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Development of integrated vector algebra e-book islamic values and local culture

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ABSTRACT

In proving a theory or mathematical concept, students experience many difficulties in this regard. So we need teaching materials that can support the learning process of students in overcoming this. The purpose of this study was to develop an integrated vector algebra e-book of Islamic values and local culture (Lampung). With this e-book, the learning process does not only carry mathematics education but also Islamic and cultural values. So that students can get to know local culture more closely, giving them more character and quality. Data collection techniques in this study were observation, Product Validation Instruments, Student Response Instruments, and Product Test Documentation. The results showed that an average of 85% was obtained with the attractiveness test criteria achieved, namely "very interesting". The data obtained means that the e-book being developed has interesting criteria for use as teaching material. The effectiveness of using a Vector Algebra e-book is 0.75 in the medium category.

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INTRODUCTION

Based on research results, there are still many students who have difficulty constructing or proving a mathematical theory or concept (Nur & Sari, 2023; Saputri & Roesdiana, 2023). Meanwhile, teaching materials are needed that can support the student's learning process (Siregar, 2022). These teaching materials are a collection of material from various sources; the content is more varied and provides better learning (Maharani, 2022;

D. D. Pratiwi, 2019; Yonanda, Supriatna, Hakam, & Sopandi, 2022). As time goes by, the existence of a pandemic in the twenty-first century forces science to develop following advances in Information and Communication Technology (Supinah & Soebagyo, 2022). This has led to the emergence of digital teaching materials known as e-books (Heru & Yuliani, 2020). One software that supports e-books is Flipbook Maker, which is software that combines images, text, video, and

animation that are packaged neatly so that it makes readers interested in using it. Especially for Mathematics Education Study Program (PSPM) subjects, many detailed things can be learned through e-books (Nadhifah, 2022; R. S. Pratiwi & Rachmadiarti, 2021).

This type of research is called R&D (Research and Development), which is used to develop certain products. This aims to help lecturers and students learn about vector algebra material that is integrated with Islamic values and local culture (Diana & Wirawati, 2020). The results of previous research state that ICT in the form of e-books makes it easier for lecturers to present and deliver learning material, as well as training students' learning independence (Masithoh, 2022; R. S. Pratiwi & Rachmadiarti, 2021), making students more active (Ambarita, Helwaun, & Houten, 2020), and stimulating critical thinking skills (Aprilia, 2021; Prasasti & Anas, 2023) through problems in everyday life. The existence of Islamic values gives a good response to learning. Students are able to integrate mathematical material with Islamic values (Abrar, Awwaliah, & Sriyanti, 2022; D. D. Pratiwi, 2019). In addition, studying local culture increases students' motivation to

study mathematics because they feel that mathematics is close to their daily lives (Astuti & Supriyono, 2020; Sadewo & Purnasari, 2021).

Based on the description above, it is necessary to develop an integrated vector algebra e-book of Islamic values and local culture (Lampung). With this e-book, the learning process does not only carry mathematics education but also Islamic and cultural values (Putra, Fajri, & Ramli, 2023; Tijah, 2019), so that students can get to know the local culture more closely, with more Islamic character and quality (Uliah, Sari, & Hariyono, 2020).

METHOD

Research methods are defined as scientific methods used to obtain accurate data with a technique that links several methods of data analysis, data collection, and interpretation of researchers' data in their research to be used for specific purposes (Cao, Postareff, Lindblom-Ylänne, & Toom, 2019). This research refers to the ADDIE research model, which consists of five steps, namely: analysis, design, development, implementation, and evaluation (Weldami & Yogica, 2023). The following is a figure of the ADDIE model stages.

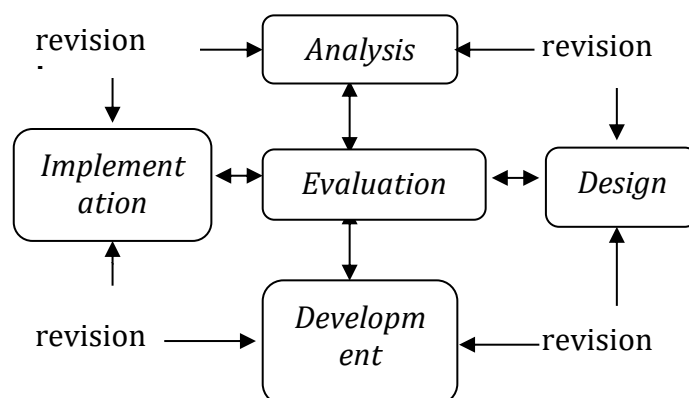


Figure 1. Steps for Using the Research and Development (R&D) Method

RESULTS AND DISCUSSION

The results of each stage of the development procedure carried out are as follows:

