Journal of Pedagogy and Education Science (JPES)
Vol. 2, No. 03, pp. 221-230
journal.iistr.org/index.php/JPES
DOI: 10.56741/jpes.v2i03.355

Misconception Analysis of Student Books on the Theme of Building Household

[1]Muhammad Fuadi*, [1]Mohamad Joko Susilo
Corresponding Author: *209131301@uii.ac.id
[1] Islamic University of Indonesia, Yogyakarta, Indonesia

ARTICLE INFO

Article history
Received 22 May 2023
Revised 28 August 2023
Accepted 31 August 2023

Keywords
Families
Households
Misconceptions
Student books

ABSTRACT

This study aimed to discover whether there were misconceptions about Islamic religious education learning materials and manners regarding the theme of the beauty of household mahligai to students. This type of research is a qualitative literature review with a naturalistic approach. In this case, the researcher examines books, journals, theses, and other sources that discuss textbooks on Islamic religious education and morals and the book of Qurrotul Uyun. The data collection technique used in this is a documentary literature review with the object of discussion in question. Data in the library is processed by editing, organising, and finding. Researchers used content analysis in this study. Based on the results of the study, it was found that the misconceptions in the PAI and Characteristics books for grade 12 were related to students, teachers, textbooks, context, and methods. Suppose the categories of misconceptions are sorted from largest to smallest. In that case, they are found in PAI books and manners for class 12, namely oversimplifications, misidentifications, over generalisations, under generalisations and obsolete concepts and terms. None of the textbook's analytical material is free from misconceptions.

This is an open-access article under the CC–BY-SA license.

Introduction

Student books still have an essential role in learning even though the world is currently filled with digitalisation technology. Student books are considered appropriate learning media used by students to assist them in understanding the concept of material. According to Ref. [1], a student book is a book that contains subject matter in the form of ideas and notions that students will construct through the problems in it, which are arranged based on an approach. Students can use student books as a supporting tool for smoothly running their learning activities in class and at home. Therefore, the concepts and ideas must be essential in developing student books.

Based on this understanding, student books are guidebooks that contain subject matter or basic concepts based on a particular approach. They are quite suitable for the learning process, especially in mastering ideas. In addition, student books can be used to support learning activities that can be used at home or school [2].

In using student books, teachers refer to the books stipulated by the government through the Ministry of Education and Culture of the Republic of Indonesia. These books have been designed to be by the goals of Education itself, and in the subject of Islamic Religious Education, the Ministry of Education and Culture of the Republic of Indonesia made a book entitled Islamic Religious Education and Moral Character, which contains several aspects of religious education, from the chapter on the spirit of worship to the chapter on maximising one's potential.

In the student book published by the Ministry of Education and Culture of the Republic of Indonesia, chapter 7 explains the beautiful theme of building a household mahligai. This chapter explains in detail the principles of marriage in Islam, the rights and obligations of husband and wife, and the laws governing marriage. However, the primary reference book needs to be included in the book. Therefore, it is necessary to re-check whether there is a misconception between the student's book and books that have been trusted for their originality. The hope is that the source will become a reference in the teaching and learning process, especially in the beautiful theme of building a household mahligai by the rules or points in the book.

A good family education is born from a good marriage, too. Therefore, choosing a suitable partner regarding seeds and weight is necessary. In the mini research that the author wrote, explaining the values contained in Tafsir Lafadz Basmalah related to Family Education, there are several essential points, which, in essence, are based on the teachings of the Prophet. The most crucial matter in Tafsir Lafadz Basmalah related to Family Education is that when family members read Basmalah, they will feel their dependence on Allah stronger because every step taken is to remember Allah first. Everything that family members do feels peaceful

because there is a guarantee of protection from Allah. Every family member will carry out their duties to the fullest extent possible because Allah is the one who directly gives the mandate [3].

Among the Santri, the book usually studied in building a household is the Qurrotul Uyun. The book explains the law of marriage, the pillars of marriage, honeymooners, and parents' obligations towards children's education. Therefore, the author wants to refer to the Qurrotul Uyun book as a basis, whether there is a misunderstanding between the student book and the book widely used in several Islamic boarding schools in Indonesia.

Among the Santri, the book usually studied in building a household is the Qurrotul Uyun. The book explains the law of marriage, the pillars of marriage, honeymooners, and parents' obligations towards children's education. Therefore, the author wants to refer to the Qurrotul Uyun book as a basis, whether there is a misunderstanding between the student book and the book widely used in several Islamic boarding schools in Indonesia.

