

DEVELOPMENT OF ISLAMIC RELIGIOUS EDUCATION (IRE) TEXTBOOKS BASED ON ETHNOPECAGOGY THROUGH LOCAL WISDOM IN THEMATIC LEARNING

Fauzan^{1*}, Murtadha², Azizah³

^{1,2} STAI Jamiatut Tarbiyah Lhoksukon Aceh Utara, Indonesia

*e-mail: fznsyari84@gmail.com

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ABSTRACT

This study aims to develop an Islamic Religious Education (IRE) textbook based on ethnopedagogy, which integrates local wisdom into thematic learning, and assess its quality and feasibility. Based on the researcher's observations in several elementary schools in North Aceh, it was found that, in practice, the concepts were not connected to local culture, which is a critical component of the ethnopedagogical approach. Therefore, the solution proposed by the researcher is to provide teachers with an understanding of the ethnopedagogical approach. The research method used is Research and Development (R&D) with the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The study involved 27 elementary school teachers in North Aceh as the sample. The survey results showed that the thematic textbook based on Ethno pedagogy was deemed feasible and practical. Most teachers gave ratings with an average of over 80% on almost all tested indicators. In conclusion, developing the IRE textbook based on ethno-pedagogy successfully integrated local cultural values into IRE learning and positively impacted students' understanding and attitudes. Implications: This textbook plays a role in preserving and introducing local wisdom to students, indirectly strengthening their cultural identity. By studying local wisdom, students will better appreciate their environment's cultural heritage and values while integrating religious teachings into their socio-cultural lives. Additional Materials: A teacher training program on implementing local wisdom or initiatives from local governments to develop educational resources based on local culture.

INTRODUCTION

Education is a key component in every activity, so it can be stated that every human being strives to improve continuously in education. Education itself can develop intelligence, morals, psychology, and skills that benefit both individuals and the general public (Ramadhani, 2020). The researcher's observations in several elementary schools in North Aceh found that the current learning process in the field does not integrate the concepts with local culture, which is part of the ethnopedagogy approach. Integrating local wisdom in learning is very important, especially at the elementary school level, as it can shape students' initial knowledge of meaningful learning through local wisdom in their region. The activity of learning various subjects from references found in the students' living environment (local culture) reflects the thematic (contextual) learning process. The

problems encountered in the field are also supported by Nuraini Fatmi et al.'s study titled "Implementation of Ethnopedagogy-Based Local Wisdom Approach in Thematic Learning for Classroom Teachers." They stated that the problem found in the field is that, on average, elementary school teachers are not yet ready to integrate the concept of local wisdom into classroom learning (Fatmi et al., 2023).

Based on these problems, there needs to be changes and development in teacher resources capable of shaping a younger generation that understands local wisdom early so that local wisdom is preserved and not lost to Western globalization. Therefore, the solution offered by the researcher is to provide teachers with an understanding of the ethnopedagogy approach. According to Putra, ethnopedagogy in learning activities in elementary schools is a new knowledge for teachers. It can be used as a basis for developing the study of thematic materials in elementary schools by introducing local culture to students (Putra, 2017). Muzakkir adds that teachers must have a broader understanding of local culture as the primary agents of knowledge transfer, making it easier to open students' horizons in classroom learning. Based on the problems in the field, it is necessary to develop Islamic Religious Education (IRE) textbooks using the ethnopedagogy approach in thematic learning (Muzakkir, 2021).

Character education is also needed to support the thematic learning process. This aligns with research by Suhermanto et al., which states that implementing character education in IRE subjects in the independent curriculum at SMA Al-Azhar faced both supporting and inhibiting factors. The supporting factors include the synergy between the school principal, IRE teacher groups, teachers, facilities, and school programs that support the teaching-learning process and shape students' positive character. The inhibiting factors are the lack of communication or socialization between teachers, parents, or caregivers at Islamic boarding schools, teacher involvement, and student discipline in developing good character (Suhermanto et al., 2024). Religious education in the family environment also shapes Students' character education. This is supported by research from Mahsun, which shows that the patterns of religious interaction in families vary, involving the inculcation of universal values common to all religions, such as ethics, kindness, honesty, and mutual help. Further research needs to explore religious education within interfaith families from a new perspective in line with current developments (Mahsun et al., 2023).

