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Student's Response To The Integration Of Al-Qur'an Values On The Concept Of Electric Field Strength

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ABSTRAK

This study aims to determine students' responses to the integration of Al Qur'an values in the Electricity and Magnet course, especially in the concept of electric field strength. This research is a survey study. Sampling is carried out using the saturation *sampling* method so that all members of the population are used as samples. Student responses are measured using a questionnaire consisting of three aspects, namely spiritual attitudes, interests/ interests, and student clarity/understanding of learning electricity and magnet courses, especially in the concept of electric field strength. This research instrument is a student response to the integration of Al Qur'an values in the Electricity and Magnet course on the concept of electric field strength with a percentage of 80.5%, by showing interesting results. Based on these findings, the integration of the value of the Al Qur'an in the learning process can be used as an alternative in the learning process of the Electricity and Magnet course.

1. Introduction

Science learning in schools, madrasah, and even universities is usually neutral. The authors of textbooks and teachers (teachers and lecturers) in carrying out the learning process very rarely integrate natural facts with the greatness of Allah SWT (Retnanto, 2017). Moreover, efforts to integrate it with the verses of the Qur'an are related to learning (Adawiyah, 2021). To build an education that can bring forth fully qualified human resources, both material and spiritual (Syauqi Malik, 2020).

Students only learn physics from a variety of sources, for example, books available in the library. However, the content of the material in these books has cognitive, affective, and psychomotor aspects but is not yet in accordance with the needs of student character building (Arsanti, 2018). In reality, physics learning that integrates the values of the Al Qur'an is still rarely done. Physics books published by the ministry of education and private publishers do not find the integration of Al Qur'an values (Husna et al., 2020). This is natural since the books compiled and published are intended for students with different religious backgrounds and universities. As a result, the Al Qur'an values that should have been able to be grown through the study of physics in higher education will become dead. When teaching the concepts of physics, it will surely separate God as the creator in every learning activity. Even though the concepts of physics cannot be separated from the science of the Qur'an because the Al Qur'an and science strengthen each other without having to lose their respective identities (Ashshiddiqi, 2017).

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The teaching and learning process by generating content, context, and learning activities along with the content and context so as to make students interested in physics lessons (Rahmawati et al., 2020). Therefore, student responses are very important in order to improve learning outcomes (Muhali & Asy'ari, 2021). The response intended in this study is the response of students to the integration of Al Qur'an values in the learning process.

Universitas Islam Negeri Datokarama Palu is one of the Islamic Universities located in Kota Palu. But unfortunately, some general courses, especially Tadris Science, especially physics materials, have not been integrated with the values of the Al Qur'an. Based on the results of observations, during the lecture process lecturers rarely never even mention the values of the Al Qur'an both from explanations delivered in the lecture room, handbooks, to practice questions and exams.

In life, we need to know the concept of electric field strength because this science can be applied as a tool to clean the ash particles from gas combustion, thereby reducing air pollution, **Spray** Paint, Copiers and Laser Printers. The concept of electric field strength is part of the concept in the Electricity and Magnet course taught to fifth semester science tadris students. The concept of electric field strength whose supporting phenomena are recorded in the Qur'an. For example, and the thunder is consecrated by praising Allah, (likewise) the angels for fearing Him, and God gives up the thunderbolt, and then inflicts it on whom He wills, and they argue about God, and He is the Lord Almighty His torment, it is found in **Q.S. Ar-Ra'd : 13**. ..... or as (those who were inflicted with) heavy rain from the heavens accompanied by pitch black, thunder and lightning; they clog his ears with his finger, for (hearing the sound of) lightning, for fear of death. And God is forgave the heathen, found in **Q.S. Al-Baqarah : 19**. Almost the lightning grabbed their vision. Whenever the lightning shone on them, they walked under the rays, and when darkness fell on them, they stopped. If God wills, He wills, He will undoubtedly obliterate their hearing and vision. Verily God has dominion over all things, found in Q.S. **Al-Baqarah : 20**.

Several previous studies have shown learning outcomes by integrating the values of the Al Qur'an. The results of the study showed that the application of physics learning based on science-Islamic integration can improve learning outcomes, religious attitudes and social attitudes (Khoiri et al., 2017). The relationship between the interpretations of the Qur'an and earth science, including the creation of the earth, the structure of the earth, as well as tectonics and volcanism, which have been mentioned in several parts of the Qur'an.(Zaini et al., 2020). Sains strengthens and supports the belief about God as the creator of the universe, while religion strengthens and directs science to provide benefits and the fulfillment of the needs of human life (Tahir, 2021a).
Based on the description above, the researcher is interested in conducting research to find out the response of students to the integration of Al Qur'an values on the concept of electric field strength.

2. Literature Review

2.1 Definition of Response

The response is a metabolic psychology reaction to the arrival of a stimulus, some are automatic such as reflexes and direct emotional reactions some are control(Fitriana, 2018). Response is generally defined as the response or reaction of a group of human beings bound by a culture that they view the same towards an object. In the Big Indonesian dictionary it is stated that a response is a response, a reaction, an answer to a symptom or an event that occurs. (Setiawan, 2019).

