

Development of Ethnoscience-based Science Booklet Integrated with Islamic Values in Science Learning in Junior High Schools

Annisa Syafira,¹ Adisti Yuliastrin,² Susilawati Susilawati,³ Rian Vebrianto,^{4*}

^{1,3,4}Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

²Universitas Terbuka, Indonesia

¹12111120479@students.uin-suska.ac.id, ²adisti@ecampus.ut.ac.id, ³susilawati@uin-suska.ac.id, ⁴rian.vebrianto@uin-suska.ac.id

Received: 2024-06-18

Revised: 2024-07-19

Approved: 2024-07-27

*) Corresponding Author

Copyright ©2024 Authors

Abstract

This research aims to create an ethnoscience-based science booklet media integrated with Islamic values to teach science to junior high school students. This research uses the ADDIE model development stage with a research instrument in the form of a questionnaire involving 4 expert validators, 20 prospective teachers, and students. The product to be developed is an ethnoscience-based science booklet media with earth and solar system material that can be used by junior high school (SMP). The validity test results in terms of language aspects amounted to 78.3%, material aspects to 84%, design aspects to 84%, and visual display aspects to 75%. All aspects of the validity test were classified as very valid. The reliability test obtained a result of 0.667, categorized as reliable, and the practicality test obtained a value of 87.71%, classified as very practical. The novelty of this research is that researchers combine cultural and scientific knowledge in the form of booklet science media and are also integrated with Islamic values. So, it can be concluded that the ethnoscience-based science booklet media integrated with Islamic values is valid, reliable, and practical so that junior high schools can use it.

Keywords: Ethnoscience, Integrated Islamic, Learning Science, Science Booklet.

Abstrak

Penelitian ini bertujuan untuk membuat media booklet IPA berbasis etnosains terintegrasi nilai-nilai Islam untuk pembelajaran IPA pada siswa SMP. Penelitian ini menggunakan tahap pengembangan model ADDIE dengan instrumen penelitian berupa angket yang melibatkan 4 validator ahli, 20 calon guru, dan siswa. Produk yang akan dikembangkan adalah media booklet IPA berbasis etnosains dengan materi bumi dan tata surya yang dapat digunakan oleh siswa SMP. Hasil uji validitas ditinjau dari aspek bahasa sebesar 78,3%, aspek materi sebesar 84%, aspek desain sebesar 84%, dan aspek tampilan visual sebesar 75%. Semua aspek uji validitas tergolong sangat valid. Uji reliabilitas memperoleh hasil sebesar 0,667 tergolong reliabel, dan uji praktikalitas memperoleh nilai sebesar 87,71% tergolong sangat praktis. Kebaruan penelitian ini adalah peneliti memadukan pengetahuan budaya dan sains dalam bentuk media booklet IPA dan juga terintegrasi dengan nilai-nilai Islam. Maka dapat disimpulkan bahwa media buklet IPA berbasis etnosains terintegrasi nilai-nilai Islam ini valid, reliabel, dan praktis sehingga dapat digunakan oleh siswa SMP.

Kata Kunci: Etnosains, Islam Terpadu, Pembelajaran Sains, Sains Booklet.



Introduction

Education is a process to develop culture in society so education cannot be separated from traditional cultural values.¹ Residents in the region should be responsible for rediscovering their identity by appreciating and understanding their existing cultural heritage as a source of local knowledge.² Foreign culture continues to expand rapidly as technological developments have entirely replaced local cultural values in Indonesia.³

Most people, including students, do not understand the specialty of local wisdom found in their area. Many people feel that teaching science in schools and universities is not related to the cultural values that exist in society.⁴ Most students today are more familiar with technology and foreign cultural influences, while knowledge of local culture and local wisdom of the Indonesian nation is diminishing. It can have an impact on their level of love for their homeland.⁵

So that local culture will be increasingly marginalized and forgotten.⁶ It cannot be allowed because the next generation should be able to recognize and develop existing local culture so that foreign nations do not claim it as their culture.⁷ The process of promoting local culture is done through coordination with various elements. Such as coordination with students to determine the culture that will be raised.⁸

Maintaining traditional culture is one way to uphold the principles of a community. Local wisdom develops due to the cultural advantages of the local community and the geographical situation on a larger scale.⁹ Local wisdom in society

¹ Ali Riyadi, "Refleksi Nalar Budaya Pendidikan Islam Dan Dampaknya Dalam Perilaku Sosial Keagamaan," *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 9, no. 3 (2019): 285–96, <https://doi.org/10.33367/ji.v9i3.1027>.

² Latifah Nuraini, "Integrasi Nilai Kearifan Lokal Dalam Pembelajaran Matematika SD/MI Kurikulum 2013," *Jurnal Pendidikan Matematika (Kudus)* 1, no. 2 (2019), <https://doi.org/10.21043/jpm.v1i2.4873>.

³ Nailah Tresnawati, "Pembelajaran Sains Berbasis Kearifan Lokal Dalam Upaya Peningkatan Konservasi Lingkungan Pada Mahasiswa PGSD Di Batik Tulis Ciwaringin Cirebon," *Al Ibtida: Jurnal Pendidikan Guru MI* 5, no. 1 (2018): 69.

⁴ Tresnawati.

⁵ Azmi Asra and Atika Ulya Akmal, "Analisis Perangkat Pembelajaran Berbasis Etnosains Di SMP Kabupaten Rokan Hulu," *Jurnal Pendidikan Rokania* 6, no. 1 (2021): 9–22.

⁶ Vita Fitriatul Ulya and Zainal Abidin, "E-Learning Dalam Kajian Pendidikan Agama Islam Di Perguruan Tinggi Pada Abad Ke-21 Pendahuluan Pada Abad Ke-21" *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 13, no. 3 (2023): 261–75, <https://doi.org/10.33367/ji.v13i3.4488>.

⁷ Deny Hidayati, "Memudarnya Nilai Kearifan Lokal Masyarakat Dalam Pengelolaan Sumber Daya Air," *Jurnal Kependudukan Indonesia* 11, no. 1 (2017): 39, <https://doi.org/10.14203/jki.v11i1.36>.

⁸ M Nuzurul Qalam, Munawir Hasan, and Rizki Fathu Rohman, "Implementasi Profil Pelajar Berbasis Kearifan Lokal Dalam Membangun Kesadaran Multikultural Di Madrasah Tsanawiyah Singkawang," *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 14, no. 1 (2024): 124–42, <https://doi.org/10.33367/ji.v14i1.5367>.

⁹ Rinitami Njatrijani, "Kearifan Lokal Dalam Perspektif Budaya Kota Semarang," *Gema Keadilan, Edisi Jurnal* 5, no. September (2018): 16–31.

can manifest in various forms, such as culture (values, norms, ethics, beliefs, customs, customary laws, and special regulations).¹⁰

Learning science with an ethnoscience approach that connects learning with the culture of a community will increase students' awareness of the culture of that community.¹¹ Ethnoscience studies are needed to ensure the sustainability of local wisdom is maintained and passed on to future generations. In ethnoscience studies, it is important to continue to transform indigenous scientific knowledge that develops in the community into scientific knowledge.¹² By learning ethnoscience, students will be able to understand the diverse local wisdom around them.¹³

Natural Science is closely related to daily life, so nature study is one of the subjects at school. The learning process emphasizes direct experience to improve students' skills to explore and understand nature well.¹⁴ Science lessons aim to develop students' potential, including information, conceptions, principles, rules, and science theories.¹⁵

In addition, science learning tends to require reasoning and understanding and absorbing scientific material, which requires students to play an active role intuitively.¹⁶ Moreover, it is rare to find science learning that also studies ethnoscience. The inability to acquire sufficient knowledge to understand science within an ethnic group leads to imbalances and difficulties in integrating community science knowledge into scientific science.¹⁷

¹⁰ Asriati Nuraini, "Mengembangkan Karakter Peserta Didik Berbasis Kearifan Lokal Melalui Pembelajaran Di Sekolah," *Jurnal Pendidikan Sosiologi Dan Humaniora*, 2021, 2013–15.

