Indicators	Rating Points	Persentase (%)
A. Suitability of material with KI and KD	1. Book content refers to KI and KD in the 2013 curriculum	100.00
	2. The breadth and depth of the material are in accordance with the level of students	95.83
	Persentase (%)	97.92
	3. Accuracy of Concepts and Definitions	95.83
B. Accuracy of Material	4. Accuracy of data and facts	95.83
	5. Accuracy of examples and cases	95.83
	6. Accuracy of drawings, diagrams and illustrations	95.83
	7. Accuracy of terms	95.83
	Persentase (%)	95.83
C. Updates	8. Pictures, diagrams and illustrations in everyday life	91.67
D. Cultivate a Spiritual Attitude	9. The material can foster students' spiritual attitudes	100.00
	Average	95.83
	Average Content Feasibility Aspects	96.53

The appropriateness of the contents of the book is the main thing that must be considered and taken into account by anyone who writes textbooks. The contents of the book must be able to meet the demands of the curriculum according to the expected basic competencies and at the same time the textbook must also be able to generate student interest in learning. In addition, the thing that must be considered in writing textbooks is the cognitive development of students. To be able to take advantage of learning materials that support student abilities, you should choose materials that have a difficulty level slightly above average during the learning process. However, material variation is still prioritized to avoid difficulties in grasping the intentions to be conveyed or otherwise causing boredom in students (Jabrohim et al, 2009).

Aspects of Presentation Feasibility

One thing that needs to be considered in writing textbooks is the aspect of its presentation. Based on the results of the validation, it was found that for the feasibility aspect of presenting textbooks, it was obtained 97.22% with the very

valid category. If detailed further, the feasibility aspect of this presentation consists of several indicators, namely: A) presentation technique with 100% acquisition (very valid), B) supporting presentation with acquisition 95.83% (very valid) and C) presentation learning with acquisition 95.83% (very valid). The high number in this aspect of presentation is suspected because the textbooks developed have been arranged according to a coherent sequence of concepts in accordance with the content standards set by the government through the curriculum. To see a summary of the validation results on the presentation aspect, it can be seen in table 6.

Table 6. The Percentage of Validation Aspects of Presentation Feasibility

Assessment Indicators	Rating Points	Percentage (%)
A. Presentation Technique	1. Concept clutter	100.00
	Average	100.00
	2. Instructions for using the book make it easier for readers	91.67
	3. There is a concept map	91.67
B. Presentation Support	4. Exercise questions at the end of each learning activity	95.83
	5. There are variations in the form of practice questions and contain religious values	91.67
	6. Evaluation of KD Achievement	95.83
	7. Book summary	100.00
	8. Glossary	100.00
	9. References	100.00
	Average	95.83
C. Presentation of Learning	10. The involvement of students	95.83
	Average	95.83
	Average Content Feasibility Aspects	97.22

In addition, the level of point A regarding the presentation puzzle is supported by learning materials that are arranged coherently and systematically. When viewed from the learning material, it can be seen that in KD 3.8 about Plantae and Animalia a lot of discussing material classification systems are discussed from the simplest organisms to the most complex so that it makes it easier for students to understand them. One example, for example, in Sub-Chapter Animalia, the lowest group is discussed in the most perfect living things such as mammals. Sajadi et al (2004), said that developed textbooks must be presented systematically, not skipping, the linkages between the material / topics are explained carefully, then each topic is presented systematically with a description presentation strategy so that participants learn and also guide participants to get used to thinking coherently.

Linguistic Feasibility Aspects

The linguistic aspect in textbooks is a very important part of a textbook because the proper and adequate linguistic elements in textbooks are expected to be able to

motivate students in learning the content of teaching materials. In line with the opinion of Adalikwu (2013), which states that teaching materials act as a facilitator between educators and students and develop students' motivation during learning activities. Based on the results of expert validation on the aspect of linguistic feasibility, it was found that of the 5 indicators on the linguistic aspect, the average percentage was 95.00% (very valid) as can be seen in table 7.

Table 7. Percentage of Validation Aspects of Language Eligibility Aspects

Assessment Indicators	Rating Points	Persentase (%)
A. Straightforward	1. The accuracy of sentence structure	95.83
	2. The effectiveness of the sentences used	95.83
	3. The terms used are standard	95.83
B. Communicative	Rerata	95.83
C. Dialogical and Interactive	4. Understanding of messages or information.	91.67
	5. Ability to motivate students.	95.83
D. Conformity with the Development of Students	6. Conformity with the intellectual development of students	91.67
E. Conformity with Language Rules	7. Conformity with the rules of Indonesian that are good and correct	100.00
The average aspect of language eligibility		95.00

If each indicator is detailed as shown in table 7, it is found that the indicators are: A) straightforward with a number of 95.83% (very valid), B) communicative 91.67% (very valid), C) dialogic and interactive 95.83% (very valid) D) conformity with the development of students 91.67% (very valid) and E) conformity with language rules 100% (very valid). The high number of points on the E indicator is about conformity to language rules because textbooks have been prepared based on good and correct language rules according to the provisions of the writing. This is supported by the Ministry of National Education (2006) which states that in the preparation of material in textbooks, good and correct Indonesian should be used, which includes grammatical accuracy and spelling accuracy that is used referring to the Enhanced Spelling (EYD) guidelines. Hastuti (1985) said that improved spelling should be applied to standardize Indonesian.