Misconception is an interpretation of concepts in an unacceptable statement. The misconception is an inaccurate understanding of a concept, the use of the wrong concept, the confusion of different concepts and the incorrect hierarchical relationship of concepts. Misconceptions or misconceptions occur because of the omission or addition of what is essential in the concept. Misconceptions are deviations from the right thing, which are systematic, consistent or incidental in a particular situation [4]–[6].

This study aims to discover whether there are misconceptions about Islamic religious education learning materials and morals regarding the theme of the beauty of household mahligai to students. This study will analyse the misconceptions in the student books used in learning about marriage. The book being researched is the book Islamic Religious Education and Characteristics class 12 on the theme of the beauty of the buildings, based on the book Qurotul Uyun the students use. The hope is that there will be a clear understanding of the material taught at school after graduation.

The research question is: Are there any misconceptions found in the learning materials for Islamic religious education and morals about the beauty of building a household for students?

Methods

This type of research is a qualitative literature review. Library research is used in in-depth information and data collection through various literature, books, notes, magazines, other references, and relevant previous research results to obtain answers and a theoretical basis regarding the problem to be studied. Qualitative research is research that uses a naturalistic approach to seek and find understanding or understanding of phenomena in a specific context [7]. Thus, the results of this study are in the form of data that includes data

from various sources. In this case, the researcher tried to examine books, journals, theses, and theses that studied the textbooks on Islamic religious education and manners and the book of Qurrotul Uyun.

A. Population, sample, and sampling technique

The population in this study is Islamic Religious Education and Moral Education textbooks on material about the beauty of building a household mahligai. At the same time, the sample is the book Qurrotul Uyun by Sheikh Qasim bin Ahmad bin Musa bin Yamun.

B. Data collection techniques and data analysis techniques

The data collection technique in this study was a documentary literature review with the intended object of discussion. The data in the library is collected and processed by:

1. Editing: re-examining the data obtained, especially in terms of completeness, clarity of meaning and harmony of meaning between one and another;
2. Organizing: organising the data obtained with the required framework;
3. Finding: Conduct further analysis of the results of organising data by using predetermined principles, theories and methods so that conclusions are found, which are the answers to the problem formulation.

Researchers used content analysis in this study, which is a critical step. In this case, the researcher analysed the data non-statistical for descriptive or textual data [8]. The researcher hopes that the content analysis method in writing this thesis, later in presenting the research report, can give the specific objectives for this research.

This classroom action research was conducted collaboratively and participatively with 6th-grade lecturers and teachers at Kapanewon Piyungan Elementary School. The subjects of this study were the 6th-grade students of Kapanewon Piyungan Elementary School, Bantul, consisting of seven female students and nine male students and teachers of Islamic Religious Education and Moral Education (PAI-BP) subjects—the application of this research to the material of habituation of the mainstay practice implementation. The object of this research is the habituation of students' spiritual attitudes after implementing reliable practice-based learning.

The categories of misconceptions analysed in the book Islamic Religious Education and Behavior in this study are grouped into five categories, namely: misidentifications, over generations, oversimplifications, obsolete concepts and terms, and under generalisations [6], [9], [10].

Results and Discussion

According to Ref. [4], five factors cause misconceptions in students regarding the learning they receive: students, teachers, textbooks, context, and methods. Misconceptions originating from students can be grouped into eight categories, as follows.

1. Preconceptions or initial concepts of students. Many students already have initial ideas before they take lessons at school. Preconceptions are often misconceptions because a person's reasoning for a phenomenon differs.
2. Associative thinking is a type of thinking that associates or considers a concept always the same as another concept. Student associations with terms found in learning and everyday life often lead to misinterpretation.
3. Humanistic thinking, that is, looking at all things from a humane point of view. The behaviour of objects is understood as the behaviour of living things, so it is not suitable.
4. Reasoning (reasoning incomplete or wrong). More reasons should be obtained from complete information as well. As a result, students will draw false conclusions and lead to misconceptions.
5. Wrong intuition, namely a feeling in a person who spontaneously expresses his attitude or idea about something without objective and rational research. An intuitive mindset is often known as a spontaneous mindset.
6. Stages of cognitive development of students. In general, students in the process of cognitive development will need help understanding abstract concepts. In this case, new students learn about concrete things that can be seen with the senses.
7. The ability of students who are less able to learn the material will find it challenging to understand the concepts being taught.
8. Interest in learning. Students who have a great interest in education will experience fewer misconceptions than students who are not interested.