¹¹ S. E. Atmojo, "Profil Keterampilan Proses Sains Dan Apresiasi Siswa Terhadap Profesi Pengrajin Tempe Dalam Pembelajaran Ipa Berpendekatan Etnosains," *Jurnal Pendidikan IPA Indonesia* 1, no. 2 (2012): 115–22, <https://doi.org/10.15294/jpii.v1i2.2128>.

¹² Aldeva Ilhami et al., "Analisis Kearifan Lokal Manongkah Kerang Di Kabupaten Indragiri Hilir, Riau Sebagai Sumber Belajar IPA Berbasis Etnosains," *Sosial Budaya* 18, no. 1 (2021): 20.

¹³ Anita Mirnawati and Mochammad Yasir, "Kajian Etnosains: Budidaya Salak Sebagai Bahan Ajar Ipa SMP," *Proceeding Science Education National Conference 2022*, 2022, 13–19.

¹⁴ Fatimah, "Meningkatkan Hasil Belajar Siswa Dalam Pembelajaran IPA Dengan Metode Demonstrasi Dikelas V SDN 10 Biau," *Jurnal Kreatif Tadulako Online* 1, no. 4 (2017): 164–72, <http://jurnal.untad.ac.id/jurnal/index.php/JKTO/article/view/2742>.

¹⁵ Bayu Priyatma, Darlen Sikumbang, and Rini Rita T Marpaung, "Analisis Kendala Pendidik IPA Terhadap Pembelajaran IPA Terpadu Di SMP Swasta" 7, no. 5 (2019).

¹⁶ Tri Widiyaningsih, "Pengembangan Alat Peraga Tata Surya Berbantuan Audio Untuk Meningkatkan Motivasi Dan Hasil Belajar Siswa Tunanetra SMP LB Kelas VIII," 2017.

¹⁷ I Made Sukayasa, I Nyoman Suardana, and Luh Mitha Priyanka, "Kajian Etnosains Pada Tradisi Pemakaman Di Desa Adat Terungan Suplemen Pembelajaran IPA SMP," *Jurnal Pendidikan Dan Pembelajaran Sains Indonesia* 6, no. 2 (2023): 182–93.

This situation will harm students and make the learning process less memorable¹⁸. Quality integrated natural science education is also highly dependent on the presence of a qualified educator. However, educators experience many obstacles that lead to learning failure in students.¹⁹ Therefore, teachers must design interesting strategies to teach learning materials and concepts to keep students interested.²⁰

Therefore, teachers need to use learning media based on ethnoscience knowledge. However, books as learning media do not often consider cultural diversity in the student environment. It suggests that a teacher's or prospective teacher's creativity is essential.²¹ The media used must help students understand the material better and increase students' interest in learning.²²

Research found that learning media can improve student interest and learning outcomes.²³ Media variations can help students understand the material better and increase students' interest in learning.²⁴ One of the media that can be used is Booklet media. Booklets are pamphlets consisting of one sheet of up to 48 pages bound in the center along with the cover.²⁵ Besides, Fauziza et al. conducted a trial of making interactive e-booklets using the Project Based Learning (PjBL) method to improve students' scientific communication skills.²⁶ In addition, Salsabila et al. developed e-modules to improve problem-solving ability.²⁷ Based on relevant research, no one has

¹⁸ Apriyanda Kusuma Wijaya, "Integrasi Model Pembelajaran Role Playing Dengan Multimedia Dalam Meningkatkan Keterampilan Partisipasi Sosial Siswa," *Edueksos : Jurnal Pendidikan Sosial & Ekonomi* 9, no. 1 (2020): 98–113, <https://doi.org/10.24235/edueksos.v9i1.6420>.

¹⁹ Devi Febriyanti, Sjaifuddin Sjaifuddin, and Lulu Tunjung Biru, "Analisis Proses Pembelajaran IPA Terpadu Dalam Pelaksanaan Kurikulum 2013 Di SMP Kecamatan Sumur," *PENDIPA Journal of Science Education* 6, no. 1 (2021): 218–25, <https://doi.org/10.33369/pendipa.6.1.218-225>.

²⁰ Sri Juwita, Safwannur Safwannur, and Hasbiyallah Hasbiyallah, "Perbandingan Strategi Pembelajaran Gallery Session Dan Ekspositori Pada Pembelajaran Pendidikan Agama Islam," *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 12, no. 3 (2022): 235–50, <https://doi.org/10.33367/ji.v12i3.3012>.

²¹ Budi Purwanto, "Pentingnya Kreativitas Guru Dan Calon Guru Fisika SMA Dalam Upaya Pengembangan Dan Pengadaan Alat Demonstrasi/Eksperimen Untuk Menjelaskan Konsep Dasar Fisika," *Prosiding Seminar Nasional Penelitian, Pendidikan Dan Penerapan MIPA*, no. 1 (2011): 229–38.

²² Moeljadi Pranata, "Efek Seduktif-Redunfansi Desain Pesan Multimedia," *Nirmana* 5 (January 1, 2003).

²³ Andrian Syahputra & Rizki Maulida, "Perancangan Media Pembelajaran Fisika Berbasis Multimedia (Studi Kasus : SMK TI Swasta Budi Agung Medan)," *Teknik Informatika* 3, no. 1 (2019): 15–21.

²⁴ Ambar Sri Lestari, "Pembelajaran Multimedia," *Jurnal Al-Ta'dib* 6, no. 2 (2013): 84–98.

²⁵ Sriroso Satmoko and Harini Tri Astuti, "Pengaruh Bahasa Booklet Pada Peningkatan Pengetahuan Peternak Sapi Perah Tentang Inseminasi Buatan Di Kelurahan Nongkosawit, Kecamatan Gunungpati, Kota Semarang," *Jurnal Penyuluhan* 2, no. 2 (2006).

²⁶ Laila Fauzizah, Sriyono, and Eko Setyadi Kurniawan, "Pengembangan E-Booklet Interaktif Berbasis Project Based Learning (PjBL) Untuk Meningkatkan Keterampilan Komunikasi Sains Peserta Didik," *Jurnal Inovasi Pendidikan Sains (JIPS)* 4, no. 2 (2023): 71–80, <http://jurnal.umpwr.ac.id/index.php/jipshttps://doi.org/10.37729/jips.v4i2.3568%7C>.

²⁷ Wanda Salsabila, Rita Istiana, and Rifki Risma Munandar, "Pengembangan E-Modul Berbasis Guided Inquiry Terintegrasi Nilai Keislaman Pada Materi Sistem Reproduksi Untuk Meningkatkan Kemampuan Pemecahan Masalah," *Jurnal BIOEDUIN* 14, no. 1 (2024): 38–49, <https://doi.org/10.15575/bioeduin.v14i1.27711>.

discussed the development of ethnoscience-based science booklet media integrated with Quranic verses.

