

Instructional Approach Learning-Based Textbook of Hindu Religious Education Course with Multicultural Insight

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ABSTRAK

Bahan ajar adalah salah satu komponen penting dalam proses pembelajaran, adanya bahan ajar yang sesuai dengan karakteristik dan kurikulum akan menumbuhkan interasi yang baik dalam proses pembelajaran. hal inilah menjadi alasan penelitian yang bertujuan untuk menghasilkan buku ajar berbasis instructional approach learning pada matakuliah pendidikan agama hindu berwawasan multicultural. Metode penelitian dan pengembangan (Research and Development). Sampel adalah sebagian atau wakil populasi yang peneliti sampel Dari populasi yang telah ditentukan di atas maka sampel yang digunakan dalam penelitian yaitu para dosen pengampu matakuliah pendidikan agama Hindu. Angket adalah teknik pengumpulan data yang dilakukan dengan cara memberikan pertanyaan-pertanyaan secara tertulis pada responden untuk dijawab. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa buku ajar pendidikan Agama Hindu yang dikembangkan layak digunakan dalam pembelajaran. halini dilihat dari respond ahli materi, ahli media, respon dosen pengguna dan respon mahasiswa dapat dinyatakan buku ajar yang peneliti kembangkan termasuk kriteria sangat layak dengan katagori sangat baik. Direkomendasikan bahwa bahan ajar yang dikembangkan dapat digunakan sebagai sumber belajar.

ABSTRACT

Teaching materials are an essential component of the learning process. The existence of teaching materials that are by the characteristics and curriculum will foster good interaction in the learning process. This is the reason for the research, which aims to produce textbooks based on an instructional approach to learning in Hindu religious education courses with a multicultural perspective. Research and development methods (Research and Development). The sample is part or representative of the population that the researcher sampled. From the population determined above, the sample used in research is lecturers who teach Hindu religious education courses. Questionnaires are data collection techniques that are carried out by providing written questions to respondents to answer. The technique used to analyze the data is descriptive qualitative and quantitative analysis. The study results showed that the developed Hindu religious education textbooks were suitable for learning. It can be seen from material experts, media experts, user responses, lecturers' responses, and students' responses. The textbooks that the researchers developed included very feasible criteria and good categories. It is recommended that the developed teaching materials be used as learning resources.

1. INTRODUCTION

Teaching materials become one of the important factors in learning (Hidayah & Priscylio, 2019). The existence of teaching materials makes the teacher able to convey the material well to students (Martha & Andini, 2019; Pasaribu & Saparini, 2017). Teaching materials can help students to achieve competency (Nisa & Supriyanto, 2016; Riwu et al., 2018; Rizki & Linuhung, 2017). Ideal teaching materials to optimize student engagement and knowledge transfer should be prepared based on student needs, instructional design and hierarchies, and multimedia learning theory (Cloonan & Fingeret, 2020; Verawati et al., 2019), teaching materials that are effective, efficient, interesting and easy to carry anywhere for learning (Cahyono et al., 2018; Gustiawati et al., 2020). So the existence of teaching materials will be able

to make students learn more actively, which will impact their learning outcomes. Teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations, and ways of evaluating that are designed systematically and attractively to achieve the expected goals, namely achieving competencies and sub-competencies with all their complexity. (Pasaribu & Saparini, 2017).

Teaching Materials are teaching materials that contain information or knowledge that can be used by students to carry out the learning process to achieve specific competencies. (Anugraheni et al., 2018; Dahlan & Permatasari, 2018). Teaching or learning materials are knowledge, skills, and attitudes that must be learned to achieve predetermined competency standards. A teacher needs to develop teaching materials in carrying out the learning process at school (Agphin et al., 2020; Asriani et al., 2017). Teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities in class. The material in question can be either written or unwritten material (Purwanto & Rizki, 2015). Teaching materials are knowledge, skills and attitudes that must be learned to achieve predetermined competency standards and teaching materials can attract students' attention to learning because they have attractive designs and pictures (Asriani et al., 2017; Gustiawati et al., 2020). So, teaching materials are prepared in a planned and structured manner as materials used in the learning process by teachers and students to achieve learning objectives.

