SCIENTIFIC PAPER

Development of an Enrichment Book on the Dynamics of Life in River Watersheds from an Islamic Prophetic Paradigm Perspective

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ABSTRACT
The decline in watershed quality requires a handling role from the community. As part of society, students need to broaden their horizons, starting by studying watershed dynamics so they can carry out actual practice. Using the Islamic Prophetic Paradigm as a new perspective in learning can increase students' interest in general knowledge, religious fields, and practical examples of natural movements in everyday life. This research aims to develop an enriching book on the dynamics of river-watershed life from an Islamic prophetic paradigm perspective, intending to enhance students' learning and deepen their understanding of watershed dynamics by integrating scientific insights with Islamic teachings. The research and development of the ADDIE model uses questionnaire techniques in the form of pre-research questionnaires and validator questionnaires. The product's validity and feasibility level are tested using validity tests and field trials. The research data analysis technique uses descriptive qualitative analysis techniques and descriptive statistics. The research results show that the product follows learning outcomes, can increase students' interest in studying the Quran, and makes studying watershed dynamics easier. This research shows that product development is better than previous research and development. So, students can take advantage of this product.

KEYWORDS
Enrichment Books; Watershed; Islamic Prophetic Paradigm; ADDIE Model

INTRODUCTION
Population density and intensive resource use, through mechanisms such as deforestation for agriculture or urban development, contribute to watershed degradation. These activities lead to increased runoff and reduced water absorption, resulting in landslides, erosion, sedimentation, floods, and droughts.

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(Upadani, 2017). Pambudi (2019) revealed that the increasing frequency of floods, droughts, landslides and water crises shows that watershed management in Indonesia could have been more effective in increasing sustainable development efforts. According to Narendra et al. (2021), the situation arose due to multiple factors, including discrepancies in laws, incongruences between watershed management and administrative institutions, conflicts in policies within regional spatial planning, insufficient communication, coordination, and integration in implementing watershed management efforts across various development sectors.

These complex factors require the concerted efforts of various societal components. Government agencies are tasked with establishing and enforcing policies for sustainable watershed management (Syaibana et al, 2022). Non-governmental organizations (NGOs) play a role in advocacy and community engagement for conservation efforts. Communities contribute through local knowledge and participation in sustainable practices (Putra et al, 2022). Industries, especially those affecting watersheds, must implement environmentally responsible practices. A collaborative approach among these stakeholders is crucial for addressing watershed management challenges effectively. Research by Indrawati and Yuliantoro (2022) states that most watersheds are community property, so the community needs to improve watersheds through sound land management. However, according to research by Sudarma & Widyantara (2016), sustainable forest and river management principles still need to be fully balanced by community participation. Comprehensive education for all components of society is needed so that the watershed can return to functioning generally with minimal disaster risk.

Awareness of restoring watershed quality can be achieved from the high school level through material on Lithosphere Dynamics, which contains material on River Watersheds. Subagyo (2019) identified a significant lack of educational resources on watershed disasters within school curricula, suggesting the integration of tailored additional knowledge. This could include case studies of local and global watershed management strategies, practical conservation activities, and insights into sustainable living practices, all designed to enlighten students about their active role in watershed improvement. This condition aligns with the characteristics of the Kurikulum Merdeka, which is starting to be implemented in various schools in Indonesia. The Kurikulum Merdeka allows educational units and teachers to develop learning according to student needs, school situations and conditions (Anggraena et al., 2021). Schools can use non-textbooks that suit students' needs and context apart from textbooks approved by the government by the Law of the Republic of Indonesia (UU RI) number 75 of 2019 article 4. Article 6 regulations acknowledge enrichment books, references, or guides as valuable non-textbook resources to enhance students', educators', and staff's attitudes, knowledge, and skills. Effective integration into the curriculum requires aligning their content with educational goals and complementing textbooks, enriching the learning experience.

Teachers can recommend enrichment books on specific subjects or interdisciplinary topics, such as environmental science, cultural studies, or technological advancements, to broaden and deepen students' knowledge, aligning with curriculum goals and students' interests. Developing flexible enrichment books for the curriculum in specific educational units allows developers to deepen or enrich the material's content and is based on observations of the surrounding environment (Borolla et al., 2019). Oktavianie et
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al. (2018) argue that enrichment books provide more in-depth information and can help develop students' personalities and creative abilities, making them more independent. Enrichment books complement textbooks by offering practical applications of theoretical concepts, fostering a holistic learning experience that bridges the gap between knowledge and its real-world application (Purwani & Mustikasari, 2022). Apart from that, this type of book is intended for students and can be used by other parties or the general public (Kusumawardhani et al., 2019). The flexibility of enrichment books can be used as a solution so that education about watersheds is realized well.