Booklets are small-sized learning materials whose presentation is much shorter than books that only contain one topic, thus helping students easily carry them anywhere.²⁸ The developed booklet is a printed media containing information resources focusing on ethnoscience knowledge presented with more content, brief and organized using easy-to-understand language so that students can easily understand it.²⁹ Ethnoscience booklets are learning materials that connect topics with local culture or wisdom.

Value integration in education is a teaching process that utilizes educational role models tailored to the cultivation of life values, such as religious, cultural, ethical, and aesthetic values, to form students with spiritual intelligence, self-control, pleasing personality, good behavior, and skills needed in personal life, society, and the country.³⁰ The moral crisis that has hit this nation seems to concern all circles.³¹

There is still a lack of guidance on integrating Islamic values into the learning process at school, both models, methods, and learning approaches. It is necessary to reinterpret all school subject matter with Islamic value content.³² By incorporating Islamic teachings into the education system, students will gain knowledge and skills and develop character following Islamic values.³³

Based on the results of observations and interviews conducted by researchers to science teachers, many students still do not recognize Indonesian culture, mainly Malay. Teachers have difficulty combining cultural knowledge and original science knowledge. In addition, no one has developed an ethnoscience-based booklet science media

²⁸ Putri Novianti and S. Syamsurizal, "Booklet Sebagai Suplemen Bahan Ajar Pada Materi Kingdom Animalia Untuk Peserta Didik Kelas X SMA/MA," *Jurnal Edutech Undiksha* 9, no. 2 (2021): 225, <https://doi.org/10.23887/jeu.v9i2.40438>.

²⁹ Kevin Mahendrani and Sudarmin, "Pengembangan Booklet Etnosains Fotografi Tema Ekosistem Untuk Meningkatkan Hasil Belajar Pada Siswa SMP," *Unnes Science Education Journal (Usej)* 4, no. 2 (2015): 2015.

³⁰ Nursa Fitri, Niki Dian Permana, and Nelly Yusra, "Pengembangan Komik Sains Terintegrasi Nilai Keislaman Sebagai Media Pemelajaran IPA Di SMP Pada Materi Zat Aditif Pada Makanan," *Journal of Natural Science Learning* 02, no. 01 (2023): 29–35.

³¹ Misfaf Abdul Azis and Ahmad Masrukin, "Budaya Religius Dalam Pembentukan Karakter Peserta Didik Di SMP Islam Ulul Albab Nganjuk," *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 9, no. 3 (2019): 377–86, <https://doi.org/10.33367/ji.v9i3.1040>.

³² Afiful Ikhwani, "Integrasi Pendidikan Islam (Nilai-Nilai Islami Dalam Pembelajaran)," *Ta'allum: Jurnal Pendidikan Islam* 2, no. 2 (2014), <https://doi.org/10.21274/taalum.2014.2.2.179-194>.

³³ Wandri Ramadhan and Sedya Santosa, "Analisis Integrasi Nilai-Nilai Keislaman Dalam Pembelajaran Ilmu Pendidikan Alam Dan Sosial (IPAS) Pada Kurikulum Merdeka Di Sekolah Dasar," *El-Ibtidaiy: Journal of Primary Education* 6, no. 1 (2023): 1–12.

integrated with Islamic values in science learning in junior high school, especially on Earth and Solar System material.

The earth's and solar system's material is inseparable from the Al-Qur'an Surah Al-Anbiya 30: "Do the disbelievers not know that the heavens and the earth were once one, then We separated them, and We made everything that lives out of water? So do they not believe?" This verse does not directly address the Big Bang theory, but some Islamic scholars and scientists have linked it to the concept. They interpret it as Allah declaring that the heavens and the earth were united initially (solid), then separated into two separate entities. This interpretation is consistent with the idea that the universe was originally solid, then exploded in a Big Bang, which led to the formation of the heavens and the earth and everything in them.

Method

This study used the research and development (R&D) approach. R&D refers to conceptualizing and implementing ideas to create or improve new products. The essence of R&D activities is to create new innovative products.³⁴ This research uses the ADDIE development approach, which consists of the stages of Analysis, Design, Development, Implementation, and Evaluation. The model presented here is based on theory, research, and practical experience in its implementation.³⁵ The product development procedure with the ADDIE model can be seen in the Figure 1:

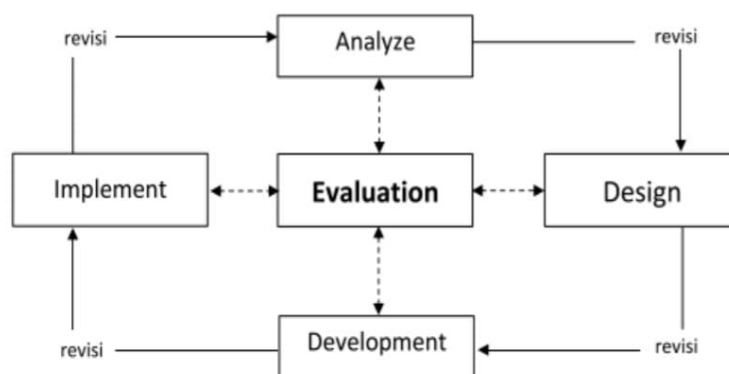


Figure 1. Steps of the ADDIE Model³⁶

³⁴ Eny Winaryati et al., *Cercular Model of RD & D* (Semarang: Penerbit KBM Indonesia, 2021).

³⁵ Walter Dick, Lou Carey, and James O. Carey, *The Systematic Design Of Instruction* (United States of America: Harper Collins Publishers, 2015).

³⁶ Fitria Hidayat and Muhamad Nizar, "Model Addie (Analysis, Design, Development, Implementation and Evaluation) Dalam Pembelajaran Pendidikan Agama Islam," *Jurnal Inovasi Pendidikan Agama Islam (JIPAI)* 1, no. 1 (2021): 28–38, <https://doi.org/10.15575/jipai.v1i1.11042>.

Figure 1 shows the steps of the ADDIE model used in this study. It contains five steps. First is the analysis stage. In the ADDIE method for research development, the first step is to conduct a needs analysis to create new products (models, methods, media, teaching materials) and evaluate the feasibility and requirements of product development. The development of a product can start from the existence of issues that need to be improved in existing products or have been implemented.³⁷ The problems are seen from case studies conducted by researchers in several schools.

The second is the design stage; planning the creation of interactive learning media to be produced.³⁸ At this stage, the goal is to design the booklet design that will be made. Third is the development stage. The development stage is the translation of design specifications into the product's physical form.³⁹ The development stage aims to produce ethnoscience-based booklet media integrated with Islamic values on earth and solar system material. Fourth is the implementation stage. At the implementation stage, the ethnoscience-based booklet media integrated with Islamic values tested through the development stage will be tried to be applied during learning. The realized designs and products are implemented in real situations and classes.⁴⁰

Fifth is the evaluation stage. The ethnoscience-based booklet media integrated with Islamic values that have been implemented will be evaluated concerning the use of applications according to their functions. And an evaluation of the suitability of using the media in class VIII SMP. If there are problems with the product after evaluation, the researcher makes changes according to the suggestions and input from the validator. Evaluation activities are carried out in all stages of the ADDIE model development.⁴¹

³⁷ Taufik Rusmayana, *Model Pembelajarann ADDIE Integrasi Pedati Di SMK PGRI Karisma Bangsa Sebagai Pengganti Praktek Lerja Lapangan Dimasa Pandemi Covid-19* (Bogor: WIDINA BHAKTI PERSADA BANDUNG, 2021).

