



THE EFFECTIVENESS OF ISLAMIC CHARACTERS BY APPROACHING CONSTRUCTIVISM IN READING UNDERSTANDING ABILITY

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Abstract: The purpose of the study of the effectiveness of Islamic character teaching materials with constructivism approach in learning to read comprehension to describe the profile and feasibility of Islamic character teaching materials with constructivism approach in learning to read comprehension ability in seventh grade of secondary school student, the category of pretest and post-test reading comprehension of seventh grade students of Darul Hikmah Pekanbaru, and the effectiveness of the application of Islamic teaching materials with constructivism approach in reading comprehension ability in seventh grade of secondary school student. This study was carried out because of the lack of reading material teaching character of Islamic constructivism approach in reading comprehension ability in seventh grade of secondary school student. This study uses an experimental method that uses 2 treatment groups without a control class. To collect the reading comprehension data the test instrument was used while the data on the feasibility of teaching materials was used a non-test instrument. Analysis of the profile data and the feasibility of teaching materials using thematic analysis and data analysis of reading ability and effectiveness of teaching materials using parametric inferential statistical analysis namely one sample t test and paired sample t test. The conclusion of this research are profiles of Islamic teaching materials with constructivism approach are given a provocative title. It contains 35 pages of A4 size, size 11, time new romance, automatic spacing. The subject matter is arranged systematically following the Needham phase in the constructivism approach. Instructional materials with Islamic character with constructivism approach are feasible. The pretest reading comprehension ability is a low category. But the post-test reading comprehension ability is a high category that originates from learning made from Islamic character with constructivism approach. Islamic character teaching material based on constructivism approach is declared effective for reading comprehension ability..

Keywords: teaching materials, islamic character, constructivism approach, reading comprehension ability

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INTRODUCTION

Learning to read comprehension is very urgent in the context of obtaining information from written sources for high class students including SMP/MTs students. Through well packaged learning, it is believed that students can easily receive information from reading. An important component of the success of teaching learning activities in reading comprehension is the availability of teaching material which is relatively instant for students and teachers. Instant teaching material should not only contain language material about reading, but must also contain character education. In other words, teaching materials not only contain linguistic aspects but also must integrate with character education. Character education is believed to be most appropriate is the character that refers to Islamic teachings such as the story contained in the Quran and haditz. Syihabuddin (2014:40-41) suggests that the urgency of the story (Islamic text) appears due to three things. First, the story is one of the techniques of Islamic education so that the holy Quran conveys messages through stories. Likewise, the sunnah of Rasulullah SAW contained many stories told by the Prophet to his companions in order to strengthen the listeners' understanding and give a deep impression on their souls. Second, the story influences the human soul so as to form in him a tendency towards someone or towards certain behaviors. In turn he will imitate the personality and behavior of the character. Through involvement in the behavioral feelings of the character and the events they experience, the reader or listener is absorbed in the emotions of the characters so that he hates or likes what the character says. Third, the story builds the reader or listener into the events experienced by the character so that he dissolves into the psychological atmosphere of the character, then a strong desire to read or listen to the next event without feeling bored.

Teaching material is the most strategic component among many components of learning tools. Without materials, method components and supporting media cannot be used. Through teaching materials, students find it easy to achieve learning goals through the description of material contained in teaching materials. Moreover, teachers can carry out learning well if teaching materials are available in line with indicators of some basic competencies. Akbar said that teaching materials are a standard reference for teachers (Akbar, 2003:33). Teachers who have good teaching and learning strategies become void if both teachers and students do not have proper teaching materials.

Everyone's writing is indeed not perfect. That is the nature of humans as weak creatures created by Allah the Exalted. This condition also occurs in every writer of teaching materials, especially if he is in the form of books in units of years (2 semesters). Because the publisher considers the economic aspect, teaching material is contained in a limited page. This conditions make the usual teaching material content incomplete. Incompleteness results in no depth. That is, there is competency and/or something that must be competency is not served in teaching materials. In addition, due to the author's professional competence, some of the contents of teaching materials do not meet objective requirements (Razak, 2018:22; Muqodas et al. 2017:107).

