DEVELOPMENT OF AN ALQUR'AN ASSISTED GEOGRAPHY E-BOOK USING THE KVISOFT FLIPBOOK MAKER APPLICATION ON THE SUBJECT OF GEOGRAPHY

[1]Mukhtar, *[12]Rahmi Novalita, Hariki Fitrah[12]

[1]Department of Social Science Education, Postgraduate, Universitas Almuslim, Indonesia
[2]Department of Geography Education, Faculty of Teacher Training and Education, Universitas Almuslim, Indonesia
e-mail : rahminovalita1111@gmail.com

ABSTRACT: This research aims to describe the validity and effectiveness of geography e-books assisted by the Al-Qur'an using the Kvisoft flipbook maker application in geography subjects. The type of research is Research & Development (R&D) using the ADDIE model. This research involved expert validators, namely material experts, language experts and teaching materials experts. The test subjects for the product development in this research were class X students at Putra Bangsa Lhoksukon State High School, North Aceh Regency. Data collection techniques use observation sheets, questionnaires and documentation. Data analysis techniques use percentage and mean analysis. The results of the research show that a) the validity of the geography e-book assisted by the Al-Qur'an using the kvisoft flip book maker application in geography subjects is classified as very valid in terms of the appropriateness of presentation (4.5), appropriateness of content (4.4), appropriateness of discussion (4.4), and graphical feasibility (4.2), b) There is an increase in student learning outcomes before and after using e-books. In the initial test, the score was 51 in the Poor category. Meanwhile, in the final test he obtained a score of 91 in the good category.

Key Words: *e book, Geography, Al-Qur'an*

1. INTRODUCTION

Education is a deliberate and planned effort to create a learning environment and learning process that allows students to actively actualize their potential. The aim of education is to develop abilities and shape character so that individuals become people who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [1]. The learning process requires a positive relationship between teachers and students so that two-way communication occurs in a supportive atmosphere, creating a balance between students' freedom to express their feelings and the teacher's authority. Therefore, there are basic assumptions in the implementation of learning, whether it is directed at creating a learning environment or as a teacher's effort in creating a learning environment. In some situations, a teacher may not succeed in creating a learning environment, becoming only the primary source of learning for students. Although this is not wrong, considering that teachers are a source of knowledge for students, it would be wiser if teachers were able to encourage and guide students in finding the required phase of knowledge [2].

Geography is considered a science that studies the causal relationships between various phenomena and events that occur on the face of the earth, including physical aspects and their relationship to living things, as well as their problems, using spatial, ecological and regional approaches [3]. Geographical studies have the aim of supporting development programs, processes and success. In explaining, understanding, identifying, evaluating, and dealing with development problems, geography is assisted by various technologies such as remote sensing, maps, and Geographic Information Systems [4]. In the context of the Merdeka Curriculum, the focus is placed on essential material and developing critical and systematic thinking competencies, as well as character building by strengthening the Pancasila student profile. The Pancasila Student Profile includes character values such as faith, devotion to God Almighty, global diversity, mutual cooperation, independence, critical thinking and creativity. The importance of this

student profile is not only limited to one subject, but is integrated in all subjects. The Independent Curriculum gives students the freedom to choose subjects according to their interests [5]. To fulfill the expectations of the Merdeka Curriculum with the Pancasila student profile, teachers are expected to innovate in learning to increase students' understanding.

Geography subjects are included in the family of social science specialization subjects, so the emphasis is more on the perspective of human existence and activities which are influenced by the dynamics of the physical world [6]. In cognitive and psychomotor aspects, geography subjects aim to equip students with the ability to analyze the relationship between two or more factors or variables, determine geographic theories, evaluate and create original ideas related to the object of geographic study. After going through the entire learning process, it is hoped that students can achieve good reasoning competence, in accordance with the view of the Al-Qur'an as a guide to life for Muslims throughout the world. Reasoning itself is defined as a way of using reasoning, logical thinking, and mental processes to develop thoughts from several facts or principles [7]. In a scientific context, reasoning is seen as a special way of thinking to draw conclusions from several existing premises. Therefore, reasoning does not only include every form of thinking, but rather a thinking process that uses a logical basis to draw conclusions based on facts (premises) that are considered true.