³⁸ Tenri Rawe, "Penerapan Model Addie Dan Self-Directed Learning Pada Program English Study At Home Berbasis E-Learning Di Eye Level Citra Gran Cibubur," *Jurnal Instruksional* 3, no. 2 (2022): 164–72.

³⁹ Ida Fitriyah, Iskandar Wiyokusumo, and Ibut Priono Leksono, "Pengembangan Media Pembelajaran Prezi Dengan Model ADDIE Simulasi Dan Komunikasi Digital," *Jurnal Inovasi Teknologi Pendidikan* 8, no. 1 (2021): 84–97.

⁴⁰ Aminah Siti, "Implementasi Model Addie Pada Education Game Pembelajaran Bahasa Inggris (Studi Kasus Pada SMP Negeri 8 Pagaram)," *Jurnal Ilmiah Betrik*, 09, no. 03 (2018): 152–62.

⁴¹ Nyoman Sugihartini and Kadek Yudiana, "Addie Sebagai Model Pengembangan Media Instruksional Edukatif (Mie) Mata Kuliah Kurikulum Dan Pengajaran," *Jurnal Pendidikan Teknologi Dan Kejuruan* 15, no. 2 (2018): 277–86, <https://doi.org/10.23887/jptk-undiksha.v15i2.14892>.

Data Collection Instruments

Data collection in this study used a questionnaire. A questionnaire is some written questions used to collect information from respondents. The questionnaire uses a Likert scale as the measurement variable. The questionnaire was given to determine the feasibility of the science booklet being developed.⁴² Instrument research is a questionnaire involving 4 expert validators and 20 individuals (prospective teachers and students). Prepare all data that will be used in the process.⁴³ In this study, the answers to the instrument items were classified into 5 choices. Each indicator measured is given a scale score based on the Table 1:

Table 1. Likert Scale

Categories	Score
Very good	5
Good	4
Good enough	3
Less Good	2
Not good	1

Analysis

The data obtained in this study will be analyzed using qualitative and quantitative methods. This method generates data from media or material experts who evaluate the product being developed.⁴⁴ Qualitative data in the form of criticism and suggestions are used as guidelines for revising the tools that have been made. While, quantitative data is the score obtained from the questionnaire. This tool product assessment questionnaire uses a Likert scale. Then calculated by the percentage formula and eligibility category (Table 2).

$$\text{Result} = \frac{\text{score obtained}}{\text{maximum score}} \times 100\%$$

Table 2. Eligibility Criteria

Eligibility Category	Score (%)
Very Valid	81-100%
Valid	80-61%
Fairly Valid	60-41%

⁴² I Gusti Ayu Oka Juniari and I Made Putra, "Pengembangan Media Pembelajaran Multimedia Interaktif Model DDD-E Pada Muatan Pelajaran IPA Kelas V SD," *Jurnal Edutech Undiksha* 9, no. 1 (2021): 140–48, <https://doi.org/10.23887/jeu.v9i1.33091>.

⁴³ A. Suryanti, I.N.A.S. Putra, and F. Nurrahman, "Pengembangan Media Pembelajaran Energi Alternatif Berbasis Multimedia Interaktif," *Jurnal Teknologi Pembelajaran Indonesia* 11, no. 2 (2021): 147–56, https://doi.org/10.23887/jurnal_tp.v11i2.651.

⁴⁴ Ni Luh Putu Sintia Dewi and Ida Bagus Surya Manuaba, "Pengembangan Media Pembelajaran Powerpoint Interaktif Pada Mata Pelajaran IPA Siswa Kelas VI SD," *Jurnal Penelitian Dan Pengembangan Pendidikan* 5, no. 1 (2021): 76–83.

Eligibility Category	Score (%)
Invalid	40-21%
Very Invalid	<21%

At this validation stage, revisions are made until the validator declares the media valid.⁴⁵ This study aims to assess the use of booklet science media integrated with Islamic values by measuring 4 aspects and 15 items in Table 1 using a Likert scale from 1 (strongly disagree) to 5 (strongly agree).

Table 3. Demographic Information of the Study

Aspects assessed	Item
Language	3
Material	5
Design	5
Physical appearance	2

The reliability index of this questionnaire was analyzed using Cronbach's alpha, and a value of 0.943 was obtained. This value indicates that the questionnaire is reliable and suitable for actual research.⁴⁶ The reliability test is important in evaluating the reliability of data collected through questionnaire distribution. Survey results are considered valid if the responses from participants remain consistent throughout the survey. One way to assess the reliability of a method is to use the Cronbach alpha method or calculate the coefficient of the responses obtained from research participants.⁴⁷ The results of the reliability test can be seen in the Table 4:

Table 4. Reliability Test Results

Aspects	Cronbach Alpha	Description
Language	0,695	Reliable
Material	0,633	Reliable
Design	0,623	Reliable
Physical appearance	0,715	Reliable
Overall Reliability of Aspects Category	0, 667	Reliable

⁴⁵ M Adjria, "Pengembangan Media Pembelajaran Pada Mata Pelajaran Dasar Desain Grafis Berbasis Android," *Skripsi*, 2022, 402–11.

⁴⁶ A. Kristanto et al., "Developing Media Module Proposed to Editor in Editorial Division," *Journal of Physics: Conference Series* 947, no. 1 (2018), <https://doi.org/10.1088/1742-6596/947/1/012054>.

⁴⁷ Teni and Agus Yudiyanto, "Pengaruh Motivasi Belajar Terhadap Hasil Belajar Siswa Kelas VII SMP Negeri 2 Kedokan Bunder Kabupaten Indramayu," *Jurnal Pendidikan Indonesia* 2, no. 1 (2021): 105–17, <https://doi.org/10.36418/japendi.v2i1.73>.

According to Priyatno Reliability of less than 0.6 is not good, while the research instrument is declared reliable with a value of > 0.6. The language aspect is 0.695, the material aspect is 0.633, the design aspect is 0.623, and the display aspect is 0.715.

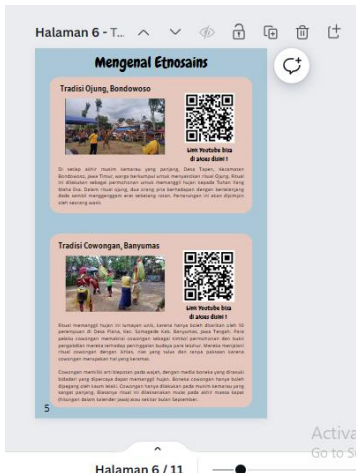
Results and Discussion

Results

This research results in an ethnoscience-based booklet science media integrated with Islamic values by taking the Earth and Solar System material that will be used for junior high school students.