Good teaching materials must meet the eligibility requirements. Muslich (2017:291) and the team at BSNP through Permediknas No. 19/2005 Article 43 Paragraph (5) states that teaching materials must meet the requirements for content eligibility, appropriateness of presentation, appropriateness of language, and feasibility of graphics. Razak details the subindicators per indicator of eligibility for the following teaching materials (Razak, 2018:75-80):

1. content eligibility: a) objectivity; b) relevance to the learning objectives; c) adequacy; d) depth; e) attractiveness; f) the level of critical thinking; g) interrelationship between components of content; h) ideology; i) question/practice accuracy; j) the value of worship.
2. the feasibility of presenting: a) systematic; b) instructions for use; c) basic competency/learning objectives; d) pictures and tables; e) preface; f) table of contents; g) summary; h) index list.
3. language worthiness: a) legibility; b) paragraphs; c) language aesthetics.
4. the feasibility of graphics: a) the size and quality of work; b) layout; c) font and font size; d) column size; e) cover design aesthetics; f) volume quality.

Good teaching materials contain strategies (methods, techniques, approaches, and other activities that are meaningful). This strategy guides the teacher to guide students when using the book both in the teaching-learning process in the classroom and for the benefit of assignments outside the classroom. Akbar (2014:45) mention the constructivism approach is believed to be suitable for learning to read comprehension. Needham in Mahamod (2024:159-160) states that there are 5 phases in constructivist learning. The intended phases: orientation, idea generation, idea reconstruction, application of ideas, and reflection.

The constructivism approach is one of the elements that has been developed in many countries in their curriculum, so that their education systems also change. This is because of its suitability with this modern era which requires the generation to be more flexible, capable, and adept at adjusting to current conditions (Lee & Hannafin, 2017 in Kasim, 2017:25).

Constructivism learning is characterized by student-centered learning. Meaning, students play a very important role in the learning process and they are encouraged to actively involve themselves in every learning activity in the classroom (Mahamod, 2014:166-167; Matanluk et al, 2013:608). Tomlinson (2011) in Mediyawati (2019: 79) says the importance of involving students for their own learning interests.

The constructivism approach views students as individuals who already have initial abilities before learning something. That initial ability will be the basis for constructing new knowledge. Therefore, although the initial ability is still very simple or not in accordance with the teacher's opinion, it should be accepted and used as a basis for learning and guidance (Budiningsih, 2005:59).

The constructivism approach in teaching materials characterized by Islam is constructivism in the 5 phase model of Needham. The five phases of the constructivism approach (Needham in Mahamod, 2014:159-160):

- 1) The Orientation Phase ie the teacher raises students' interest and attention before the core learning begins; for example the teacher shows pictures or shows a video about an event to deliver students in constructivism learning atmosphere.
- 2) The Idea Phase: the teacher focuses the student on exchanging opinions to review existing ideas about the topic so students are aware of previous ideas.
- 3) Reconstruction Phase The idea that the teacher designs certain activities to help students change the original idea so that the change can reach the truth. The teacher can change ideas so that they lead to scientific ideas.
- 4) Application Phase The idea that the teacher directs students to apply the new ideas in various problems.
- 5) The Reflection Phase, the teacher directs students to compare new ideas with ideas they have had before and reflect back on the learning process that causes changes or strengthening new schemata.

