



Advance Organizer Model-Based Teaching Materials for Islamic Cultural History

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ABSTRAK

Kendala yang sering dihadapi dalam pembelajaran sejarah Indonesia adalah kurangnya sarana dan prasarana khususnya dalam hal media elektronik. Penelitian ini bertujuan untuk mengembangkan bahan ajar berbasis model advance organizer pada mata pelajaran sejarah budaya Islam. Penelitian ini merupakan jenis penelitian pengembangan. Sampel dalam penelitian ini menggunakan cluster sampling yang terdiri dari uji kelompok kecil dan uji kelompok besar. Sampel dalam penelitian ini menggunakan teknik cluster sampling. Cluster sampling merupakan teknik pengambilan sampel melalui pembentukan satuan. Sampel dalam penelitian ini terdiri dari tes kelompok kecil dan tes kelompok besar. Tes kelompok kecil dilakukan sebanyak 20 siswa kelas V yang dipilih dari peringkat 1 sampai 10 dari yang teratas (4 laki-laki, 6 perempuan) dan 10 siswa terakhir peringkat (5 laki-laki, 5 perempuan) dari kelas V. Untuk kelas besar uji coba kelompok dengan jumlah siswa 109 (kelas A dan kelas B). Instrumen dalam penelitian ini berupa respon dan persepsi. Teknik analisis data dalam penelitian ini menggunakan deskriptif dan infetetial (Uji-T). Hasil uji T untuk kelas eksperimen dan kelas kontrol menggunakan SPSS 20 memiliki perbedaan. Artinya terdapat perbedaan yang signifikan antara rata-rata skor hasil belajar siswa pada kelas eksperimen dan kelas kontrol dimana kedua sekolah menerapkan model pembelajaran advanced organizer.

ABSTRACT

The obstacles that are often faced in learning Indonesian history are the lack of facilities and infrastructure, especially in terms of electronic media. This study aims to develop teaching materials based on the advance organizer model in the subject of Islamic cultural history. This research is a type of development research. The sample in this study used cluster sampling consisting of small group tests and large group tests. The sample in this study used a cluster sampling technique. Cluster sampling is a sampling technique through the formation of units. The sample in this study consisted of a small group test and a large group test. The small group test was conducted as many as 20 students of class V were selected from rank 1 to 10 from the top (4 boys, 6 girls) and the last 10 students ranked (5 boys, 5 girls) from class V. For large group trials with a total of 109 students (class A and class B). The instrument in this study is in the form of response and perception. The data analysis technique in this study used descriptive and infetetial (T-test). The results of the T test for the experimental class and control class using SPSS 20 having difference. This means that there is a significant difference between the average score of student learning outcomes at experimental class and control class where the two schools apply the advanced organizer learning model.

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1. INTRODUCTION

Education is a learning process that can increase a person's knowledge and skills so that capable, clever, and capable human beings can shape behavior so that they can be used as role models in their lives (Fitriani et al., 2020; Parmiti et al., 2021). Education is a very important activity for humans to think ahead, which has become a fundamental need to increase and develop human resource potential (Kurniawan, Perdana, et al., 2019; Syahrial et al., 2020). Education as a means of social change to improve human resources in national development, changes in education occur regularly following the times (Darmaji et al., 2020). Education is a media that is very influential in the success or failure of a country, because education it plays an important role in human resource development efforts (Albantani, 2015). Without proper education, it can cause humans to become less developed and underdeveloped (Hendri et al., 2019). In education there is a learning process that is carried out consciously to develop the potential of students, therefore education can form human resources. Educational efforts made to develop human resources to acquire knowledge, skills, and habits in life (Asrial et al., 2021; Astalini et al., 2020; Kurniawan, Asrial, et al., 2019). Education in Indonesia consists of several levels of education, namely the elementary school level (SD/MI), junior high school (SMP/MTs), high school