1. Analyze

The first stage was carried out by analyzing field needs and literature. The analysis of field needs was carried out by conducting interviews and observing the vector algebra learning process taught by Arini Alhaq, M.Pd., at UIN Raden Intan Lampung. The results obtained are that the preparation of the RPS refers to the KKNI, the content of the material does not yet support the vision and mission of the study program, namely multiple integration and environmental insight, learning resources that integrate Islamic values and local culture are still very limited, and learning tends to be carried out more often in the classroom. In fact, students are required to be independent in their learning.

Then, continue with literature analysis, namely selecting literature that supports the preparation of e-books. The results obtained by the researchers combined algebra books by John Leon, M. Imrona, and Seymour Lipschitz; the book Islamic Mathematics written by Fahmi Basya and Hendrik Nuryanto; the book Al-Jabr Al-Khwarizmi; and a book on local Lampung culture by Hilman Hadikusuma. Then what needs to be evaluated is how the application of this e-book can be effectively used not only in class but also for independent learning outside of class.

2. Design

Product design starts with creating a storyboard design, determining the e-book format, compiling materials, learning plans, and assessment instruments. Design an e-book using the Flipbook Maker application. The learning plan is designed as teaching material for researchers before measuring effectiveness. The learning process uses the lesson study model. The tools used are whiteboards, markers and erasers,

projectors, and the Internet. Evaluation at this stage involves changing the color of the book cover so that it is not too flashy and the capacity of the designed e-book is not too heavy.

3. Development

The vector algebra e-book was developed by adding Islamic values and local culture. Islamic values are developed by linking Al-Quran verses that support vector algebra e-book material. For example, on the topic of linear transformation, as in the Al-Qur'an, linear transformation can be connected with the term Hijrah, or change of day and night, which is found in Surah Al-Luqman verse 29: there is a change in day and night light, which is the treatment of the sun and the moon towards the earth, where moonlight is an emission from the sun that causes the treatment (operation) of the light given by the sun towards the earth and also applies to the moon towards the earth. The earth is likened to a vector space that receives treatment (operation) from the function of sunlight and the function of moonlight, where both equally transform their light towards the earth.

Likewise, the local cultural values that are developed are Lampung culture, starting with the integration of tapis and traditional Lampung houses. For example, making filters is an application of the science of linear transformation to Lampung culture. Of the many types of motifs, the one related to transformation is the silver star motif.



Figure 2. Tapis Lampung with Silver Star Motif

Figure 2 is one of the tapis cloths usually worn by women when attending Lampung traditional ceremonies. Geometrically, the silver star filter cloth motif is made based on a geometric transformation approach including mirroring and rotation.

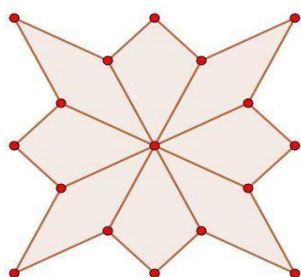


Figure 3. Silver Star Tapis Geometric Motif

First, one side of the silver star image in Figure 3 will be cut. Each cut is in the shape of a flat kite.

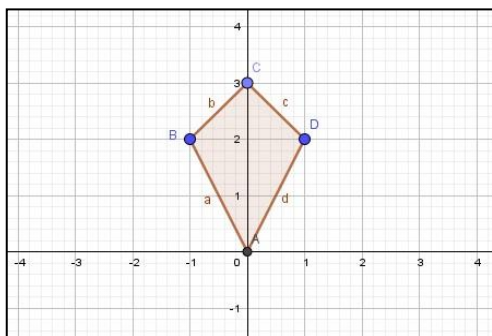


Figure 4. Flattened Silver Star Shaper

Next, create the same kite under the $x - axis$ by reflecting points A, B, C, and D on the $x - axis$. For example, reflecting point $B = (-1,2)$ on the $x - axis$ is done by operating point B with the matrix $\begin{bmatrix} 1 & 0 \\ 0 & -1 \end{bmatrix}$, so

$$B' = \begin{bmatrix} 1 & 0 \\ 0 & -1 \end{bmatrix} \begin{bmatrix} -1 \\ 2 \end{bmatrix} = \begin{bmatrix} -1 + 0 \\ 0 + (-2) \end{bmatrix} = \begin{bmatrix} -1 \\ -2 \end{bmatrix}$$

After reflecting, the point obtained is $B = (-1, -2)$. Next, in the same way, the reflection points A, C, and D, respectively, on the $x - axis$ are $A' = (0,0)$, $C' = (0, -3)$, and $D' = (1, -2)$.