This research will be carried out at the Putra Bangsa Lhoksukon State High School 3. Based on the results of written exams related to students' reasoning in answering questions on the lithosphere material, it is still visible that students tend to rely on sources outside human reasoning. Reasoning here refers to students' ability to link scientific studies from various sources with faith originating from the Al-Qur'an. The observation results also show that the learning process carried out by the teacher has not entirely gone according to expectations, with several problems found which have an impact on student learning outcomes. Most of the material in geography subjects is delivered through lecture methods which are less varied, and the textbooks that teachers rely on, especially in lithosphere material, still require improvement in understanding the material, the implementation of learning is not supported by relevant learning resources. Learning still takes place conventionally using textbooks and student worksheets, where students act as listeners, take notes and work on student activity sheets. Apart from that, it was found that none of the Geography lessons linked the material to the verses of the Koran. The Al-Qur'an is not used as

the main reference in learning, so that students' character in terms of faith and devotion to God Almighty is not well formed. Likewise, logical, critical and systematic thinking is not honed optimally. Therefore, there is a need to change the approach in learning Geography to ensure that the material is related to the Koran and creates conditions that support the formation of students' character and thinking holistically.

The development of innovative, multimedia-based textbooks is an important focus in meeting the need to improve the quality of education, supporting the transition from conventional learning to student-centered learning, as well as increasing the efficiency and effectiveness of learning towards innovation in order to achieve optimal learning outcomes. This effort is in line with demands for change in the education system [8]. Textbooks have a central role in the learning process, because they are able to support and strengthen the teaching material information presented by the teacher. The availability of quality teaching materials in accordance with the national curriculum has a significant role in helping students understand science concepts and achieve the desired competencies, facilitate understanding, and enable repetition of material [9]. As an educational medium, teaching materials also play a crucial role in explaining complex phenomena, even abstract concepts, and transforming them into realistic knowledge [10].

Effective teaching materials should involve the vision, mission, context, content and process of information. These teaching materials are expected to be able to provide motivation for students to learn and support understanding of the concepts being taught [11]. Therefore, planning and developing innovative multimedia-based textbooks is a crucial step to ensure learning becomes more interesting, effective and in line with the demands of modern educational developments. The hope is that teachers can make breakthroughs and innovations in learning to significantly improve the quality of learning. One form of innovation that can be carried out is the development of digital textbooks through the use of the Kvisoft Flipbook Maker application. Innovation in learning can also be realized through the creation of technology-based learning resources, such as digital teaching materials, digital textbooks, animated videos, and so on.

In the era of globalization 4.0 and Society 5.0, there is a tendency that students' learning styles prefer learning with technology. They are more interested in learning tools that can be accessed through the digital devices they own, such as Android and smartphones, especially if they use digital elements and animation. Learning innovation carried out by creating electronic

learning resources, such as digital textbooks, is one effective solution. Digital textbooks make it easier for students to access learning materials without being limited by space and time, providing greater flexibility in the teaching and learning process. Based on the results of observations in the field, there are problems encountered in geography learning, namely a) teaching materials that are not visible and do not attract students' interest in learning, b) limited teachers' ability to use information technology systems in learning, c) limited studies of Islamic-based materials in geography subjects. lack of training from teachers in designing textbooks based on technology-based information systems.

From the facts and phenomena described above, it can be estimated that making geography teaching materials, especially digital textbooks, using the Kvisoft Flipbook Maker application will be able to increase students' creativity in learning. This assumption is based on the advantages possessed by the application. One of the main advantages of the Kvisoft Flipbook Maker application is its ability to present learning material in a very varied manner. This application provides various displays, features and additional elements in the flipbook maker, which cannot be found in ordinary electronic books which only present material in the form of text and images. The Kvisoft Flipbook Maker application is capable of presenting various types of content, ranging from images, videos with click-to-play functions, animations, to running text [12].

Apart from that, the Kvisoft Flipbook Maker application can also increase interaction between teachers and students, especially in distance learning. The variety of features offered by this application can make E-Books created using the Kvisoft Flipbook Maker application more attractive to students. This can increase students' interest in learning material, while providing a more interactive learning experience. It is hoped that the use of the Kvisoft Flipbook Maker application in geography learning with a digital textbook approach can create a learning environment that is more interesting, innovative and in line with technological developments. Based on the above phenomenon, the author is interested in developing learning resources in digital form, especially digital geography textbooks assisted by the Al-Qur'an. Linking digital geography textbook material with the study of the Koran is expected to increase students' devotion and faith, in line with the hopes of the independent curriculum to realize the Pancasila student profile [13].