Teaching material also includes supporting media. The media in question is a mock image of an object. He is a picture of a balloon that is useful as a medium for the parable of reading comprehension material with the other that is a balloon. Submitting ideas in learning by giving a parable or example through the media is an activity to follow the Quran and hadith. The parable meant includes:

1. Say (Muhammad), "If the sea were used as ink to write the sentences of my Lord, then the sea water would have been finished before writing the sentences of my Lord even though it was brought back that much (QS al-Kahfi, 18:109 in Katsir, 2008a:305).
2. Surely the life of this world is only a joke and a game. Indeed, the hereafter is the real life (Surah al-Ankabut, 29: 64 in Katsir, 2008b:346).
3. The Prophet Muhammad SAW drew a rectangle, then drew a long line in the middle of the rectangle and exited beyond the boundary of the square. Then he also drew small lines inside the square, beside it: (the square the Prophet described). After that, he said: "This is a human being and (square) this is death that surrounds it, and the outline (length) that comes out is his goal. These small lines are the barriers. If not (stuck) with this (line), then hit this (line). If it doesn't hit that line, then the next line. If it is not about all (the barrier), then he will definitely be affected by the absence (HR Bukhari in Wahidin & Syaefuddin, 2018:55).

METHOD

This research is using experimental method. This method is in line with the objectives to be achieved namely presenting reading comprehension teaching materials for basic competencies in finding detailed and universal aspects in one paragraph factual text.

The study population was students of class VII-A6 and class VII-B1 MTs Darul Hikmah Pekanbaru in the academic year 2018-2019. The sample was chosen randomly following the Slavin principle in Setiawan (2007:6) namely: $n = N / (1 + N(e^2))$ ie 31. This number is divided from 16 members of class VII-A6 samples and 15 members of class VII-B1 samples.

Several data collection techniques are used. First, a questionnaire for the ekspet team about product design. The questionnaire was arranged referring to the formulation of the design of teaching materials. He is closed because it uses a simplified scale Likert scale 4 (Budiaji, 2013:129). In addition, a

questionnaire about the text of the text was also given to the expert team. This questionnaire serves as a triangulation of the steps in the preparation of the text text to meet the requirements of content validity (Razak 2018:191). Scale 4 data were analyzed using the mode approach. That is, the scale of each instrument is determined by taking the largest scale among the 3 personnel in the team of experts. Second, the test technique. The test is used to determine the level of readability of the text that will be included in the text of the teaching material. The type of test chosen is the klotz test. Razak (2018: 131) states that the text of the text has an accuracy level to determine the level of readability. The components referred to are instructions for the use of teaching materials, designate 1.1, designate 1.3, designate 1.4, and designate 2.2. The klotz text data (Razak, 2018:196) are analyzed by giving a score of 1 for each correct score for each assignment word and a score of 3 for each verb, adjective, and noun. The number of correct scores divided by the total score multiplied by 100 results in percent of the text. Text is said to have high legibility if the price is at least 60.00 percent.

The data of teaching material profile with Islamic character closely related to constructivism in learning to read comprehension analyzed thematically. Data on the feasibility of teaching materials with Islamic character with constructivism approach were analyzed using a Likert scale.

The initial ability data and the final reading comprehension ability were analyzed using parametric inferential statistics. In line with the problem, the statistical procedure used is the one sample t test.

Paired sample t-test procedures are used to answer the problem of the effectiveness of the application of teaching materials in learning. The criterion is, if the paired data t test is significant, it means that the application of teaching material with Islamic character with constructivism approach is not effective in reading comprehension learning; or vice versa.

METHODOLOGY

Extreme case sampling was used as a participant is a student who has the required status or experience and shows extreme characteristic (Creswell, 2012). As regards to that characteristics, the participant was selected since he is a university student who has passed the senior high school. It means that he can respond to this study and also he has the advantage to receive in-depth and rich information.

To discover findings for this study, a case study is an appropriate design to looking for. The design, however, will use term instrumental case study regarding John W. Creswell. Creswell said that instrumental case study is a design which is conducted by the researcher with a specific issue (Creswell, 2012). This study has a specific issue in which the researcher will examine the exploration of career crystallization.

Based on the research question, semi-structured interview protocols was developed to gain information from the participant to know the career crystallization. The interview was done by up close and personal in one of fast food restaurant in Kuala Lumpur. The purpose of the study and the interview was explained to the participant so he was able to participate voluntarily. In this study, one researcher was involved in the interview session as well as in the data analysis.