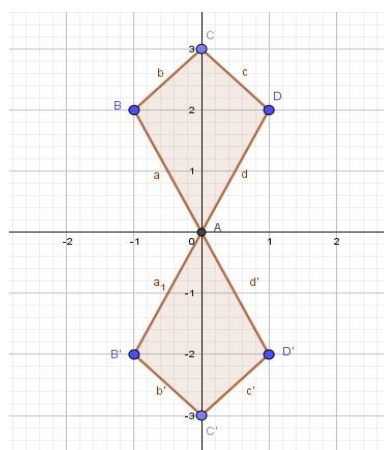


Figure 5. ABCD Kite Mirroring Results

At the development stage, a validation process is carried out with material and media experts, with the hope that the resulting e-book is suitable for us.

a. Material Expert Validation

Material expert validation is carried out by filling out an assessment questionnaire. The assessment aspect consists of two aspects and each aspect contains several statements. The material expert validation questionnaire was completed by two experts.

Validation data by material experts is presented in Table 1.

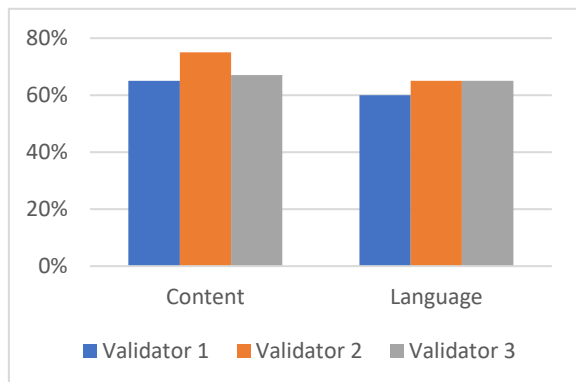
Table 1. Results of Stage 1 Material Expert Validation

No.	Aspect	Analysis	Validators		
			1	2	3
1	Contents	Σ Score	26	30	27
		P	65%	75%	67%
		\bar{P}		69%	
		Criteria		Valid	
2	Grammar	Σ Score	12	13	13
		P	60%	65%	65%
		\bar{P}		63%	
		Criteria		Valid	

Table 2. Results of Stage 2 Material Expert Validation

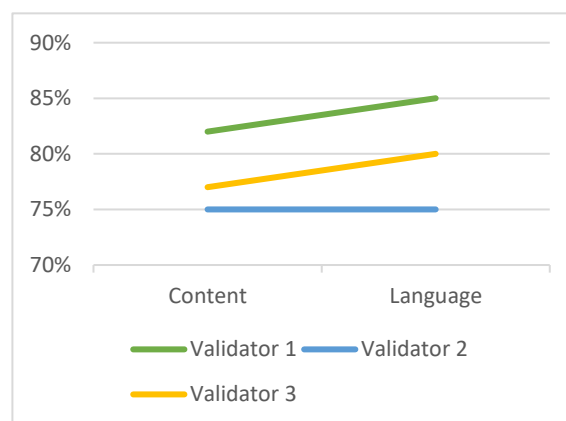
No.	Aspect	Analysis	Validators		
			1	2	3
1	Contents	Σ Score	33	30	31
		P	82%	75%	77%
		\bar{P}		78%	
		Criteria		Very Valid	
2	Grammar	Σ Score	17	15	16
		P	85%	75%	80%
		\bar{P}		80%	
		Criteria		Very Valid	

Based on the validation results of material experts in Table 1, the following scores were obtained: In the content aspect, an average score of 69% was obtained with the "valid" criteria; in the linguistic aspect, an average score of 63% was obtained with the "valid" criteria. Apart from the form table, validation results are also presented in graphical form to show the assessment of each validator.

**Figure 6.** Graph of Phase 8 Material Expert Validation Results

After completing validation in stage 1 and the e-book created having been revised, material expert validation will then be carried out in stage 2. The aim is to determine the criteria for the revised e-book results. The validation results from stage 2 material experts can be seen in Table 2.

