

Development Aqidah Akhlak Textbooks Based on Merdeka Belajar to Improve Communication Skills of Muhammadiyah 9 Ngaban Elementary School Students

Fandiyah Eva¹, Nurdyansyah²
Universitas Muhammadiyah Sidoarjo

ABSTRACT

Learning aqidah akhlak has a big role in instilling Islamic values to students to be applied in daily life. Monotonous teaching methods and strategies and limited learning resources cause the ability of communication skills expected in learning to be low and tend to be static. The research purposed to develop and see the feasibility, practicality and effectiveness of aqidah akhlak textbook based on Merdeka Belajar in improving students' communication skills. The research and development (R & D) with the Borg & Gall model is used as the type of research. Data collection was carried out by means of questionnaires, interviews/observations, document checklists and documentation. The research subjects were 5th grade students of SD Muhammadiyah 9 Ngaban Tanggulangin, totaling 30 students. The data analysis technique used is a qualitative descriptive technique, namely by determining the indicators of the observation rubric which are converted into a percentage assessment. The results showed that the Aqidah akhlak textbook based on Merdeka Belajar was in a very valid category for aspects of language, material and media and design so that it was feasible and practical to use as a learning resource. The Textbook effectiveness is indicated by the results of student responses of 58% in oral communication skills with good categories and 58% in written communication with moderately good categories. Students' communication skills can be improved with interesting and attractive learning resources and teacher motivation to facilitate more meaningful learning.

KEY WORDS AND EXPRESSIONS: : Textbook; Merdeka Belajar; Communication Skills.

INTRODUCTION

Changes in education are characterized by innovations, creativity and advances in science and technology that impact on increasingly complex lives. Changes are made to find teaching and learning that contains future content according to the 21st century framework. Teachers as the motor of education must be able to master technology literacy, information and communication.[1] Teachers must be able to create and develop creative, innovative learning models that are of high quality, relevant to the needs of the times and have hardskill and softskill skills in supporting student knowledge and involving all aspects of teacher competence simultaneously. [2] Teacher competency development involves continuous reflection and contextual learning that focuses on teachers' teaching skills to support the successful achievement of 21st century learning objectives and also improve 21st century student learning.[3] One form of change in the direction of education is carried out through changes and improvements to the curriculum that is adapted to the times and the need for mastery of 21st century skills. According to Indarta et.al in Rahmadayanti, the effectiveness of curriculum improvement can be shown by results that are in accordance with the relevance of needs, flexibility, and sustainability that support the achievement of educational goals.[4]

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The current implementation of independent learning continues to be developed and refined to answer the challenges of 21st century learning. Independent learning encourages students to learn, develop an attitude of environmental care, confidence and adapt to the social environment.[5] Independent learning also provides freedom of innovation and freedom to learn independently to schools, teachers, and students. [6] Independent learning involves conditions that are free to meet the learning objectives, methods, materials and evaluations of both teachers and students which lead to the needs of students (student-center) to understand the material quickly.[7] The concept of independent learning is expected for students to have discussions with teachers, leave the classroom, and learn many things such as learning to dare to ask questions, think wisely in socializing and being independent.[8]

The development of student learning competencies is currently undergoing changes in accordance with the abilities needed in the era of society 5.0 and the industrial revolution 4.0. These 21st century competencies are developed in accordance with the four C skills, namely critical thinking, creative and innovative thinking, communication, and skills for collaboration.[9] 21st century teachers have a strong duty to focus on all four competencies.[10] Teachers are required to master learning materials, theories, educational practices, curriculum and learning methodologies.[11] Teachers must develop effective learning in order to provide students with a good learning experience and understanding of the material. The characteristics of this learning are to develop fundamental abilities that enable an interactive, integrative, holistic, scientific, contextual, thematic, efficient, collaborative, and learner-centered learning process.[12] Students are taught the 4C skills to prepare themselves for success in the workplace, any trade, occupation or profession to be followed upon graduation in the 21st century.