SMA Muhammadiyah 1 Bojonegoro is making a curriculum transition from the 2013 Curriculum to the Kurikulum Merdeka in the 2022/2023 academic year with various adjustments. Apart from utilizing books published by Pusdkurbuk, the school needs learning resources that are appropriate to the context of being a religion-based school. This policy aims to fulfil students' interest in understanding religion and science in everyday life. The results of a preliminary study using a questionnaire for students in class As many as 44.4% of students stated that they were very interested in the integration of watershed science subject and Quran. Then, 55.5% of students stated they were interested in the discussion. These results show that students' interest in studying this material combined with verses from the Quran tends to be high. This condition is supported by the policy of the Muhammadiyah Central Leadership, which also requires Muhammadiyah Schools to refer to the Quran and Hadith. The interpretation suggesting that this verse implies the existence of Earth's gravity is based on scholarly analysis, which examines the metaphorical language and context within the Quranic text. A more detailed explanation would involve exploring how scholars interpret the verse's imagery and linguistic nuances to draw connections with the scientific concept of gravity, thereby illustrating the Quran's engagement with natural phenomena. The Islamic Prophetic Paradigm is selected for its distinctive ability to harmonize revelation with scientific inquiry, ensuring that the integrity of both knowledge sources is maintained without compromise (Nissa & Hawa, 2024). Sutoyo (2020) revealed that the Islamic Prophetic Paradigm interprets reality using revelation as its source, proving the existence of a transcendental or spiritual structure within it. This concept suits SMA Muhammadiyah 1 Bojonegoro conditions, which require religious-based learning.

The Islamic Prophetic Paradigm was pioneered by Kuntowijoyo and perfected by Heddy Shri Ahimsa–Putra. The ethos of this paradigm places the faith of Islamic adherents as centred on God but still directs the practice of its movement toward advancing human civilization (Isfaroh, 2019). Arifin (2014) explains that the praxis of the movement in question is in the form of three movements, namely, humanization (humanizing humans), liberation, and transcendence (faith in Allah). The assertion of the paradigm's adaptability across disciplines prompts further explanation on its integration; specifically, its characteristics facilitate a tailored approach that enriches various knowledge domains by aligning with their unique theoretical and practical requirements, thereby enhancing comprehensive understanding and application (Ahimsa–Putra, 2022). Discussion of geography from the perspective of the Islamic Prophetic Paradigm has the potential to be an alternative to meeting learning needs in the context of an Islamic religion-based school.

Geography learning based on the Islamic Prophetic Paradigm is carried out by interpreting Quran verses specifically and empirically. This effort is realized using an analytical-synthetic approach (Putra et al, 2023). An analytical approach
is used to interpret the verses of the Qur'an, which contain examples. Utilizing a synthetic approach allows for the analysis of Quranic verses with conceptual content, facilitating the connection between Islamic teachings and geographical principles. This method enables students to synthesize knowledge across disciplines, fostering a cohesive understanding that integrates spiritual insights with scientific inquiry (A’yuni & Hijrawan, 2021). Verses from the Qur’an that refer to the geographical context are discussed specifically and empirically. For example, discussing the meaning of Al-Baqarah (74), which means “…and there are also those who slide down because they fear Allah…”. The interpretation suggesting that this verse implies the existence of Earth’s gravity is based on scholarly analysis, which examines the metaphorical language and context within the Quranic text. A more detailed explanation would involve exploring how scholars interpret the verse's imagery and linguistic nuances to draw connections with the scientific concept of gravity, thereby illustrating the Quran's engagement with natural phenomena (Sunardi et al., 2019). So, with the Islamic Prophetic Paradigm, the meaning of the verse can be clarified with geographical concepts such as gravity and rock sedimentation, which are explained in the class X high school Geography lesson.

The preparation of the enrichment book is designed to answer the problems described. Hanum (2015) stated that changes and adjustments to Indonesia’s national education system are needed to integrate Islamic lessons into every general lesson, thereby creating a more comprehensive educational process. These conditions are in accordance with the principles of relevant learning, which is designed according to the context, environment and culture of students and involves parents and the community as partners (Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran Nomor 262/M/2022, 2022). This statement underscores the need for enrichment books, emphasizing that their suitability as complements to existing teaching materials stems from their ability to provide detailed explorations of topics, contextual relevance, and engaging content that enhances and expands upon the foundational knowledge provided by standard textbooks.

Enrichment books are selected for their customizable nature, allowing adaptation to the unique characteristics of each school, such as incorporating local environmental studies for schools in diverse ecological regions, aligning content with the cultural context of the school community, or tailoring material to address the specific interests and demographic backgrounds of students. For example, a school with a strong focus on environmental science may feature enrichment books with in-depth case studies on local conservation efforts, while a school in a culturally rich area might include materials that explore the geographical significance of cultural heritage sites. Enrichment Books are complementary textbooks that students and the public can use to broaden their knowledge of a topic (Ulimudin et al., 2017). The enrichment book function is used to increase students' knowledge flexibly. The preparation of enrichment books is not tied to the curriculum used by the school, but schools can use these books to support the current curriculum. However, the preparation of enrichment books is still regulated by the Republic of Indonesia Minister of Education and Culture Regulation No. 8 of 2016. Enrichment books must collaborate with positive societal norms. Apart from that, article 3 describes the provisions for the cover, beginning, contents and closing of enrichment books (Minister of Education and Culture of the Republic of Indonesia, 2016). By adhering to these predetermined standards, the quality of enrichment books is assured, setting a foundation for enhancing educational outcomes through improved knowledge acquisition and engagement.
Previous research entitled "Development of a Watershed Conservation Enrichment Book on Basic Disaster Knowledge for Class X Students at SMA N 1 Jatinom" by Dea Octarisma Subagyo became a reference for researchers to develop similar products further. This product proves that knowledge about watershed conservation can be conveyed effectively through enrichment books. Although the researchers identify areas for improvement in the enrichment book, a more detailed explanation is needed regarding the desired enhancements. Specifically, adjustments in writing structure to better engage students through interactive elements or narrative-driven content, and an increase in material richness through the inclusion of diverse case studies, up-to-date research findings, and practical examples that extend beyond the scope of traditional textbook. The book's structure still follows the discussion of previous teaching materials, so there is little difference between the product being developed and the initial product. Furthermore, the richness of the material is limited to adding case study specifications tailored to the school location only. These deficiencies can be corrected by improving the quality elements of the product.