(SMA/MA), and tertiary education level. Primary school education as the most basic level of formal education has a major role in the continuation of the subsequent educational process. Education at the MI/SD level is an educational institution that laid the first foundations of intellectual, spiritual and emotional intelligence (Ibda & Rahmadi, 2018). At this level, it is most appropriate to lay the foundation of Islamic education in the form of monotheistic education, so that faith is strong. The purpose of Madrasah Ibtidaiyah education is to prepare students who can combine science and technology and Imtak (Azizah, 2021; Hasanah, 2015). Education is one of the places to support the character building of each individual. At the Madrasah Ibtidaiyah (MI) level, it is the initial education for planting children's character in their own development. Character education is an effort to cultivate intelligence in thinking, cultivating and developing good values in children in accordance with applicable moral ethics (Karim, 2017; Supriyanto, 2020). Education does not only shape intelligent Indonesians, but also has personalities or characteristics, so that later generations of nations will grow and develop with characters that breathe the noble values of the nation and religion. Incorporating Islamic values into subjects is the answer to the problem of secularism social education in Islam (Cahyo et al., 2019). The implementation of religious education learning in schools can be internalized in intra and extra school activities and prioritizes the application of religious teachings in everyday life (Ainiyah, 2013). The purpose of Islamic religious education in schools is to develop and increase faith through the provision of knowledge about Islam so that it will form students who have faith, devotion (Wardi, 2012).

In schools or educational institutions with an Islamic perspective, one of the areas of study taught is Islamic Cultural History (SKI). Islamic Cultural History (SKI) is a lesson that examines the origin, development, role of Islamic culture / civilization and outstanding figures in the history of Islam in the past, starting from the history of pre-Islamic Arab society, the history of the birth and the apostolate of the Prophet Muhammad. . until the time of khulafaurasyidin. Substantially, the subject of Islamic Cultural History has contributed to motivating students to recognize, understand, live the Islamic Cultural History, which contains wisdom values that can be used to train intelligence, shape attitudes, character and personality of students (Artika, 2015). The History of Islamic Culture develops a mission to educate the nation's life and improve the quality of humans who believe and have faith in God Almighty (Nurjannah, 2016). With the importance of the values contained in the SKI lessons, learning SKI in schools should be an activity that is fun, interesting, and meaningful for students. Because in the teaching and learning process is an activity in which there is a process of students learning and teachers teaching in an interactive context, and there is educational interaction between teachers and students, so that there are changes in students both changes in the level of knowledge, understanding and skills or attitudes. The SKI field of study is a field of study whose material contains past historical events, so that in schools teachers are often trapped using teaching methods that are more directed towards lecturing or storytelling methods (Fitria & Andriesgo, 2019). This ideal context is different when looking at the perception that develops in society which assumes that the study of the history of Islamic culture only studies the history of the past which has no effect in the present era until the future. History is said to be similar to novels, short stories, romances or maybe bedtime stories. As a result the Islamic Cultural History is not interesting and boring for students. Therefore, learning Islamic Cultural History should be conveyed as interesting as possible.

The obstacles that are often faced in learning Indonesian history are the lack of facilities and infrastructure, especially in terms of electronic media, the lack of available media, so that history learning does not get a quota to use students still feel history lessons are boring, students are burdened with the large amount of material the teacher delivers in teaching , while at the age of being children, students need enough time to play to develop their personality (Hidayah, 2010). The obstacles faced above are almost the same as the obstacles to learning education in the History of Islamic Culture in Indonesia, including: the time provided is limited while the material is so dense and indeed important, which requires consolidating knowledge so that character and personality are much different from the demands of other subjects. SKI is more focused on knowledge enrichment (cognitive) and minimal on attitude formation (affective). There are obstacles faced in learning Islamic Cultural History in high class, namely grade 5 (five), namely the lack of the role of teachers of other subjects in applying the values contained in the history of Islamic culture through the behavior of everyday life. Then the weakness of teacher resources in developing more varied approaches and methods, the lack of various training and development facilities and the low role of parents of students (Maesaroh, 2013). Learning Islamic Cultural History usually only stops at memorizing the names of figures, dates, places, and lineages, this has the potential to make students bored and bored (Bisri, 2016). Therefore, it is necessary to think about how to make history subjects interesting, weighty, liked and have a place in the hearts of every student. One of the efforts that researchers must do is to try to use the Advance Organizer learning model in teaching and learning activities in the subject of Islamic cultural history.

