

CHAPTER I

INTRODUCTION

1.1 BACKGROUND

A country declared as developed country if that country has a good quality education, where the public aware of the importance of an education for life that started from birth to adulthood and the age is not limited. Because every day a science, knowledge and technology will continue to evolve so that the demands of man to not stop learning something new. In Indonesia, the education program is an aspect that is considered by the government. Governments constantly reviewing, evaluating and updating the educational system in Indonesia increasingly advanced to be able to compete with other countries in the field of science and technology in particular.

Science has been studied continuously used to find a latest technological developments which then can be used in human life. One branch of science that is important is chemistry. Chemistry is one of the most important branches of science; it enables learners to understand what happened around them because chemistry topics are generally related to or based on the structure of matter, chemistry proves a difficult subject for many students (Sirhan, 2007).

Indonesia requires human resources in adequate quantity and quality as the main supporter in to build human resources, education has a very important role. human resource needs with the quality and quantity sufficient as the main supporter in development is implicitly contained in Law No. 20 of 2003 on National Education System In Article 3, which mentions that: national education serves to develop the ability and shape the character and civilization of dignity in framework of the national life of the nation .Education aims to develop students' potentials to become religious and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible (Sudrajat, 2010).

Indonesia has organized state education since decades years after independence nevertheless expected level of achievement of the objectives of education both in terms of human resource development experts, skilled and smart especially if measured by indicators of achievement priests and pious to God Almighty and noble character .

The fact is a reflection that the national education goals have not been fully implemented and there has been a "mismatch" in the world of education in Indonesia. One of the causes alleged by the main source of the problem, namely the separation of religion and sparking sciences . this case following issues, among others: 1) apathy toward religion science teachers, some teachers do not like to talk about science with religion because considered two very different things, different, where religion begins with faith. 2) Some teachers assume science is free of values keagamaan.3) In general, thinkers, planners, implementers curriculum especially teachers can not afford / do not quite understand how to prepare and teaching material science-based religious values that can deliver student lets be faithful and devoted God Almighty. This is because they never got over in sekolah.4) very limited reference either in the form of books as well as experts who can serve as a reference or model of the moral-based science learning that can take student lets be faithful and devoted to God Almighty (Darmana , 2013).

Facts above prove that spiritual values of religious educators and students in Indonesia is quite low. Various problems existing education will not be reduced if it does not immediately start with the integration of educational of spiritual value in the context of education, either directly through the curriculum and to create an environment that is parenting values - religious values. Marvin Berkowitz research results from the University - St. Louis in 2010 proved that the class is a comprehensive class engaged in character education showed a drastic decrease in negative behaviors that can impede student academic success .Joseph Zins, et.al in 2004 has complicated various results research on the positive effects of emotional intelligence of children to school success he said that there is a series of risk factors causing the failure of children at school fact is not with the intelligence of a child's

brain, but on spiritual values also that is self-confidence, ability to cooperate, ability to get along , ability to concentrate and tolerance among people of religion. Successful of educational apply religious values will systematically have a positive impact on academic achievement (Suyanto, 2010).

Until now, this has been a lot of textbook quality based on scientific criteria are used as the student textbook. However, textbooks are used still tend to focus on cognitive mastery alone. If the textbook is integrated with spiritual values, it can develop good character in the self-learners. Presenting character education increasingly urgent spiritual worth to be applied in the Indonesian education institutions considering a wide range of non-educational behavior has now develop in educational institutions. Character education will broaden the students about spiritual value and ethical values that make them able to take decisions which are morally accountable (Koesoema 2010) .In Grand Design Education characters created by Tim Character Education Ministry of National Education in 2010 states that the spiritual value and character behavior such as intelligent, honest, responsible, caring, creative, clean, healthy and can be integrated into teaching and learning activities in each subject (Character Education team, 2010).

Integrated educational spiritual value in teaching and learning activities requires researchers and teachers to immediately develop spiritual values in any teaching materials that will be use in teaching materials to be used are initially abstract becomes concrete so easily understood, teaching materials can instill basic concepts true, real and precise so that the student's motivation can also be increased so that the students' attention to the learning material can be increased. Spiritual values in education can be delivered through the media that are specifically designed to instill educational behavior of the student. (Darmana 2013).

This research is about the development of integrated modules by spiritual value. The researchers hope that this can be applied in the learning process in schools and followed by research in the next. Actually relevant research has actually been done by Darmana (2013) about the students' views on the internalization of Tawheed through thermochemical subject matter of which as many as 79% of students looked

positive .Therefore, expected to teachers, the school and the field of education curriculum to integrate spiritual value into the curriculum, syllabus, lesson plans and teaching and learning processes that already exist.

Based on the description researchers interested in helping realize the goal of national education and conduct research to develop module with integrated spiritual value in chemistry learning proses to solve problems that have been outlined problems. This study entitled " **The development of chemistry module with integration of spiritual value in salt hydrolysis topic**"

1.2. Problem Identification

Based on the background above , the problem identification as follow :

1. The education system goes far from the goal objective of national education.
2. The low of teacher ability to prepare module/ teaching materials with integrated spiritual values.
3. The absence of reference of teaching materials with integrated spiritual values.
4. Learning Proses just focus on ability in psychomotor, affective and cognitive so spiritual values lost.
5. The minimum of reference chemistry module with integrated spiritual values.

1.3. Scope of problem

Based on the identification problems above, this research is limited to the development of chemistry module with integrated spiritual values on the topic salt hydrolysis.

1.4. Problem Formulation

Based on the background, identification and scope of problem that has been stated previously, then that would be the problems in this research are :

1. Does the textbook of student in senior high school was integrated with spiritual value ?
2. Does the development of module integrated with spiritual value feasibility to teaching materials based BSNP criteria?
3. How do the views of students to design of chemistry module integrated with spiritual value that was develop ?

1.5. Research Objectives

The generally objectives of this research is to get chemistry module with integrated spiritual value in salt hydrolysis topic. So for the specific objectives are :

1. To determine the presence / absence spiritual value on learning module in senior high school in class XI
2. To know feasibility and criteria of result development chemistry module with integrated spiritual value based on BSNP
3. To know the student views on the result of chemistry module integrated with spiritual value on hydrolysis topic.

1.6. Research Benefits

The expected benefits of this researchs as follows are :

1. For chemistry teacher

Giving the information for the chemistry teachers in Senior High School about the importance of spiritual value to develop student character .

2. For students

Contributing the guidance for students in Senior High School on implementing the learning of chemistry processing.

3. For schools

As a source of income for schools venue for research in order to improve the quality of values - spiritual values in high school.

4. For researchers

As an additional source of science and knowledge as well as guidelines that can be applied when it became a lecturer later.

5. For further research

Provide information in future studies to improve the quality of learning, especially learning process chemistry.

1.7.Operational Definition

1. Spiritual value is the positive value that will be integrated in the chemistry module to develop student character .The positive value is kindness ,honestly, patient and good morality.
2. The development of Chemistry module integrated with spiritual value in salt hydrolysis is the learning media on the writing and printing shape and arrange systematically , flexibility to BNSP criteria and integrated with spiritual value in the module.
3. Student views is the opinion of student that get by questioners sheet about flexibility of module with integrated spiritual value that will be media for student to develop their character.
4. BNSP assessment is the assessment about the design of module salt hydrolysis with integrated of spiritual value based on the flexibility of content ,appropriates of language , feasibility of presentations and feasibility of grafiction. This assessment done lecturer of chemistry and chemistry teachers in senior high school.