Before collecting data, the researcher has prepared an interview guideline and it was done in a semi-structured interview with the participant's consent. The interview roughly took around 45 minutes and it has been recorded. Additionally, the voice recording was interpreted and analyzed.

FINDINGS AND DISCUSSIONS

A. Findings

Profile of Islamic Character Teaching Materials Concerning Constructivism

This research explores the teaching material profiles of Islamic character with constructivism approach for reading comprehension learning. This product is 35 pages in A4 size, times new roman, size 11, automatic spacing. It was given the title *Confirming the Path to Heaven: Instructional Reading Materials with Constructivism Approach for Seventh Class in Secondary Sechool.*

The initial structure of teaching material with Islamic character approached constructivism totaling 5 pages. It includes: 1) title page; 2) basic competency pages and learning objectives; 3) introductory page; 4) contents page; 5) instructions for using instructional materials.

The structure of the content of teaching materials with Islamic character is approached by constructivism, the first competency contains detailed material about the main ideas and supporting ideas of a factual paragraph on page 9 s.d. 23. The second competency contains universal material about conclusions and messages on pages 24 to 34.

The Orientation Phase for First Competency

This phase is divided into 3 types of orientation. The first type of orientation contained a strange test of options regarding Islam. Through these 4 strange options, students are asked to choose one of 4 options accompanied by reasons. Each number has the potential to have more than one answer for its own reason. The one of the 16 practice sample numbers listed on page 6 are (a) study hard; (b) religious; (c) likes to lie and (d) devout worship.

The second type of orientation contains 4 images based on Islamic characters. The pictures include: 1) drawing of an Integrated Islamic Elementary School building; 2) mosque image; 3) picture of date palm fruit bunches; 4) picture of a fruitful grape plant. Type spread on one page, namely page 7.

The third type of orientation contains 6 questions. Each question contains 6 Islamic words or groups. Students are trained to sort words in each number so that they form a deductive and inductive sequence. This orientation is as preparation for entering the phase of reconstructing ideas about paragraph types..

Generation of Idea's Phase for First Competency

This phase contains practice questions in the form of objective tests 4 options from 3 unit tests. The test is based on a short text of Islamic character that is relatively short in size containing detailed questions posted on pages 9 to 10. The following is only shown Readings 3 without question.

Reading 3

Surah al-Kahf contains 4 main stories. First, the story of a devout young man hiding in a cave. Second, the stories of successful wine growers who differ in faith. Third, the story of the Prophet Musa and Khidr. Fourth, the story of King Zulkarnain when dealing with Yakjuj and Makjuj (Adapted from Katsir, 2008a)..

Reconstruction of Idea's Phase for First Competency

The third phase contains teaching instructions about detailed indicators in reading comprehension. There are 4 types of teaching tips namely: 1) the meaning of the main ideas and supporting ideas; 2) the nature of the number of sentences; 3) the meaning and type of paragraphs; 4) similitude of the blimp. Each teaching guide is provided with a space to rewrite teaching instructions

which aims to ensure that students do read the teaching instructions. Each teaching instruction is provided with a training room in the form of objective questions about Islamic texts. The end of this phase is the summary item which also has space to copy the contents of the summary again. This phase is on page 11 to 17. The following are only presented point of reference 1.1 and 1.4.

Point of Reference 1.1: Meaning of Main and Supporting Ideas

These is an idea. It is the same as thoughts or ideas. It is abstract because it cannot be seen. It came from a member of the human body that is the heart or brain. It can be expressed by singing both verbally and in writing. Ideas can also be expressed by other works or behaviors such as walking, scraping, and thinking.