Teachers who do not master the material or do not understand the concept correctly are also one of the causes of student misconceptions. Teachers sometimes convey complex ideas to facilitate student understanding. The difficulty in Biology material lies in Latin terms, and the relationship between material in one chapter and other chapters, which sometimes simplified language or explanations by the teacher, is also a factor in the occurrence of misconceptions [11].

Textbooks that can lead to students' misconceptions are textbooks whose language is difficult to understand and whose explanations must be corrected. Textbooks that are too difficult for the level of students who are studying can foster misconceptions because they need

help to grasp the contents. The context here is experience, everyday language, friends, beliefs, and religious teachings. Language, as the first source of preconceptions, has the potential to influence misconceptions because language contains many interpretations.

Teaching The teacher's teaching method differs from the studied concepts, which can lead to misconceptions. Teachers who only use one learning method for all images will increase the chances of students being infected with delusions. Improper use of analogies is also one of the causes of misunderstandings. Figure 1 to Figure 3 shows an example of the misconception in the book.



Fig. 1. The misconception related to the meaning of a particular phrase

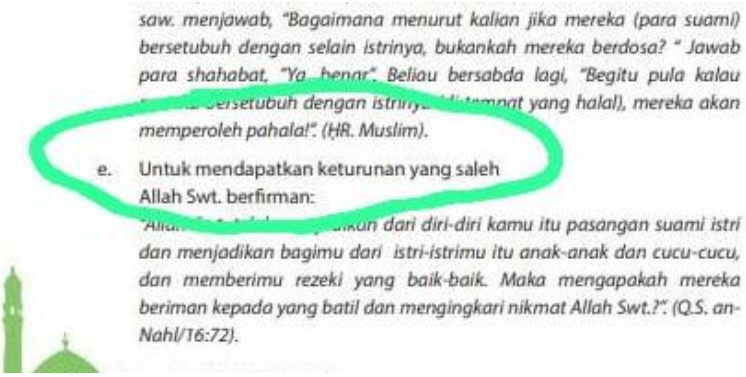


Fig. 2. The misconception related to the meaning of a particular phrase



Fig. 3. The misconception related to the meaning of a particular phrase

The categories of misconceptions analysed in this study's book, Islamic Religious Education and Characteristics, are grouped into five categories.

A. Misidentifications

Misidentification or identifying errors is one type of misconception in textbooks. Identification is determining the kind of problem, disorder, or disability by examining the background of the cause or by analysing the symptoms that appear. Meanwhile, according to the Big Indonesian Dictionary, "Error comes from the word wrong, which means incorrect, incorrect, or wrong". So, an error in identification is an inability or mistake to draw conclusions that can lead to differences of opinion. "Misidentification is an error in identifying a thing, identity, existence or a particular concept so that it is considered the same as another " [6]. So, misidentifications (misidentification) are errors or inability to determine a certain thing, identity or concept so that the idea is the same as other concepts.

Indicators that show the emergence of misidentifications, namely, "Concepts written are contrary to scientific texts in general or written concepts are considered the same as other concepts" [12]. The first category of misconceptions was not found. The source referred to in this study is the section explaining the beauty of building a household mahligai, namely the Qurrotul Uyun book.

B. Overgenerations

Overgeneralisations, or in Indonesian, are defined as excessive generalisations. According to Ref. [13], over-generalisations are absurd generalisations that assume something or a concept occurs in general or is broad in scope. Indicators indicate over-generalisations: “The written concept does not pay attention to the limitations of exceptions, or the written concept is too broad".

C. Oversimplifications

Oversimplifications are situations in which the concepts presented are too simple to convey the essential ideas fully. Oversimplifications are excessive simplifications that narrow a general notion or identity in scope. So, it can be concluded that oversimplifications are extreme simplifications of a picture or identity into an image or identity that is too simple or incomplete, causing a change in the content of an idea or identity [11], [13]. Indicators that show findings of oversimplifications are the use of an analogy for a concept that is miswritten, the idea needs to be written in its entirety, and some of the contents of the idea are omitted so that the written statement becomes complete or incorrect [12]. Oversimplifications are a category of misconceptions found in education and morals books. Oversimplifications were found in the highest number compared to other types of misconceptions. An indicator of the

discovery of fantasies in this textbook in the oversimplifications category is that the concept put forward is too simple, especially in the first point, which explains the reflection of the book which explains Tadarus al-Qurān 5-10 minutes according to the theme. At that point, the details related to the verses about marriage should be explained. Here, the author summarises some verses that can be added to the book.

