

CHAPTER I

INTRODUCTION

1.1. Background

A country declared as a developed country if that country has a good quality education, where the public is 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 do not stop learning something new. In Indonesia, the education program is an aspect that is considered by the government. Government constantly reviews, evaluates and updates 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 development 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 the quality and quantity sufficient as the main supporter in development is simplicity 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 student potentials to become religious and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of responsible.

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 sparkling sciences, this case following issues, among other : 1) apathy toward religion science teachers, some teachers do not like to talk about science with religion because considered two very different things, where religion begins with faith. 2) Some teachers assume science is free of religion values. 3) In general, thinkers, planners, implementers curriculum especially teachers can't afford / do not quite understand how to prepare and teaching material science based religion values that can deliver student lets be faithful and devoted God Almighty. This is because they never got over in school. 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).

As one of the efforts in achieving the educational function above the planting of Islamic values in a variety of scientific fields is an option that can be offered. The reason why should implant the Islamic values because Islam contains many teachings about morals, character, professionalism, honesty and other matters, which are rarely found in other sciences. Islam clearly provides guidance to become a person of God's creatures that quality and noble.

In the context of science, the paradigm of Islam and science can be applied in a variety of ways, including in chemistry. The learning process does not just convey information chemistry materials, but also implant the Islamic values to self-learners who are learning. Instructional materials are varied teaching materials that can utilize learning resources available in the school and can be reached by teachers or students. As a source of learning that can be arranged into teaching materials are the verses of Allah in the form of the Qur'an and the word

of the Prophet Muhammad in the form of Hadiths. Both are sources of learning inside are messages, incident, facts and events (Kamilah, 2014).

Integrated educational spiritual value in teaching and learning activities requires researchers and teaches to immediately develop spiritual values in any teaching materials that will be used in teaching materials to be used are initially abstract becomes concrete so easily understood, teaching materials can instill basic concept true, real and precise so that the students 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).

Based on research that combines Islam and chemistry performed by Ubaidullah (2014) concerning the test module high school chemistry knowledgeable integration of Islam and science class X on cognitive achievement of students in the material of petroleum in SMA Muhammadiyah Boarding School Yogyakarta to show the quality of modules is good with the results of assessment / validation of aggregate of 79.11% with good categories.

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 process to solve problems that have been outlined problems. This study entitled *“the development of chemistry module with integration of Islamic values in chemistry of element topic in senior high school”*.

1.2. Identification of Problem

Based on the background above, the identifications of problem as follow :

1. Planting of moral values and spiritual was rarely even hard to find in a medium of learning.
2. The low of teacher ability to prepare module/teaching materials with integrated Islamic values.

3. The minimum of reference on chemistry module with integrated Islamic values.
4. Learning process more focus on psychomotor and cognitive than affective aspect

1.3. Limited of Problem

This research is focused on contribution achievement of education by the development of chemistry module with integrated of Islamic values on chemistry of element topic

1.4. Formulation of Problem

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

1. Does the Islamic values available in the textbook of senior high school ?
2. Does the development of module integrated with Islamic value suitable to teaching materials based BSNP criteria ?
3. How do the views of teacher, and students on design of chemistry module integrated with Islamic values in chemistry elements topic?

1.5. Objectives of Research

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

1. To determine the presence / absence Islamic value on learning module in senior high school in class XII
2. To know the feasible of development chemistry module with integrated Islamic value in chemical of elements based on BSNP
3. To know the views of teacher and student on design of chemistry module integrated with Islamic values in chemical elements topic.