The Advance Organizer learning model is one of the models in the information processing family developed by David Ausubel, which is designed to increase the ability to process information through the presentation of various materials (lectures, reading and other media) and link new knowledge with existing cognitive structures (Okan, 2003). The Advanced Organizer learning model is a way of learning to acquire new

knowledge that is associated with existing knowledge in learning (Widiyowati, 2015). Advance Organizer prepares the cognitive structure of learning in case of learning experiences (Jamaluddin et al., 2020). The advance organizer learning model consists of three phases as the learning syntax, namely (1) Advance organizer presentation, at this stage the activities developed are clarifying learning objectives, presenting advance organizers which in this study are supported by computer animation, and foster awareness of relevant knowledge; (2) Presentation of assignments or learning materials, and (3) Strengthening cognitive structures, this stage aims to link new learning materials with students' cognitive structures (Joyce & Weil, 2009). Based on the above background, the purpose of this study are: 1) To determine the feasibility and goodness of advance organizer-based teaching materials for Islamic Cultural History subjects developed by researchers, 2) To find out the differences from advanced organizer-based teaching materials developed with materials conventional teaching in improving the religious character of students in the Islamic cultural history subject.

2. METHOD

This type of research is development research. Development research is research that aims to develop a product or improve an existing product so that it can be accounted for. This research method is used to develop and test certain products (Gall, 2003). In this study consisted of one independent variable and two dependent variables. As for the independent variable is the Islamic Cultural History Subject, while the dependent variable is the Advance Organizer-based learning model. The sample in this study using cluster sampling technique. Cluster sampling is a sampling technique through the formation of units (Jaya, 2019). The sample in this study consisted of small group tests and large group tests. The small group test was at Madrasah Ibtidaiyah Negeri Talang Tinggi. The sample of the small group trial was as many as 20 grade V students from those selected from rank 1 to 10 from the top (4 male, 6 female) and the last 10 rank students (5 male, 5 female) from grade V. For large group trials, large group trial samples were at Madrasah Ibtidaiyah Negeri 2 and Madrasah Ibtidaiyah Negeri Serambi Gunung class V with 109 students (class A and class B). The instrument in this study is in the form of response and perception numbers. The response questionnaire instrument was adapted from Mardhiah's (2016) research. The a grid for student responses to an Advance Organizer-based learning model is presented in Table 1.

Table 1. Student Response Questionnaire Grid to Advance Organizer-Based Learning Model

No	Statement
1.	Likes the way the teacher teaches in delivering subject matter
2.	The teacher's language in delivering subject matter is easy to understand
3.	Enjoy learning with Advance Organizer
4.	Happy and motivated to learn by learning Advance Organizer
5.	By using the Advance Organizer, you have difficulty understanding the material of the history of Islamic culture
6.	Easy to remember and understand difficult terms in the SKI material with Advance Organizer
7.	Happy to discuss with group members to solve problems with the implementation of Advance Organizer
8.	With the application of the Advance Organizer, you can conclude and take important ideas about the material of Islamic cultural history
9.	With the application of Advance Organizer, you can connect SKI materials with things in everyday life.
10.	With the application of Advance Organizer, understanding of the material increases

Next, a questionnaire on students' perceptions of the advance organizer-based learning model adapted from research (Fauzah, 2015). The grid from the questionnaire of students' perceptions of teachers in the advance organizer-based learning model is shown in Table 2.

Table 2. The Questionnaire for Students' Perceptions of the Teacher

No	Aspect	Indicator
1.	Attract students' attention Generating student motivation	Teachers are able to attract students' attention through the use of media and interesting learning methods
		Teachers encourage motivation to carry out learning activities
		Urge is curious and eager to explore the wider world
		The existence of positive and creative traits that exist in humans and the desire to move forward
		There is a desire to achieve achievements so that they get support from important people, for example parents, teachers, or friends
		There is a need to master science and knowledge that is useful for himself and others

No	Aspect	Indicator
2.	Paying attention to Learning Disabilities	The teacher is able to see a condition that shows the characteristics of internal obstacles so that a better effort is needed to overcome the disorder
3.	Teacher Teaching Methods	Teachers are able to establish teaching methods with attention to objectives and materials. The teacher is able to determine the teaching method by considering the effectiveness of the teaching and learning process. The teaching method used by the teacher serves as a guide for students to learn The teacher makes a plan which is an anticipation and prediction of what will be done in teaching.
4.	Teacher activities during teaching	In implementing learning, the teacher is sensitive to various situations faced, so that they can adjust their teaching behavior to the situation at hand. The teacher responds back, which serves to help students maintain student interest and enthusiasm in carrying out learning assignments.

The development procedure carried out in this study uses research and development (R&D) which is used to test the process of the results of a certain product following the flow shown in Figure 1 (Sugiyono., 2014).