According to Muhammad Arif Nugraha, his research shows that the Assalaam Elementary School has been successful, as evidenced by the well-planned school structure, equitable distribution of responsibilities, and mutually agreed-upon objectives, all of which have contributed to achieving the program's goals. The successful implementation of the program has instilled discipline in students (Arif Nugraha et al., 2023). Departing from character education, Sukatin's research also states that Islamic education and character education make students become creatures who have better characters or values. Islamic education, with its clear and detailed scope, does not depart from the guidance of the Al-Qur'an and As-Sunnah so that it runs in the same direction as character education, including the formation of good qualities in each student (Sukatin, Kiki Lidya Tama, Anisa Alawiyah, Bayu Abiyasa, 2021). Sukanti's continued research also stated that cognitive development in early childhood is dominated by mental processes. Along with this process, children's world begins to expand. It is during this period that children's psychosocial development begins to be influenced by other family relationships and peers (Sukatin, Asmarani Putri, Baghas Adetya, 2021).

Thematic learning in the classroom aligns with the socialization materials for the 2013 curriculum by the Ministry of Education and Culture, which includes four steps: (1) Determining the theme, (2) Integrating the theme into the curriculum in a balanced manner with a focus on psychology, knowledge, and skills, (3) Designing the lesson plan, which consists of thematic parts, and (4) Realizing active student learning (Jati Puspita, 2016). Based on the researcher's findings, the research team traced various previous studies and field findings, which also directed the focus of current activities. Oktavianti conducted a relevant study on ethno-pedagogy at the elementary school level through local wisdom-based media. Her research concluded that the Ethno pedagogy approach in thematic learning helps students understand their aspirations related to desired professions, showing that students enjoy and appreciate the local culture and are interested in preserving local culture in their surroundings (Oktavianti, 2018). The research titled "Theme-Based Learning Models Utilizing

Local Wisdom" by Nafia Wafiqn suggests that teaching themes with local culture concepts can make knowledge transfer more meaningful and beneficial, as the teaching and learning activities are no longer confined to textbooks but are more contextual (Nafia Wafiqni, 2018).

The gap analysis stages in this research are structured based on differences from previous studies: 1. Identification of Current Conditions: The field shows that thematic learning has not integrated concepts with local culture. 2. Identification of Future Conditions: Teachers must master thematic learning combined with the ethnopedagogic approach, as globalization and technological advances threaten to erode local culture in Indonesia, especially Aceh. 3. Identification of Causes of Gaps: The gap in thematic learning is due to teachers' lack of knowledge of Acehnese local wisdom and the unavailability of appropriate textbooks. 4. Identification of the Right Solution: The correct solution is to conduct Focus Group Discussions (FGD) with Islamic education teachers in elementary schools across North Aceh, discussing the implementation of local wisdom in thematic learning.

The research flow in this research is to use the development of IRE textbooks through local cultural perceptions raised in this activity, connected through the unique local culture of the Acehnese people and its existence is recognized, especially in the local environment. Units through the uniqueness of Acehnese culture which is a regional culture can become an important character in advancing the level of knowledge of society, religion, language, technological advances, art, etc. The stages taken were developing IRE textbooks, carrying out expert validation, and then conducting FGDs with IRE teachers in elementary schools throughout North Aceh.

METHODS

The type of research used is developmental, with the ADDIE model, which consists of 5 steps: Analysis, Design, Development, Implementation, and Evaluation. The approach combines qualitative and quantitative (mixed) with a Sequential Exploratory design. Sugiyono mentions that Sequential Exploratory describes research integration as combining qualitative and quantitative methods simultaneously. In the first step of the research, the qualitative method is applied, and in the second step, the quantitative method is applied. The qualitative method explores hypotheses, while the quantitative method tests the hypotheses. The research procedure or activity stages follow the ADDIE development model as follows (Mulyatiningsih, 2011):