The product developed by researchers has quality elements, including 1) using simple and easy-to-understand language, 2) using the Islamic Prophetic Paradigm to adapt Geography Learning Achievements, and 3) using examples of contextual, actual phenomena close to students (Wijayanti et al, 2024). Drawing from the outlined background, the researcher developed an enrichment book focused on the dynamics of river-watershed life, approached from an Islamic prophetic paradigm perspective.

**METHOD**

Researchers used the research method and development of the ADDIE model by Robert Maribe Branch, which is divided into five steps: analysis, design, development, implementation, and evaluation (Branch, 2009). The reason for choosing this model is that, through the testing and revision process, the product produced can be ensured to meet the criteria for a good product, tested empirically, and the product quality is protected from unwanted errors (Cahyadi, 2019; Andarukmi et al, 2024).

![Figure 1. Flowchart of ADDIE Model](image)

The product's validity and feasibility level are tested in expert validation and field trials. The expert validation test employs a multidisciplinary approach, involving material experts who assess the scientific accuracy and pedagogical relevance of the content, Quran experts who ensure the integration of Islamic teachings aligns with scriptural authenticity and relevance, and language experts who evaluate the clarity, coherence, and appropriateness of the text's language. Each type of expert contributes uniquely to the validation process, ensuring the
enrichment book meets high standards of educational, religious, and linguistic quality. Experts are selected based on the criteria of being professional lecturers in their field. Next, field trials were conducted on class XI IPS students at SMA Muhammadiyah 1 Bojonegoro who lived at the Muhammadiyah Bojonegoro Orphanage. The research subjects were chosen because they had received watershed material in the Lithosphere Dynamics Chapter in class X.

Researchers used a questionnaire technique to collect data. The questionnaires used by researchers are pre-research questionnaires, media expert validation questionnaires, Quran expert validation questionnaires, language expert validation questionnaires, material expert validation questionnaires, and student response questionnaires. The data analysis technique for this research uses qualitative descriptive analysis techniques and descriptive statistics. In qualitative descriptive analysis, the data that has been collected will be described and interpreted by paying attention to and recording as many aspects of the situation being studied as possible (Widiana, 2016). Next, descriptive statistics were used to translate the questionnaire results using a Likert scale. Descriptive statistics were employed to analyze the questionnaire results through a Likert scale, wherein responses were quantitatively assessed to derive conclusions. This process involved aggregating individual scores to ascertain overall trends and preferences, thus providing a structured interpretation of participants' attitudes and perceptions towards the enrichment book's content and relevance. The Likert scale measures a person's attitudes, opinions or perceptions in a study (Silalahi et al., 2018). The Likert scale level can be divided into five categories: strongly agree, agree, neutral, disagree and strongly disagree. The Likert scale used in this research is described as follows:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly agree/very interesting/very appropriate/very suitable/very precise</td>
</tr>
<tr>
<td>4</td>
<td>Agree/attractive/decent/suitable/appropriate</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
</tr>
<tr>
<td>2</td>
<td>Less agreeable/less attractive/less worthy/less suitable/less appropriate</td>
</tr>
<tr>
<td>1</td>
<td>Strongly disagree/very unattractive/very inappropriate/very inappropriate</td>
</tr>
</tbody>
</table>

Source: Akbar, (2013)

According to Akbar (2013), the score is obtained from a scale Likert and then processed using the following formula:

\[
\text{Score} = \frac{\text{Total empirical score (sum of validator assessment scores)}}{\text{Total expected score (maximum number of scores)}} \times 100\%
\]

The feasibility of the enrichment book Dynamics of River Watershed Life from an Islamic Prophetic Paradigm Perspective is marked by achieving a valid value based on the percentage analysis criteria table. The percentage analysis criteria table serves as a comprehensive tool for interpreting validation values, assessing the enrichment book's suitability across several dimensions. These include the accuracy and relevance of content, the alignment with educational standards, the integration of Islamic prophetic paradigms with geographical knowledge, and the clarity and appropriateness of language. Each factor is evaluated through a range of validity levels from 'very valid' to 'invalid', providing a nuanced understanding of the book's overall educational value and applicability. Researchers used percentage analysis criteria described by Akbar (2013) as follows:
### Table 2: Percentage analysis criteria

