

## Preliminary Study on the Development of Infographic-Based Islamic Education Teaching Materials to Improve Soft Skills for High School Students in Surakarta

**Pramesti Wulandari, Asrowi, Djono**✉

Graduate Program of Educational Technology, Universitas Sebelas Maret, Indonesia

### ABSTRACT

**Purpose** – This research aims to conduct an initial assessment of students' attitudes in high school, with a focus on Islamic education, which is one of the benchmarks in the soft skills development activities.

**Methods**– This study uses research and development (R&D) with the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation) with three stages in it, namely the preliminary, development, and testing stages. To increase students' soft skills, an infographic-based Islamic Religious Education teaching material was designed in this study.

**Findings** – According to preliminary research conducted at senior high schools in Surakarta with class XI subjects, Islamic learning does not provide opportunities for students to improve their soft skills. This is requiring the development of learning tools, one of which is infographic-based teaching materials, to assist in achieving the expected competencies.

**Research limitations** – This study focuses on acquiring Islamic education in high school, with a focus on the limitations of development in teaching materials that affect students' ability to obtain competencies in the form of soft skills.

**Originality/value** – A preliminary investigation into the development of teaching materials in Islamic education courses, namely for senior secondary school, was studied further in this study. The development of soft skills is one of the things that is actively supported in the development of character education in Indonesian schools.

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**CONTACT:** ✉ [djono@staff.uns.ac.id](mailto:djono@staff.uns.ac.id)

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## Introduction

Changes in the education system aim to provide students with quality education to adapt to the global economic situation (Wahyudi & Che Noh, 2019). In this case, the lesson plan is something that is needed before an educational process takes place. This can assist in making timely decisions, providing easier control and monitoring in implementing an education system (Hidayat & Fardi, 2020). In addition, several other components in learning are interrelated with each other, such as media, methods, strategies, infrastructure, or teaching materials. If all these components are planned well, then the learning process can also run well, and vice versa (Jaelani et al., 2020; Mohamed, 2014; Rohani et al., 2020). Besides, the curriculum is a guide to determine the various components of learning used in the education system. It requires continuous testing and revision before it can be implemented. In its development, the 2013 curriculum is the most recent curriculum issued by the Ministry of National Education beginning in 2013 as a development from the previous curriculum, notably the 2006 curriculum or the Education Unit Level Curriculum (Shafa, 2014). This curriculum shift may motivate teachers to cover less content, but it also makes it difficult for teachers to teach with less structured direction (Beatty et al., 2021). This is because, in response to unknown events and limited learning, teachers must learn well and follow conditions. There is a need for training on changes in the learning curriculum, such as syllabus, lesson plans, learning strategies, learning objectives, and targets to be met by a teacher during a lesson (Hanafi et al., 2021).

The curriculum of an educational system is dynamic, and it must be revised and developed on a regular basis to keep up with current advances and difficulties. Changes and developments, on the other hand, must be implemented in a systematic and planned manner, rather than simply altering (Alhamuddin, 2014). A learning process based on systematic observation, quantitative reasoning, and scientific expression should be incorporated into the educational curriculum. Students should be engaged in creativity through observation, photographs, and descriptive notes, discovery, articulation, and conversation with peers (Said et al., 2018). In this case, components in a learning process have a critical role, where one component in this learning process is teaching materials. Teaching materials in writing and designing must be under the principles of learning (instructional). It is intended that these teaching materials can be used easily by teachers and students to have a positive impact on their use (Rohani et al., 2020). One method for controlling the quality of teaching implementation is to employ teaching materials. To improve teaching quality, teachers must use at least two teaching aids, such as electronic and non-electronic teaching materials. Overall, teachers should be aware that generating attention and increasing student performance, as well as meeting educational goals in communicating student education, can all have an impact on teaching materials (Abdullah, 2019).

Indonesians are currently undergoing significant lifestyle changes as a result of information and communication technology (ICT) such as gadgets and the internet. The ease of finding information and knowledge to enhance the learning process is accompanied by issues that must be addressed, such as information overload, unpleasant content, lapses in netiquette, and gadget addiction (Rahmah, 2015). In this context, information and communication technology (ICT) is one of the sectors that contributes to the transition to a more sustainable society (Klimova & Rondeau, 2017). The advancement of science and technology surely has an impact on education, particularly the learning process. One of them has an impact on the design of instructional materials as a component of the learning process. The design of this educational material has been updated to reflect contemporary advancements, particularly in the twenty-first century, which emphasizes or makes use of increasingly advanced technology (Jaelani et al., 2020). Learning planning is directly linked to the modification or development of teaching materials. Several factors must be considered during its development, including student readiness, learning resources, and the teacher's own readiness to present the subject (Das et al., 2020; Jaelani et al., 2020). In this scenario, learning media is a tool that can explain some of the full learning programs that are difficult to convey verbally. Using learning media will make learning content easier and more clear (Hertavira, 2019).