The 21st-century framework lists communication skills as one of the critical abilities to cultivate. To convey their thoughts when interacting with peers or performing teacher-assigned tasks, students must be able to comprehend, manage, and produce effective communication in a variety of formats and materials, including oral, written, and multimedia. [10] Also, according to Greenstein in Handayani et al., effective communication skills involve giving instructions to students or vice versa as well as receiving communication (reading, listening, debating, and using a variety of sources to present ideas). [12] The following are the objectives of communication skills: (1) effective oral and written delivery of ideas in a variety of formats and contexts; (2) explanation of meaning, including knowledge, values, attitudes, and intentions through effective listening; (3) use of communication for a variety of purposes (such as to inform, instruct, motivate, and persuade/request); (4) utilization of media and technology and knowledge of their effectiveness and impact; and (5) effective communication in a variety of settings (including multi-lingual). [13]

The development of communication skills, or the capacity to hear and listen to another person's speech in a dialog, preparedness to engage in a dialog or conversation, and understanding that everyone has their own opinions and thoughts, is essential for success in life. [14] The development of communication skills in primary school students is a pressing issue because it affects the efficiency of learning, as well as the socialization and overall personal development of the child. Schoolchildren's communication skills are developed in activities and strengthened in extracurricular as well as classroom activities. [15] The development of communication skills, or the capacity to hear and listen to another person's speech in a dialog, preparedness to engage in a dialog or conversation, and understanding that everyone has their own opinions and thoughts, is essential for success in life. [15] According to Safitri et al., the best time to increase language skills is when pupils are developing their communication skills in primary school. [16]

The ability of students' oral and written communication skills will increase if the learning process runs effectively. The effectiveness of learning can be characterized by the ability to achieve

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instructional goals and the existence of facilities that facilitate the teaching and learning process by providing an attractive and attractive learning environment.[17] Student activeness in the learning process requires a book resource that will make it easier for teachers to manage learning activities.[18] According to Widodo, instructional materials consist of a collection of lessons that are aesthetically constructed to reach the anticipated complexity of competencies and subcompetencies. These lessons comprise learning resources, methodologies, constraints, and evaluation techniques. [19]. According to Seels and Richey, material development can be carried out using items like books, audiovisual technology, computer-based technology, and integrated technology. [20]

Textbooks can serve as a useful alternative reference learning resource to make it easier for students to participate during the ongoing learning process.[21] Textbooks as learning resources are specifically oriented to students to be able to develop learning abilities because textbooks are arranged according to a systematic structure.[22] A good textbook is a book that has three characteristics, namely using good language and is easy to understand, the presentation of the book is interestingly equipped with pictures and information, and the contents of the book describe the author's ideas.[23] According to Prastowo, there are several things to consider in making printed teaching materials: the arrangement of the book's appearance, writing that encourages readers to think and test stimuli, ease of reading, such as text selection, study materials, and LKS (worksheets), and simple language to be able to test understanding and stimulus for students. [24] The purpose of this book is to present an up-to-date and comprehensive teaching method, and pay attention to relevant concepts in the learning materials and also provide easy-to-understand and varied information, according to the needs of students, and address the most pressing issues in communication.[25]

Aqidah akhlak is one of the branches of religious education that must be known in self and daily life given to children from early childhood to the end of childhood. Learning Aqidah akhlak is not limited to providing religious knowledge but examples of behavior to create a strong student character, faith and morals. Aqidah akhlak is one of the ISMUBA subjects at SD Muhammadiyah 9 Ngaban which is taught in class with an allocation of 35 minutes in one week. Learning activities that take place in the classroom show that teachers still rely on learning resources provided by the school in the form of textbooks and student exercise books (BLS). The textbooks and BLS given to students can be said to have not sufficiently developed 21st century skills, especially the expected student communication skills. The Akidah Akhlak learning process in elementary schools generally uses textbooks containing materials whose delivery is still one-way centered from teacher to student.[21]

Aqidah akhlak as one of the PAI elements in the independent curriculum has a role that is no less important than other general subjects. Freedom in the development of learning outcomes (CP) through learning objectives (TP) and flow of learning objectives (ATP) is a great opportunity to create 2nd century skills-based learning. Haidar Putra Daulay asserts that to teach Islamic education, teachers must always focus on cognitive components and be able to inspire, instruct, and mobilize pupils through innovative and situational learning strategies.[22] Most students consider aqidah akhlak lessons to be lessons that memorize and simply listen to the material delivered by the teacher so that it often makes students static and less appreciative which can lead to a decrease in student morality in behaving according to the values of Islamic teachings.[29] Discussions with teachers and friends, writing down daily experiences and positive characters that appear during learning will provide a more meaningful and enjoyable learning experience for students.