QS. Al Isra: 32

وَلَا تَقْرَبُوا الزِّنَا إِنَّهُ كَانَ فَاحِشَةً وَسَاءَ سَبِيلًا

“Do not go near adultery. It is truly a shameful deed and an evil way” (QS. Al Isra’: 32).

QS. Ar Ruum: 21

وَمِنْ ءَايَاتِهِ أَنْ خَلَقَ لَكُم مِّنْ أَنفُسِكُمْ أَزْوَاجًا لِّتَسْكُنُوا إِلَيْهَا

“And one of His signs is your sleep by night and by day ˹for rest˺ as well as your seeking His bounty ˹in both˺. Surely in this are signs for people who listen” (QS. Ar Ruum: 21).

QS. An Nuur: 32

وَأَنكِحُوا ٱلْأَيَامَىٰ مِنكُمْ وَالصَّالِحِينَ مِنْ عِبَادِكُمْ وَإِمَآئِكُمْ إِن يَكُونُوا فُقَرَآءَ يُغْنِهِمُ اللهُ مِن فَضْلِهِ وَاللهُ وَاسِعٌ عَلِيمٌ

“Marry off the ˹free˺ singles among you, as well as the righteous of your bondmen and bondwomen. If they are poor, Allah will enrich them out of His bounty. For Allah is All-Bountiful, All-Knowing” (QS. An Nuur: 32).

QS. An Nahl: 72

وَٱللَّهُ جَعَلَ لَكُم مِّنْ أَنفُسِكُمْ أَزْوَٰجًا وَجَعَلَ لَكُم مِّنْ أَزْوَٰجِكُم بَنِينَ وَحَفَدَةً وَرَزَقَكُم مِّنَ ٱلطَّيِّبَٰتِ ۚ أَفَبِٱلْبَٰطِلِ يُؤْمِنُونَ وَبِنِعْمَتِ ٱللَّهِ هُمْ يَكْفُرُونَ

"And Allah has made for you spouses of your own kind, and given you through your spouses children and grandchildren.1 And He has granted you good, lawful provisions. Are they then faithful to falsehood and ungrateful for Allah’s favours?" (QS. An Nahl ayat 72).

QS. Az Zariyat: 49

وَمِنْ كُلِّ شَيْءٍ خَلَقْنَا زَوْجَيْنِ لَعَلَّكُمْ تَذَكَّرُونَ

“And We created pairs of all things1 so perhaps you would be mindful” (QS. Az Zariyat: 49).

D. Obsolete Concept And Terms

Obsolete and terms concepts are defined in Indonesian as ancient terms and concepts. Obsolete and terms concepts are the use of a thing, identity, existence, or concept that is no longer appropriate because it is no longer valid or obsolete [13]. Technology and science are growing as time passes, so science is progressing and changing to an identity, thing, existence, or concept. Indicators can indicate the presence of obsolete and term concept misconceptions, namely, "The written concept is wrong because there is a new concept based on research results" [12].

E. Undergeneralizations

Undergeneralisations are a type of misconception in textbooks. Undergeneralisations are concepts conveyed that only refer to some biological objects or problems, and the ideas put

forward can only be used to formulate some ideas or issues. Meanwhile, according to [9], under-generalisations are a concept that needs to be applied more narrowly. So, under generalisations are the placement of a term already general into a new word or identity that is too narrow so that it can only be used to formulate some concepts or problems. Indicators under generalisations are, "Written concepts only refer to some biological objects or problems, and written concepts can only be used to formulate some concepts or problems" [12].

The order of categories of misconceptions from the largest to the smallest is found in the education and morals class 12 books: oversimplifications, misidentifications, over generalisations, under generalisations and obsolete concepts and terms. None of the textbook's analytical material is free from misconceptions.