Based on the results of the validation in Table 2, the following values were obtained: In the content aspect, an average value of 78% was obtained with the criteria of "very valid", In the linguistic aspect, an average value of 80% was obtained with the criteria of "very valid". In addition to the tabular form of the results of the material expert validation stage 2, the data is also presented in graphical form to show the assessment of each validator.

**Figure 7.** Graph of Material Expert Validation Results Stage 2

Based on Figure 7, the graph of the results of stage 2 material expert validation shows that the content aspect has improved quite well, as has the linguistic aspect. The average value is valid, so the material in the vector algebra e-book integrated with Islamic and cultural values is appropriate and does not need to be revised.

The results of the material expert validation in stage 1 experienced an increase in stage 2. The value for the content aspect in stage 1 obtained an average score of 69% with "valid" criteria, and in stage 2, the average score was 78% with "very valid" criteria. Meanwhile, in the linguistic aspect, at stage 1, an average score of 63% was obtained with the "valid" criterion, and at stage 2, the average score was 80% with the "very valid" criterion. A comparison of the results of stage 1 and stage 2 material expert validation can be seen in Figure 4.

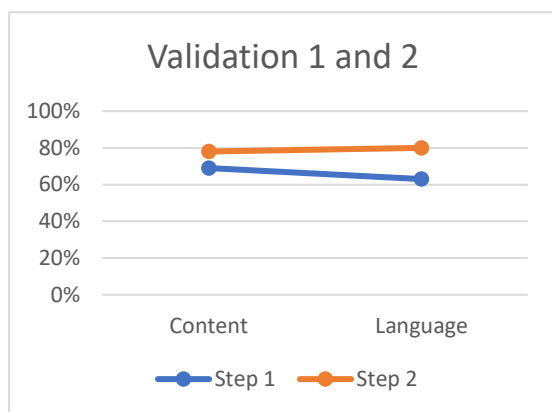


Figure 8. Comparison of Material Expert Validation Results Stage 1 and 2

Based on Figure 8, the comparison graph of the results of validation stages 1 and 2 shows that there is an increase in content and language aspects. Therefore, these two aspects are declared valid, and the vector algebra e-book integrated with Islamic and cultural values is suitable for use.

The difference in the results of stage 1 and stage 2 material validation is in the content related to local religious and cultural values. In the first validation, the material that was linked was only to the first material, namely vector space, while the next material was not. Meanwhile, in local culture, there is no explanation of the relationship between the selected culture and vector algebra material. In the second validation, Islamic values and local culture were linked to each vector algebra material.

b. Media Expert Validation

Media expert validation aims to test the suitability and presentation of the integrated vector algebra e-book of Islamic and cultural values. The validation results from media experts can be seen in Table 3.

Table 3. Media Expert Validation Results

Aspect	Analysis	Stage	
		1	2
	ΣScore	67	95
Graphical Eligibility	Max Value	100	100
	P Criteria	67%	95%
		Valid	
Average Amount		81%	
Final Remarks		Proper to use	

Based on Table 3, the results of the assessment were obtained from 1 validator with a 2-stage validation process. The validation results consist of one aspect, namely the graphical feasibility aspect. The validation results at stage 1 were "valid" with various suggestions and input from the validator, so that at stage 2 validation, the assessment was "very valid".

Apart from being in tabular form, validation results are also presented in graphical form. The graphical feasibility aspect has seen a very good increase and is included in the "fit for use" criteria. Therefore, the e-book is suitable for use and no longer needs to be revised. A comparison of validation results can be seen in Figure 8.

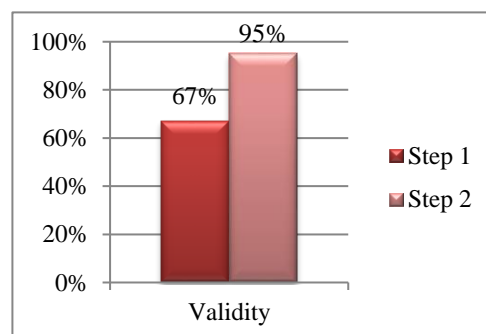


Figure 9. Comparison of Media Expert Validation Results of Stages 1 and Stage 2

The difference in the results of stage 1 and stage 2 media validation lies in the graphic feasibility. In stage 1 of the e-book being developed, there were several pictures of local culture that were unclear, had a boring appearance, and the layout was not neat.