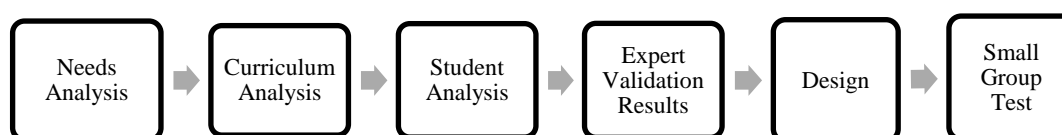


Figure 1. Research Procedure

In this study, there is content validity, which is carried out through consultation with experts (Expert Assessment validation criteria) according to their field. The validity test in this study involved media experts. Content validity can be seen from the suitability of the product with the demands of the curriculum (Glynn et al., 2009). Construct validity, with regard to the construct or structure and psychological characteristics of the aspects to be measured by the instrument. Whether the construct explains differences in individual activity or behavior with respect to the aspect being measured. With the assessment criteria as Table 3.

Table 3. Validation Criteria

Interval	Category
0.0 – 25.0	Very Inadequate
25.1 – 50.0	Not Feasible
50.1 – 75.0	Worthy
75.1 – 100.0	Very Decent

The data analysis technique in this study used the T test. The T test will compare the means of two groups that are not related to one another with the aim of whether the two groups have the same average or not. The hypothesis in this study is a research and development stage to measure the learning response and perceptions of students and teachers between two classes (one experimental class and one control class).

3. RESULT AND DISCUSSION

Result

Advance Organizer Model-Based Teaching Materials for Islamic Cultural History was validated first to experts. The results can be seen in Table 4.

Table 4. Results of Expert Validation of Advance Organizer Model-Based Teaching Materials for Islamic Cultural History

No	Aspect	Feasibility Level	Category
1	Theory	87.3	Very Decent
2	Display	89.6	
3	Language	88.5	

From the Table 4 of the validation carried out by experts, it was found that the very feasible category for the material aspect with a feasibility level was 87.3, the display aspect was 89.6 with a very feasible category and the language aspect had a feasibility level. 88.5, which means it's very decent. Therefore, based on the results of the validation carried out by experts, it can be concluded that the Advance Organizer Model-Based Teaching Materials for Islamic Cultural History is very feasible and good to use.

Table 5. Students Respond Using Advance Organizer Model-Based Teaching Materials for Islamic Cultural History

Range	Classification				Mean	Min	Max	%
	Respond	Male	Female	Total				
10.0 – 17.5	Very Not good	1	2	3	28.5	15	37	15
17.5 – 25.0	Not good	2	1	3				15
26.0 – 32.5	Good	4	5	9				45
32.6 – 40.0	Very good	2	3	5				25
TOTAL		9	11	20				

Based on the results of the Table 5, it can be seen that the results of the descriptive analysis of student responses show using Advance Organizer Model-Based Teaching Materials for Islamic Cultural History the dominant category is good. With 4 male students and 5 female students, the total number of students is 9 students. The percentage in the very bad category was 15.0%, 15.0% not good, 45.0% good, and very good 25.0%. The mean value is 28.5, the minimum value is 15, and the maximum value is 15. Based on these results, it can be said that the small group trial is in a good category, and it can be said that the Advance Organizer Model-Based Teaching Materials for Islamic Cultural History was developed. It is very feasible and can be used. The result of descriptive statistics at Madrasah Ibtidaiyah state 2 and Serambi Gunung Madrasah Ibtidaiyah in Bengkulu City which were calculated using the SPSS 20 program. The results of descriptive statistics for the variable social values of students at Madrasah Ibtidaiyah State 2 can be seen in Table 6.

Table 6. Descriptive Statistic Madrasah Ibtidaiyah 2

Range	Classification				Mean	Min	Max	%
	Respond	Male	Female	Total				
10.0 – 17.5	Very Not good	2	3	5	3.66	3.00	4.00	8.8
17.5 – 25.0	Not good	5	5	10				17.5
26.0 – 32.5	Good	14	15	29				50.8
32.6 – 40.0	Very good	7	6	13				22.9
TOTAL		28	29	57				

Based on the results of the Table 6, it can be seen that the results of the descriptive analysis of student responses at Madrasah Ibtidaiyah State 2 show the dominant category is good. With 28 male students and 29 female students, the total number of students is 57 students. The percentage in the very bad category was 8.8%, 17.5% not good, 50.8% good, and very good 22.9%. The mean value is 3.66, the minimum value is 3.00, and the maximum value is 4.00. The results of descriptive statistics for the variable social values of students at Madrasah Ibtidaiyah Negeri Serambi Gunung can be seen in Table 7.