The importance of developing communication skills in elementary students as part of 21st century learning and learning Aqidah akhlak as strengthening children's character requires aqidah akhlak textbook that is contextual, interesting, creative, integrated with the needs and development of students

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to improve communication skills competencies. The development of creative and innovative teaching materials can help and encourage more effective learning, easy to understand and increase learning motivation, and create meaningful learning for students.[30]. The concept of learning activities arranged with instructions for learning activities in each discussion of material and equipped with student worksheets integrated with communication skills and assessment sheets with the form of AKM questions (Minimum Competency Assessment) is expected to be able to provide increased competence and student learning experience, especially in communication skills.

In previous research, Baqi and Sholihah (2019) developed a module in the form of a handout containing a summary of aqidah akhlak material and this research showed an increase in knowledge in students.[31] Zainuddin's research developed textbooks for MI Grade 5 Kemenag Program students with a scientific approach and showed that the development of aqidah akhlak textbooks can increase student understanding. [32] and Sahari (2022) developed lesson plans equipped with LKS made by teachers and suggested that textbooks can help students to obtain alternative learning resources and can facilitate teachers in carrying out their duties.[33] Textbooks by Romadhon and Septi (2020) develop aqidah akhlak textbooks with the REAP strategy that can motivate and foster information literacy skills.[34] Other research results include Fahyuni and Fauji (2017) and Almuhtadin (2022) developing learning materials for teaching aqidah akhlak through learning media in the form of magazines and comics and the results of the learning media developed are quite effective for developing learning for students. From some of these studies focused on cognitive enhancement and the development of Aqidah akhlak learning media, while the focus and material developed by researchers in this study is Aqidah akhlak material through exemplary stories and associated with contextual events so as to improve students' communication skills orally and in writing.

With this research, it is hoped that it will be useful and become an alternative learning resource for students to develop and improve students' communication skills in everyday life as part of 21st century learning and become an alternative learning for teachers to create learning activities that are contextual and in accordance with current educational developments. The development of children's morals is greatly influenced by aqidah akhlak, so it should be learning Aqidah akhlak to be more interesting with material that can make students more actively involved, able to express ideas, increase vocabulary and think critically about events that occur in the surrounding environment so that there is an understanding of the concept of aqidah akhlak well. Based on this description, the title taken by the researcher is "Development of Aqidah Akhlak Textbooks Based on Independent Learning to Improve Communication Skills of Muhammadiyah 9 Ngaban Elementary School Students". Researchers in this study want to develop 5th grade aqidah akhlak textbooks based on an independent curriculum that can improve students' communication skills according to the characteristics of 21st century learning, student potential and learning activities needed. The research and development of this aqidah akhlak textbook was carried out with the aim of knowing the feasibility, practicality, and effectiveness of using aqidah akhlak textbooks in improving students' communication skills.

METHOD

Researcher employ the research and development technique (Research and Development) Borg & Gall model, which makes use of research steps including:

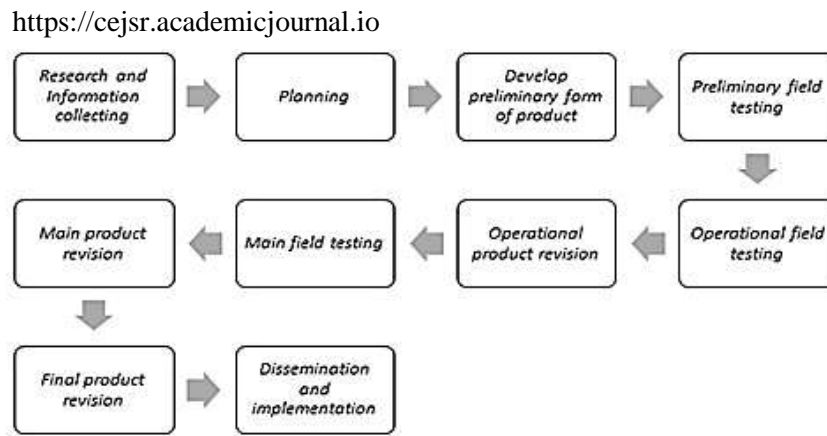


Image 1. Borg & Gall research steps

1. Research and information gathering

This stage is to collect information to determine the needs in the learning that will take place through library studies and field studies. This is done by observing grade 5 Aqidah Akhlak textbooks, analyzing student needs questionnaires to find out the learning resources needed and expected by students, the results of interviews with Aqidah Akhlak teachers, and observing how Aqidah Akhlak learning is carried out in grade 5. The development of learning resource products is based on interviews between researchers and aqidah akhlak teachers, the learning process of aqidah akhlak in grade 5, and the achievement of competencies in the current curriculum.