Teaching materials are very important in the learning process, and the existence of teaching materials will have a positive impact on the learning process. Some of the roles of teaching materials in the learning process include research results which state that local content-based teaching materials in civics courses are appropriate for use in the learning process which has an impact on improving learning outcomes. (Dahlan & Permatasari, 2018; Faisal & Sulkipani, 2016). The results of the study stated that teaching materials were effective in increasing students' caring and responsible characteristics (Estuwardani & Mustadi, 2016; Lestariningsih & Suardiman, 2017). The results of the study stated that there was an increase in scientific literacy skills among students who used teaching materials (Paramita et al., 2017). The results of the study stated that the use of these thematic teaching materials had a significant effect on student learning outcomes (Puspita & Purwo, 2019; Tinja et al., 2017). The results of the study stated that the Teaching Materials with the Cooperative Learning Type Tournament Approach increased the activity and learning outcomes of students (Hutama, 2016; Yati & Amini, 2020). The results of the study stated that Indonesian language teaching materials with the shared model were very effective in improving student learning outcomes in aspects of reading and writing (Karuwisi et al., 2020). The results of the study stated that problem-based textbooks were effective in increasing motivation and learning outcomes (Firdaus & Mukhaiyar, 2021).

The results of the study stated that the teaching materials developed were effective in increasing learning outcomes so that they were suitable for use in the mulok learning process (Muktadir, 2018). The results of the study stated that visual storytelling teaching materials in class V SD have been declared effective and have increased learning outcomes and are very feasible to use (Husada et al., 2020). The results of the study stated that history teaching materials in the form of the Proclamation of Indonesian Independence booklet affected students' learning interests (Ningrum & Jayusman, 2017). Based on these descriptions, the existence of teaching materials will have a positive impact on increasing students' abilities in the learning process. This is because some teachers have difficulty developing teaching materials. This is also supported by previous findings which state that many teachers still have difficulties in developing teaching materials (Agphin et al., 2020; Fitriana et al., 2020; Maksun et al., 2020). So in the context of developing Hindu religious education, especially at the higher education level, it is very important to develop textbooks to make it easier for students to understand the material provided. Textbooks are an important factor in the effectiveness of learning, especially at the tertiary level, the lack of textbooks greatly affects the quality of learning or lectures. A textbook is a set of subject matter that refers to the curriculum used in achieving predetermined competency standards and basic competencies.

Based on these explanations, the purpose of this research is to develop a textbook based on Instructional Approach Learning. development of textbooks based on instructional approach learning are tools used to support the implementation of the teaching and learning process in the form of textbooks. The textbook consists of several components, namely general learning objectives, specific learning objectives, special user manuals, systematically arranged descriptions of lesson content, pictures/illustrations to clarify lesson content, summaries, evaluations, reading lists, and answer keys. These components will help the student's learning process in class while participating in learning. With the development of Hindu religious education textbooks based on an instructional approach to learning with multicultural insight, it is expected to be able to instil student awareness of equality, justice, plurality, and nationality, to create a balanced and harmonious life order. Hindu religious education textbooks based on an instructional approach to learning with multicultural insight are intended for lecturers and students who take Hindu religious education courses.

2. METHOD

Based on the research objectives, this study used a research and development method approach (Research and Development), which is a process used to develop and validate educational products. The results of development research are not only the development of an existing product but also to find of knowledge or answers to practical problems (Haryanto et al., 2015). To be able to produce certain products, research that is like needs analysis is used and to test the effectiveness of these products so that they can function in the wider community, research is needed to test the effectiveness of these products. Research and development procedures refer to the theory which suggests 10 steps that must be taken in Research and Development, namely *research and information collecting, Planning, Develop preliminary form of product, Preliminary field testing, Main product revision, Main field testing, Operational product revision, Operational field testing, Final product revision, dan Dissemination and implementation* (Mustari & Sari, 2017). The ten steps of the development research procedure according to Borg and Gall, can be carried out more simply into three main steps, namely (1) Preliminary study, (2) Planning stage and (3) Development.