Point of Reference 1.4: Parable of a Balloon

The similitude of ideas and sentences is blimps. The thing that seems real (concrete) on the blimp is a material made of thin rubber. Invisible (abstract) objects are air inside the balloon. That is, the volume of air in the balloon that fills the entire balloon chamber cannot be seen at all. The exact condition is an air balloon filled with air. Neither does the volume of air inside the balloon exceed so that it is outside the balloon. That is, the air outside the balloon is not a balloon air (Razak, 2018).

Balloon A has less air volume than the other 2 balloons. He is like a basic sentence because it contains a few (more general) ideas. Balloon B has moderate volume of air compared to 2 other balloons. He is like a sentence that is more detailed than balloon A. Balloon C has more air volume than the other 2 balloons. He is like having a more detailed idea.

What is the sentence sign? Capital letters in the beginning. At the end is a dot, an exclamation point, or a question mark. What is the sign of sentence ideas? at the beginning of a small capitalized sentence. At the end of a sentence without using period punctuation, exclamation points, or question marks.

Application of Idea's Phase for First Competency

The application's idea phase contains the practice of learning activities that are sourced from teaching instructions about the detailed aspects. That is why, in

this phase only contains 12 practice questions item that come from 2 relatively short-sized Islamic texts. This phase is located on pages 18 and 19.

Reflection Phase for First Competency

In line with its name, the reflection phase contains a review of students' initial knowledge of the detailed aspects that they respond to in the orientation phase and the phase of idea generation with the reconstruction phase of ideas and the application phase of ideas. Contemplation gave birth to 3 alternatives. First, the activities of orientation and idea generation are the same as those that were taught in the idea reconstruction phase and in the application phase of ideas. Secondly, orientation activities and idea generation do not refer to teaching in the idea reconstruction phase and in the application phase of the idea, meaning that students misunderstand the detailed idea. Third, the orientation and idea-building activities strengthen by pointing to teaching in the idea reconstruction phase and in the application phase of ideas.

The reflection activities are on pages 20 and 21. They are presented in the form of questions about the detailed aspects with the right and wrong options both in the orientation and idea phase as well as in the idea reconstruction phase and the idea application phase.

At the end of this phase, on pages 22 and 23, a concluding exercise is given, entitled Competency Test I. The exercise contains 2 Islamic-related readings. The first reading about the law of unclean dress and the second reading about monotheism is the story of Abu Lahab who is respected in his people, but humiliated by Allah the Exalted because for all his life he was preached as a dweller of hell by Allah Taala. Each reading contains 6 objective questions with 4 answer options.

Feasibility of Islamic Character Teaching Materials

Islamic teaching materials with constructivism approach have a high feasibility for each indicator according to the results of the expert team's weighing. The indicators in question are the appropriateness of content, appropriateness of presentation, appropriateness of language, and appropriateness of graphics

The Pretest Result of Reading Comprehension Ability Categories

The test results showed that the average score of the student’s reading comprehension ability was 7.968 as presented in the following table 1.

Table 1. The pretest reading comprehension ability of the seventh year students of Darul Hikmah Pekanbaru Secondary School

N	Score	Frequency	Percentage (%)	Average	Standard Dev.
31	4	2	6,45	7,968	2,359
	5	3	9,68		
	6	4	12,90		
	7	4	12,90		
	8	6	19,35		
	9	5	16,13		
	10	2	6,45		
	11	2	6,45		
	12	2	6,45		
	13	1	3,23		

Table 1 shows that the lowest score is 4 with the frequency of 2 (6,45 %), score 5 with the frequency of 3 (9,68 %), score 6 with the frequency of 4 (12,90 %), score 7 with the frequency of 4 (12,90 %), score 8 with the frequency of 6 (19,35 %), score 9 with the frequency of 5 (16,13 %), score 8 (the highest score) with the frequency of 6 (16,13 %), score is 10 with the frequency of 2 (6,45 %), score is 11 with the frequency of 2 (6,45 %), and score is 13 with the frequency of 1 (3,23 %), The average score is 7,968 and the standard deviation is 2,359.

