

# CHAPTER I

## INTRODUCTION

### 1.1. Background

In the Law of the Republic of Indonesia Number 20 the Year of 2003 on National Education System Article 3, education is defined as a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop religious, self-control, personality, intelligence, noble character, skills needed himself, society, nation, and state (Sani and Joko, 2015).

The purpose of national education is to create human beings of Indonesia who believe and piety (imtaq) and have sufficient mastery of science and technology (science and technology), as regulated in Law No.20 of 2003 on National Education System states that "National education aims to educate the life of the nation and develop a complete Indonesian man who is a believer and devoted to God Almighty and virtuous noble character, possessing knowledge and skills, physical and spiritual health, personality that mind steady and envy, as well as a sense of responsibility answer societies and nations "(Law on Depdiknas, 2003). Furthermore, to achieve the aims of national education, the 1945 Constitution (amendment) of Article 31 Paragraph 3 explained that the development of national education is oriented to improve faith and devotion to God Almighty and noble character in order to educate the life nation. In Article 31 Section 5 also explained that national education is aimed at advancing science and technology by upholding the values of religion and national unity for the advancement of civilization and the welfare of mankind (Hikmah, 2013).

In the Act, it is clear that the dimensions to be achieved from the goals of national education are the inner, physical-mental, material-spiritual, the hereafter-dimension. Even the dimensions of conscience take precedence over the dimensions of the brain. This is because the advancement of science and technology is high but the faith and taqwa damaged then the result is much worse than the opposite. On the other hand the State of Indonesia has organized education since decades after independence, however, the level of achievement of

national education objectives as the mandate of the law is far from being expected both in terms of skilled, skilled and intelligent human resource development even more so when measured by indicators of attaining faith and piety towards God The One and the noble character.

It does not even close the possibility of many cases of decadence moral which shows an inverse or no correlation between the developments of the brain with a conscience or between the development of cognitive ability with pious faith in God Almighty and noble morals (Darmana, 2013).

Based on the above description, the formal juridical state of Indonesia already has a good educational goal, which is the standard formulation of the quality of Indonesian human beings that must be developed by each unit of education. When examined more deeply, for all educational purposes, which is the most important goal and overshadowing the other is faith in God Almighty.

This can be understood in the order in which the mention of it in the earlier laws can also be ensured without faith and taqwa, the attainment of other educational goals will not bring goodness to mankind in the world let alone in the afterlife. The even noble character will only be realized if there are faith and taqwa to God Almighty (Darmana, 2013).

Chemistry is one of the clusters of Natural Sciences (IPA) built on the basis of scientific products, scientific processes, and scientific attitudes. One of the main goals of chemistry in high school is to form a positive attitude by realizing the regularity and beauty of nature and glorifying the greatness of God Almighty (Depdiknas, 2010).

In the 2013 curriculum, there are four aspects of core competencies that must be achieved in the learning process, namely: CC1 (spiritual attitude), CC2 (attitude social), CC3 (knowledge), and CC4 (skills). In the process of learning CC1 (spiritual attitudes) is "to live and practice the teachings of a religion that believed". Therefore, teachers are required to be able to instill values spiritual to learners so that CC1 can be achieved.

However, in reality in the process of learning in schools, there are factors that support the achievement of the national education goals. This is thought to be caused by 1) Apathy attitude of science teachers to religion, some teachers do not like to talk about science with religion because it is considered two very different things, where religion begins with "conviction" while science begins with "uncertainty." 2) Some teachers consider science value-free. 3) Generally, thinkers, planners, curriculum implementers, especially teachers cannot/quite understand how to prepare and teach science materials based on religious moral values that can deliver students to enable to be faithful and devout to God Almighty. This is because they also never get it during schooling. 4) Very limited references, both in the form of books and experts that can be used as a reference or model in moral science-based learning that can lead students to enable to be faithful and devoted to God Almighty (Darmana, 2013). Even according to (Zakaria, 2014) in (Okmarisa et al., 2016) that today, many teachers emphasize only on teaching tasks, the other two dimensions of duty are to educate and train somewhat neglected.

As one of the efforts in achieving the educational function described above, the inculcation of Islamic values in various scientific fields is an option that can be offered one of them is the integration of Islamic values in the chemical module. Integrating Islamic values in the module will not detract from the scientific level of the science; it is even an appropriate effort because it can unite between the Shari'a and the essence. One of the sources of learning that can be arranged into a module is the verses of Allah in the form of the Qur'an and the Prophet Muhammad SAW is the hadisth. Both are sources of learning in which messages, events, facts and events.