2. Planning

The next step is to plan the textbooks to be made by determining the focus of the learning material, integrating the learning material with the expected competencies, and evaluating the learning material based on the competencies as follows:

- a. Determine the objectives and benefits of making textbooks based on an independent curriculum
- b. Determining CP and ATP
- c. Determine the content of the textbook
- d. Make a lattice of research instruments that become the criteria for assessing coursebooks tailored to the expertise of each assessor such as material experts from senior teachers teaching aqidah akhlak subjects, linguists, media experts from expert lecturers who are competent in their fields, aqidah akhlak teachers and grade 5 students.
- e. The research instruments to be used are validation sheets used by material experts, linguists and media experts and questionnaires used by students.

3. Creation of an initial product model (develop a preliminary form of product)

The initial stage of development entails structuring the reading material and the design and is followed by the creation of engaging learning exercises that are appropriate for children in grade 5. Using a minimum competency evaluation question form, learning is evaluated after development.

4. First in-field testing

A small group of 5–10 grade 5 pupils was used in the researchers' restricted field test, and they used questionnaires and interviews to gather data.

5. Major product modification

The researcher now modified the original product in light of the findings of the initial testing. to prepare the primary model for more extensive testing.

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6. Primary field test
A phase of product testing involving up to 30 students from every fifth-grade class.
7. Revision of operational product
Enhance the outcomes of the larger trial such that the finished output is a model design that is prepared for validation
8. Field trials in operation
The operational model validation test stage was created by aqidah akhlak instructors, learning media designers, subject matter experts, and students who were also using the product. Researchers can make changes to the generated items, and this validation is intended to gather data in the form of recommendations, instructions, and assessments. Teachers of aqidah morals who have prior teaching experience and lecturers with expertise in their domains are used as research validation subjects.
9. The product's revision
To create the final product, researchers make any necessary last adjustments to the design model
10. Implementation and Dissemination.
The process of distributing the developed model or product. Because of time and budgetary constraints, the researcher did not complete this phase.

In collecting data, the techniques used are: a) questionnaire b) interview/observation c) documentation. Questionnaires were given to 5th grade students of SD Muhammadiyah 9 Ngaban Tanggulangin, totaling 30 students to analyze student needs in learning Aqidah akhlak. The document checklist was given to a team of experts to see the feasibility of the textbook. Documentation in the form of photos and school documents related to the development of aqidah akhlak textbooks. Data analysis uses qualitative descriptive techniques as Makki at al in Pratiwi suggests by describing and interpreting the data, namely: (1) Data collection, (2) data condensation, (3) data presentation, and (4) conclusions or verification.[35]

The data obtained will be calculated using the calculation formula, namely,

$$P = \frac{\sum R}{N} \times 100\%$$

Description:

P : Percentage of error

$\sum R$: Number of scores from validators

N : Maximum number of scores

The expert validity assessment with the criteria for product validity and feasibility will be analyzed using a Likert scale as Adis et al in Almuhtadin as follows:[36]

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Table 1. Criteria for Product Validity and Feasibility

Rating Scale (1-5)	Percentage (%)	Category	Description
5	85 - 100	Very valid	Very feasible and no revision
4	69 - 84	Valid	Appropriate and no revision
3	53 - 68	Simply	Reasonable and needs revision
2	37 - 52	Less valid	Less feasible and needs revision
1	21 - 36	Very invalid	Not feasible and total revision

RESEARCH RESULTS AND ANALYSIS

1. Textbook Description

This research produces aqidah akhlak textbook products with a focus on learning asmaul husna to train students' written and oral communication skills. This textbook product is organized into three parts, namely the introduction, the content, and the final part. The introduction section has a front cover, title page, preface, table of contents, description of CP, TP and ATP, and sub-title page. The content section consists of a discussion of competencies and material to be learned, learning activities with instructional words to make simpler for teachers and students to understand the activities to be carried out and in each sub-material asmaul husna is equipped with activities to train students' communication skills. The closing section consists of learning reflections, material summaries and AKM-based learning evaluations with PG, PGK, Matching and Description questions.

