

Enrichment of Critical Reading Book with Islamic Values for Indonesian Language and Literature Education Students

1st Oktarina Puspita Wardani, 2nd Subyantoro, 3rd Fathur Rokhman, 4th Ida Zulaeha

(¹)Universitas Islam Sultan Agung dan Universitas Negeri Semarang, (^{2,3,4})Universitas Negeri Semarang

Abstract:- Nowadays, the requirement for reading becomes essential to the students. Reading material was more widely spread across in several media. Indonesia is one of the countries which use social media massively. Students are prepared to be able to teach reading in school well. Skills in critical reading should be owned by every student so that they can teach students at school. The present study aims to determine the requirement of UNISSULA students from the Department of Indonesian Language and Literature Education in critical reading enrichment books containing Islamic values. This study explores how the students' requirement for critical reading enrichment books containing Islamic values. The method of this study is used descriptive qualitative research, data collection techniques using a student requirements questionnaire with 35 students as data sources. So that the data found in the form of a questionnaire analysis of student requirements. Data analysis used reading and writing techniques by describing the results of the questionnaire on student requirements. The results of the study indicate that the development of critical reading enrichment books containing Islamic values is needed and needs to be developed. The critical reading enrichment book containing Islamic values was developed by taking into account several aspects, including, 1) perceptual aspects, 2) material aspects, 3) language aspects, 4) presentation aspects, and 5) graphic aspects.

Keywords:- *Enrichment Book, Islamic Values, Critical Reading.*

I. INTRODUCTION

Reading learning becomes a reference in the process of learning Indonesian and learning in general. Students are able to think critically when they can understand the reading and can analyze the information they read. Following the results of the 2018 PISA study by the OECD, it shows that the reading ability of Indonesian students achieved an average score of 371, with an average OECD score of 487.

Nowadays, the requirement for reading is an absolute must for students. Reading material was more widely spread across in several media. Indonesia is one of the countries which used social media massively. However, many people overlook the truth of the information obtained. Many people accepted the information without analyzing before.

Wallace (2003) emphasizes that reading has a social purpose, namely readers and writers carry out their respective roles in the community. Revealed in a direct or indirect social context. The reader interaction is very important between the author, the receiver, the community, and the text.

The reading level of the text can be determined by how well the reader interacts with the text variables (type of text, structure, syntax, and vocabulary). This was conveyed by Patesan et.al (2014). Readers were asked to increase the level of understanding that can analyze the information obtained. Indonesian Language and Literature Education students become the spearhead to foster an increased interest in reading at the school level. Students are prepared to be able to teach reading in school well. Critical reading skills must be possessed by every student so that they can teach students at school.

Through critical reading, students test the truth of the information obtained while reading. Then they can get used to being able to direct students in understanding the contents of the reading and assessing the truth of the information obtained. In line with this, readers need knowledge of reading techniques to be able to convey meaning and intent under the truth. Reading techniques can be understood and sharpened through books or appropriate teaching materials. One of the teaching materials that can be used is a critical reading is enrichment book.

Critical reading has techniques that require to be considered. Pratama (2016) describes four critical reading techniques. The techniques are understanding the content of the reading, recognizing the facts and interpreting the main idea, knowing the facts, making conclusions, and interpreting the ideas obtained. In line with this, Nurhadi (2005) also uses techniques in being critical. These techniques include, 1) the ability to remember and recognize, 2) the ability to interpret, 3) the ability to apply concepts, 4) the ability to analyze, 5) the ability to judge, and the ability to create readings.

Nowadays, the requirements for critical reading teaching material are needed. The amount of information scattered on social media requires developing teaching materials which improve critical reading skills. One of them is with an enrichment book. Enrichment books are a printing technology that is made through a printing process, printing

in the form of paper which has the function of conveying learning materials (Sanjaya, 2012: 119). Currently, with the development of technology, books are not only made in printed form but have been made in digital form this makes it easier for readers to access books anywhere.

The enrichment book is a companion book to support the compulsory textbooks. So that it can be used by readers to deepen information and material. Students can sharpen critical reading skills independently wherever they are. Types of enrichment books that can be used by students include 1) knowledge enrichment books, 2) skills enrichment books and 3) personality enrichment books (Pusbuk, 2008: 9-15).