Development of Islamic-based chemical modules is an alternative in order to instill religious values in learners. In addition to obtaining material from the subjects, students will get also the discourse of Islam and the formation of a positive person. Another benefit of developing Islamic-based learning media science is that students can analyze chemical objects with an Islamic perspective (Muis, 2010).

Recognizing this, there needs to be a change in learning. One effort to instill spiritual values in chemistry learning and enable students to gain the opportunity to develop process skills and scientific attitudes by applying the learning model of Discovery learning developed with teaching materials that integrate spiritual values. By incorporating value education in the chemistry learning process especially on salt hydrolysis matter, it is expected to increase students' understanding as well as to instill the spiritual values contained in the concept. Discovery is a learning model that was developed based on the views of constructivism. According to (Kurniasih & Sani, 2014) discovery learning is defined as a learning process that occurs when learning materials are not presented in final form, but students are expected to organize themselves. Furthermore, (Sani, 2014) reveals that discovery is finding the concept through a series of data or information obtained through observation or experimentation.

Based on the description, the researcher is interested to bridge the national education objectives as described and do a research to solve the problems that have been described. And the researchers are interested in conducting research entitled: **“The Implementation of Chemistry Learning Material Integrated Spiritual Values with Discovery Learning Model for Senior High School Students”**.

## **1.2 Problem Identification**

In accordance with the background of the above problems, it can be identified some problems related to research that will be done:

1. The educational system that is underway still less visible in the effort to achieve the national goal of increasing faith in God Almighty.
2. The spiritual values especially Islamic values are rarely in some chemistry handbooks class XI SMA in accordance with the Curriculum 2013.
3. The learning process in schools tends to just focus on the demands of mastery of knowledge so that less attention to religious values.

4. Lack of teachers able to develop and teach integrated chemistry modules of spiritual values.
5. Lack of senior high school reference books of chemistry integrated spiritual values for high school students that have been developed.

### **1.3 Scope of the Research**

In order for this research to be more focused, it is necessary to have limitations on the problem, namely: efforts to make quality learning that not only focuses on cognitive outcomes but also improves spiritual attitudes by using integrated chemistry learning material spiritual values.

### **1.4 Formulation of the Problem**

Based on the background, identification, and limitations of the problems that have been stated previously, then the formulation of the problem in this study are:

1. Is there the difference in student's chemistry learning outcomes taught using chemistry learning materials integrated of spiritual value with those taught using student handbook through the discovery learning model?
2. Is learning by using chemistry learning materials integrated of spiritual value can foster the student's spiritual values?
3. Is there the relationship between spiritual value and student learning outcomes?

### **1.5 Research Aim**

Based on the above problem formulation, this research aims:

1. To know is there the difference in students chemistry learning outcomes using chemistry learning materials integrated of spiritual value with those taught using student handbook through the discovery learning model.
2. To know is learning by using chemistry learning materials integrated of spiritual value can foster the student's spiritual values.
3. To know is there the relationship between spiritual value and student learning outcomes.

## 1.6 Significance of the Study

The benefits of this research are divided into two, namely theoretical benefits and practical benefits.

### 1. Theoretical benefits

Theoretically, the results of this study are expected to be a reference or input for other researchers, both related to advanced research that is developing and similar research that is expanding.

### 2. Practical benefits

This research is expected to provide benefits for all parties involved in chemistry learning in SMA students, teachers, schools, and researchers themselves.

#### a. For student

- 1) Helping learners in receiving and understanding the subjects of salt hydrolysis which integrates the Islamic values learned so as to improve learning achievement and the value of faith and devotion in students themselves.
- 2) Increase students' insight into chemistry and Islam so they make learning more interesting and students are motivated to learn.

#### b. For Teacher

- 1) Can be one choice of teaching materials that will be used in the learning process chemistry class XII SMA especially on the subject of salt hydrolysis.
- 2) Assist teachers in the process of applying the 2013 curriculum in chemistry learning.

#### c. For Researchers

The results of this study will increase knowledge, faith, devotion, ability and experience in improving the competence of a prospective teacher.

### 1.7 Operational Definitions

There are several terms that need to be explained in this research include :

1. Learning outcomes are the level of mastery obtained in learning, and in this study measured using the results of post-test scores.
2. The differences of students' learning outcomes by applying the integrated teaching materials of spiritual value and handbook of students.
3. Integrated chemistry learning of spiritual value is a systematic instructional material by inserting spiritual values and applied to the salt hydrolysis material.
4. Spiritual values are positive values that are integrated in the chemistry learning material that is used as a means to foster the good character of the learner in order to foster into someone who has noble character and piety to God Almighty.
5. Discovery Learning is a learning model aims to train students in finding concepts to solve problems and is expected to be able to improve learning outcomes.



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