This development is based on the tendency of students' learning styles in the Society 5.0 era who prefer learning with technology and are more interested in learning tools that can be accessed via digital devices, such as Android and smartphones. The digital geography textbook with the help of the Al-Qur'an was created because the Al-Qur'an is considered a source of knowledge, and there is a lot of geography learning material in the Al-Qur'an. By integrating the Koran in geography learning, it is hoped that students will not only gain geographical knowledge, but also gain a deeper spiritual understanding. Apart from that, this can help realize the Pancasila student profile desired by the independent curriculum, namely students who have faith, devotion and reasoning abilities in understanding the relationship between science and religious values [14].

Geography digital books assisted by the Al-Qur'an encourage students to learn independently to improve competence and character formation by strengthening the profile of Pancasila students. To create a digital geography book with the help of the Koran, the author used the Kvisoft Flipbook Maker application, which is an application that can convert PDF files into interactive digital books. The Kvisoft Flipbook Maker application contains multimedia pages that are used to integrate videos, sound hyperlinks, images and clipcart objects so that it has the ability to flip sheets or pages of digital books as if manually flipping printed book sheets. Kvisoft Flipbook Maker has the advantages of (1) the ability to present a variety of teaching materials (materials). (2) the manufacturing process is not complicated (3) the appearance of the e-book is attractive and attractive (4) it can be carried anywhere easily because it is stored on a laptop or device other software. (5) can increase students' understanding of abstract matters. By utilizing this technology, it is hoped that students can be more involved in the learning process and gain a better understanding of geography material which is integrated with the study of the Al-Qur'an [15]. Based on the background above, the researcher is interested in conducting research on the development of a Geography E-Book with the help of the Al-Qur'an using the Kvisoft FlipBook Maker application in Geography Subjects.

2. METHOD

The type of research is Research & Development (R&D) using the ADDIE model. This research involved expert validators, namely material experts, language experts and teaching materials experts. The test subjects for the product development in this research were class Data analysis techniques use percentage and mean analysis.

3. RESULT AND DISCUSSION

Development of a Geography E-Book with the help of the Al-Qur'an using the Kvisoft Flip Book Maker application in Geography Subjects by adopting the ADDIE development model proposed by Dick, Carey & Carey has been successfully implemented. Geography E-Book with the help of the Al-Qur'an using the Kvisoft Flip Book Maker application in the Geography Subject has been tested on students in class a) trials involving one student, b) trials in the form of small groups consisting of 5 participants. The discussion regarding the results of the development research that has been carried out is explained further, especially those related to the validity and effectiveness of geography e-books assisted by the Al-Qur'an using the Kvisoft flip book maker application in geography subjects.

The validity of geography e-books assisted by the Al-Qur'an using the Kvisoft flip book maker application in geography subjects concerns the level of validity of the development. According to [16] the product is said to be valid and capable of reflecting knowledge (state of the art knowledge). This is content validation. Besides that, there is consistency between product components and each other (construct validity). Therefore, it is necessary to validate geography e-books assisted by the Al-Qur'an using the Kvisoft flip book maker application in high school geography subjects that emphasize content and construct. In this research validation is further broken down into product validation which is carried out on content, language, presentation and graphics.

Table 1. Validity Results of the Geography E-Book

No	Aspect	Score	Category
1	Feasibility of Presentation	4.5	Very Valid
2	Content Eligibility	4,4	Very Valid
3	Language Eligibility	4,4	Very Valid
4	Graphic Feasibility	4,2	Very Valid

Validation was carried out by four expert validators and one practitioner validator. Product validation is carried out by several experts or experts who are experienced in assessing the product being designed, then identifying the weaknesses and advantages of the product being developed. The validation results from experts are then analyzed with the aim of finding the average of each indicator of the aspect studied. Validation of geography e-books assisted by the Al-Qur'an using the kvisoft flip book maker application in geography subjects by expert validators includes the validity of geography e-book materials assisted by the Al-Qur'an using the kvisoft flip book maker application in geography subjects. It can be concluded that it is very valid in terms of aspects appropriateness of presentation (4.5), appropriateness of content (4.4), appropriateness of discussion (4.4), and appropriateness of graphics (4.2).