- a. Analysis
 - a) Needs analysis is used as the initial step in product development.
 - b) Curriculum analysis is an essential part of educational content.
- b. Design Design is the second stage of the ADDIE model. At this stage, the researcher will design the initial product, such as determining the media, format, and initial plan for the IRE textbook.
- c. Development At the development stage, the researcher begins writing the IRE textbook according to the previously established thematic book development plan.
- d. Implementation In this step, the developed IRE textbook will be used in classroom activities. Below is an explanation of the trial of the IRE textbook:
 - a). IRE Textbook Trial
The IRE textbook trial is essential to the developmental research conducted after designing and completing the Ethno pedagogy-based IRE textbook.
 - b). Test Subjects
The IRE textbook development research test subjects are elementary school Islamic education teachers in North Aceh.
- e. Evaluation is the final step in the ADDIE model research, where an evaluation is conducted to measure teacher responses using a Likert scale questionnaire to obtain quantitative data directly. The Likert scale is commonly used in collecting questionnaire data as it measures the attitudes and opinions of respondents in the form of a numerical range.

RESULTS AND DISCUSSION

Result

a. Analysis Stage

The analysis stage is the initial phase in identifying and addressing problems. This phase involves interviewing teachers and conducting observations.

a). Needs Analysis

The needs analysis results indicate that the development of thematic textbooks for Islamic Religious Education and Character Building at the elementary school level requires attention to structuring relevant, gradual, and easily understood material for students. The textbook must include various educational needs related to religion, integrate them with character formation, use simple language, and incorporate interactive activities that directly engage students. Additionally, learning evaluation must cover cognitive, affective, and psychomotor aspects so that students can effectively apply Islamic values in their daily lives.

b). Material Analysis

The material analysis results indicate that the development of thematic Islamic Religious Education textbooks for elementary school should include material that matches the students' level of understanding, using simple language, visually appealing content, and relevance to daily life. The material must incorporate interactive activities that allow students to internalize and practice Islamic values. Evaluations integrated into each theme should enable teachers to comprehensively assess students' cognitive, affective, and psychomotor understanding.

b. Design Stage (Planning)

The product design stages of the project module are as follows: Cover/Cover Cover making is done with the help of the Canva application. The cover is designed to display the title of the IRE textbook:



Figure 2. Book Cover

c. Development Stage

a) Material Expert Validation

The results of material validation obtained an average value of 86.68%, which means the product is suitable for field trials.

b) Media Expert Validation

According to media experts, this IRE thematic book based on local wisdom is considered very good in terms of appearance, accessibility, and effectiveness in conveying messages, with a total average percentage of 89.7%.

d. Implementation Stage

This assessment focuses on the relevance of the material, learning methods, media used, and achievement of learning objectives, as well as the extent to which the integration of local cultural values can improve students' understanding and attitudes towards religion and culture. The number of respondents is as follows.

Table 1. Number of Survey Respondents

Respondent	Amount
Teacher	27
Total	27

At the implementation stage, the activities carried out were conducting FGDs with IRE elementary school teachers throughout North Aceh, discussing how to apply local wisdom in thematic learning, and discussing the contents of IRE textbooks developed by researchers. After completing this activity, the researcher distributed questionnaires regarding the feasibility of Ethno pedagogy-based Islamic Religious Education (IRE) thematic learning using a Likert scale. Four points, namely: Strongly Disagree (STS), Disagree (TS), Agree (S), and Strongly Agree (SS).

e. Evaluation Stage

At the evaluation stage, the results of the distribution of questionnaires at the implementation stage are outlined in percentages. The results are as follows:

Table 2. Data Analysis Results Table

Aspect	Indicator	Average value	Percentage (%)
Relevance of Material	The IRE material presented is by local cultural values	4.2	84%
	Learning materials integrate local culture with religious values.	4.4	88%
	The material presented is relevant to students' daily lives.	4.1	82%
Learning methods	Ethno-pedagogy-based learning methods encourage a better understanding of local religion and culture.	4.0	80%
	Learning methods encourage student interaction with the local cultural environment.	4.3	86%
	The method used increases students' learning motivation.	4.1	82%
Instructional Media	Learning media supports the integration of local cultural values in IRE learning.	4.2	84%
	The learning media used are creative and innovative.	3.9	78%
	Learning media makes it easier for students to understand IRE material related to local culture.	4.0	80%
	Ethno-pedagogy-based learning helps students	4.3	86%