<table>
<thead>
<tr>
<th>Validity Criteria</th>
<th>Validity Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>81% - 100%</td>
<td>Very valid</td>
</tr>
<tr>
<td>61% - 80%</td>
<td>Valid</td>
</tr>
<tr>
<td>41% - 60%</td>
<td>Fairly valid</td>
</tr>
<tr>
<td>21% - 40%</td>
<td>Not valid</td>
</tr>
<tr>
<td>0% - 20%</td>
<td>Invalid</td>
</tr>
</tbody>
</table>

Source: Akbar, (2013)

### RESULT AND DISCUSSION

Research and develop an enrichment book on the dynamics of river watershed life from an Islamic prophetic paradigm perspective using the ADDIE model. The results of product development are presented as follows:

#### Analyze

This process involves analysis of needs, student characteristics, teaching materials, and the school's curriculum. Using a questionnaire method, students' needs and interests were analyzed, revealing a specific desire to deepen their understanding of river basin dynamics, including topics such as the ecological importance of watersheds, strategies for managing erosion and sedimentation, and the impact of human activities on water quality (Rizal et al., 2022). The data collection results showed that the teaching materials used by students were only textbooks from school. As many as 66.6% of students needed help understanding learning well using these learning resources.

Students should memorize the Quran before learning activities begin. Students also have memorization activities at times scheduled by the dormitory administrators in the dormitory, so the Quran dominates student activities. The dormitory administrators set a student rule that does not allow students to operate gadgets so that students can concentrate fully on memorizing the Quran. The obligation to memorize the Quran and engage in activities such as Quranic interpretation lessons has not only fostered a widespread interest in Quranic learning among students but also presents an opportunity to leverage this enthusiasm to bolster educational outcomes across various subjects, integrating Quranic principles with academic learning to enrich students' overall educational experience. Reflecting on these circumstances, all students expressed a need for supplementary printed learning materials that are more relevant, indicating resources that closely align with their daily lives, incorporate Islamic teachings, and specifically address the local environmental and societal issues they encounter.

In the analysis of teaching materials, the investigation commenced by cataloging the resources utilized by the school, focusing on criteria such as their alignment with curriculum objectives, incorporation of local and Islamic perspectives, and adequacy in covering the essential competencies required for comprehensive understanding of the subject matter. SMA Muhammadiyah 1 Bojonegoro uses the Social Sciences Package Book by Sari Oktaviana et al., published by Pusurbuk Kemdikbud. Researchers observed that the book addressed river watershed topics in a manner that was both brief and general, specifically noting a lack of depth in areas such as the ecological significance of watersheds, detailed processes of erosion and sedimentation, and the role of watersheds in local and global environmental health. Furthermore, the book was printed nationally, so the discussion of the material needs to be more contextual.
to students. As a religion-based school, students do not get religious values from these books. This circumstance creates a lack of student interest in studying the book.

Curriculum analysis was carried out by adapting the Learning Outcomes of the Muhammadiyah 1 Bojonegoro High School curriculum, namely the Kurikulum Merdeka. The products developed by researchers are designed to support the Kurikulum Merdeka. The Kurikulum Merdeka has a fun learning orientation for students and teachers (Marlina & Soleha, 2023) so that the product can contribute to teaching resources for students at SMA Muhammadiyah 1 Bojonegoro.

**Design**

The design process is determined based on the analysis process data. The researcher concluded that students need an enrichment book on the dynamics of river-watershed life from an Islamic prophetic paradigm perspective. Enrichment books are provided in print format to comply with dormitory regulations prohibiting the use of electronic devices, offering the advantages of enhancing learning engagement through tangible interaction and reducing screen time. However, this format poses challenges in updating content swiftly and limits opportunities for interactive learning experiences that digital platforms can facilitate, such as real-time updates and multimedia resources. The book contains a cover, foreword, table of contents, list of images, list of tables, instructions for using the book, contents, bibliography and author biography.

The contents are divided into four chapters, namely introduction, river morphology, erosion and sedimentation, and the harmony of the dynamics of life in river basins from the perspective of the Islamic Prophetic Paradigm. The introductory chapter contains an explanation of the Islamic Prophetic Paradigm in general. The river morphology chapter includes explanations of phenomena that occur naturally in rivers. The chapter dedicated to erosion and sedimentation delves into these natural processes and outlines control strategies, emphasizing innovative and culturally specific approaches. For instance, it introduces traditional land management practices inspired by Islamic stewardship principles, alongside modern conservation techniques, to illustrate a comprehensive range of solutions for mitigating these environmental challenges. Finally, the chapter on harmony in the dynamics of life in river basins from the Islamic Prophetic Paradigm perspective explains a Muslim's efforts to achieve harmony using the Islamic Prophetic Paradigm.