Table 5. Products developed

Design	Description
	First look cover Material: Earth and Solar System Author: Annisa Syafira
	Second menu Solar System subchapter

Design	Description
	Menu Integration of Islamic Values
	Introduction to Ethnoscience Menu
	Menu Working on questions

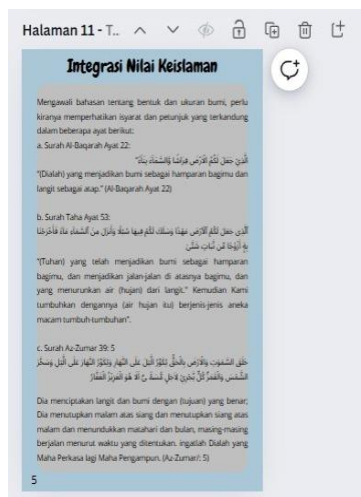
Design

Description

Earth State Subchapter Menu

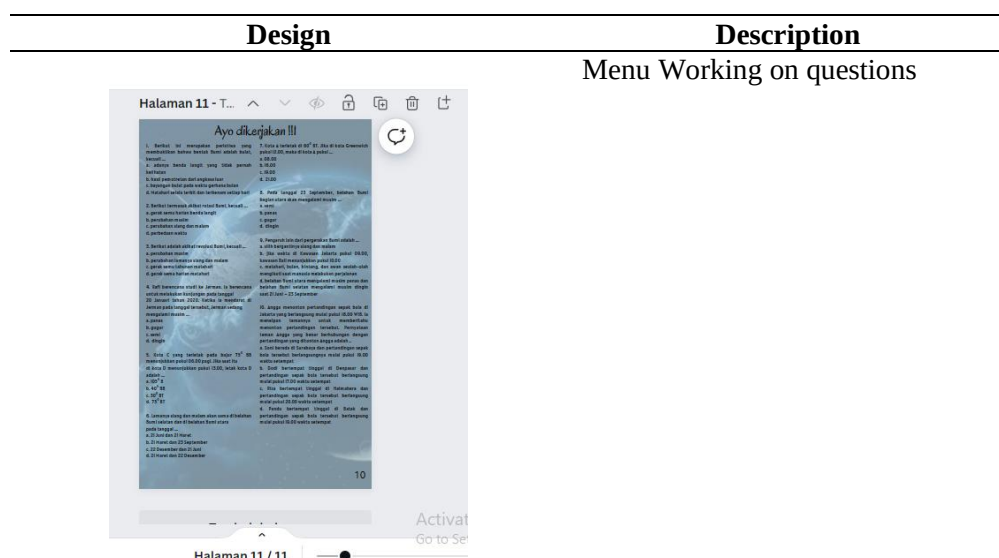


Menu Integration of Islamic Values 2



Introduction to Ethnoscience Menu 2





Based on a comprehensive evaluation from experts and users, the interactive learning media on static advertising obtained results that showed suitability in the form of a validity test. According to Arikunto quoted from the journal states that validity is a measure of the effectiveness or authenticity of an instrument.⁴⁸ A media is said to be effective if it has a high value so that it can be said to be valid, while media with less value can be said to have low validity.

Table 6. Assessment of Language Aspects by Experts

No	Statement	Score				Average of each criterion	% of each criterion	% of each aspect and category
		V1	V2	V3	V4			
1.	Accuracy of sentence structure for the information conveyed	4	4	4	4	4,0	80	78,3 (V)
2.	Language suitability with students' level of thinking	5	3	4	4	4,0	80	
3.	Use of precise and unambiguous terms	3	4	4	4	3,75	75	

Table 6 shows that the lowest score of media assessment by experts was obtained on the item 'Language aspect,' with a score of 75%. Still, the average assessment was 78.3%, categorized as valid. Various language is needed according to

⁴⁸ Claudia Oktaviani, "Pengembangan Media Pembelajaran Interaktif Sebagai Sumber Belajar Berbasis Komputer Pada Materi Pengolah Gambar Vektor Kelas X Kompetensi Keahlian Multimedia Di SMK Negeri 2 Wonosari" (2020).

the context to integrate into a complete message.⁴⁹ As such, it can utilize linguistic aspects as a source of creativity.⁵⁰

Table 7. Assessment of Material Aspects by Experts

No	Statement	Score				Average of each criterion	% of each criterion	% of each aspect and category
		V1	V2	V3	V4			
1.	Lesson material can be reviewed	5	4	5	4	4,5	90	84 (VV)
2.	The suitability of the material presented in the learning media with basic competencies	4	3	4	5	4	80	
3.	The suitability of the material presented with ethnoscience	5	3	4	4	4	80	
4.	The suitability of the material presented with the integration of Islamic values	4	4	4	5	4,25	85	
5.	Completeness of the material presented	4	4	4	4	4	80	
6.	Ease of material to understand	4	4	5	5	4,5	90	

Table 7 shows that the experts' lowest score of media assessment was obtained on the 'Material aspect' item, with a score of 80%. Still, the average assessment was 84%, categorized as very valid. The material reviewed is following the latest developments.⁵¹

⁴⁹ H. Rustam Efendy Rasyid, "Ragam Bahasa Iklan Pada Media Cetak: Kajian Pragmatik," *Cakrawala Indonesia* 1, no. 1 (2016): 121–30.

⁵⁰ Asri Wijayanti, "Pemanfaatan Aspek-Aspek Kebahasaan Pada Tulisan Di Aqua 600 Ml," *Pertemuan Ilmiah Bahasa Dan Sastra Indonesia (PIBSI)* 21, no. 2 (2018): 745–54.

⁵¹ Didik Hariyanto and Moh. Ali Mu'arifuddin, "Kelayakan Aspek Materi Dan Media Dalam Pengembangan Bahan Ajar Bola Voli Berbasis Kontekstual," *Prosiding Seminar Nasional IPTEK Olahraga*, 2018, <https://doi.org/10.26740/jossae.v3n1.p12-15>.

Table 8. Assessment of Design Aspects by Experts

No	Statement	Score				Average of each criterion	% of each criterion	% of each aspect and category
		V1	V2	V3	V4			
1.	Layout	5	4	3	3	3,75	75	84 (VV)
2.	Size display	5	3	4	4	4	80	
3.	Image presentation	5	5	5	4	4,75	95	
4.	Font type and size	5	4	4	4	4,25	85	
5.	Consistency of design appearance	4	4	5	4	4,25	85	

Table 8 shows that the lowest score of media assessment by experts was obtained in the 'Design aspect' item, with a score of 75%. Still, the average assessment was 84%, categorized as very valid. Ethnoscience-based booklet science media integrated with Islamic values looks simple but practical,⁵² which was declared effective based on the results of a limited trial of product application.⁵³

Table 9: Assessment of physical appearance aspects by experts

No	Statement	Score				Average of each criterion	% of each criterion	% of each aspect and category
		V1	V2	V3	V4			
1.	Science media-booklet cover	4	4	4	4	4	80	75 (V)
2.	Printouts and binding	4	3	3	4	3,5	70	

Table 9 shows that the lowest score of media assessment by experts is obtained in the item 'Aspects of physical appearance,' with a score of 70%, but the average assessment is 75%, categorized as valid. Regarding physical form, learning is designed by considering beauty to attract interest and motivate students to continue learning.⁵⁴ In addition, it is equipped with the use of media that is simple and can be carried everywhere.⁵⁵

⁵² Selan Oryanti et al., "Pengembangan Media Pembelajaran Berbentuk Buku Saku di Kelas X SMA Negeri 1 Amanuban Timur Tahun Ajaran 2021/2022," *Jurnal Geografi* 19, no. 1 (2023): 76–90.

⁵³ Ahmad Muhlisin, Jiantika Rahmawati, and Rina Rahayu, "Pengembangan Desain Pembelajaran Ipa Untuk Meningkatkan Karakter Pelajar Pancasila Pada Aspek Bernalar Kritis Dan Kreatif Di Smpit Ihsanul Fikri Kota Magelang," *Jurnal Inovasi Pembelajaran Biologi* 3, no. 2 (2022): 88–109, <https://doi.org/10.26740/jipb.v3n2.p88-109>.

⁵⁴ Nisrokha, "Desain Teknologi Cetak," *Jurnal Madaniyah* 9, no. 1 (2019): 79–99.