The use of terms, symbols and icons The use of terms that describe a concept must be consistent and the depiction of certain symbols or icons must be consistent between sections in the book because it can make it easier for students to understand the contents of the book. Furthermore, the lowest score is on the indicator point B with statement number 4 about "Understanding of messages or information" with and indicator point D with statement number 6 about "conformity with the intellectual development of students" with a value of 91.67%. This happens because textbooks include kaunyah verses or verses of the Koran that relate to a certain topic and need the ability to think critically in understanding the holy Qur'an verses. Even so, statements number 4 and number 6 are still categorized as very valid.

The linguistic feasibility of a teaching material is very important because language is a communication tool in conveying messages. In relation to the use of language, textbooks must meet the criteria for good and correct use of Indonesian and keep up with the times, namely the use of Indonesian in textbooks both as quotations and written language (current use of Indonesian). The criteria for language that are suitable for situations and conditions are determined by things such as: 1) who teaches, 2) who receives the teachings, 3) what is taught, 4) when it is taught, 5) where it is taught, and 6) through the medium what is taught (Jabrohim et al, 2009). At the time of writing this book, the language used consists of several languages, namely: 1) Indonesian, 2) English for certain terms, 3) Latin for scientific names and 4) Arabic for the verses of the Qur'an.

Aspects of Integration of Kauniyah Verses

Based on the results of expert validation for the aspect of integration of the kauniyah verses in general, the figure is 92.82% (very valid), the complete number can be seen in Appendix 7, whereas if detailed for each indicator, the indicator A regarding the suitability of material with the kauniyah verse is 93.75% (very valid), indicator B about the interpretation of 87.50% (very valid) and indicator C regarding the method of writing the kauniyah verse, the number is 97.22% (very valid) as shown in table 8.

Table 8. Percentage of Validation Aspects of The Integration of Verse Kauniyah

Assessment Indicators	Rating Points	Persentase (%)
A. The suitability of the material with the Kauniyah verse	1. Presentation of a book equipped with verses from the Al-Quran and their translations	95.83
	2. The kauniyah verses (Al Quran) used are relevant to the material being taught	91.67
	Average	93.75
B. Interpretation	3. Al-Quran verses that are included support the learning material	87.50
	4. Books with the integration of kauniyah verses stimulate religious attitudes and have appeal	87.50
	Average	87.50
C. Rules for Writing Kauniyah Verses	5. How to include the verses of the Koran according to the rules	95.83
	6. The writing of the Kauniyah verse is in accordance with the correct Arabic rules	95.83
	7. The name of the Surah and the verse is written in full	100.00
	Average	97.22
The average aspect of integration of kauniyah verses		92.82

Table 8 shows that the point C assessment indicator regarding the method of writing the kauniyah verse gets the highest score compared to the other 2 aspects because the writing of the kauniyah verses refers to the Al-Quran published by the Ministry of Religion of the Republic of Indonesia. This aims to make textbooks easy to read and understand by students in general while at the same time avoiding differences in qiroaati (Al-Quran reading techniques). On the other hand,

the point B indicator regarding interpretation is lower because the interpretation of the kauniyah verses in the textbooks developed is made briefly and simply by referring to the short interpretation issued by the Ministry of Religion of the Republic of Indonesia.

The aspect of integration of kauniyah verses is a characteristic feature of textbooks developed with the intention that spiritual competence (KI 1) in the 2013 curriculum is not only a slogan, but can be actualized in learning. This will greatly support the formation of religious character in learning and daily life so that learning does not only increase proficiency but also builds faith in God Almighty. This is in line with Nusaibah et al. (2017) who say that the application of the element of faith in Science Education is expected to produce a generation whose life is guided by the Koran and has ulul albab thought, which means having deep-rooted knowledge and strong belief in Allah s.w.t. thus forming the next generation that brings prosperity to mankind.

In biology learning, the core competence of spiritual attitudes is to live and practice the teachings of the religion they adhere to. Then, for the basic competencies contained in this material is to admire the order and complexity of God's creation regarding biodiversity, ecosystems, and the environment. From a spiritual aspect, biology learning can be used as a vehicle for instilling noble moral values. This is supported by a large number of phenomena in the universe which are included in the Islamic verses. Allah says in Al-Qur'an Surah Fushshilat verse 53.

سَنُرِيهِمْ آيَاتِنَا فِي الْأَفَاقِ وَفِي أَنفُسِهِمْ حَتَّىٰ يَتَبَيَّنَ لَهُمْ أَنَّهُ الْحَقُّ ۗ أَوَلَمْ يَكْفِ بِرَبِّكَ أَنَّهُ عَلَىٰ كُلِّ شَيْءٍ شَهِيدٌ ۗ أَلَا ۙ ٥٣

Meaning: We will show them the signs of Our (power) in all regions of the earth and in themselves, until it is clear to them that the Koran is true. Is it not enough that your Lord is a witness to all things? (Quran Surah Fussilat verse 53)

Mulyasa (2013) explains that through the development of the 2013 curriculum, it is hoped that Indonesia can produce productive and creative people through strengthening integrated attitudes, skills and knowledge. Strengthening spiritual characteristics in the 2013 curriculum is very important considering that currently there is something concerning with the world of education in Indonesia (Aviyah, 2014). This happens because the education process has not succeeded in building Indonesian people with character. There are still many negative things happening among adolescents that destroy their morals, so that the dimensions of faith and piety (IMTAQ) and noble character are an integral part of the goals of national education (Hanif et al, 2016)

The 2013 curriculum-based biology textbook with the integration of kauniyah verses developed consists of 2 main subjects, namely the plant world (Plantae) and the animal world (Animalia). Both of these materials are very much discussed in the Koran, which is the holy book of the Islamic ummah. Apart from that in

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