Goal Achievement	understand the relationship between religion and culture.		
	Ethno-pedagogy-based learning can foster an attitude of tolerance towards local culture.	4.1	82%
	Learning can increase students' understanding of maintaining local cultural values in a religious context.	4.2	84%

The questionnaire percentage analysis graph is as follows:

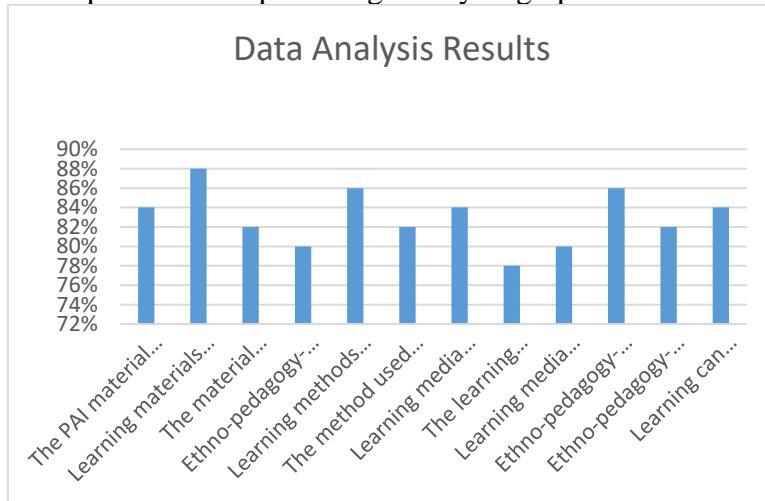


Figure 3. Results of survey data analysis

Based on the results of the data analysis obtained from 27 teachers involved in this learning, several important conclusions can be drawn regarding the relevance of the material, learning methods, media used, and the achievement of learning objectives.

1. Relevance of Material

The level of relevance of the IRE material presented, as measured through several indicators, received an average score of 4.2 (84%). This shows that most respondents stated that the material presented was very relevant to local cultural values. The integration of local culture with religious values also received positive appreciation from respondents, with an average score of 4.4 (88%). This indicates that the ethnopedagogical approach applied in IRE material can make a significant contribution to connecting religious values with students' everyday culture. However, the material's relevance to students' daily lives was slightly lower, with an average of 4.1 (82%). This shows that although the material is relevant, there is room for improvement in making it more contextual to students' direct experiences in their daily lives.

2. Learning Methods

Respondents also considered Ethno's pedagogy-based learning methods effective. The indicator measuring the ability of this learning method to encourage a better understanding of local religion and culture received an average score of 4.0 (80%), indicating that this approach is practical. However, there are opportunities for further improvement. Students' interaction with the local cultural environment was assessed as very good, with an average score of 4.3 (86%). This method successfully encourages students to become more familiar with and interact with their cultural environment. The

method is also considered to be able to increase students' learning motivation, with an average score of 4.1 (82%), which indicates that this learning method is successful in creating an attractive learning environment for students.

3. Learning Media

The learning media aspect is also an important focus in this survey. Media that supports the integration of local cultural values in IRE learning received an average rating of 4.2 (84%). This indicates that the media used is quite good at integrating local cultural values, although there is room for further innovation. Media considered creative and innovative gets an average score of 3.9 (78%), the lowest score in this survey. This shows that some respondents felt that the media used was less innovative or needed updating in terms of creativity. However, the learning media used is still considered to make it easier for students to understand IRE material related to local culture, with an average score of 4.0 (80%).

4. Achievement of Learning Goals

The survey results also show that Ethno pedagogy-based learning can achieve its goal, namely helping students understand the relationship between religion and local culture. This indicator received an average score of 4.3 (86%), which shows that students can see the relationship between the two well. Apart from that, tolerance towards local culture also grows well through this learning, with an average score of 4.1 (82%). Ethnopedagogy-based learning is considered capable of increasing students' understanding of the importance of maintaining local cultural values in a religious context, with an average score of 4.2 (84%). This shows that students not only understand religious material but also the importance of preserving local culture that aligns with religious teachings.