The study present aims to determine the requirement of UNISSULA students from the Department of Indonesian Language and Literature Education in critical reading enrichment books containing Islamic values. Students are expected to analyze the information obtained carefully through critical reading. This study explores how the students' requirement for critical reading enrichment books containing Islamic values the problem occurs because many readers, especially students, are lacking in responding to news or information that they get through social media or print media.

The Prior study has almost the same as this study, which is the development of an enrichment book. Andriyani, Subyantoro, and Mardikantoro's research (2018) examine "Development of Books for Enrichment of Beginning Writing Skills Containing Character Values for First Grade Elementary Students". The results of the study revealed that 1) the characteristics of the requirements regarding the initial writing skill enrichment book containing character values in SD Hj. Isriati, 2) preparation of principles based on study results, 3) prototype of enrichment books and 4) effectiveness of the acceptance test of enrichment books.

Küçükoğlu (2013) conducted a study entitled "Improving Reading Skills through Effective Reading Strategies". The results showed that students lacked knowledge of reading strategies at the beginning of the study. The researchers provide guidance and always monitor students in each learning process, ask questions, conclude and summarize strategies. There is an improvement in student learning outcomes. Students can develop an understanding of reading strategies.

Faizi, et.al. (2011) in a study entitled "The Role of Different Factors in the Promotion of Islamic Values among the Students of Secondary Level in Karachi, Pakistan" discusses Islam as very important for children. The results of

the study present an analysis of the use of the presentation and correlation method in a simple way. The result is the identification of Islamic values and the role of parents, teachers, and other factors in the promotion of Islamic values. The role of parents and teachers in increasing the response is great. Parents are recommended to play an active role in providing knowledge about Islamic education and the textbooks used are loaded with Islamic values.

II. METHOD

This study used the descriptive qualitative research technique. The instrument used a questionnaire on the development of critical reading enrichment books containing Islamic values. The data of this study is the result of a questionnaire on student needs for critical reading enrichment books containing Islamic values. Data were obtained from Indonesian Language and Literature Education students', Teacher Training and Education Faculty, Semarang state university. A total of 35 students filled out the questionnaire that had been given.

The data collection technique in this study used a student requirements questionnaire for critical reading enrichment books containing Islamic values. Questionnaires are given online. Students choose priority points for each indicator. The data analysis technique in this study is a qualitative descriptive technique. The analysis is done by describing the priority level chosen by the students. The results of the requirements questionnaire for the development of critical reading enrichment books are described and analyzed.

III. RESULT

The results showed that UNISSULA students of Indonesian language and literature education needed a critical reading enrichment book containing Islamic values. Critical reading enrichment books make students able to review the information obtained. In line with this, students can also receive information wisely.

a. Perception Aspect

The results of the analysis of the requirements for critical reading enrichment books containing Islamic values become a reference in the development of critical reading enrichment books containing Islamic values. The results of the analysis obtained 30 indicators from 30 questions in the questionnaire on the requirements of students and lecturers. Characteristics of critical reading enrichment books containing Islamic values according to the requirements of students in critical reading include 1) the form of the book and 2) the nature of the material.

Table 1. Results of Student Requirements for Critical Reading Enrichment Books Containing Islamic Values on Perceptual Aspects

Indicator	The Answer	Priority Points	Information
Book design	Print Enrichment Book	16	Priority 1
	E-book enrichment book	21	Priority 2
	Flipbook Enrichment Book	19	Priority 3
Material character	Knowledge enrichment book	16	Priority 1
	Skills enrichment book	17	Priority 2
	Personality enrichment book	21	Priority 3

The main priority choices in the form of a critical reading enrichment book containing Islamic values is a printed enrichment book of 16 students from 35 students. Students chose the second priority e-book enrichment book as many as 21 students out of 35 students. The third priority option, students choose a flipbook enrichment book with a total of 19 students from 35 students.