Table 7. Descriptive Statistic Madrasah Ibtidaiyah Negeri Serambi Gunung

Range	Classification				Mean	Min	Max	%
	Respond	Male	Female	Total				
10.0 – 17.5	Very Not good	0	0	0	3.50	3.00	4.00	0.0
17.5 – 25.0	Not good	3	4	7				13.5
26.0 – 32.5	Good	17	15	32				61.5
32.6 – 40.0	Very good	7	6	13				25.0
TOTAL		27	25	52				

Based on the results of the Table 7, it can be seen that the results of the descriptive analysis of student responses at Madrasah Ibtidaiyah Negeri Serambi Gunung show the dominant category is good. With 27 male students and 25 female students, the total number of students is 52 students. The percentage in the very bad

category was 0%, 13.5% not good, 61.5% good, and very good at 25.0%. The mean value is 3.50, the minimum value is 3.00, and the maximum value is 4.00.

Comparative Hypothesis Test (T Test)

After conducting the analysis requirements test (assumption test), then the research hypothesis testing will be carried out with the T test technique. The T test hypothesis test is used to determine whether or not there is a difference in the average between the two unrelated sample groups. In this research on the development of teaching materials, the researcher wanted to find out whether there were differences in the use of the advanced organizer-based learning model with Madrasah Ibtidaiyah 2 and Madrasah Ibtidaiyah Negeri Serambi Gunung towards religious characters. The results of the T test conducted by researchers using SPSS 20 are as shown in the following Table 8.

Table 8. The Results of Comparative Test (Uji T)

		t-test for Equality of Means						
		T	Df	Sig. (2-tailed)	Mean difference	Std. Error Difference	95% Confidence interval of the Difference	
						Lower	Upper	
Learning Model Advance organizer	Equal variances assumed	1.415	95.025	0.02	3.560	1.527	1.557	7.576
	Equal variances not assumed	1.415	95.025	0.02	3.560	1.527	1.557	7.576

The Table 8, shows that F counts at the 95% confidence level for the results of the Independent T-test score data for the advance organizer model of students at Madrasah Ibtidaiyah 2 and Madrasah Ibtidaiyah Negeri Serambi Gunung. The sig (2-tailed) Independent Samples T-test for the experimental class and control class using SPSS 20 with a significance value of ($0.02 < 0.05$), then H_a is accepted or H_o is rejected. This means that there is a significant difference between the average score of student learning outcomes at Madrasah Ibtidaiyah 2 and Madrasah Ibtidaiyah Negeri Serambi Gunung where the two schools apply the advanced organizer learning model in the Fathku Makkah subject. The average difference can be seen in the Mean Difference column, which is 3.56.

Expert validators and teachers provide instrument assessments, teaching materials based on the advance organizer learning model. This expert validation is important to ensure that the initial product development is feasible to be tested on students. Besides that, it is also to anticipate material errors, material shortages, anticipate situations during field trials and so on. Expert assistance in accordance with their fields, ratings, comments, and suggestions for revisions is needed so that the product being developed does not experience many errors, and is in accordance with what is needed. From the results of the validation, there were several additions to existing products for revision. After the revision is made according to the table above, the instructional media products are ready to be tested in the small group test and the large group test.

Discussion

The development of teaching materials is one of the obligations that teachers carry to develop their competencies. The selection of teaching materials and learning media is closely related to the development of the syllabus, in which there are competency standards and basic competencies, subject matter, learning experiences, methods, evaluation and resources. In line with the development of the syllabus, the learning materials to be developed should still pay attention to the achievement of competency standards and basic competencies, conformity to the main material being taught, support learning experiences, accuracy of learning methods and media, and according to indicators for developing assessments. The advance organizer learning model is a learning model that is able to help students recall the knowledge they have learned and transfer this knowledge to new topics. The characteristics of an advance organizer are: (1) short and abstract, (2) able to integrate new information with what is already known, (3) introduction of new lessons in units or sections, (4) a new information framework and a restatement of knowledge previously, (5) provide new information to students, (6) help students transfer or use what they know, and (7) contain more material thought contributions than ordinary knowledge. Advance Organizer can be considered a mental aid and is presented before any new material. Advance Organizer is a cognitive strategy that is able to help students recall the knowledge they have learned

and transfer this knowledge to new materials. School as a place to get education for students has a very important role. The progress of a nation is determined from the aspect of education (Haryanto et al., 2019, 2020).