Preliminary Study Stage, the preliminary study stage includes the following activities. First, the Literature study examines sources related to the development of Approach Learning-based textbooks in Hindu Religious Education courses with a multicultural perspective. Second, the field study, conducted at the Hindu Religious Education Study Program STAH N Mpu Kuturan Singaraja, became the object of research. In the early stages, data and information were collected. The results of this preliminary study are used as material for consideration in developing a textbook based on Approach Learning in Hindu religious education courses with a multicultural perspective. Planning Phase, Planning phase includes the following activities. First, review the IQF curriculum for Hindu religious education courses. Second, searching and processing data regarding syllabus, lesson plans, and Lecture contracts for Hindu religious education courses. Third, create a material framework that is used as a textbook based on Approach Learning in Hindu religious education courses with a multicultural perspective. Fourth, prepare learning materials and draft textbooks. Development Study Stage, at this stage the development of textbooks are divided into two stages. First, the feasibility test stage for textbook products, the product feasibility test stage is carried out by distributing questionnaires to expert lecturers in the field of Hindu religious education. After product validation is carried out, product improvement is carried out. Second, the feasibility test phase for textbook products for users was carried out at the Hindu Religious Education Study Program STAH N Mpu Kuturan Singaraja. Third, the evaluation stage is carried out by analyzing product improvements. After that, product finalization.

The population in this study were lecturers who taught Hindu religious education courses N Mpu Kuturan Singaraja. The sample is part or representative of the population that the researcher sampled. From the population that has been determined above, the sample used in the study was lecturers who teach Hindu religious education courses in the Dharma Acarya department, STAH N Mpu Kuturan Singaraja. Questionnaires or also called questionnaires are data collection techniques that are carried out. The distribution of this questionnaire is used to obtain information that leads to the following two aspects: 1. Aspects of the Preliminary Study, including the format of interviews with lecturers supporting Hinduism, analyzing the availability of textbooks that are by the IQF curriculum. 2. Evaluation Aspects, including a questionnaire format for the appropriateness of the contents of the textbook material and the feasibility of presenting the structure of the textbook.

The analysis technique used is adjusted to the type of instrument collected. This data analysis uses descriptive analysis techniques and reflective analysis in examining the results of the preliminary study questionnaire and product validation questionnaire. Data obtained through questionnaires with descriptive analysis will be described narratively, while data obtained through questionnaires with reflective analysis will be processed using percentage descriptive techniques. The types of data obtained from the results of due diligence (validation) by experts (lecturers) and trials by lecturers supporting Hindu religious education courses, namely quantitative data and qualitative data. Qualitative data in the form of comments and suggestions on the trial questionnaire sheet. While quantitative data is in the form of numbers, namely 1,2,3, 4 and 5 based on a Likert scale which is then averaged and presented. Then the results of the final product are tested more broadly by lecturers and students with data processed in the form of percentage results.

3. RESULTS AND DISCUSSION

Results

Textbook product design is made based on the needs of lecturers and student needs questionnaire. This product is a textbook in the form of modules measuring A 4 or 21 cm x 29.7 cm. Hindu

- based Religious Education textbook instructional approaches learning with a multicultural perspective, and diversity is developed because students who study at STAH N Mpu Kuturan Singaraja come from various regions in Indonesia, even though the students' beliefs are 100% Hindu. With the development of Hindu- based Religious Education textbooks and an instructional approach to learning students are expected to be able to develop a strong sense of self-awareness (equality), Justice (justice), and plurality (plurality National(nationality), to create a balanced and harmonious life order.

Hindu - based Religious Education textbook instructional approach learning multicultural perspective is intended for lecturers and students who take Hindu religious education courses. The material contained in the textbook is the material that has been agreed upon d with the lecturers who teach religious education courses. The design of Hindu- based Religious Education textbooks instructional approach learning multicultural use CorelDraw software 2018, to design characters, edit digital images and colour as needed. While the contents of the book were compiled using the application microsoft office word, previously, researchers conducted a needs analysis of lecturers and students using questionnaires and then designed the design of teaching materials according to the needs of lecturers and students. The lecturer needs analysis questionnaire is shown in Table 1 and Table 2. The product is shown in Figure 1.