The result of this study requirements analysis on the indicator of the student's material characteristic showed as many as 16 students chose acknowledgment enrichment books. A total of 17 students chose the skill enrichment book to be the second priority. The last priority choice is

occupied by the personality enrichment book indicator as many as 21 students.

b. Material Aspect

The results of the requirements for critical reading analysis enrichment books containing Islamic values in the material aspect determine the material to be conveyed in the product. The results of the analysis were obtained from 34 students with twelve questions. The characteristics of the critical reading enrichment book containing Islamic values include five indicators, namely: 1) internalization of Islamic values, 2) conformity of the material with the curriculum, 3) critical reading competence with Islamic values, 4) critical reading stage, 5) examples and exercises.

Table 2 Results of Student Requirements for Critical Reading Enrichment Books Containing Islamic Values on Material Aspects

Indicator	The Answer	Priority points	Information.
Internalization of Islamic values	Implemented in the learning process	15	Priority 1
	Implemented in critical reading text examples	16	Priority 2
Suitability of Materials with Curriculum	It is contained in the material in the reading course	25	Priority 1
Critical Reading Competence with Islamic Values	Reading critically news texts, critically reading editorial texts, reading critical advertorial texts, and reading critical opinion texts containing Islamic values.	29	Priority 1
	Giving examples and exercises	16	Priority 2
	Critical reading of news texts	22	Priority 1
	Critical reading of editorial texts	20	Priority 2
Critical Reading Step	Categorize	28	Priority 1
	Explain the meaning	30	Priority 2
	Classifying meaning	27	Priority 3
	Detect ideas	28	Priority 1

	Detect arguments	30	Priority 2
	Argument analysis	26	Priority 3
	Draw a conclusion	29	Priority 1
	Considering the evidence	31	Priority 2
	Submit an alternative	28	Priority 3
	Assessing claims	25	Priority 1
	Judging arguments	26	Priority 2
	Sub Skills declare results	28	Priority 1
	Justify the procedure	27	Priority 2
	Presenting arguments	26	Priority 3
	Self-assessment	26	Priority 1
	Self-correction	27	Priority 2
Example Forms and Exercises	Sample question	30	Priority 1
	Column to answer	25	Priority 2
	An example of a critical reading text that contains Islamic values is presented	20	Priority 1
	Provided guidance in critical reading	15	Priority 2

A total of 15 students from 35 students chose the priority on internalizing Islamic values implemented in the learning process. The second priority option is to be implemented in an example of a critical reading text of 15 students from 35 students. The second indicator in the material aspect is the suitability of the material with the curriculum. The priority option as many as 25 students chose critical reading in the reading course.

In the critical reading indicator competency, there are two questions. First, regarding the critical reading material presented, as many as 29 students chose the priority with the choice of critically reading news texts, critically reading editorial texts, reading critical advertorial texts, and reading critical opinion texts containing Islamic values. In the second option, as many as 16 students chose to give examples and exercises. Second, regarding the critical reading competence to be presented. A total of 22 students chose to critically read news texts as the priority, while critically reading editorial texts became the second choice with a total of 20 students.

The next indicator is critical reading skills. The results of the analysis contained 6 questions in this indicator. The first is about the ability to interpret meaning. The priority choices of students are, 1) categorizing as many as 28 students choosing to be the priority, 2) explaining the meaning of 30 students choosing to be the second priority,

and 3) identifying the meaning of 27 students choosing to be the third priority. The second is about the skills of analyzing. A total of 28 students chose to detect ideas as the priority. A total of 30 students chose to detect arguments as the second priority choice. A total of 26 students chose to analyze the argument as the third priority choice.

The third is about the ability to interfere. A total of 29 students chose to conclude the priority. A total of 31 students chose to consider the evidence as a second priority. A total of 28 students chose to submit evidence as to the third priority. In the fourth question regarding evaluating skills, as many as 25 students chose to assess claims as to the priority. A total of 26 students chose to assess the argument as a second priority.

The fifth is regarding the skill of explaining, as many as 28 students chose the sub-skill to state the results as the priority. A total of 26 students chose to justify the procedure as a second priority. A total of 26 students chose to present their arguments as the third priority. The sixth question is about self-regulation skills. A total of 26 students chose self-assessment as to the priority and 27 students chose self-correction as the second priority.