1.6. Benefits of Research

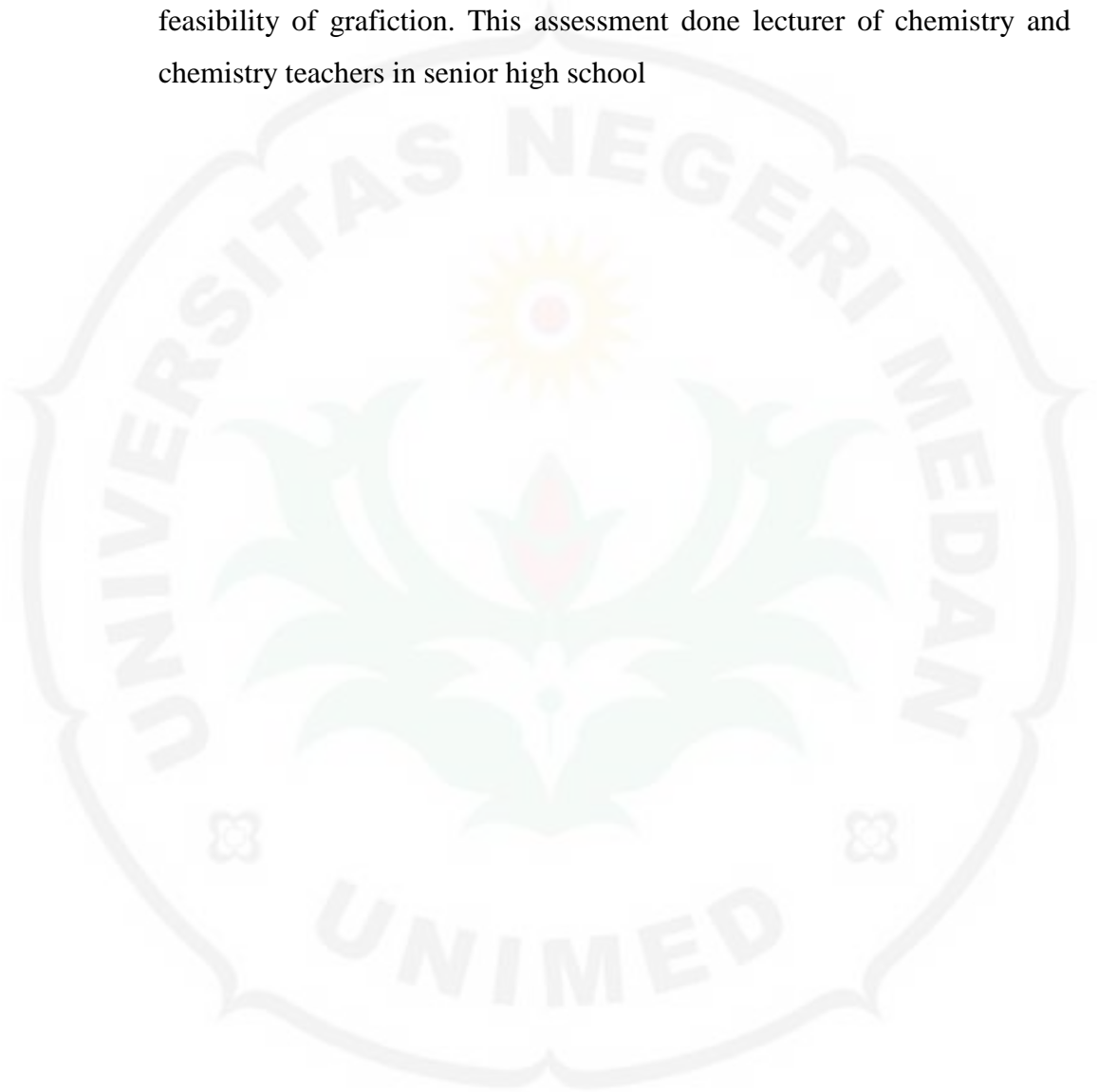
The expected benefits of this research as follows are :

1. For chemistry teacher
Giving the information for the chemistry teacher in Senior High School about the importance of Islamic 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 and Islamic values in senior 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 lecture 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. Islamic value is the positive value that will be integrated in the chemistry module to develop student character.
2. The development of chemistry module integrated with Islamic values in chemistry of elements is the learning media on the writing and printing shape and arrange systematically, flexibility to BSNP criteria and integrated with Islamic 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 chemistry of elements with integrated of Islamic values 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



THE
Character Building
UNIVERSITY