Islamic education is a comprehensive education that is founded on and guided by the Quran and Sunnah. Integration of Islamic Education necessitates the inclusion of four areas within Integrated Education: knowledge-based education, physiological education, citizenship education, and spiritual education (Lubis, 2015). According to the curriculum, Islamic Religious Education is a deliberate and planned endeavor to prepare pupils to recognize, understand, appreciate, believe, be pious, and have noble character in applying Islamic teachings from the basic sources of the Qur'an and Hadith (Wahyudi & Che Noh, 2019). Based on this, Islamic Education learning should be able to form students according to the 2013 curriculum, namely students who can practice every knowledge they have acquired in everyday life during the learning process (Rohani et al., 2020). These PAI subjects contribute to students' behavior to always have a virtuous character and have noble character both to their friends, teachers, or people who are older than them. Students are taught how to understand an existing material and various things that can develop students' affective, cognitive, and psychomotor domains (Lubis, 2015; Mohamed, 2014; Rahmat Akmal, 2020).

In some ways, the conditions of the industrial revolution 4.0 have also influenced various Islamic educational institutions. This makes Islamic education face multiple challenges along with the times that occur (Nasir, 2020; Nur et al., 2019; Tolchah & Mu'ammam, 2019). In the current era, learning using digital technology is being developed to achieve educational goals (Nur et al., 2019). In this case, technology as a learning medium has good capabilities for contextual-based learning (Habibi, 2017).

In his research, Nasir (2020) demonstrated that curriculum development is one of the elements influencing educational quality. In this situation, teachers must comprehend diverse theories, policies, curriculum implementation, and learning in order to deal with breakthroughs in science and technology, community expectations and interests, and student characteristics in the millennial period (Nasir, 2020). Other than that, Nur et al. (2019) also revealed that the quality and learning facilities must be achieved for the ultimate goal of education. Tolchah & Mu'ammam (2019) and Aliff et al. (2012) reveals several things that can be done to rebuild Islamic education in the face of globalization challenges, such as revolutionizing/reforming teaching and learning activities in Islamic education by instilling the noble values of Islam in real life, reformulating Islamic education learning materials, and transforming and internalizing Islamic values into students' personalities.

In this study, a preliminary study connected to the development of teaching materials in Islamic education courses, namely for senior secondary school, was investigated further. One of the things that is being heavily encouraged in the development of character education in school in Indonesia is the development of soft skills. This study seeks to undertake an initial examination of students' attitudes in high school, particularly in Islamic education, which is one of the benchmarks in the soft skills development activities carried out. The findings of this preliminary study can be utilized to guide future research into the production of various teaching materials, particularly in Islamic Religious Education disciplines. This is consistent with increasing students' soft skills development and achieving Indonesia's character education aims.

## Methods

This research is an early stage in conducting development research. According to Borg and Gall (2003), educational research and development (ERD) is an industry-based development paradigm in which research findings are used to design new methods, which are then field-tested, assessed, and improved until they meet specified effectiveness, quality, or other criteria.. This statement shows that educational development research is a process to develop a product that already exists but is developed using several new procedures. Furthermore, the new product has criteria that can be used effectively, quality, and meets field standards to overcome existing problems. In this study, an infographic-based Islamic Religious Education teaching material was developed to improve students' soft skills. The ADDIE development model is referenced in this development (Analysis, Design, Development, Implementation, Evaluation) (Branch, 2009). This research and development use three stages, namely phase I: introduction phase, phase II: development phase, phase III: testing phase. This study's population consisted of multiple senior high schools in Surakarta, with a sample drawn from class XI. The subjects of this preliminary study were students from class XI MIPA, IPS, and teachers of Islamic education.

The development of research instruments was carried out with an interview format on needs analysis, performance, and observation. In comparison, the data collection is done by direct interviews with both teachers and students. The data is processed and analyzed by the following steps: (1) the data obtained through the results of student assessments in the form of attitude values are processed using SPSS Statistics 17.0 software using the data normality test; (2) interpreting the results of the previous test analysis; (3) conducting qualitative data analysis, namely by describing and connecting data and information related to the research focus; and (4) interpret the results of data analysis following the problems and research questions and draw conclusions from the analysis. The interview format data analysis is done by asking several questions and then concluding by describing the answers to the interview questions given.

## Result and Discussion

Several things discovered in general can be explained based on preliminary research observations, such as an analysis of teachers' and students' needs, observations of student attitudes during and outside the learning process, and an assessment of the literature that served as a reference in the development of teaching materials based on Islamic education infographics to improve students' soft skills.