The description of the material in the geography e-book with the help of the Al-Qur'an using the Kvisoft flip book maker application in geography subjects is appropriate to make it easier for students to develop the ideas in their minds in the form of writing, assignments and learning outcomes tests. Description of learning media material for geography e-books assisted by the Al-Qur'an using the kvisoft flip book maker application in geography subjects based on selected competencies, the use of language in geography e-books assisted by the Al-Qur'an using the kvisoft flip book maker application in geography subjects is easy to understand by students, use of correct spelling. The geography e-book with the help of the Al-Qur'an using the Kvisoft flip book maker application on geography subjects is designed with contrasting colors so that it can motivate students to follow the learning process well. Thus, the geography e-book assisted by the Al-Qur'an using the kvisoft flip book maker application for the geography subject that was developed has been declared valid and can be used in the learning process.

Trying out a geography e-book with the help of the Al-Qur'an using the Kvisoft flip book maker application on geography subjects is very practical. [17] explains that practicality means making the examination easier and equipped with instructions that make it easier for facilitators and students during the learning process. [18] stated that learning as a whole opens up opportunities for students to learn according to their individual abilities. Geography e-books assisted by the Al-Qur'an using the Kvisoft flip book maker application on geography subjects that were developed practically or not, practicality trials were carried out on geography e-books assisted by the Al-Qur'an using the Kvisoft flip book maker application for students in class over Negeri 3 Putra Bangsa Lhoksukon, North Aceh Regency.

Practicality in learning using geography e-book learning media assisted by the Al-Qur'an using the Kvisoft flip book maker application in geography subjects using the discovery learning method [19]. The reason is that discovery learning focuses on empowering all students' potential to learn from the results of their creativity and direct

involvement in exploring various concepts and principles contained in each subject [20]. In other words, discovery learning refers to learning that is directly obtained by students themselves, not from the presentation of ready-made knowledge by the teacher. This means that students are motivated to empower their reasoning potential so that they are able to find the interrelationships of all elements in each material or knowledge in the curriculum.

Additionally, discovery learning is an inductive process. Students are expected to be able to formulate principles, recognize or determine their own generalizations as a result of their own experiences from the various elements of the subject matter they encounter [21]. According to Bruner, there are three advantages for students using the discovery method: (1) Training to find something helps students implement the true essence of learning, including information from each problem solving; (2) Discovery learning accustoms students not to depend on other people, be it teachers or friends, so that with discovery, students feel satisfied in learning based on the results of their findings; and (3) learning material through discovery has longer retention than material provided by people, because the material is organized based on the learner's own interests so that it is more ready to be reproduced if necessary [22]. It can be concluded that discovery learning can be one of the learning methods in the constructionist approach, because students can understand the meaning of knowledge, values and attitudes when they discover this knowledge themselves, not knowledge that is ready for them to learn.

A teaching material is said to be effective if it has a good effect or influence on achieving learning objectives. According to [23] the effectiveness of learning programs is characterized by the following characteristics; a) succeed in delivering students to achieve the set instructional goals, b) provide an attractive experience, c) actively involve students so as to support the achievement of instructional goals, c) have facilities that support the learning process. Based on the results of the effectiveness test at the one to one and small group stages, it shows that the geography e-book assisted by the Al-Qur'an using the Kvisoft flip book maker application in geography subjects is very effective and has a very good impact on achieving learning goals for students. Based on student learning outcomes, there is an increase in student learning outcomes before and after using e-books. In the initial test, the score was 51 in the Poor category. Meanwhile, in the final test he obtained a score of 91 in the Good category. The theory presented by [24]. explains that effective learning is learning that is able to bring students to achieve learning goals or

competencies as expected. Tests carried out on students are carried out through pre-tests and post-tests. Before giving the material, a pre-test is carried out and after giving the material, a post-test is carried out. At the pree-test stage, students received poor marks and an increase in scores was obtained in the post test with an average result of 91 in the very effective category.

4. CONCLUSION

The validity of geography e-books assisted by the Al-Qur'an using the Kvisoft flip book maker application in geography subjects is classified as very valid in terms of several aspects, including; appropriateness of presentation (4.5), appropriateness of content (4.4), appropriateness of discussion (4.4), and appropriateness of graphics (4.2). There is an increase in student learning outcomes before and after using e-books. Where in the initial test the average score was 51 in the poor category. Meanwhile, in the final test he obtained a score of 91 in the very good category.

5. ACKNOWLEDGEMENTS

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