**Development (Development Process)**

The development phase capitalized on insights from the analysis and design stages, meticulously tailoring the enrichment book's content and structural layout to directly align with the identified educational needs and preferences of the students, ensuring relevance and engagement. This state ensures that the developed products suit the students' conditions. Products that have been developed can be accessed via the following link: http://bit.ly/DASProfetik. The product was developed according to the initial design with two parts: the initial and the content parts.

The enrichment book that has been developed is validated by material experts, Quran experts and language experts. The selected validators have qualifications and work as lecturers at the State University of Malang. Validation is carried out before the product is tested on students. Validation involved each expert completing a detailed questionnaire after examining the product prototype,
fitria & fajrilia focusing on critical aspects such as the accuracy of the content, its pedagogical value, the effective integration of the Islamic Prophetic Paradigm, and the clarity and appropriateness of the language used. Validation results can indicate whether product quality elements have been achieved or not.

Language validators assess that the product uses simple and easy-to-understand language. Some suggestions that need to be revised lie in the choice of words that do not match the student’s abilities, typos, and sentence construction errors.

The Quran Validator validates that the product uses the Islamic Prophetic Paradigm. The use of verses needs to be added to several discussions. Additional interpretations are also needed to strengthen the elements of the Islamic Prophetic Paradigm.

Material validators ensure that the product has adapted Geography Learning Outcomes, uses contextual, actual examples, and is close to students. The validator recommended the elimination of certain sections deemed unnecessary for student learning, specifying that topics requiring advanced understanding beyond the curriculum scope, such as in-depth technical descriptions of watershed management techniques not applicable to their immediate environment, should be condensed or removed to streamline the content for clarity and relevance. The validator also suggested that the interpretation discussion be supplemented with scientific studies to support the explanation.

Recommendations and insights provided by the validators are meticulously analyzed and incorporated into the enhancement process of the enrichment book. This involves a detailed examination of each suggestion to determine its applicability and potential impact on the product’s quality. Subsequently, modifications are systematically implemented, encompassing content updates, structural adjustments, and language refinements, to ensure the book aligns more closely with educational objectives, pedagogical standards, and the targeted learning outcomes. This iterative process of feedback integration signifies a critical phase in the development cycle, aimed at elevating the educational value and effectiveness of the resource in fostering a deeper understanding of river watershed dynamics from an Islamic Prophetic Paradigm perspective. Product trials can be conducted on students once the product meets the recommendations and input. Completing the validation process indicates that the product is valid and ready to be tested on students.

Implementation

The implementation phase involved conducting product trials to assess usability and engagement, deliberately omitting effectiveness testing at this stage. This decision was based on focusing initially on the immediate interaction of students with the material, with plans to evaluate the product’s impact on learning outcomes in a subsequent phase, thereby ensuring a foundational understanding of its practical application before assessing its educational effectiveness. Implementation on students is carried out to determine the level of product readability. The test subjects were SMA Muhammadiyah 1 Bojonegoro class XI students who lived in the Muhammadiyah Orphanage. The subjects were chosen because they have homogeneity in conditions, daily activities, and environment, so researchers can quickly implement them outside class hours. This condition reflects the design of enrichment books to facilitate learning beyond the classroom, incorporating self-guided exercises, project-based learning opportunities, and comprehensive review sections. These features are intended
to reinforce and extend students' knowledge independently, aligning with the goal of promoting continuous learning and application of concepts in various contexts outside of formal school hours. The results of the student trials are presented in Table 3.

**Table 3. Test results**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Rated Aspect</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>Instructions for product use have been provided clearly</td>
<td>92.3</td>
</tr>
<tr>
<td></td>
<td>Product displays increase interest in using the product</td>
<td>93.8</td>
</tr>
<tr>
<td></td>
<td>The appearance of the cover encourages interest in using the product</td>
<td>92.3</td>
</tr>
<tr>
<td></td>
<td>The topic of discussion/book title attracts attention to learn more</td>
<td>93.8</td>
</tr>
<tr>
<td></td>
<td>The display of image objects, maps and graphs is proportional</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>The font size in the supplement book is straightforward to read</td>
<td>98.5</td>
</tr>
<tr>
<td>Language</td>
<td>The use of language and instructions in the book is simple, communicative and easy to understand</td>
<td>95.4</td>
</tr>
<tr>
<td>Material</td>
<td>The material presented is by essential competencies and learning objectives.</td>
<td>95.4</td>
</tr>
<tr>
<td></td>
<td>The systematic presentation of material makes learning easier</td>
<td>95.4</td>
</tr>
<tr>
<td>Quran</td>
<td>The book encourages students to increase their interest in studying the Quran</td>
<td>98.4</td>
</tr>
<tr>
<td>Rate</td>
<td>95.5</td>
<td></td>
</tr>
</tbody>
</table>

The test results show that the product meets students' needs and meets the product quality elements. Based on the percentage analysis criteria table, the average test results with a value of 95.5% are in the 'very valid' category and suitable for use.