Discussion

This survey involves several vital aspects, such as the relevance of the material, learning methods, learning media, and the achievement of learning objectives. Based on data obtained from 27 respondents, namely teachers who teach IRE based on ethno-pedagogy, the results show that this approach is feasible and relevant. The ethnopedagogical approach applied in IRE learning is considered quite effective in integrating religious values with local culture. The relevance of the material, learning methods, and media used all significantly contribute to the achievement of learning objectives. 1. Relevance of Material, The aspect of material relevance is an important part evaluated in this survey. The average value of the material relevance indicator is 4.2 (84%), indicating that the majority of respondents assess that the IRE material presented is by local cultural values. This is very important because one of the main goals of the ethnopedagogical approach is to link religious values with students' local culture. The integration between local culture and religious values received an even higher rating, namely 4.4 (88%), which shows that this material can provide harmony between the two. However, the indicator that assesses the relevance of the material to students' daily lives received an average score of 4.1 (82%). Although this score is still in the high category, it shows that there is a slight gap between the material presented and students' daily experiences. This means that further efforts need to be made to make the material more contextual so that students can feel the practical benefits of the learning they receive in their daily lives. 2. Learning Methods, Aspects of the Ethno pedagogy-based learning method also received a positive evaluation with an average score of 4.0 (80%) for indicators that measure the ability of this method to encourage a better understanding of local religion and culture. Methods that encourage student interaction with the local cultural environment are considered very effective with an average score of 4.3 (86%). This shows that students not only learn religious and cultural values theoretically but also actively interact with their environment, resulting in deeper and more applicable learning. Student motivation also increased with this method, as seen from the average score of 4.1 (82%) for the learning motivation indicator. The ethnopedagogical method that links religion and local culture is considered successful in creating an interesting learning atmosphere and motivating students to be more active. This is important because high learning motivation can encourage better learning outcomes and a deeper understanding

of the material. 3. Learning Media, The learning media aspect, although receiving a generally positive assessment, shows room for improvement, especially in terms of creativity and innovation. The average value for media indicators that support the integration of local culture in learning is 4.2 (84%), which shows that the media used is quite effective. However, the indicator assessing media creativity and innovation only scored 3.9 (78%), which was the lowest score in the entire survey. This shows that although learning media is sufficient to support local cultural integration, the innovation and creativity aspects still need to be improved. Teachers may need to use a more creative approach in using media, for example through digital technology or interactive media which can make learning more interesting for students. Media that make it easier for students to understand the material received an average score of 4.0 (80%), which indicates that although the media is useful, there are opportunities to further increase its effectiveness.

Achievement of Learning Goals, The aspect of achieving learning objectives is one of the main focuses of this survey. Ethnopedagogy-based learning was considered successful in helping students understand the relationship between religion and local culture with an average score of 4.3 (86%). This confirms that this approach is effective in connecting religious concepts with local culture that are relevant to students' lives. Apart from that, tolerance towards local culture is also considered to grow through this approach, with an average score of 4.1 (82%). This is a very important indicator, considering that the aim of ethnopedagogy-based learning is to create harmony between religion and culture and encourage mutual respect and tolerance. Students were also assessed as being able to increase their understanding of the importance of maintaining local cultural values in a religious context, with an average score of 4.2 (84%).

However, several aspects still need to be improved, especially regarding creativity in learning media and the relevance of the material to students' daily lives. Innovations and improvements in this area are expected to increase learning effectiveness and maximize students' potential in understanding the relationship between their religion and culture.

So, the results of the research can be described:

1. Teachers must continue exploring methods that can further motivate students and link learning to everyday life.
2. Learning media must be more innovative and creative to maintain students' interest and deepen their understanding.
3. The ethnopedagogical approach needs to be strengthened to ensure students understand religious teachings and become individuals who respect and preserve the local cultural values they have inherited.

CONCLUSION

The survey results showed that the teachers involved considered the thematic material for Islamic Religious Education based on ethno-pedagogy appropriate and effective. With an average score above 80% for almost all indicators, it can be concluded that this approach has successfully integrated local cultural values into IRE learning and has positively impacted students' understanding and attitudes. However, the innovation aspect in learning media is one area that needs improvement to provide students with a more creative and exciting learning experience.

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