The development of this textbook is aimed at grade 5 SD with the aim of developing students' communication skills. The material in the textbook focuses on exemplary stories taken from the story of the prophet and his companions. Each material is written a story related to the values contained in the asmaul husna and given questions with the aim of attracting students to train the ability to provide answers, ideas, responses and individual student thoughts as well as cooperate and respect different opinions. Communication skills presented in this textbook are given in the form of answering questions, discussing topics of events that occur in the environment around students and writing to increase students' vocabulary as stated by Anisah that communication skills are skills that consist of aspects of speaking, listening, accepting and respecting differences in opinion, conveying ideas and results in the form of pictures or tables and answering questions accompanied by relevant reasons [37]. [37] This activity is to hone students' communication skills in digging up information through observation and discussion in groups, asking questions about things that have not been understood, presenting material clearly as a resource person, and respecting differences of opinion. [35]

At the end of the material, student reflection is given to determine the level of understanding and the ability of students to assess themselves. Reflections made by students can train students to get used to being honest and responsible in completing learning well. The textbook is also equipped with a summary containing the understanding and wisdom of following the asmaul husna in everyday life as well as an AKM-based learning evaluation with a cognitive level that focuses on literacy to train students' abilities.

2. Product Design of Aqidah Akhlak Textbook

The following are the details of the aqidah akhlak textbook product:

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Image. 2 Parts of the Learning Merdeka-Based Aqidah Akhlak Teaching Book (a) Front Cover, (b) Table of contents, (c) Outcome Instructions, Learning Objectives, and Learning Objective Flow (d) Story Material, (e) Discussion Activities, (f) Writing Activities, (g) Finding out Activities, (h) Learning Reflection, (i) Summary, and (j) AKM Problem-Based Learning Evaluation.




3. Product Validation of Aqidah Akhlak Teaching Book

a. Feasibility and Practicality of the Teaching Book

Validation of aqidah akhlak textbooks is obtained from the validation value by three validators, namely language experts, material experts and media experts by looking at aspects of language, content and media presentation. The process of developing coursebooks goes through the evaluation and revision stages provided by experts. During validation, experts provide suggestions and input so that researchers will improve coursebooks. Some input and improvements to the coursebook can be observed in Table 2.

Table 2. Input and Suggestions for the Textbook by Experts

No.	Feedback and Suggestions	Improvements
1	Need to pay attention to adjusting the writing of asmaul husna correctly	Correct the writing of asmaul husna by referring to the correct Arabic writing of asmaul husna.

	Before repair: Al- Muhyi, Al-Mumit
	After repair: Al-Muhyii, Al-Mumiit
2. Selection of material for the story of Al-Mumiit, Al-Hayyu and Al-Ahad which must be appropriate and acceptable in terms of naqli and aqli arguments.	Replace the story that is suitable in terms of naqli and aqli evidence Before improvement: 
	After improvement: 
3. Improvements to the textbook cover	Improve the cover of the textbook by adding the name of the book author Before improvement After improvement 
4. Book size is adjusted to the standard size of printed books	Resizing the textbook from A4 to B5
5. Textbook content consisting of 5 discussion materials was sorted and separated into new subtitles	Change the content in one chapter discussion into 5 subtitles discussion
6. Addition of textbook content and pages	Supplement the subheading content with student activities that can enhance written and oral communication skills.

Input, suggestions and improvements provided by validators are used as a reference in improving coursebooks to obtain valid coursebooks. Development products in the form of Aqidah Akhlak textbooks have been given an assessment by language experts, material experts, design experts, and teaching teachers with the percentage of validity obtained as in table 3 below:

Table 3. Results of the Aqidah Akhlak Textbook validation assessment by experts

No.	Validator Name	Assessment Aspect	Score	Category Description
	Moh.Agus Irwanto, M.Pd	A. LANGUAGE	5	