**Product Revision**

Products that have been validated and advised by experts are then made improvements. These improvements were made until they were based on the suggestions and input for the book. Product revisions are described as follows:

1. **Material expert**

   Material experts provided several suggestions for reducing material in Chapter III and adding material to Chapter IV. The material was reduced because students did not need detailed knowledge about land analysis in detail. In Chapter IV, additional content was introduced to deeply engage students with the Islamic Prophetic Paradigm, including topics on ethical environmental stewardship, sustainable living practices as guided by Islamic teachings, and the role of Muslims in conserving natural resources. These topics were chosen to enrich students' learning experience by providing practical applications of Islamic principles in addressing contemporary environmental challenges, thereby fostering a sense of responsibility and empowerment in contributing to sustainable watershed management.

2. **Qur'an expert**

   After validation, Qur'an experts provide suggestions for the research product by adding relevant verses and interpretations in Chapter IV. The addition of verses and interpretations to the product is described in table 4 below:
Table 4. List of verses and interpretations that have been added

<table>
<thead>
<tr>
<th>Subchapter Title</th>
<th>Sentence</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspects of River Watershed Geography in the Prophetic Paradigm</td>
<td>QS An-Naba’ (78): 13</td>
<td>Ibn Katsir and Quraish Shihab</td>
</tr>
<tr>
<td></td>
<td>QS Al-Hijr (15): 22</td>
<td>Indonesian Ministry of Religion and Quraish Shihab</td>
</tr>
<tr>
<td></td>
<td>QS An–Nur (24): 43</td>
<td>Indonesian Ministry of Religion</td>
</tr>
<tr>
<td></td>
<td>QS Az–Zumar (39): 21</td>
<td>Indonesian Ministry of Religion and Ibn Katsir</td>
</tr>
<tr>
<td></td>
<td>QS Al–Mursalat (77): 25-27</td>
<td>Indonesian Ministry of Religion</td>
</tr>
<tr>
<td></td>
<td>QS Al–Waqiah (56): 68-70</td>
<td>Indonesian Ministry of Religion</td>
</tr>
<tr>
<td></td>
<td>QS Al–Anbiya’ (21): 30</td>
<td>Indonesian Ministry of Religion</td>
</tr>
<tr>
<td></td>
<td>QS Al–Anfaal (8): 11</td>
<td>Ibn Kathir</td>
</tr>
<tr>
<td></td>
<td>QS An–Nahl (16): 15</td>
<td>Ibn Kathir</td>
</tr>
<tr>
<td></td>
<td>QS Al–Ruum (30): 41</td>
<td>Ibn Kathir</td>
</tr>
<tr>
<td>Role of Muslims as Servants of God</td>
<td>QS Al–Hadid (57):22</td>
<td>Ibn Kathir</td>
</tr>
<tr>
<td></td>
<td>QS Al–Baqarah (2): 155</td>
<td>Ibn Kathir</td>
</tr>
<tr>
<td></td>
<td>QS Ar–Ra’d (13):</td>
<td>Ibn Kathir</td>
</tr>
</tbody>
</table>

3. Linguist

Linguist experts suggest improving several aspects, such as (1) selecting several words to suit students' comprehension abilities, (2) typos in several words, and errors in sentence construction.

The Enrichment Book on the Dynamics of Life in River Watersheds from an Islamic Prophetic Paradigm Perspective is an enrichment book designed to give students insight into River Watersheds and their management through the perspective of the Islamic Prophetic Paradigm. The product that has been developed consists of four chapters, namely introduction, river morphology, erosion and sedimentation, and the harmony of the dynamics of life in river basins from the perspective of the Islamic Prophetic Paradigm.

The introduction outlines how the Islamic Prophetic Paradigm uniquely interprets watershed dynamics, integrating ecological stewardship with spiritual insights. This approach offers a comprehensive perspective, blending scientific understanding with religious teachings to promote sustainable environmental practices and responsible resource use. This chapter has the premise that places always experience changes in meaning for their inhabitants, so behaviour and levels of concern for places will change as the meaning of a place increases or decreases. Furthermore, this chapter also introduces the Islamic prophetic paradigm to address the watershed phenomenon with an agenda of humanization, liberation and transcendence. This chapter contains the praxis of movements using the Islamic prophetic paradigm in general.

Chapter II delves into the specifics of river morphology, covering essential topics such as river shapes, flow characteristics, and sediment transport mechanisms. This section aims to provide a foundational understanding of the physical processes shaping river landscapes, emphasizing their ecological significance and implications for watershed management. This chapter describes river morphology and the threat of watershed disasters. Furthermore, it also explains how the community and the competent government can deal with disasters.

Chapter III explains the phenomena of erosion and sedimentation that naturally occur in watersheds, but the potential can also increase due to human activities. The premise of this chapter is that wise human actions can reduce
erosion and sedimentation in managing the environment. The chapter further elaborates on specific efforts and measures that can be undertaken to mitigate the potential for erosion and sedimentation. These include implementing sustainable agricultural practices, constructing soil stabilization structures, and promoting community-based watershed management initiatives. Each strategy is detailed in terms of its practical application and effectiveness in preserving soil integrity and preventing sediment overload in water bodies.