Figure 1 shows that the value of significance of SPSS one sample t test which for -0,076 is sig. = 0.940 for maximum score is 8. It mean that sig. = 0.940 > 0.05. Therefore, Ho is accepted which is categorized into low. It means that the pretest reading comprehension ability of the the seventh year students of Darul Hikmah Pekanbaru Secondary School is in a low category.

One-Sample Statistics					
	N	Mean	Std. Deviation	Std. Error Mean	
pretest_reading_comprehension_ability	31	7,9677	2,35915	,42372	

One-Sample Test					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
					Lower Upper
pretest_reading_comprehension_ability	-.076	30	,940	-.03226	-.8976 ,8331

Figure 1: The SPSS of one sample t test for the pretest reading comprehension ability

The Posttest Result of Reading Comprehension Ability Categories

The posttest results showed that the average score of the student’s reading comprehension ability was 7.968 as presented in the following table.

Table 2. The posttest reading comprehension ability of the seventh year students of Darul Hikmah Pekanbaru Secondary School

N	Score	Frequency	Percentage (%)	Average	Standard Dev.
31	13	2	6,45	16,161	1,594
	14	3	9,68		
	15	4	12,90		
	16	4	12,90		
	17	6	19,35		
	18	5	16,13		
	19	2	6,45		

Table 2 shows that the lowest score is 13 with the frequency of 2 (6,45 %), score 14 with the frequency of 3 (9,68 %), score 15 with the frequency of 4 (12,90 %), score 16 with the frequency of 4 (12,90 %), score 17 (the highest score) with the frequency of 6 (19,35 %), score 18 with the frequency of 5 (16,13 %), and score 19 with the frequency of 2 (6,45 %). The average score is 16,161 and the standard deviation is 1,594.

Figure 2 shows that the value of significance of SPSS one sample t test which int 0,563 is sig. = 0.577 for minimum score is 16. It mean that sig. = 0.577 > 0.05. Therefore, Ho is accepted which is categorized into high. It means that the post-test reading comprehension ability of the the seventh year students of Darul Hikmah Pekanbaru Secondary School is in a high category.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
posttest_reading_comprehension_ability	31	16,1613	1,59367	,28623

One-Sample Test						
Test Value = 16						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
posttest_reading_comprehension_ability	,563	30	,577	,16129	-,4233	,7459

Figure 2. The SPSS of one sample t test for the post-test reading comprehension ability

Effectiveness of Islamic Character Teaching Materials

At the beginning of the experiment data collection was conducted to obtain data on the ability to read comprehension early. After that, an experiment was

carried out using 2 x 2 x 40 minutes constructive Islamic teaching materials. At the end of the last meeting, a formative test was conducted to obtain data on the final reading comprehension ability.

The two data groups above are compared using the parametric inferential statistical analysis procedure, ie paired sample t test. The results of this test are used to determine the effectiveness of instructional materials characterized by Islamic constructivism in learning to read comprehension. The criteria, if the value is significant > 0.05, then the teaching material is declared effective and vice versa.

The results of the calculation concluded that Islamic teaching materials with constructivism approach were effectively implemented in the teaching of reading comprehension ability of the the seventh year students of Darul Hikmah Pekanbaru Secondary School. It is shown that the significant t value is 0,000 < 0.05; Ho is rejected. Thus, the mean pretest reading comprehension ability of 7.9677 is very different from the mean post-test reading comprehension ability of 16.1613. So it was decided that teaching material with Islamic character with constructivism approach was effectively applied in reading comprehension ability.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	posttest_reading_comprehension_ability	16,1613	31	1,59367	,28623
	pretest_reading_comprehension_ability	7,9677	31	2,35915	,42372

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	posttest_reading_comprehension_ability - pretest_reading_comprehension_ability	8,19355	1,75915	,31595	7,54829 8,83881	25,933	30	,000

Figure 3. The SPSS of paired sample t test for the post-test and pretest reading comprehension ability