### 1. *Results of Data Collection on the Literature Study Method*

The literature study in several senior high schools in Surakarta has not implemented the 2013 curriculum learning system. This is evidenced when the learning process takes place. The teacher still applies the conventional learning system with the lecture method where the teacher bees are active rather than students, while the students are only passive. Whereas contextually, Islamic education material requires students to understand its contents and must be able to apply it in everyday life. Therefore, assessing students' everyday attitudes through direct observation needs to be done, not just prioritizing cognitive assessments. One of the Islamic education materials taught in class XI is tolerance. This material was chosen because the material is contextual and relevant to students' lives.

### 2. *Results of Data Collection on the Documentation Method*

Based on the observations conducted by the teacher during the learning process, there were some attitude values found. At State High School 7 Surakarta class XI MIPA, 37 students showed that 10.8% of students' attitudes were predicated enough (C), 81.8% good (B), and 8.1 % very good (A). While for class XI IPS, 34 students showed that 38.2% of students' attitudes were predicated enough (C), 55.9% good (B), and 5.9% very good (A). Besides State High School 7 Surakarta, the research was also conducted at Muhammadiyah High School 3 Surakarta. From the results of the study, the data showed that among 25 students, 36% of students were predicated enough (C), 60% good (B), and 11% very good (A).

From some of the data above, it can be concluded that many students in attitude have not shown good behavior, even the data shows more than 30%. From the observed data, then a normality test was performed using the Kolmogorov-Smirnov test method using SPSS Statistics 17.0. This test was conducted to determine the data taken from a normally distributed population. The results of the normality test are presented in Table 1.

**Table 1.** The Kolmogorov-Smirnov one-sample data normality test results

		Value of Muhammadiyah High School 3 Surakarta	Value of State High School 7 Surakarta	Value of Batik High School 2 Surakarta
<b>N</b>		25	37	34
<b>Normal</b>	<b>Mean</b>	80.72	81.49	80.09
<b>Parameters<sup>a,b</sup></b>	<b>Std. Deviation</b>	2.337	1.967	3.388
<b>Most Extreme</b>	<b>Absolute</b>	.151	.186	.155
<b>Differences</b>	<b>Positive</b>	.132	.181	.139
	<b>Negative</b>	-.151	-.186	-.155
<b>Kolmogorov Smirnov</b>		.754	1.132	.903
<b>Asymp.Sig. (2- tailed)</b>		.620	.154	.388

a. Test distribution is Normal

b. Calculated from data

Based on the normality test results in Table 1, the data analysis shows that the data is normally distributed. Each of the observations has an Asymp Sig. (2-tailed) more than 0.05. In this case, the chosen significance level is 0.05. In Table 1, because 0.620; 0.154; and 0.88 > 0.05, the results can be concluded that the data is normally distributed.

### 3. Results of Data Collection on the Field Study Method

The field survey was conducted by conducting learning observations and interviews with teachers and students of class XI MIPA and Social Sciences at Senior High Schools in Surakarta. Table 2 and Table 3 show the findings of the analysis of teacher and student needs and the analysis of learning observations.

**Table 2.** Data analysis of teacher and student needs results

No.	Aspects want to know	Analysis Results
1	Use of teaching materials	<p>a. Teachers have handbooks in the form of package books from the education office and LKS books. The teaching materials used are not the result of teacher development.</p> <p>b. Most of the students admitted that the material came from teaching materials that came from textbooks which seemed less attractive, so that they made students bored</p>

2	Learning material tolerance	<p>during the learning process.</p> <p>a. The teacher uses the lecture method in the learning process. The teacher infrequently invites students to search for material via the internet to understand the material better.</p> <p>b. Most students are less excited about engaging in the learning process since the teacher just lectures and rarely uses alternative learning approaches during the learning process.</p>
3	Difficulties experienced	<p>a. The teacher stated that most of the students were less enthusiastic and less interested during the learning process so that many students were passive.</p> <p>b. Most students understand the material about tolerance because it is also studied in everyday life contextually. For example, regarding verses or hadiths about tolerance and the meaning of tolerance itself, most students cannot understand easily.</p>
4	The need for alternative teaching materials	<p>a. The teacher stated that he needed teaching materials that could attract students' interest in learning, especially in Islamic education, the material of tolerance. The teacher expressed his great support for the development of Islamic education teaching materials, particularly tolerance teachings, as a national unifying instrument.</p> <p>b. Most students need alternative teaching materials that can help them understand PAI material, especially deeper tolerance material easily and interestingly, and agree with the development of contextual teaching materials.</p>

According to the data analysis findings on teacher needs conducted at Surakarta Senior High School, teachers require alternative teaching materials that can aid in facilitating the learning process so that students can better understand the material and have an impact on improving the quality of students' soft skills. While the results of the data analysis of student demands indicated that most students required an interesting development of teaching materials that might make it simpler to absorb the topic contextually.