Evaluation at the development stage is carried out during the validation stage. Stage 1 validation by material and media experts: the e-book suitability level is in the range of 65-75%. Then validated in stage 2, feasibility increased in the range of 77 to 82%.

4. Implementation

After the validation stage is complete, the vector algebra e-book integrated with Islamic and cultural values will be tested on students of the Mathematics Education Study Program at the Raden Intan Lampung State Islamic University. The trials carried out were small group tests and large group tests. After that, it was tested in one class of the Linear Algebra course to assess the effectiveness of the e-book.

Table 4. Small and Large Group Trial

No.	Trial	Respondent	Mean
1	Small	20	84%
2	Large	50	85%

The small group trial aims to determine the attractive response of 20 students to the e-book being developed. The selection of students was done using simple random sampling. The trial was carried out by explaining the e-book that had been created. After completing the explanation, students were given an attractiveness questionnaire. Based on the results of the questionnaire in Table 4, an average of 84% was obtained, with the attractiveness test criteria achieved being "attractive". The data obtained means that the e-book being developed has interesting criteria for use as teaching material.

The large group trial aims to confirm the data and also determine the broad response of students' interests. Respondents in the large group trial were 50 students of the Mathematics Education Study Program at the Raden Intan Lampung State Islamic University. The trial was carried out by explaining the vector algebra e-book integrated with Islamic and cultural values that had been created. Based on the results of the questionnaire in Table 4, an average of 85% was obtained, with the attractiveness test criteria achieved being "very attractive". The data obtained means that the e-book being developed has interesting criteria for use as teaching material.

From the results of small and large trials, there was no significant difference in attractiveness. After the attractiveness test is completed, an effectiveness test is then carried out to find out whether the e-module used is effective or not.

Table 5. E-book Effect Size Results

Category	N	Average	Standard Deviation	Effect Size
<i>Pretest</i>	29	54.06	13.18	0.75
<i>Posttest</i>	29	83.57	10.32	

Table 5 shows that the calculation results using effect size at the effectiveness level get the percentage of average value, standard deviation, and effect size.

The percentage of pretest scores was 54.06, and the posttest score was 83.57. The pretest standard deviation was 13.18, and the posttest standard deviation was 10.32. The effect size obtained was 0.75 in the medium category.

Based on previous research, linear algebra teaching materials have been developed (Fitriawan, 2020; Kosasih, Saputra, & Supriadi, 2022); open-ended linear algebra teaching materials (Farida & Suryadinata, 2017); Algebra e-modules

based on Islamic values with a scientific approach (Hikmah & Haqiqi, 2021; D. D. Pratiwi, 2019); with a realistic mathematical approach (Wulantina, 2022); e-modules characterized by local Baebunta culture with a flipbook maker (Firman, 2022); and ethnomathematics-based algebra e-modules (D'Ambrosio, 1990; Maryati & Prahmana, 2018; Sari, 2022).

The novelty of this research lies in the e-module developed by integrating vector algebra material with Islamic values and local culture (Lampung), which was created with the help of the Flipbook Maker application. Islamic values shape students' personalities with character and noble and civilized morals. Local culture, especially Lampung, makes students love and explore the culture of their surroundings through learning Vector Algebra, getting used to thinking mathematically through the surrounding environment, and bridging mathematical elements that exist in culture and class. Meanwhile, the flipbook maker helps the vector Algebra learning process become more effective and efficient because it can be accessed independently. There are videos in the e-module, but they can only be accessed via a computer device. So, the videos are provided separately via YouTube. It can be concluded that the vector algebra e-module developed can be a learning reference material and is effective in improving learning outcomes.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the research and development carried out, it was determined that Vector Algebra e-book teaching materials integrated with Islamic and cultural values were developed using the ADDIE. Responses from students to the vector algebra e-book integrated with Islamic and cultural values in the trials obtained an average value of 84.5% in the "very interesting" category. The effectiveness of using vector algebra e-

books is 0.75 in the medium category. This means that e-books are quite effective in supporting the vector teaching and learning process.

This e-book can be used by lecturers as learning material carried out offline or online. However, the local culture used is limited to Lampung culture, even though there are not only Lampung tribes in Lampung province but also Javanese. then group trials were limited to one university, so that this could be taken into consideration by other researchers who were interested in developing this e-module.

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