Based on the theory proposed by Steven M. Chaferespon, the response is divided into 3 parts, namely cognitive, affective, and conative.

1. Cognitive
   Cognitive responses are closely related to a person's knowledge, skills and information regarding something. This response arises when there is a change to what the audience understands or perceives (Sari & Linda, 2020).
2. Affective
   Affective response relates to one's emotions, attitudes and values towards something. This response arises when there is a change in what the public likes about something (Naibaho, 2016).
3. Conative

Conative responses are related to real behavior, including the act of activity or habit of behaving. In other words, this response indicates the intensity of the attitude, that is, the tendency to act or behave someone to the object of the attitude(Ernawati & Yusnadi, 2022).

2.2 Integration of Al Qur'an Values

The integration of Al Qur'an verses is to connect a science with the Al Qur'an, so that many values can be applied in everyday life because the Al Qur'an is a guide for Muslims (Taher, 2021). The Al Qur'an is not a book of science, but a lot of knowledge is derived from the Al Qur'an. Many phenomena have been described in the Al Qur'an but have not been fully captured.

Integration also strives to fulfill the objectives of the National Education System, namely national education functions to develop the ability to form a dignified national disposition and civilization in order to educate the nation's life, aiming to develop the potential of students to become human beings who have faith and piety in God Almighty, noble blessings, creative, independent and responsible (QIFTIA & YANTI, 2019).

In science, actually there is no separation from one another, but specializations that run competitively and provide mutual benefits in all aspects of human life. The Qur'an also does not teach the existence of a scientific dichotomy. The Qur'an invites those who believe in it to pay attention to the *qauliyah* verse that has been revealed through the intercession of His messenger (Asyari & Makruf, 2014).

2.3 The Concept of Electric Field Strength

The concept of electric field strength is part of the concept in the Electricity and Magnet course taught to the students of UIN Datokarama Palu at FTIK Tadris IPA 5th Semester. An electric field is the area around an electrically charged object. If an electrically charged object is in the area, it will get an electric force. An electric field is an effect caused by the presence of an electric charge (electrons, ions, or protons) in the surrounding room (Didik & Aulia, 2019). The electric field is included in the vector field. The direction of the electric field is expressed to be the same as the direction of force experienced by the charge body (Kriyanto et al., 2019).

The magnitude of the electric field of an electrically charged object is called the electric field strength(Yolanda, 2021). The strength of an electric field at a point in an electric field is the force per unit of electric charge at that point. The strong direction of the electric field experienced by a charged body depends on the type of test charge and the source charge (Solihudin JH, 2018). If positive and negative charges meet, an interesting pulling force will occur. However, if the type of charge is the same, it will reject each other(Islami et al., 2018).

3. Methodology

This study used the survey method. The survey method is a study whose main source of data and information is obtained by respondents as a survey sample using a questionnaire or questionnaire as a data collection tool (Sosiologis.com, 2018). The data collection technique in this study used a non-test instrument in the form of a questionnaire of student responses that had been validated by the lecturer FTIK UIN Datokarama Palu.

3.1 Research Design & Procedures

In this study, there were 10 statements related to the learning process given to students. Of the 10 questions, it includes three aspects, namely: students' attitudes towards the learning process; learners' interest in learning; and learners' clarity on the learning process. As for calculating the percentage of responses of learners, you can use the equation that is from(Raisa et al., 2018):

$$P = \frac{f}{N} \times 100\%$$

Information:
P = Percentage Figures

F = Frequency of students answering
N = Overall number of subjects
The criteria for the response of learners can be interpreted in table 1.

Table 1. Criteria for Calculating Student Responses

Score (%)	Criterion
0 - 39	Very Disinterested
40 - 55	Not Interested
56 - 75	Interested
76 - 100	Very Interested

3.2 Population and Sample

The population in this study is students UIN Datokarama Palu FTIK Tadris IPA Semester V who programs the Magnetic Electricity course for the 2022/2023 school year. Sample in this study was selected using saturation sampling so that all members of the population were used as samples. This is often done if the population is relatively small(Sugiyono, 2018).

3.3 Data Collection and Instrument

The procedure in this study consists of 3 stages, namely:
1) preparatory stage
2) implementation stage and
3) Final stage.

The steps taken at the preparatory stage include: (1) Compiling a research design; (2) Prepare research instruments in the form of questionnaires; (3) Validate the contents of the research instrument; (4) Revision of the research instrument based on validation, so that a grid of student response questionnaires is obtained as in table 2 below:

Table 2. Student Response Questionnaire Grid

No	Indicators	Statement	Types of Responses
1	The spiritual attitude of students to the learning process	The learning carried out by the lecturer made me know that studying the Electricity and Magnet course can be used to strengthen faith and the means to draw closer to God because of the contemplate of His creation	Positive
		I did not feel the existence and greatness of God when studying the Electricity and Magnet course, especially on the concept of electric field strength	Negative
		Expressing admiration orally or in writing for God when obtaining evidence of god's greatness in the Electrical and Magnetic course	Positive
		I have difficulty in connecting electricity and magnetism courses with the Al Qur'an	Negative
2	Student interest/interest in learning	The learning carried out by the teacher made me interested in learning the concept of electric field	Positive

		strength	
		I feel bored in learning the concept of electric field strength through experiments	Negative
		I am happy with the learning done by the lecturer because I did the experiment independently	Positive
3	Students' clarity on the process	The learning carried out by the lecturer made it easier for me to understand the concept of electric field strength	Positive
		I have difficulty understanding the material described by the teacher, especially on the concept of electric field strength	Negative
		The learning carried out by the lecturer made me understand the concept of electric field strength through experiments carried out	Positive