Table 1. Lecturer Needs Analysis

No	Needs Analysis
1.	Lecturers who teach Hindu Religion education courses have never used Hindu-based Religious Education books based on instructional approach learning with a multicultural perspective
2.	In the library of the STAH N Mpu Kuturan Singaraja campus, there are no Hindu-based religious education textbooks based on multicultural approach to learning
3.	Students studying at STAH N Mpu Kuturan Singaraja come from all regions of Indonesia, so it is necessary to instil awareness of equality, justice, pluralism, and nationality, to create a balanced and harmonious life.

Table 2. Analysis Of Student Needs For A Sample Of 60 People

No	Question	Yes	Not
1.	Do you know the Hindu-based religious education textbook instructional approach to learning multicultural vision?	15 people	45 people
2.	Has the lecturer ever used an insightful instructional approach to learning textbooks for Hinduism multicultural?	4 people	56 people
3.	Are textbooks on Hinduism based on instructional approach learning with a multicultural perspective available in the campus library?	-	60 people
4.	Have you ever read textbooks on Hindu religious education based on an instructional approach to learning with a multicultural perspective?	6 people	54 people
5.	Are Hindu religious education textbooks based on an instructional approach to learning with a multicultural perspective needed in the lecture process?	60 people	-
6.	Can Hindu religious education textbooks based on multicultural approach learning be able to improve your attitudes, knowledge, and skills about the importance of the principle of pluralism in fostering harmony?	60 people	-



Figure 1. Developed product results

The results of user responses aim to determine the level of use of learning modules developed by researchers so that they can be used by user lecturers in the learning process. User evaluation of teaching materials includes 5 aspects, namely: textbook format, language, presentation, appearance and benefits. The results of user respondents' trials of textbooks can be seen in [table 3](#). Based on the results of textbook response trials by user lecturers, the results of the assessment obtained an average of 88.4% with a very decent category.

Table 3. User Response Test Results

No	Aspects	Percentage Qualification	Level Qualification
1.	Title Format	85 %	Very Worth it
2.	Language	90%	Very Worth it
3.	Presentation	87 %	Very Worth it
4.	Appearance	90%	Very Worth it
5.	Benefit	95 %	Very Worth it
Percentage average		88.4 %	Very Worth it

The results of textbook response trials by users obtained an assessment result with an average percentage of 88.4% with a very decent category. More fully described as follows. First, format the textbook. In the aspect of the textbook format, it consists of several indicators, namely the textbook title is short, clear, and easy to understand, the module contains learning outcomes, the sub-material is written clearly and systematically, and the sub-material is explained clearly and is easy to understand. Lecturer user 1 responds very well with a value of 85%. Second, Language. In the linguistic aspect, a percentage of 90% is obtained with a very decent category. The linguistic aspect consists of several indicators, namely: there are no glaring errors in the textbook, the language used is the beauty of Indonesian using enhanced spelling, sub - the material is described effectively and efficiently, terms in books ajar easily understood, sentence yang used easily to understand.

In the linguistic aspect, the textbooks developed use simple and easy-to-understand language. Third, Presentation. The presentation aspect of user 1 lecturers obtained a percentage of 87% with a very decent category. The presentation aspect consists of several indicators, namely: sub-material delivered in an orderly and systematic manner, the material presented is interesting and motivates further study, and the information presented is complete. Fourth, Display. In the display aspect, there are several assessment indicators including the use of the right type and size, layout and interesting modules, there are illustrations in the form of pictures and photos that make it easier to understand the material, subject matter and appearance of interesting textbooks to foster interest in learning the percentage of grades obtained is 90% with very decent category. Fifth, benefits. The benefits aspect consists of two assessment indicators, namely textbooks used to broaden students' knowledge. The percentage obtained is 95% with a very decent category.

Test data for Hindu Religious education textbooks based on Instructional Approach Learning with multicultural insights were obtained from the results of a response questionnaire given to students. The textbook trial was conducted on 15 semesters 2 students in the Hindu Religion education study program. The student response questionnaire sheet aims to determine student responses to the products developed by researchers so that they can be used as references in the learning process. The results of limited student trials of textbooks developed by researchers with an average of 91.10% are in the very feasible category. The results of the limited trial can be seen in [Table 4](#).