The next indicator is the form of examples and exercises in reading enrichment books containing Islamic values. Questions about things that can be presented in

critical reading in addition to the material. A total of 30 students chose sample questions to be the priority. A total of 25 students chose the column to answer as the second priority. The second question was regarding the form of presentation of examples, as many as 20 students chose to be presented with examples of texts with Islamic values, and 15 students chose to be presented with guidance in critical reading as the second priority.

c. Language Aspect

The results of the requirements analysis of critical reading enrichment books containing Islamic values in the language aspect are one of the determinants in making prototypes and research products. The results of the analysis will be presented in each indicator. Characteristics of critical reading enrichment books containing Islamic values include several indicators, namely: 1) conformity with Indonesian language rules, 2) suitability of spelling, punctuation, vocabulary, sentences, and paragraphs, 3) easy-to-understand language, 4) clarity of information and 5) effective and efficient use of words.

Table 3. Results of Student Requirements for Critical Reading Enrichment Books Containing Islamic Values in Language Aspects

Indicator	The Answer	Priority Points	Information
Compatibility with Indonesian rules	Indonesian formal	14	Priority 1
	Popular and slang language	14	Priority 2
Compatibility of spelling, punctuation, vocabulary, sentences, and paragraphs	Using sentences and paragraphs effectively	18	Priority 1
	Using diction that is appropriate to the level of readability	17	Priority 2
Easy to understand the language	Use easy-to-understand terms	14	Priority 1
	Using effective sentences	13	Priority 2
Information Clarity	Easy to understand	18	Priority 1
	It is interesting	13	Priority 2
Effective and efficient use of words	Using words effectively and efficiently	28	Priority 1
	Using standard words	19	Priority 2

The results of the student requirements on the language analysis aspect with indicators of conformity to the contents of the Indonesian language rule book. A total of 14 students chose to use standard Indonesian as the priority. A total of 14 students chose to use popular language as the second priority in a critical reading enrichment book containing Islamic values.

The second indicator on the language aspect is the compatibility of spelling, punctuation, vocabulary, sentences, and paragraphs. 18 students chose to use effective sentences and paragraphs to be the priority choice. Meanwhile, for the second priority option, 17 students chose to use diction according to the level of readability.

The third indicator is the language used in critical reading enrichment books containing Islamic values. A total of 14 students chose to use easy-to-understand terms as the priority. A total of 13 students chose to use effective sentences as the second priority. On the indicator of clarity of information, students choose the information provided is easy to understand to be the main priority with a total of 18

students. While on the second priority, students choose interesting information with a total of 13 students.

The next indicator is the use of words that are effective and efficient in critical reading enrichment books containing Islamic values. Students choose to use the word effective and efficient as the priority with a total of 28 students. While in the second priority, 19 students chose to use standard words.

d. Presentation Aspect

The requirements result of critical reading analysis enrichment books containing Islamic values in the presentation aspect is one of the determinants in making prototypes and research products. The results of the analysis will be presented in each indicator. Critical reading characteristics guided can enrichment books containing Islamic values include four indicators, namely: 1) picture illustrations, 2) the form of presentation of critical reading material, 3) instructions for using enrichment books, 4) presentation of information about critical reading containing Islamic values.

Table 4. Results of Student Requirements for Critical Reading Enrichment Books Containing Islamic Values in Presentation Aspects

Indicator	The Answer	Priority Points	Information.
Picture Illustration	Pictures of social phenomena	14	Priority 1
	Political pictures	14	Priority 2
	Mixed images of living and inanimate objects	16	Priority 1
	living things pictures	21	Priority 2
The form of presentation of critical reading material	Presented by incorporating Islamic values in critical reading material	23	Priority 1
	Presented in a separate material	15	Priority 2
	Presented from easy to difficult material, then given examples and exercises	24	Priority 1
	Short material, examples, and exercises are presented	14	Priority 2
Instructions for using enrichment books	Title, preface, instructions for using the book, table of contents, introduction, and materials, examples, exercises, and answer keys and bibliography	31	Priority 1
	Title, foreword, instructions for use of the book, introduction, materials, exercises, and examples	17	Priority 2
	Add footnote	20	Priority 1
	Added glossary	18	Priority 2
Guided presentation of information about critical reading containing Islamic values.	An example of a critical reading text that contains Islamic values is presented	24	Priority 1
	Guided critical reading	18	Priority 2

The results of the analysis of student requirements on the presentation aspect with illustration indicators used in the critical reading enrichment book contain Islamic values. On questions about illustrations that match examples, which reflect attitudes or behaviors in contain Islamic values. A total of 14 students chose images of social phenomena as the priority and 14 students also chose political images as the second priority. The second question on the image illustration indicator is about the appropriate type of illustration. A total of 16 students chose pictures of a mixture of inanimate and living objects as the priority and as many as 21 students chose pictures of living objects only as of the second priority.