Chapter IV explains the harmony of the dynamics of life in river basins from the perspective of the Islamic Prophetic Paradigm. This chapter begins with an explanation of the geographic aspects of watersheds in terms of the Islamic prophetic paradigm, namely the explanation of hydrological phenomena in the Quran. The inclusion of a USGS hydrological cycle diagram, enhanced by translations and modifications, introduces a practical melding of scientific understanding with religious insights. These modifications augment the diagram's educational value by adding detailed explanations of related natural phenomena in a context that aligns with Islamic teachings. This approach not only aids in the comprehension of the hydrological cycle but also illustrates the harmony between scientific knowledge and religious wisdom, fostering a deeper, multidimensional learning experience. The following sub-chapter explains the principles of utilizing natural resources in Islam. This sub-chapter's discussion on redefining 'natural disasters' as simply 'disasters' emphasizes a shift in perspective towards recognizing human responsibility in disaster occurrence. By attributing disasters to human actions rather than solely natural influences, the narrative encourages a focus on prevention and mitigation through wise environmental stewardship. This reframing underlines the potential for human agency in reducing the frequency and severity of disasters, highlighting the importance of sustainable living practices and proactive management of the environment. The following sub-chapter explains the attitude of Muslims in facing disasters, namely acting as servants of Allah who accept Allah's decrees and as Khalifatullah fil Ardh, which seeks improvements to reduce the risk of disasters. To carry out the role of Khalifatullah fil Ardh, the dynamics of watershed management and the reconstruction of sustainable life in watersheds with natural solutions are also explained.

The product is printed in colour in A5 size (14.8 cm x 21 cm) using 120-gram art paper for the contents of the book and 260-gram art paper with type lamination in doff style. The book is 132 pages thick. The alphabet font uses Calibri (Body) type measuring 9pt, and the Arabic font uses Uthmanic Script Hafs Regular type measuring 10pt. After undergoing revisions, the alphabet font was changed to 11pt, and the background Arabic was changed to 14pt without changing the font type. The graphic design display for the book is attached as follows.
The Enrichment Book of the Dynamics Life in Watersheds from an Islamic Prophetic Paradigm Perspective has gone through the entire series of ADDIE models. The product is defined by three critical quality elements essential for achieving its educational goals: 1) Utilizing simple and easy-to-understand language is vital for ensuring accessibility and comprehension across diverse student backgrounds, facilitating deeper engagement with the material. 2) Integrating the Islamic Prophetic Paradigm with Geography Learning Achievements bridges the gap between religious teachings and scientific understanding, enriching students' educational experience by providing a holistic view of the world. 3) Incorporating examples of contextual, actual phenomena that are close to students' lives makes learning more relevant and applicable, encouraging students to connect theoretical knowledge with their immediate environment and experiences. The three quality elements were tested with validation from material, language, and Quran experts. The product is then implemented to determine the practical elements of quality for students.

The product aligns with the first quality element of utilizing simple and easy-to-understand language, crucial for adapting content to the reader's comprehension level. This deliberate choice in language use directly supports the product's educational objectives by facilitating clearer understanding and engagement, thereby enhancing the learning experience. It must be able to explain concepts or apply them with illustrations and examples relevant to the level of intelligence and age of students so that they can easily understand and imagine them (Kurniasari et al., 2014). This favorable outcome is evidenced by the
book's achievement of a 95.4% score in an evaluation focused on language clarity and the quality of instructions, based on a comprehensive assessment criteria. This high score reflects the book's effectiveness in using accessible language and providing clear, comprehensible instructions, criteria that are essential for enhancing the educational value and facilitating learner comprehension. Students assess that the book has a simple, communicative, and easy-to-understand language.

Feedback from language validators enhanced the assessment by providing precise corrections and recommendations on language use, ensuring the text's clarity, appropriateness for the target audience, and alignment with educational standards. Their input added significant value by refining the linguistic quality of the book, making it more accessible and engaging for students. The validator assesses that the language used is appropriate to the student's level of thinking and emotional development by giving a 'pretty good' rating.

Books that use good language comply with standard Indonesian language rules and do not use regional languages in their writing, so students from various regions can easily understand them (Jannah & Dwiningsih, 2013). Validators assess that the product uses simple, straightforward, communicative, and easy-to-understand language and uses effective sentence. The product achieves simplicity and effectiveness in its language use through meticulously structured sentences and the deliberate selection of vocabulary that enhances understanding. For example, complex geographical concepts are explained using everyday language, and Islamic teachings are presented in a manner that bridges scholarly insights with practical applications. This approach ensures that the material is both accessible and engaging, promoting a deeper comprehension among students. Furthermore, the product avoids using double-meaning words, uses polite language, and does not reduce educational values.

