

CHAPTER I

INTRODUCTION

1.1. Background

Education plays an important role in creating quality and character human resources because it does not only teach or transfer knowledge but also develops character, morals, and values (Sari *et al.*, 2022: 1138). The values that must exist in education such as honesty, responsibility, exemplary, and respect are not fully owned by all people, including high school students (Situmorang, 2014: 238). The 2013 curriculum illustrates that chemistry lessons are concept lessons with an emphasis on providing direct learning experiences through the use and development of processes. Chemistry has abstract concept causing students difficulties in understanding chemistry. In SMA/MA, chemistry discuss about substances which include composition, structure and properties, change, dynamics, and energy of substances that require skills and reasoning (Jelita *et al.*, 2021: 149).

Darmana and Sutiani (2020: 1) stated that the implementation of education in Indonesia tends to be goal-oriented to make students become knowledgeable human beings, especially in their cognitive knowledge, while students' religious values (CC-1) get very little attention from teachers. According to Harahap and Darmana (2020: 65) the way to increase contribution in creating human beings who are faithful and pious can be done by including religious aspects into chemistry learning proses. In general, leaning proses tend to only develop knowledge and skill competencies, but ignore religious attitude competencies. Integrating religious values can build a positive attitude because it will not change the function of science but the two can complement each other (Handayani *et al.*, 2018: 105).

Apart from the religious aspect, the selection of learning media also influences students' motivation and understanding in the chemistry learning process. According to Tafonao (2018: 103) developing appropriate learning

media can support the learning process to be effective and efficient. Along with the development of science and technology, teachers must be more creative in the learning process, one of which is by innovating in the development of learning media (Sary *et al.*, 2018: 422). Learning media must be able to present topic in accordance with the demands of the curriculum and be able to achieve the competencies. It is still rare to find learning media that presents religious values in it. To form good student character, learning media is needed integrated with religious values because it will instill teachings about morals, noble character, honesty and other things (Saripudin *et al.*, 2021: 370).

Based on the results of observing the learning process at MAN 1 Medan (2022), it shows that teacher still teach in a conventional way and are not supported by learning media. The teacher only uses textbooks to explain the topic of chemical bonding. This causes students to be less interested in the learning process. In addition, teachers do not integrate Islamic values into the learning process so that the first core competency is not achieved, namely religious attitudes. To overcome these problems, the media that can be used to explain chemical bonding is kits. Kits is a learning media consisting of several teaching aids that are produced and packaged in the form of teaching unit boxes (Palma *et al.*, 2021: 87). Kits media functions as an introductory message to students so that students can understand the concept of the experience they do (Indriani *et al.*, 2017: 2). The development of learning media integrated with religious values can raise students' awareness of chemical objects with an Islamic perspective.

Based on research conducted by Darmana *et al.* (2013) regarding students' views on the internalization of monotheism values through thermochemical topic shows that the socialization activities of internalizing monotheism values contribute to the formation of students' positive views. Other research related to instilling religious values (CC-1) was conducted by Sanjaya (2016) regarding the development of Kits that supports character education, showing that it is more effective and practical to use, student character achievements have increased, and can increase student learning motivation.

Another study conducted by Palma *et al.* (2021) regarding the development of molecular shape Kits media, shows that the developed kits can help students understand the topic, save time, enjoy learning, have no difficulty in making molecular shapes and the Kits media has an attractive design, harmonious colors, and is durable.

Based on the problems described above, researchers are interested in developing kits learning media integrated with religious values. This research is expected to be able to design instructional media and get good appraisal by experts and practitioners. So the researchers proposed a study entitled **"Development of Kits Learning Media Integrated with Religious Values on Chemical Bonding Topic"**.

1.2. Identification of Problems

Based on the background of the problems that have been stated above, several problems can be identified as follows:

1. The learning process only focuses on cognitive and psychomotor abilities so it pays little attention to affective abilities.
2. Students have difficulty understanding chemistry subjects, especially in chemical bonding topic.
3. Students' low motivation to learn chemistry is due to the abstract concept of learning chemistry.
4. The learning media used is less attractive.
5. Religious values are still rarely found in learning.

1.3. Limitation of Problems

1. Kits learning media integrated with religious values used are components of tools that describe the process of chemical bonding and the religious values contained.
2. Religious values are values that can foster obedient attitudes and behavior in carrying out the teachings of the religion they adhere to.
3. The development model used is 4D (Define, Design, Develop, Disseminate), but only up to the develop stage.

4. The define stage needs analysis is carried out in the learning process.
5. The design stage is carried out by making Kits learning media integrated with religious values.
6. The development stage is only up to validation by expert validator of topics and expert validator of media, and appraisal by practitioners.

1.4. Formulation of Problems

Based on the background, identification, and limitations of the problems that have been raised, the formulation of the problems in this study are:

1. How is the needs analysis of Kits learning media integrated with religious values on chemical bonding topic?
2. How is the validation of Kits learning media integrated with religious values on chemical bonding topic?
3. How do practitioner's appraisal to Kits learning media integrated with religious values on chemical bonding topic?

1.5. Research Objectives

The objectives of this study are:

1. To find out the needs analysis of Kits learning media integrated with religious values on chemical bonding topic
2. To find out the validation of Kits learning media integrated with religious values on chemical bonding topic.
3. To find out practitioner's appraisal on Kits learning media integrated with religious values on chemical bonding topic.

1.6. Research Contribution

This research is expected to provide the following benefits:

1. For teachers, teachers can use kits learning media integrated with religious values to expedite the learning process.
2. For students, it can increase student understanding and instill religious attitudes through the use of kits learning media integrated with religious values.

3. For research students, can add insight and skills in designing research and implementing it in learning chemistry.
4. In general, it is useful as suggestion for chemistry teachers in order to improve the quality of learning.
5. For researchers, it can increase insight and knowledge in training skills as a teacher and can improve the skills of researchers in making learning media in the form of kits integrated with religious values for the learning process.



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