The validation results show that the student response questionnaire has a good category, so it can be used for research. (5) Request permission from the Head of the Tadris IPA Study Program to carry out research at UIN Datokarama Palu FTIK Tadris IPA Semester V; (6) determine the timing of the study.

3.4 Data Analysis

Implementation Stage, the steps taken at the implementation stage include: (1) Providing learning activities for electricity and magnet courses, especially on the concept of electric field strength by integrating the values of the Al Qur'an; (2) Providing response questionnaires to students; (3) Provide a score based on the answers selected by the student; (4) Describe the results of the questionnaire data processing.

Final Stage, the steps taken in the final stage include: (1) Processing research data; (2) Analyze the data of the research results; (3) Interpreting the results of the study; (4) Make conclusions from the research conducted; (5) Prepare research reports.

Student response data was obtained from questionnaires given to students after being given learning in quantities and units by integrating the values of the Al Qur'an using the Shared model (Juriyah, 2021). As for the questionnaire of student responses in this study, there are 3 aspects. This aspect is broken down into several indicators with 6 positive statements and 4 negative statements.

4. Results and Discussion

The results of students' responses to learning magnitudes and units by integrating the values of the Al Qur'an using the Shared model can be seen in Table 3 below.

Table 3. Student Response Questionnaire Results

Aspects	No	Percentage	Average	Criterion
The spiritual attitude of learners to the learning process	1	91,7%	84,4%	Very Interested
	2	66,2%		
	3	92,2%		
	4	87,6%		
Students' interest in learning	1	73%	78,0%	Very Interested
	2	82%		
	3	78,5%		
Learners' clarity on the process	1	89,9%	79,0%	Very Interested
	2	66%		
	3	81%		
Average Learner Responses			**80,5%**	Very Interested

Based on Table 3, it shows that the average percentage of approval and disapproval of learners towards learning applied in the given class is 80.5% with the criteria of being very interested.

This research is a survey study. In particular, this study aims to determine students' responses to the integration of Al Qur'an values in the electrical and magnetic courses of the electric field strength concept. Student responses are measured using a questionnaire consisting of three aspects, namely spiritual attitudes, interests/ interests, and student clarity / understanding of electrical courses and magnets the concept of electric field strength.

Based on the data, information was obtained that the aspect of the highest student response was the aspect of students' spiritual attitudes towards the learning process with a percentage of 84.4%, this shows that after the process of learning physics the magnitude and unit material with the integration of Al Qur'anic values, most students admitted that most students admitted that most students admitted that strengthening faith and the means to draw closer to God because of the contemplate of His creation.

There is an increase in learning outcomes in the electrical and magnetic courses of the concept of electric field strength with the integration of Al Qur'an values, this is because learning starts from things related to the concept of electric field strength in the Al Qur'an. This can increase student interest. Interest is an important aspect of motivation that affects attention, learning, thinking, and achieving (Fuad, 2015). Grouping interests into three types, namely personal interest, situational interest and interest as a psychological state (Olivia, 2011). Students' situational interest can increase by bringing the topic, context and learning activities to life along with the content and context(Endrawati, 2017). Students' interest in this research is on the criteria of being very interested, which is 78%. It is happened because the content discussed in this study attracted the attention of students because by studying Electricity and magnetism, they can interpret His verses. The learning context discussed motivates students to understand the meaning of the subject matter they are studying by relating the material to the context of daily life (Asra et al., 2021). As well as the activities carried out by students spur the activeness and enthusiasm for learning of students. So that the understanding and knowledge that will be obtained during the learning process will remain meaningful and will be maintained in long-term memory (Andriyani et al., 2020). Similar research, Science strengthens and supports the belief in God as the creator of the universe, while religion strengthens and directs science to provide benefits and meet the needs of human life (Tahir, 2021b). The integration of Islam and Science is very important in this millennial era to be a counterweight in life, because Islam puts forward a balance between physical and spiritual needs, material and spiritual, external, physical and mental elements(Sulaiman, 2020).

Furthermore, in the aspect of students' clarity towards the learning process with a percentage of 76.6%, this shows that after the learning process most students feel clearer understanding the concepts of magnitude and units. Thus, this research shows that students are very interested in learning material of magnitude and unit by integrating the values of the Al Qur'an.

5. Conclusion

Based on the results of the study, students' responses to learning the Electricity and Magnet course, especially in the concept of electric field strength, showed that students were very interested (80.5%) by integrating the values of the Al Qur'an. Thus, learning by integrating the values of the Qur'an can be used as an alternative in the learning process.

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