B. Discussion

The first impression of this material lies in the title which has ethical and Islamic aesthetic values. First, in terms of ethics, the title Strengthens the Path to Heaven: Constructivism Approachable Teaching Materials in Reading Comprehension Ability is provocative. In literary terms, the title must have a provocative nature, that is the title that is able to inspire the reader to immediately find out the contents. Second, in terms of language aesthetics,

this title is rich in rhymes, namely: 1) [m] totaling 7 ie in words affirming, heading, reading, understanding; 2) [e] totaling 9; 3) [n] totaling 9; 4) [g] totaling 2; [u] totaling 9; 5) [h] totaling 4; 6) [k] totaling 5; 7) [a] totaling 14; 8) [j] totaling 4; 9) [l] totaling 2; 10) [s] totaling 7; 11) [r] totaling 4; 12) [b] totaling 4; 13) [p] number 2; 14) [t] totaling 5; 15) [i] number 3. Strictly speaking, the title has 15 rhymes. There are 94 sounds. There are only 2 non-rhyming sounds, namely [c] and [v].

In each phase of idea generation, students are given the freedom to answer multiple choice tests. The answers are written directly in the text of each teaching material. However, for each choice, the teacher asks students to convey their reasons verbally. It is believed that the teacher is not justified in justifying each student's response, making most students actively involved in the question and answer.

In the reconstruction phase of an idea, students are first asked to copy in the space provided with a teaching demonstration description. This description is very important because it contains knowledge about reading comprehension. This item is the heart of teaching material. For the initial product, there is no copying activity about teaching instructions. The emergence of this activity in the revised product was due to limited scale learning conditions. When arriving in the reconstruction phase, a student asks about the meaning of ideas or ideas. The material for this question is actually on the teaching material page that he is currently dealing with. It is believed he immediately worked on the problem, without reading the teaching instructions, then the question arose. The teacher does not answer the question directly, except for asking him to read the teaching of the main ideas and supporting ideas by having him copy the teaching paragraphs in the margins of the teaching material. He shook his head when the teacher offered an explanation of ideas when he was ready to copy.

The term scaffolding or scaffolding in the constructivism approach is the reconstruction phase of ideas. The teacher acts as a provider of assistance to students when experiencing difficulties to find new schemata. In other words, each student's opinion in the previous phase was answered in the reconstruction phase of this idea. This phase can also be repeated in the next 2 phases namely the application phase of ideas and reflection.

The low category of the reading comprehension ability can indeed be expected. This is on a macro scale, the reading literacy of students (aged 15 years) issued by PISA is indeed low. Micro, like the results of research

conducted by Auzar (2017:156), and Khasanah & Cahyani (2016: 166), this study also found students' initial reading abilities were very low.

The high category of the reading comprehension ability is indeed in line with the hypothesis. The formulation of this hypothesis is based on a strong assumption that is Islamic teaching material and contains a learning approach that favors students, namely the constructivism approach. In addition, the teaching material with Islamic character also has a partiality to the character of students who are still in the age of children through supporting media namely air balloons. This media is able to turn on the atmosphere of the classroom initially relatively focused on reading comprehension material that is relatively difficult.

CONCLUSION AND RECOMMENDATION

First, the profiles of Islamic teaching materials with constructivism approach are given a provocative title. It contains 35 pages of A4 size, size 11, time new romance, automatic spacing. The subject matter is arranged systematically following the Needham phase in the constructivism approach. It was also enriched by supporting media, namely air balloon for abstract meaning interpretation to be relatively concrete. Second, instructional materials with Islamic character with constructivism approach are feasible. Eligibility in question is the appropriateness of content, presentation, language, and graphics. Third, the pretest reading comprehension ability is low category by using conventional materials. Fourth, post-test reading comprehension ability is high category that using Islamic character materials with constructivism approach. Fifth, Islamic character teaching material based on constructivism approach is declared effective for reading comprehension ability.

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