⁵⁵ Vit Ardhyantama, Retno Andhita Ananda, and Sugiyono Sugiyono, "Pengembangan Media Booklet Untuk Meningkatkan Hasil Belajar Matematika Materi Segi Banyak," *Faktor: Jurnal Ilmiah Kependidikan* 9, no. 3 (2022): 254, <https://doi.org/10.30998/fjik.v9i3.14048>.

Practicality Test

The practicality test is carried out after the validation process by experts. It aims to evaluate whether the learning media design is practical so that later, it can be tested in the school environment as a learning media.⁵⁶ The results of the practicality test through the Google Form questionnaire in Table 10:

Table 10. Media Practicality Results

No	Assessment aspect	Percentage (%)	Criteria
1	Material	86,87%	Very Practical
2	Quality	85,82%	Very Practical
3	Serving	87,50%	Very Practical
4	Media display	90,67 %	Very Practical
	Average	87,71 %	Very Practical

Based on the assessment conducted by the validators, it can be seen that the media display aspect obtained the highest percentage, which amounted to 90.67%. Meanwhile, the material assessment aspect received a percentage of 86.87%. In addition, for the presentation assessment aspect, a percentage of 87.50% was obtained, and for the quality assessment aspect, a percentage of 85.82% was obtained. Overall, the booklet science media can be considered very practical, with a percentage reaching 87.71%.

Discussion

Ethnoscience-based science booklets are teaching materials or learning resources in natural science that utilize local or traditional knowledge of specific communities to explain science concepts. Using ethnoscience-based science booklets effectively increases student engagement and mastery of science concepts in junior high school.⁵⁷

The integration of Islamic values in science learning refers to efforts to incorporate relevant Islamic principles, values, or teachings into the context of science learning. Integrating Islamic values in science learning can provide a holistic view of science and Islamic ethics to students at the junior high school level.⁵⁸

Science learning in junior high school emphasizes learning strategies that consider student engagement and the relevance of concepts to their lives. Science learning can be

⁵⁶ Afrisal Muslim, Fitriana Ibrahim, and Universitas Khairun, "Desain Dan Uji Coba E-Modul Kimia Berbasis Flip Pdf Corporate Pada Materi Titration Asam Basa Kelas Xi Smk Muhammadiyah Negeri 1 Halmahera Tengah," *SAINTIFIK@: Jurnal Pendidikan MIPA* 7, no. 1 (2022), <https://doi.org/10.33387/saintifik.v7i1.4993>.

⁵⁷ A. Kusuma, "Penggunaan Booklet IPA Berbasis Etnosains Dalam Meningkatkan Pemahaman Konsep Sains Siswa Sekolah Menengah Pertama," *Urnal Pendidikan Sains Indonesia* 8, no. 2 (2020): 123–35.

⁵⁸ B. Rahman, "Integrating Islamic Values into Science Education: A Case Study in Middle School," *Journal of Islamic Education* 5, no. 1 (2019): 45–58.

more exciting and meaningful for students at this level using an ethnoscience approach and Islamic values. For example, in a study by Utami, a science learning approach that considered local context and religious values increased students' motivation to learn and understand science concepts.⁵⁹

Thus, developing ethnoscience-based science textbooks integrated with Islamic values in science learning in junior high schools aims to improve students' understanding of science and form characters and attitudes per Islamic moral and ethical values. This approach is expected to positively contribute to improving the quality of science education at the junior high school level.

Conclusion

The validity test results in terms of language aspects amounted to 78.3%, material aspects to 84%, design aspects to 84%, and visual display aspects to 75%. All aspects of the validity test were classified as very valid. The reliability test gets a result of 0.667, categorized as reliable, and the practicality test gets a value of 87.71%, classified as very practical. The conclusion is that the ethnoscience-based booklet science media made is very valid, reliable, and practical so that junior high school students can use it.

References

- A. Suryanti, I.N.A.S. Putra, and F. Nurrahman. "Pengembangan Media Pembelajaran Energi Alternatif Berbasis Multimedia Interaktif." *Jurnal Teknologi Pembelajaran Indonesia* 11, no. 2 (2021): 147–56. https://doi.org/10.23887/jurnal_tp.v11i2.651.
- Adjria, M. "Pengembangan Media Pembelajaran Pada Mata Pelajaran Dasar Desain Grafis Berbasis Android." *Skripsi*, 2022, 402–11.
- Ardhyantama, Vit, Retno Andhita Ananda, and Sugiyono Sugiyono. "Pengembangan Media Booklet Untuk Meningkatkan Hasil Belajar Matematika Materi Segi Banyak." *Faktor: Jurnal Ilmiah Kependidikan* 9, no. 3 (2022): 254. <https://doi.org/10.30998/fjik.v9i3.14048>.
- Asra, Azmi, and Atika Ulya Akmal. "Analisis Perangkat Pembelajaran Berbasis Etnosains Di SMP Kabupaten Rokan Hulu." *Jurnal Pendidikan Rokania* 6, no. 1 (2021): 9–22.
- Asriati Nuraini. "Mengembangkan Karakter Peserta Didik Berbasis Kearifan Lokal Melalui Pembelajaran Di Sekolah." *Jurnal Pendidikan Sosiologi Dan Humaniora*, 2021, 2013–15.

⁵⁹ C. Utami, "Pengaruh Penggunaan Booklet IPA Berbasis Etnosains Dan Integrasi Nilai-Nilai Islam Terhadap Motivasi Dan Pemahaman Siswa SMP," *Jurnal Pendidikan IPA Indonesia* 9, no. 1 (2021): 78–91.