The second indicator is the form of presentation on critical reading material. There are two questions in this indicator. The first question is how to present the material in a critical reading enrichment book. A total of 23 students chose to be presented by including Islamic values in critical reading material as the priority. A total of 15 students chose to be presented in a separate material as a second priority.

The second question is the arrangement of the presentation in critical reading material is easy to understand. A total of 24 students chose to be presented with easy and then difficult material and were given examples and exercises as the priority. A total of 14 students chose to be presented with short material, examples, and exercises as a second priority.

In the use of indicator in enrichment books, the arrangement of the presentation in critical reading books material containing Islamic values, the priority choices are the title, foreword, instructions for using the book, table of contents, introduction, and materials, examples, exercises, and answer keys and a bibliography with the number 31 students. In the second question regarding the explanation of foreign terms, as many as 20 students chose to add a footnote as the priority choice and 18 students chose to be added to the glossary as the second priority option.

Indicators of presenting information about critical reading containing Islamic values, as many as 24 students chose to be presented with examples of critical reading texts containing Islamic values as the priority. Meanwhile, in the second priority, 18 students chose to be presented with a guide in critical reading.

e. Graphic Aspect

The results of the requirements for critical reading analysis enrichment books containing Islamic values in the graphic aspect are one of the determinants in making prototypes and research products. The results of the analysis will be presented in each indicator. Characteristics of critical reading enrichment books containing Islamic values include several indicators, namely: 1) The use of fonts (size and letters), spaces and paragraphs, 2) The suitability of the layout/layout, 3) The suitability of illustrations, graphics, images, and photos, and 4) color match.

Table 5. Results of Student Requirements for Critical Reading Enrichment Books Containing Islamic Values in Graphic Aspects

Indicator	The answer	Priority Points	Information
The use of the font (size and font), and paragraph spacing.	Times New Roman 12 spaces 1.5	29	Priority 1
	Arial, 11 spaces 1,5	17	Priority 2
Suitability of layout/layout	Sequence, the form of the sequence by making a priority that must be read first to last.	12	Priority 1
	The emphasis, particular emphasis on a layout. Gives a much larger size than other layout elements and a color that contrasts with the background.	14	Priority 2
Compatibility of illustrations, graphics, images, and photos	Adapted to context	20	Priority 1
	Adapted to the age level of the reader	13	Priority 2
Color match.	Neutral color	21	Priority 1
	The colors vary, but not flashy	22	Priority 2

The Finding of this study are student requirements on the graphic aspect with indicators of the use in fonts (size and letters), spaces, and paragraphs used in critical reading enrichment books containing Islamic values. A total of 29 students chose the font Times New Roman 12 spaced 1.5 as the first priority. While Arial 11 spaced 1.5 was chosen by 17 students as the second priority choice. The second indicator is the suitability of the layout in critical reading enrichment books containing Islamic values. A total of 12 students chose sequence as the priority and 14 students chose emphasis as the second priority choice. The next indicator is the suitability of graphic illustrations, images, and photos. A total of 20 students chose illustrations, gradients, pictures, and photos adapted to the context as the priority. A total of 13 students chose according to the age level of the reader as the second priority. The last indicator is the choice of the suitability of the image in the critical reading enrichment book containing Islamic values. Natural colors were chosen by 21 students as the priority. While on the second priority, as many as 22 students chose colors that were varied but not flashy.

IV. DISCUSSION AND CONCLUSION

Analysis of student requirements for the development of critical reading enrichment books containing Islamic values includes five aspects, namely, 1) perception aspect, 2) material aspect, 3) language aspect, 4) presentation aspect, and 5) graphic aspect. Perceptual aspects include indicators of book form and material properties. Enrichment books are made in print and e-books. The nature of the material in the inquiry book is a knowledge and skill enrichment book.