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1	Accuracy of sentence structure of message and information presentation	5	
2	Sentence effectiveness	5	
3	Standardized terms used according to function	5	
4	Ease of understanding messages and information	5	
5	Able to motivate students	4	
6	Appropriateness to learners' intellectual development	4	
7	Accuracy of language structure	5	
8	Spelling accuracy	5	
	Assessment Score	38	
	Assessment Percentage	95%	Very Valid
Dra. Laily F. Ulwiyah			
B. MATERIAL			
1	Contents of compatibility with learning objects	5	
2	Contents of compatibility with learning goals	5	
3	Veracity of the information supplied	4	
4	The relevance of the information	4	
5	The information is provided in a logical order.	4	
6	Encourage curiosity	5	
7	Suitability of material to improve written and oral communication skills	5	
8	Ease of use	4	
	Assessment Score	36	
	Assessment Percentage	90 %	Very Valid
Dr.Eni Fariyatul Fahyuni, M.Pd.I			
C. DESIGN AND MEDIA			
1	Easy to use	4	
2	Media attractiveness	5	
3	Effectiveness in use	4	
4	Easy and effective use of language	5	
5	Type and font used	5	
6	Readability of text	5	
7	Suitability of images that support the material	5	
8	Creative and innovative	4	
9	Layout arrangement	4	
10	Color composition	4	
	Assessment Score	45	
	Assessment Percentage	90 %	Very Valid

The linguistic component was validated by linguists by 95%. These results indicate that the language used in writing Aqidah akhlak textbooks is in a very valid category, so it is feasible and practical to use as learning materials for grade 5 elementary school students. The aspects of accuracy of sentence structure, grammar, spelling and ease of understanding the information and messages to be conveyed are very suitable for grade 5 students. The effectiveness of sentences and the standardization of terms used in textbooks are adjusted to the use of EYD in book writing. Language that is easy for students to understand will support the success of the learning activities carried out because language is part of a child's cognitive development which is related to his success or delay in thinking and communicating in his environment.[36]

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The material or content component obtained validation results by Aqidah Akhlak material experts of 90%. This shows that the material presented in the coursebook is in a very valid category so that it is feasible and practical for learning materials for grade 5 elementary school students as the material expert states that the asmaul husna material presented through the story is in accordance with the CP and TP of learning. The material presented in the coursebook is adjusted in terms of naqli and aqli arguments as a strengthening of children's Aqidah which must remain with the guidance of Aqidah akhlak teachers. The development of learning activities to improve written and oral communication skills adapted to actual events and the surrounding environment is able to encourage students to discuss well to provide opinions, ideas and responses to questions and increase vocabulary through writing activities.

The design and media presentation component obtained the results of design and media expert validation of 90%. This shows that the design and media used in coursebooks are in a very valid category so that they are feasible, practical and effective for learning materials for grade 5 elementary school students as design and media experts state that from the media aspect the Aqidah akhlak coursebook has an attractive cover with bright images and colors to arouse students' interest in coursebooks as Supriadi in Anisah states that the use of interesting learning resources can encourage and increase student activeness, achievement.[35] and images become learning media that have many advantages.[26]

c. Textbook Effectiveness

The effectiveness test of coursebooks is calculated based on the acquisition of scores according to predetermined assessment indicators. The coursebook trial was conducted on a small group of 8 students who were taken according to the criteria of student grades in the class and continued with a trial for 5th grade students totaling 30 students. The communication skills analyzed were oral and written communication skills observed through discussion activities and writing activities in coursebooks. The indicators used to observe discussion activities, namely, consist of four indicators, namely (1) actively involved in the discussion (2) conveying ideas or thoughts well and clearly (3) giving questions or responses clearly (4) paying attention and listening to and respecting friends' opinions. Written communication skills are analyzed based on the results of observations during learning in the classroom with the indicators used consisting of four indicators, namely (1) Suitability of story content and title (2) Story order (3) Vocabulary choice (4) structure and grammar.

The outcomes of the recapitulation of Grade 5 students' communication abilities are as follows, based on trial observations made during the teaching and learning activities of aqidah akhlak in the classroom:

Table.4 Oral Communication Skills

No.	Indicator	Assessment Criteria and Number of Students		
		Good	Simply	Less
1	Actively involved in the discussion	19	5	6
2	Conveys ideas or thoughts well and clearly	16	8	8
3	Provide clear questions and responses	16	7	7
4	Pay attention and listen to and respect the opinions of friends	19	10	1
Assessment Percentage		58%	25%	17%

Based on Table 4, 58 percent of grade 5 students in the good category were able to communicate orally, 25 percent of students in the good enough category, and 17 percent of students in the poor category. From these results it can be concluded that the Aqidah akhlak textbook can improve oral communication skills well. From the results of the interview, information was obtained that students

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who entered the good category were mostly supported by students' self-confidence, great curiosity, the habit of reading textbooks the day before, the learning environment at school and family. Students admitted that in the family environment they often had small discussions related to family activities and were placed to provide votes or ideas for these activities. Students' communication skills that fall into the sufficient and insufficient categories are mostly motivated by lack of confidence, not having the courage to speak up, not being ready for the lesson, not being used to or not liking reading books, and a family environment that has not provided sufficient motivation for students and lack of invitations or family activities that practice these communication skills.