- Atmojo, S. E. "Profil Keterampilan Proses Sains Dan Apresiasi Siswa Terhadap Profesi Pengrajin Tempe Dalam Pembelajaran Ipa Berpendekatan Etnosains." *Jurnal Pendidikan IPA Indonesia* 1, no. 2 (2012): 115–22. <https://doi.org/10.15294/jpii.v1i2.2128>.
- Azis, Misfaf Abdul, and Ahmad Masrukin. "Budaya Religius Dalam Pembentukan Karakter Peserta Didik Di SMP Islam Ulul Albab Nganjuk." *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 9, no. 3 (2019): 377–86. <https://doi.org/10.33367/ji.v9i3.1040>.
- Dewi, Ni Luh Putu Sintia, and Ida Bagus Surya Manuaba. "Pengembangan Media Pembelajaran Powerpoint Interaktif Pada Mata Pelajaran IPA Siswa Kelas VI SD." *Jurnal Penelitian Dan Pengembangan Pendidikan* 5, no. 1 (2021): 76–83.
- Dick, Walter, Lou Carey, and James O. Carey. *The Systematic Design Of Instruction*. United States of America: Harper Collins Publishers, 2015.
- Fatimah. "Meningkatkan Hasil Belajar Siswa Dalam Pembelajaran IPA Dengan Metode Demonstrasi Dikelas V SDN 10 Biau." *Jurnal Kreatif Tadulako Online* 1, no. 4 (2017): 164–72. <http://jurnal.untad.ac.id/jurnal/index.php/JKTO/article/view/2742>.
- Fauzizah, Laila, Sriyono, and Eko Setyadi Kurniawan. "Pengembangan E-Booklet Interaktif Berbasis Project Based Learning (PjBL) Untuk Meningkatkan Keterampilan Komunikasi Sains Peserta Didik." *Jurnal Inovasi Pendidikan Sains (JIPS)* 4, no. 2 (2023): 71–80. <http://jurnal.umpwr.ac.id/index.php/jipshttps://doi.org/10.37729/jips.v4i2.3568%7C>.
- Febriyanti, Devi, Sjaifuddin Sjaifuddin, and Lulu Tunjung Biru. "Analisis Proses Pembelajaran IPA Terpadu Dalam Pelaksanaan Kurikulum 2013 Di SMP Kecamatan Sumur." *PENDIPA Journal of Science Education* 6, no. 1 (2021): 218–25. <https://doi.org/10.33369/pendipa.6.1.218-225>.
- Fitri, Nursa, Niki Dian Permana, and Nelly Yusra. "Pengembangan Komik Sains Terintegrasi Nilai Keislaman Sebagai Media Pemelajaran IPA Di SMP Pada Materi Zat Aditif Pada Makan." *Journal of Natural Science Learning* 02, no. 01 (2023): 29–35.
- Fitriyah, Ida, Iskandar Wiyokusumo, and Ibut Priono Leksono. "Pengembangan Media Pembelajaran Prezi Dengan Model ADDIE Simulasi Dan Komunikasi Digital." *Jurnal Inovasi Teknologi Pendidikan* 8, no. 1 (2021): 84–97.
- Hariyanto, Didik, and Moh. Ali Mu'arifuddin. "Kelayakan Aspek Materi Dan Media Dalam Pengembangan Bahan Ajar Bola Voli Berbasis Kontekstual." *Prosiding Seminar Nasional IPTEK Olahraga*, 2018. <https://doi.org/10.26740/jossae.v3n1.p12-15>.
- Hidayat, Fitria, and Muhamad Nizar. "Model Addie (Analysis, Design, Development, Implementation and Evaluation) Dalam Pembelajaran Pendidikan Agama Islam." *Jurnal Inovasi Pendidikan Agama Islam (JIPAI)* 1, no. 1 (2021): 28–38. <https://doi.org/10.15575/jipai.v1i1.11042>.
- Hidayati, Deny. "Memudarnya Nilai Kearifan Lokal Masyarakat Dalam Pengelolaan Sumber Daya Air." *Jurnal Kependudukan Indonesia* 11, no. 1 (2017): 39. <https://doi.org/10.14203/jki.v11i1.36>.
- Ikhwan, Afiful. "Integrasi Pendidikan Islam (Nilai-Nilai Islami Dalam Pembelajaran.)"

- Ta'allum: Jurnal Pendidikan Islam* 2, no. 2 (2014). <https://doi.org/10.21274/taalum.2014.2.2.179-194>.
- Ilhami, Aldeva, Diniya Diniya, Susilawati Susilawati, Rian Sugianto, and Cahaya Fitri Ramadhan. "Analisis Kearifan Lokal Manongkah Kerang Di Kabupaten Indragiri Hilir, Riau Sebagai Sumber Belajar IPA Berbasis Etnosains." *Sosial Budaya* 18, no. 1 (2021): 20.
- Juniari, I Gusti Ayu Oka, and I Made Putra. "Pengembangan Media Pembelajaran Multimedia Interaktif Model DDD-E Pada Muatan Pelajaran IPA Kelas V SD." *Jurnal Edutech Undiksha* 9, no. 1 (2021): 140–48. <https://doi.org/10.23887/jeu.v9i1.33091>.
- Juwita, Sri, Safwannur Safwannur, and Hasbiyallah Hasbiyallah. "Perbandingan Strategi Pembelajaran Gallery Session Dan Ekspositori Pada Pembelajaran Pendidikan Agama Islam." *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 12, no. 3 (2022): 235–50. <https://doi.org/10.33367/ji.v12i3.3012>.
- Kristanto, A., Mustaji, A. Mariono, Sulistiowati, and D. W. Nuryati. "Developing Media Module Proposed to Editor in Editorial Division." *Journal of Physics: Conference Series* 947, no. 1 (2018). <https://doi.org/10.1088/1742-6596/947/1/012054>.
- Kusuma, A. "Penggunaan Booklet IPA Berbasis Etnosains Dalam Meningkatkan Pemahaman Konsep Sains Siswa Sekolah Menengah Pertama." *Urnal Pendidikan Sains Indonesia* 8, no. 2 (2020): 123–35.
- Lestari, Ambar Sri. "Pembelajaran Multimedia Jurnal Al-Ta'dib." *Jurnal Al-Ta'dib* 6, no. 2 (2013): 84–98.
- Mahendrani, Kevin, and Sudarmin. "Pengembangan Booklet Etnosains Fotografi Tema Ekosistem Untuk Meningkatkan Hasil Belajar Pada Siswa SMP." *Unnes Science Education Journal (Usej)* 4, no. 2 (2015): 2015.
- Maulida, Andrian Syahputra & Rizki. "Perancangan Media Pembelajaran Fisika Berbasis Multimedia (Studi Kasus : SMK TI Swasta Budi Agung Medan)." *Teknik Informatika* 3, no. 1 (2019): 15–21.
- Mirawati, Anita, and Mochammad Yasir. "Kajian Etnosains: Budidaya Salak Sebagai Bahan Ajar Ipa SMP." *Proceeding Science Education National Conference 2022*, 2022, 13–19.
- Muhlisin, Ahmad, Jiantika Rahmawati, and Rina Rahayu. "Pengembangan Desain Pembelajaran Ipa Untuk Meningkatkan Karakter Pelajar Pancasila Pada Aspek Bernalar Kritis Dan Kreatif Di Smpit Ihsanul Fikri Kota Magelang." *Jurnal Inovasi Pembelajaran Biologi* 3, no. 2 (2022): 88–109. <https://doi.org/10.26740/jipb.v3n2.p88-109>.
- Muslim, Afrisal, Fitriana Ibrahim, and Universitas Khairun. "Desain Dan Uji Coba E-Modul Kimia Berbasis Flip Pdf Corporate Pada Materi Titration Asam Basa Kelas Xi Smk Muhammadiyah Negeri 1 Halmahera Tengah." *SAINTIFIK@: Jurnal Pendidikan MIPA* 7, no. 1 (2022). <https://doi.org/10.33387/saintifik.v7i1.4993>.
- Nisrokha. "Desain Teknologi Cetak." *Jurnal Madaniyah* 9, no. 1 (2019): 79–99.
- Njatrijani, Rinitami. "Kearifan Lokal Dalam Perspektif Budaya Kota Semarang." *Gema Keadilan, Edisi Jurnal* 5, no. September (2018): 16–31.