The process of changing system values, meanings and symbols in human life involves various aspects such as economics, religion, politics, agriculture, maritime affairs, finance, health, clothing, food, architecture, house planning, law, property rights, as well as independence in thinking or subjectivity. (Merry (2003), as quoted in Suryaman, (2020). In the process of broadening students' knowledge, the product meticulously incorporates religious aspects into the learning material. This integration is achieved by weaving Islamic teachings and principles directly into discussions of geographical phenomena, using examples from the Quran to illuminate concepts like the hydrological cycle or erosion. Such a holistic approach not only enriches the educational content but also ensures that students can see the connections between their faith and the scientific understanding of the world around them. The second quality element, 'use of the Islamic Prophetic Paradigm to adapt Geography Learning Achievements,' is already contained in the product. This state is proven by validation from material experts who state that the product has adapted geography learning outcomes. Products are prepared according to students' needs and accompanied by environmental praxis that can be implemented in daily activities. Complementing the statistical data, qualitative feedback from research subjects revealed that 95.4% find the product highly suitable for achieving learning outcomes, particularly appreciating its integration of Islamic perspectives with geographical concepts, which offers a unique and comprehensive learning experience. Specific aspects valued include the clear and engaging presentation of content, the relevance of examples to their daily lives and environmental concerns, and the effective use of language that makes complex ideas accessible and relatable.
Besides that, Quran experts also confirmed that elements of the Islamic Prophetic Paradigm were present in the product. Researchers have compiled a book that conveys the perspective of the Islamic Prophetic Paradigm along with relevant interpretations. This finding is underscored by 98.2% of test subjects concurring that the product significantly boosts their interest in studying the Quran. This heightened interest can be attributed to how the product skillfully intertwines Quranic teachings with geographical insights, presenting the material in a manner that resonates with students' curiosity and eagerness to explore the connections between their faith and the natural world.

Books printed nationally tend not to accommodate the local wisdom of the surrounding environment. This circumstance makes students less familiar with the surrounding environment because learning is separate from what students encounter in everyday life (Sulistyani & Deviana, 2019). Therefore, products that use examples close to students' lives are ideal for the learning process. The product meets the third quality element by integrating real-life examples and local case studies relevant to students' experiences, connecting Islamic environmental principles to everyday contexts. This approach enhances learning by making the content relatable and directly applicable to students' lives. Through the Enrichment Book on Watershed Dynamics from an Islamic Prophetic Paradigm Perspective, students can understand watershed material in more depth because it has been adapted to contextual, actual and close phenomena to students. 95.4% of test subjects agreed that the material presented was appropriate to learning outcomes. Additionally, the material's presentation—characterized by a well-organized structure, engaging visual aids like diagrams and maps, and interactive components designed for student participation—was cited by 95.4% of test subjects as significantly enhancing learning accessibility. These elements collectively contribute to the material's effectiveness, making complex concepts more understandable and engaging for students. This condition is reinforced by validation by material validators who assess the completeness of presentation, depth, breadth, up-to-dateness, and contextuality of the material with a grade of 'Good.'

The three quality elements that the product has fulfilled are indicators that the product can be used to increase students' enriching knowledge about the dynamics of river basins from the perspective of the Islamic Prophetic Paradigm.

**CONCLUSION**

Drawing from the findings of this research and development initiative, the researchers have crafted an innovative enrichment book titled Dynamics of River Watershed Life from an Islamic Prophetic Paradigm Perspective. This product stands out by seamlessly integrating Islamic religious principles with environmental science, offering a unique approach that enriches students' understanding of watershed dynamics through the lens of the Islamic Prophetic Paradigm, marking a distinctive contribution to educational resources. This product discusses watershed dynamics studied by class X students at the high school level. This product was created from the perspective of the Islamic Prophetic Paradigm with the premise that humanization, liberation and transcendence can create change in society (Kuntowijoyo, 2018). This subtlety aims to ensure that students can become one of the components of society that improves watershed quality. The use of the Islamic Prophetic Paradigm aims to adjust students' high interest in the Quran. In this way, students can learn from
the Quran and apply it to overcome natural and social problems (Kuntowijoyo, 2017).

Researchers validated the product with material expert validators, language experts, and Quran experts to determine its validity. Attamimi et al. (2021) revealed that this was done so that the product could be accounted for. The validation process, which is an assessment, is also considered by Arikunto (2008) as a measure of the success of a product. Furthermore, the validator can provide recommendations for improving the product before field trials are carried out so that the tested product is suitable for use. The validation results stated that most aspects were good, with several improvements, such as typos, errors in conjunctions, and additional interpretations.

The test subjects expressed overwhelmingly positive feedback on the developed product, particularly highlighting its engaging content, the clarity of its language, and the relevance of the Islamic Prophetic Paradigm in contextualizing watershed dynamics. These aspects were notably appreciated for enhancing their understanding and fostering a deeper connection with the subject matter. Based on the questionnaire results, the test results were 95.5%. These results mean that the product that has been developed is very valid and suitable for class X students at SMA Muhammadiyah 1 Bojonegoro.

The product meets the three quality elements: 1) uses simple and easy-to-understand language, 2) uses the Islamic Prophetic Paradigm to adapt Geography Learning Achievements, and 3) uses examples of contextual, actual phenomena close to students. The researcher's recommendation for product improvement is that developers can then package the product into a digital product that more students can access. Conversion of the product into audio form is also highly recommended so that the product is more inclusive for users with visual disabilities. Developers can also deepen the material more specifically to enrich students' insight.

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