In the indicators of conveying ideas or thoughts and giving questions or responses, it is still a difficulty for students due to their self-confidence and readiness to participate in learning activities in class. This difficulty requires the role of the teacher to motivate students to be more courageous, confident, not only listening but actively involved in these learning activities. Curtis and Bidwell in Budiono, et al explained that the development of student communication skills cannot be separated from the role of the teacher as a model, motivator, guide, facilitator and educator.[37] Very enthusiastic student responses can be seen during the activity of finding out by answering questions based on exemplary stories. Even during discussions with topics that are currently hot in print or online media, students also actively convey their thoughts even though the language is still simple. Students who are usually silent also give one or two words of response to what their friends say or just give a sign of nodding their heads in agreement.

Oral communication skills should be developed and improved for all lessons so that students are accustomed and skilled in speaking using good language. Students are able to convey thoughts clearly, confidently, open to receiving suggestions or criticism and also able to defend opinions accompanied by appropriate reasons. Communication that occurs between teachers and students makes learning in the classroom lively and meaningful.

The results of the recapitulation of Grade 5 students' written communication abilities were as follows in contrast to the results of oral communication skills, which were based on trial observations during the teaching and learning activities of aqidah akhlak in the classroom:

Table.5 Written Communication Skills

No.	Indicator	Assessment Criteria and Number of Students		
		Good	Simply	Less
1	Appropriateness of story content and title	8	17	5
2	Story coherence	7	17	6
3	Vocabulary choice	7	14	9
4	Structure and grammar	5	22	3
Assessment Percentage		22,5%	58%	20%

Based on Table 5, it shows that there are 22.5 percent of grade 5 students in the good category who are able to communicate in writing, there are 58 percent of students in the good enough category; and 20 percent of students in the poor category. From these results it can be concluded that the Aqidah akhlak textbook still improves written communication skills with a fairly good category. This is based on the fact that written communication skills have difficulties compared to oral communication skills. From the results of writing activities in coursebooks, it can be analyzed the difficulties faced by students, among others, on indicators of vocabulary choice and structure and grammar. Most students are still accustomed to writing using language or sentences when speaking or heard daily. This writing skill can be improved through various learning activities that require students to always write down things that are done in everyday life.

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Oral and written communication skills can develop other skills, namely, collaborative skills, critical and creative thinking at the same time. During discussion activities, students are required to cooperate with each other, respect and listen to the opinions of friends well, not to impose ideas at the same time students also learn to think critically with topics that are discussed in the information media or hear real stories from the environment where students live. What students see, observe, hear or get will be material that students can develop into an interesting paper to read. Learning that was previously conceptual and abstract will become easy to understand with the help of concrete examples.

CONCLUSION

Based on the results of the research conducted, it is concluded that the Aqidah Akhlak Teaching Book Based on Merdeka Belajar to improve communication skills is very feasible as an alternative learning resource for Aqidah akhlak for teachers and students. Students' communication skills have changed from previously students listened more to the teacher to increasing in the good enough category. Discussion and writing learning activities based on exemplary stories presented in textbooks and information obtained from facts in the neighborhood encourage students to be more actively involved in learning activities in the classroom. This student communication skill must continue to be motivated by the teacher to create interesting and interactive learning. The presentation of interesting textbooks with varied learning activities can provide more space for students to express their opinions and prior knowledge. Exemplary stories and information about the environment in which students live in learning help students connect new knowledge with Aqidah akhlak concepts that can be related to students' daily lives. Students are also trained to communicate properly and correctly using Indonesian language, convey ideas or thoughts, ask questions, provide responses and pour various information in writing so that the communication skills of 5th grade students of SD Muhammadiyah 9 Ngaban have increased.

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