**Table 3.** Results of learning observation data analysis

No.	Aspects want to know	Analysis Results
1	Given problems related to daily life	The teacher gives a problem related to everyday life as a stimulus for students.
2	Asking questions to motivate students	When the learning process begins, the teacher asks questions about the subject that will be presented. Its

		goal is to assess pupils' knowledge of the content that will be presented.
3	Encourage students to work together in groups	The teacher asks students to make study groups so that there is students' cooperation.
4	Guiding students in conducting group discussions	The teacher divides the students into several study groups, and each group must provide conclusions on the material given at the end of the lesson.
5	Student feedback on questions given by the teacher	Not many students provide answers or responses to teacher's questions or statement.
6	Not many students provide answers or responses to questions or statements given by the teacher.	During the learning process, only 1 or 2 students dared to ask questions. The rest of the students were only passive.
7	Assessment of the learning process includes three aspects, namely cognitive, affective, and psychomotor	The assessment is carried out by assessing three aspects, namely cognitive assessment obtained from the results of student answers, affective from the attitude of students giving answers and during the learning process, and skills obtained from student practitioners during the learning process.

Based on Table 3, it is possible to conclude that teachers continue to face challenges during the learning process, particularly in increasing student participation during the learning process. The teacher's assessment did not employ authentic assessment either.

#### 4. Discussion of Data Results

Islamic learning should be able to form students characters which in accordance with the 2013 curriculum, namely students who are able to practice every knowledge they have acquired in everyday life during the learning process. Zakiyah Daradjat stated that Islamic education is an effort to foster and nurture students to always understand the teachings of Islam as a whole, then live up to its goals so that students can finally practice and make Islamic teachings a way of life (Utomo, 2018). Along with the times, the use of technology in learning is one of the most appropriate efforts to choose in the implementation of the learning process. Technological developments have provided opportunities for the development of learning tools in the form of infographic-based Islamic education teaching materials. The development of teaching materials is very necessary so that the availability of teaching materials can be adapted to the needs of students, curriculum demands, target characteristics (students), and demands in problem solving during the learning process.

Based on the opinion of Dick, Care and Carey (2005) that in preparing and developing teaching materials, it is necessary to consider several things, including the availability of learning materials, adjusting to the learning goals, being applicable, making easy students to learn, and the availability of instructions to use. Therefore, in this case it is very necessary for teachers or instructional designers who really understand the process of preparing good and correct teaching materials. The development of



infographic-based teaching materials help students to understand concepts or materials that are considered very complex to be easier. Arigia, Damayanti, and Sani (2016) and Lankow et al. (2014), said that the existence of infographics is intended to communicate information as clearly as possible without bias at all and that the main priority for the designer is comprehension, retention, and attractiveness. The existence of infographics in providing accurate and straightforward information makes many people from all fields use it well.

The process of learning Islam by developing infographic-based teaching materials is a new opportunity and a form of innovation that is currently still very rarely done. The achievement of competence from the implementation of PAI learning which is not only focused on hard skills but also soft skills make teachers must be able to balance these two things. According to Chamorro Premuzic in Satriawan et al. (2020), soft skills play an important role in one's life. In addition, the soft skills possessed by everyone can relate to individual abilities and the surrounding environment. Soft skills can be integrated with the subject matter effectively by the teacher. Therefore, in the learning process a teacher needs to think about how the soft skills that exist in each student can be developed properly (Suardipa et al., 2021).

Based on the existing data, it was found that the development of Islamic education teaching materials in senior high schools was still very low. The improvement of students' soft skills which is the main focus in Islamic education learning still requires treatment from the teacher so that the expected competencies can be achieved properly. Therefore, there is still a need for developing learning tools. One of them is teaching materials that relevant to students' needs.

## Conclusion

The results of data analysis obtained through observation and interviews showed that the learning process carried out so far was still conventional. This ultimately has an impact on improving the scientific quality of students. This means that students can understand the material well but not necessarily apply it in everyday life. This development research focuses on learning Islamic education in high school with the limitation of development on teaching materials that affect the achievement of competencies in the form of soft skills of students. According to the findings of the data analysis, alternative teaching materials that can assist students during the learning process, particularly in learning Islamic education tolerance material as a unifying tool for the nation to improve students' soft skills and create varied and fun learning, to foster thinking skills, students' critical thinking (critical thinking), which will have an impact on improving students' soft skills, and not just hard skills, are required. Therefore, it is necessary to develop infographic-based teaching materials according to the needs and characteristics of students to improve soft skills in Islamic education learning.

## Declarations

### Declaration of interest's statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper

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