Table 4. Limited Response Trial Results

No	Aspects	Percentage Qualification	Level Qualification
1.	Title Format	93.34 %	Very Worth it
2.	language	88 %	Very Worth it
3.	Presentation	88.34 %	Very Worth it
4.	Appearance	91.67 %	Very Worth it
5.	Benefit	94.17 %	Very Worth it
Percentage average		87.5 %	Very Worth it

Based on the results of the student response questionnaire, it can be concluded that the textbook developed by the researcher is a new product for students that can be used in the learning process. Based on table 5, the average student response for the whole is very feasible with a percentage of 87.50% in the very feasible category. Students gave various responses. Overall, it can be concluded that the textbooks

developed were interesting and easy for students to understand. This is because the textbooks are presented with attractive display pictures and the material is arranged sequentially so that students can easily understand them and can be used as textbooks for Hinduism education courses. The textbook is used with the aim that students can learn independently and can add insight to students related to the material presented in the module. Based on limited trial data from 15 students who were taking Hindu religious education courses, it could be concluded that the Hindu religious education textbooks developed by researchers were appropriate for use. Based on the results of research by material experts, media experts, user lecturer responses and student responses, it can be stated that the textbooks that the researchers developed included very feasible criteria.

Discussion

The results of the study showed that the Hindu religious education textbooks developed by researchers were appropriate for use. Based on the results of research by material experts, media experts, user lecturer responses and student responses, it can be stated that the textbooks that the researchers developed included very feasible criteria. This condition is certainly inseparable from how this teaching material is developed. The development of teaching materials pays close attention to the needs of the users and the existing curriculum. The existence of teaching materials that are to the curriculum, needs and characteristics will be able to increase the motivation of students and students can obtain learning through the development of science and technology (Muga et al., 2017; Suzuki et al., 2020). In addition, teaching materials can increase the creativity of students (Purnomo & Wilujeng, 2016; Tsai et al., 2017). So, the existence of quality teaching materials will have an impact on motivation, interest, and creativity which results in student learning outcomes. As well as the existence of appropriate teaching materials will have an impact on the skills of students (Indraini et al., 2017; Riwu et al., 2018). Developing quality teaching materials cannot be separated from the process of developing teaching materials. The teaching materials developed must be by the results of the needs analysis carried out.

In developing teaching materials the first thing to do is to do a needs analysis, to find out what are the characteristics of students who will use this textbook and what are the characteristics of the material to be developed. Development of teaching materials by the demands of the curriculum and the needs of students, namely teaching materials that are to the characteristics and environment of students (Mayarnimar & Taufina, 2017; Weriyaniti et al., 2020). By paying attention to the characteristics of students and the curriculum, they will be able to produce teaching materials that are by what is needed. In addition to the principle of development, what needs to be considered in the development of teaching materials is the selection of colours, letters and characters in a teaching material that will affect students' understanding. Colour, font size, and the typeface must be made more attractive so that the developed teaching materials are more suitable for use (Alfin, 2019; Riwu et al., 2018; Tinja et al., 2017). Images of teaching materials that are by the material can attract the attention of participants in the learning process (Firdaus & Mukhaiyar, 2021; Weriyaniti et al., 2020).

Image media presentations can motivate students (Dewi et al., 2018; Nurjannah, 2018). The colour, font size, and type of teaching material developed determine the feasibility of teaching material. Also, teaching materials are declared suitable for use if they meet the material requirements, the language is easy to understand and the design is to the student's character and is attractive (Irman & Waskito, 2020; Lestar, 2021). Teaching materials that have good content, easy-to-understand language, and attractive designs can help students understand the material to add insight and encourage students to learn more actively and independently (Estuwardani & Mustadi, 2016; Yati & Amini, 2020). Based on these descriptions, it can be concluded that the development of teaching materials must be adapted to the characteristics of students, the curriculum, and current conditions.

4. CONCLUSION

The results of the research showed that religious education textbooks Hindu developed is worth using. Based on the results research material experts, media experts, lecturers user response and response students can stated books ajar yang researchers expand includes criteria very decent with very good category. It is recommended that the teaching materials developed can be used as learning resources.

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