In schools or educational institutions with an Islamic perspective, one of the areas of study taught is Islamic Cultural History (SKI). The SKI field of study is a field of study whose material contains past historical events, so that in schools teachers are often trapped using teaching methods that are more directed towards lecturing or telling only. Even though these two methods can lead to student boredom if the teacher cannot adjust to the condition or condition of the student. In addition, this method makes students less creative in using all aspects of their intelligence (Sugandi, 2005). The history of Islamic culture is very important in the world of education, efforts to help understand and straighten the history of Islamic civilization which is actually to the younger generation. So the role of the SKI teachers is very big and important, because it starts with them that the present and future generations of young people (especially students in schools) get information about the history of Islamic civilization (Bisri, 2016). The methods applied by the teacher in teaching SKI in class are stories or lectures, question and answer and evaluation. The teacher delivers a complete chronology of the story then provides a summary to students by means of dictation using language compiled by the teacher and students are asked to take notes in notebooks (Fauzah, 2015). Based on the initial observation activities in learning SKI, it was found that problems such as the learning method used were the lecture method, so that students were less creative in using all aspects of their intelligence, learning activities only took place in one direction, so that students looked passive only paying attention to the teacher, students looked bored and bored for following the learning process, the teacher tends to master the class so that students are reluctant to ask questions and are not free to convey their ideas, students are afraid to ask the teacher if they do not understand the material, and the teacher does not use the right learning media (Fitria & Andriesgo, 2019). Regarding learning media, for example using a quality Islamic Cultural History textbook, of course it will be able to improve the quality in the learning process as well, so that students can get teaching Islamic Cultural History with good results (Muna, 2020).

Based on the Independent T Test hypothesis testing, the data obtained through the observation sheet on the religious character of students using the SPSS 20 application showed that there was a difference between the use of advanced organizer-based teaching materials using conventional teaching materials in improving the religious character of the fifth grade students of the SKI lesson. Where at the stage of the large trial conducted by researchers, learning activities were very active, especially students were invited to play an active role in issuing opinions and games related to the material. Meanwhile, for the comparison of students' character scores in the learning of IEC in the control class it is categorized as "Starting to Develop" and for the experimental class it is in the category "Already Cultured". In addition, students are invited to get used to doing something starting with praying, trying to respect each other, willing to work together in groups and have begun to be able to condition themselves as God's creatures by trying to do their best which of these things is to foster students' religious character. In addition, teaching materials that contain Islamic figures and Islamic aphorisms are an afterthought for students to be more diligent in learning and worship. In the process of learning Islam, innovation is also absolutely necessary for PAI teachers as a form of teacher professionalism in carrying out their duties so that learning outcomes are better and meaningful. This also shows the dynamics and historicity of Islamic education which is influenced by the social context (Nurhidin, 2017). As in Islamic psychology, the stage of children's religious development will be formed through imitative or imitative activities. Therefore, it takes the creativity of teachers to select and prepare materials, in addition to textbooks that can help students enjoy without leaving the elements of its benefits. In the learning process of Islamic religious education the teacher has a large enough role in preparing and realizing a rapidly progressing society, but is still on the path that has been outlined Islamic values itself (Kasmar et al., 2019). The principle of the fulfillment of teaching materials lies in its influence, whether it can become a historical bridge that can be traversed by students to arrive at the place where the historical event occurred (Ambrose et al., 2010). Class teachers can write their own by modifying textbooks in such a way that they can arouse children's imagination to enter the world of history. If the teaching material functions as a time machine, children will find their own joy and can follow the timeline, chronology and periodization in history.

4. CONCLUSION

Based on the results of research and development of teaching material, products, it can be concluded several things, namely from the results of validation from expert lecturers, class V teachers and through trials, it was obtained that teaching materials based on the advance organizer learning model. There is an increase in the religious character of students between learning using teaching materials based on the advance organizer learning model compared to conventional teaching materials. Berdasarkan validasi construct dan expert yang telah dilakukan serta uji kelompok kecil, didapatkan hasil yang valid dan sangat layak untuk di implementasikan. From the results of the T Test for the experimental class and the control class using SPSS 20 with a significance, it can be concluded that there is a difference in increasing religious character using advanced organizer model-

based teaching materials compared to conventional teaching materials used in Madrasah Ibtidaiyah 2 with Madrasah Ibtidaiyah Negeri Serambi Gunung, Bengkulu City in the Islamic cultural history subject.

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