Conclusion

Based on the research results, it can be concluded that the misconceptions in the Islamic education books for 12th grade are related to students, teachers, textbooks, context, and methods. Suppose the categories of misconceptions are sorted from the largest to the smallest. In that case, they are found in Islamic education books and manners for 12th grade, namely oversimplifications, misidentifications, overgeneralisation, generalisations and obsolete concepts and terms. None of the textbook's analytical material is free from misconceptions.

Acknowledgement

Thanks to the Department of Islamic Studies, Faculty of Islamic Studies and Islamic Studies Study Program Masters Program, Islamic University of Indonesia, for providing collaborative research grants in 2022.

Conflict of Interest

The authors declare that there is no conflict of interest.

References

[1] G. Rahmawati, "Buku teks pelajaran sebagai sumber belajar siswa di perpustakaan sekolah di SMAN 3 Bandung," *EduLib*, vol. 5, no. 5, pp. 102–113, 2015.

[2] T. A. Prasetyo, N. Maharta, and Viyanti, "Pengembangan buku siswa dengan pendekatan scientific berbasis multirepresentasi materi impuls dan momentum," *Jurnal Pembelajaran Fisika*, vol. 2, no. 4, pp. 67–78, 2014.

[3] M. Fuadi, "Nilai-nilai pendidikan keluarga dari tafsir lafadz Basmalah," Uniiversitas Islam Indonesia, 2021.

[4] P. Suparno, *Miskonsepsi dan perubahan konsep dalam pendidikan fisika*, 2nd ed. Jakarta: Grasindo, 2013.

[5] J. H. Lumbantoruan and H. Male, "Analisis miskonsepsi pada soal cerita teori peluang di program studi pendidikan matematika," *Jurnal EduMatSains*, vol. 4, no. 2, pp. 153–168, 2020, doi: 10.33541/edumatsains.v4i2.1380.

[6] M. Dikmenli, O. Çardak, and F. Öztaş, "Conceptual problems in biology-related topics in primary science and technology textbooks in Turkey," *International Journal of Environmental and Science Education*, vol. 4, no. 4, pp. 429–440, 2009.
[7] L. J. Moleong, *Metodologi penelitian kualitatif*, 38th ed. Bandung: PT Remaja Rosdakarya, 2018.
[8] S. Suryabrata, *Metodologi penelitian*. Jakarta: Rajawali Press, 1983.
[9] D. Hershey, "More misconceptions to avoid when teaching about plant," *American Institute of Biological Sciences*, pp. 1–16, 2005.
[10] M. Dikmenli, "A study on analogies used in new ninth grade biology textbook," *Asia-Pacific Forum on Science Learning and Teaching*, vol. 16, no. 1, pp. 1–20, 2015.
[11] S. Sakti, A. H. Fatah, and M. E. Anggraeni, "Analisis materi ajar konsep laju reaksi pada buku teks kimia SMA/MA," *Jurnal Ilmiah Kanderang Tingang*, vol. 11, no. 1, pp. 78–91, 2020, doi: 10.37304/jikt.v11i1.77.
[12] R. Handoko and H. Sipahutar, "Analisis miskonsepsi pada buku teks biologi SMA kelas x berbasis Kurikulum Tingkat Satuan Pendidikan 2006 dan Kurikulum 2013 Di Kota Tebing Tinggi," *Jurnal Pelita Pendidikan*, vol. 4, no. 1, pp. 39–47, 2016, doi: 10.24114/jpp.v4i1.3681.
[13] T. A. Mustaqim, Zulfiani, and Y. Herlanti, "Identifikasi miskonsepsi siswa dengan menggunakan metode Certainty of Response Index (CRI) pada konsep fotosintesis dan respirasi tumbuhan," *Edusains*, vol. 6, no. 2, pp. 146–152, 2014, doi: 10.15408/es.v6i2.1117.

Authors



Muhammad Fuadi is a student of Master of Islamic Studies, Faculty of Islamic Studies, Yogyakarta Islamic University of Indonesia. He is also a person who is happy with the world of education, especially family education in Islam. (email: 21913105@students.uii.ac.id).



Dr Mohamad Joko Susilo is a lecturer in Master of Islamic Studies, Faculty of Islamic Studies, Indonesian Islamic University, Yogyakarta. He is also a book writer, consultant, and motivator. His research interests include the development of educational curricula, educational evaluation, education management, teaching and learning, and the development of learning media. (email: 209131301@uii.ac.id).