- Novianti, Putri, and S. Syamsurizal. "Booklet Sebagai Suplemen Bahan Ajar Pada Materi Kingdom Animalia Untuk Peserta Didik Kelas X SMA/MA." *Jurnal Edutech Undiksha* 9, no. 2 (2021): 225. <https://doi.org/10.23887/jeu.v9i2.40438>.
- Nuraini, Latifah. "Integrasi Nilai Kearifan Lokal Dalam Pembelajaran Matematika SD/MI Kurikulum 2013." *Jurnal Pendidikan Matematika (Kudus)* 1, no. 2 (2019). <https://doi.org/10.21043/jpm.v1i2.4873>.
- Oktaviani, Claudia. "Pengembangan Media Pembelajaran Interaktif Sebagai Sumber Belajar Berbasis Komputer Pada Materi Pengolah Gambar Vektor Kelas X Kompetensi Keahlian Multimedia Di SMK Negeri 2 Wonosari," 2020.
- Oryanti, Selan, Mikael Samin, Natalia Adel H N Mari, Program Studi, Pendidikan Geografi, Universitas Nusa, and Cendana Kupang. "Pengembangan Media Pembelajaran Berbentuk Buku Saku di Kelas X SMA Negeri 1 Amanuban Timur Tahun Ajaran 2021/2022." *Jurnal Geografi* 19, no. 1 (2023): 76–90.
- Pranata, Moeljadi. "Efek Seduktif-Redunfansi Desain Pesan Multimedia." *Nirmana* 5 (January 1, 2003).
- Priyatma, Bayu, Darlen Sikumbang, and Rini Rita T Marpaung. "Analisis Kendala Pendidik IPA Terhadap Pembelajaran IPA Terpadu Di SMP Swasta" 7, no. 5 (2019).
- Purwanto, Budi. "Pentingnya Kreativitas Guru Dan Calon Guru Fisika SMA Dalam Upaya Pengembangan Dan Pengadaan Alat Demonstrasi/Eksperimen Untuk Menjelaskan Konsep Dasar Fisika." *Prosiding Seminar Nasional Penelitian, Pendidikan Dan Penerapan MIPA*, no. 1 (2011): 229–38.
- Qalam, M Nuzurul, Munawir Hasan, and Rizki Fathu Rohman. "Implementasi Profil Pelajar Berbasis Kearifan Lokal Dalam Membangun Kesadaran Multikultural Di Madrasah Tsanawiyah Singkawang." *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 14, no. 1 (2024): 124–42. <https://doi.org/10.33367/ji.v14i1.5367>.
- Rahman, B. "Integrating Islamic Values into Science Education: A Case Study in Middle School." *Journal of Islamic Education* 5, no. 1 (2019): 45–58.
- Ramadhan, Wandri, and Sedya Santosa. "Analisis Integrasi Nilai-Nilai Keislaman Dalam Pembelajaran Ilmu Pendidikan Alam Dan Sosial (IPAS) Pada Kurikulum Merdeka Di Sekolah Dasar." *El-Ibtidaiy: Journal of Primary Education* 6, no. 1 (2023): 1–12.
- Rasyid, H. Rustam Efendy. "Ragam Bahasa Iklan Pada Media Cetak: Kajian Pragmatik." *Cakrawala Indonesia* 1, no. 1 (2016): 121–30.
- Rawe, Tenri. "Penerapan Model Addie Dan Self-Directed Learning Pada Program English Study At Home Berbasis E-Learning Di Eye Level Citra Gran Cibubur." *Jurnal Instruksional* 3, no. 2 (2022): 164–72.
- Riyadi, Ali. "Refleksi Nalar Budaya Pendidikan Islam Dan Dampaknya Dalam Perilaku Sosial Keagamaan." *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 9, no. 3 (2019): 285–96. <https://doi.org/10.33367/ji.v9i3.1027>.
- Rusmayana, Taufik. *Model Pembelajarann ADDIE Integrasi Pedati Di SMK PGRI Karisma Bangsa Sebagai Pengganti Praktek Lerja Lapangan Dimasa Pandemi Covid-19*. Bogor: WIDINA BHAKTI PERSADA BANDUNG, 2021.
- Salsabila, Wanda, Rita Istiana, and Rifki Risma Munandar. "Pengembangan E-Modul

- Berbasis Guided Inquiry Terintegrasi Nilai Keislaman Pada Materi Sistem Reproduksi Untuk Meningkatkan Kemampuan Pemecahan Masalah.” *Jurnal BIOEDUIN* 14, no. 1 (2024): 38–49. <https://doi.org/10.15575/bioeduin.v14i1.27711>.
- Satmoko, Sriroso, and Harini Tri Astuti. “Pengaruh Bahasa Booklet Pada Peningkatan Pengetahuan Peternak Sapi Perah Tentang Inseminasi Buatan Di Kelurahan Nongkosawit, Kecamatan Gunungpati, Kota Semarang.” *Jurnal Penyuluhan* 2, no. 2 (2006).
- Siti, Aminah. “Implementasi Model Addie Pada Education Game Pembelajaran Bahasa Inggris (Studi Kasus Pada SMP Negeri 8 Pagaram).” *Jurnal Ilmiah Betrik*, 09, no. 03 (2018): 152–62.
- Sugihartini, Nyoman, and Kadek Yudiana. “Addie Sebagai Model Pengembangan Media Instruksional Edukatif (Mie) Mata Kuliah Kurikulum Dan Pengajaran.” *Jurnal Pendidikan Teknologi Dan Kejuruan* 15, no. 2 (2018): 277–86. <https://doi.org/10.23887/jptk-undiksha.v15i2.14892>.
- Sukayasa, I Made, I Nyoman Suardana, and Luh Mitha Priyanka. “Kajian Etnosains Pada Tradisi Pemakaman Di Desa Adat Terunyan Suplemen Pembelajaran IPA SMP.” *Jurnal Pendidikan Dan Pembelajaran Sains Indonesia* 6, no. 2 (2023): 182–93.
- Teni, and Agus Yudiyanto. “Pengaruh Motivasi Belajar Terhadap Hasil Belajar Siswa Kelas VII SMP Negeri 2 Kedokan Bunder Kabupaten Indramayu.” *Jurnal Pendidikan Indonesia* 2, no. 1 (2021): 105–17. <https://doi.org/10.36418/japendi.v2i1.73>.
- Tresnawati, Nailah. “Pembelajaran Sains Berbasis Kearifan Lokal Dalam Upaya Peningkatan Konservasi Lingkungan Pada Mahasiswa PGSD Di Batik Tulis Ciwaringin Cirebon.” *Al Ibtida: Jurnal Pendidikan Guru MI* 5, no. 1 (2018): 69.
- Ulya, Vita Fitriatul, and Zainal Abidin. “E-Learning Dalam Kajian Pendidikan Agama Islam Di Perguruan Tinggi Pada Abad Ke-21 Pendahuluan Pada Abad Ke-21.” *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 13, no. 3 (2023): 261–75. <https://doi.org/10.33367/ji.v13i3.4488>.
- Utami, C. “Pengaruh Penggunaan Booklet IPA Berbasis Etnosains Dan Integrasi Nilai-Nilai Islam Terhadap Motivasi Dan Pemahaman Siswa SMP.” *Jurnal Pendidikan IPA Indonesia* 9, no. 1 (2021): 78–91.
- Widiyaningsih, Tri. “Pengembangan Alat Peraga Tata Surya Berbantuan Audio Untuk Meningkatkan Motivasi Dan Hasil Belajar Siswa Tunanetra SMP LB Kelas VIII,” 2017.
- Wijaya, Apriyanda Kusuma. “Integrasi Model Pembelajaran Role Playing Dengan Multimedia Dalam Meningkatkan Keterampilan Partisipasi Sosial Siswa.” *Eduksos: Jurnal Pendidikan Sosial & Ekonomi* 9, no. 1 (2020): 98–113. <https://doi.org/10.24235/edueksos.v9i1.6420>.
- Wijayanti, Asri. “Pemanfaatan Aspek-Aspek Kebahasaan Pada Tulisan Di Aqua 600 Ml.” *Pertemuan Ilmiah Bahasa Dan Sastra Indonesia (PIBSI)* 21, no. 2 (2018): 745–54.
- Winaryati, Eny, Muhammad Munsarif, Mardiana, and Suwahono. *Cercular Model of RD & D*. Semarang: Penerbit KBM Indonesia, 2021.