The material aspect analysis includes five indicators, including 1) internalization of Islamic values, 2) conformity of the material to the curriculum, 3) critical reading competence with Islamic values, 4) critical reading stage, 5) examples and exercises. The indicators of Islamic values will be implemented in the learning process and in the example of reading texts. Learning to read critically is found in the material in reading courses. The competencies conveyed in the critical reading enrichment book containing Islamic values are critical reading of news texts, critical reading of editorial texts, reading critical advertorial texts, and reading critical opinion texts containing Islamic values and providing examples and exercises. The critical reading

stages presented in the enrichment book include, 1) interpreting meaning skills, 2) analyzing skills, 3) interfering skills, 4) evaluating skills, 5) explanatory skills, 6) self-regulation skills. Indicators are examples of questions and answer columns presented in examples of critical reading texts containing Islamic values. A guide to critical reading is also provided.

In the language aspect, students choose to use standard and popular Indonesian, use sentences, effective paragraphs, and diction according to the level of readability. The terms in the enrichment book use terms that are easy to understand so that the information obtained is interesting.

The presentation in the critical reading enrichment book contains Islamic values using illustrations of social and political phenomena as well as pictures of living and inanimate objects. The form of presentation of critical reading material is by incorporating Islamic values in the material and examples concisely and understandably. The selected material starts from easy to difficult. In the enrichment book, instructions for use are given with systematic book contents. Title, preface, instructions for use of the book, table of contents, introduction, and materials, examples, exercises, and answer keys, and a bibliography. Foreign terms can be explained in footnotes and glossaries.

The letters in the critical reading enrichment book use Times New Roman, size 12, and spaced 1.5. The layout of the book is also determined using a sequence, which gives priority to which one should be read first. The illustrations used to adjust the context being discussed and then adjust to the age level of the reader. Colors in critical reading enrichment books contain Islamic values using natural and varied colors.

REFERENCES

- [1]. Andreas Schleicher. (2018). PISA 2018 Insight and Interpretations. <https://www.oecd.org/pisa/publications/pisa-2018-results.htm>.
- [2]. Andriani, Eka Yulin, Subyantoro, dan Hari Bakti Mardikantoro. (2018). Pengembangan Buku Pengayaan Keterampilan Menulis Permulaan yang Bermuatan Nilai Karakter pada Peserta Didik Kelas I SD. *Jurnal Pendidikan Bahasa dan Sastra Indonesia. Volume 3 Nomor 1 Maret*.
- [3]. Faizi, Waqar-un-Nisa et.al. (2011). The Role of Different Factors in the Promotion of Islamic Values among the Students of Secondary Level In Karachi, Pakistan. *International Journal of Academic Research in Business and Social Sciences. October 2011, Vol. 1, No. 1*.
- [4]. Küçüköğlü, Hülya Guided Guided. (2013). Improving Reading Skills Through Effective Reading Strategies. *Procedia - Social and Behavioral Sciences. Volume 70, 25*.
- [5]. Nurhadi. (2005). *Bagaimana Meningkatkan Kemampuan Membaca Suatu Teknik Memahami Literatur yang Efisien*. Bandung: Sinar Baru Algensindo.
- [6]. Pratama, R. A. (2016). *Pengembangan Modul Membaca Kritis dengan Model Intruks Langsung Berbasis Nilai Karakter*. [http:// doi: 10.13140/RG.2.2.34201.31840](http://doi:10.13140/RG.2.2.34201.31840)
- [7]. Patesan, Marioara, et. al. (2014). *Critical Reading. Letin Ş Tiinţ Ific*. http://www.armyacademy.ro/buletin/bul1_2014/PATE SAN.pdf
- [8]. Pusat Kurikulum dan Pembukuan Kementerian Pendidikan dan Kebudayaan. (2008). *Pedoman Penulisan Buku Non Teks Pelajaran*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- [9]. Wallace, C. (2003). *Critical Reading in Language Education*. New York: Palgrave Macmillan.
- [10]. Wina Sanjaya. (2012). *Media Komunikasi Pembelajaran*. Jakarta: Kencana Prenada Media Group.