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DEVELOPMENT OF SCIENCE-ISLAMIC INTEGRATED DISASTER GEOGRAPHY TEXTBOOKS AND EFFECT ON STUDENTS' LEARNING OUTCOMES

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Abstract: Islamic university students in Indonesia must improve disaster literacy by developing science-Islamic integrated disaster geography textbooks. This study aims to determine the appropriateness of science-Islamic integrated disaster geography textbooks and the effect of using them on students' learning outcomes. The Dick and Carey model was used in this development. The product was validated by experts in material, design, and the integration of Islamic science and tested on students and lecturers on a limited basis. The experiment subjects were 27 Social Science Education students from Universitas Islam Negeri Maulana Malik Ibrahim Malang. Instruments are in the form of a questionnaire to determine the appropriateness of the book and test questions to determine the effect of book products on learning outcomes. Data were analyzed descriptively and using an independent sample t-test. The results showed that science-Islamic integrated disaster geography textbooks were appropriate for use in learning with an effective category (appropriateness score = 81.08%). The use of science-Islamic integrated disaster geography textbooks affected students' learning outcomes ($p=0.000$) < $\alpha=0.05$). Further research suggests developing digital books on other materials because the Islamic science integration curriculum has been proven to improve students' learning outcomes in Islamic universities.

Keywords: development, disaster geography textbook, science-Islamic integration, learning outcomes

INTRODUCTION

Geographically, Indonesia is at a high natural and social disaster level (Ariansyah, 2021; Pahleviannur, 2019; Rahma, 2018). Therefore, disaster geography courses are essential in the department of social science education in universities. The goal is to make students of social science education more sensitive to disasters that occur in Indonesia (Hartato, Pratomo, & Prasetya, 2021), so that their social spirit can grow and help communities affected by disasters. Disaster Geography is one of the courses in the department of social science education (Jurusan Pendidikan IPS, 2020). The naming of this course is different in each university but has the same goal of teaching about disasters in an area. This course is vital because it is a compulsory subject for students.

The Disaster Geography course is relatively new at Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang. This course is starting to be presented in the 2020 curriculum, giving logical consequences for lecturers preparing disaster materials.

Therefore, teaching materials need to be developed as a means of support for students and lecturers.

The dependence of social science education students on teaching materials in the form of books is relatively high. According to Purwanto, the dependence on books as teaching materials is very high (Purwanto, 1996). His research shows that almost every educator cannot carry out teaching and learning activities without books because they still have a feeling of fear of being wrong and lack of mastery of the subject they will teach. According to them, textbooks provide new materials, so a teacher must study them before learning activities. Purwanto's research results also prove that textbooks have essential benefits in teaching and learning activities. Darwati explains that the function of the book is as a source and media to achieve learning objectives (Darwati, 2010). The criteria for a good book are seen from the material's relevance to the curriculum, material, and evaluation.

However, in reality, the high dependence of lecturers and students on books is not supported by the availability of a comprehensive disaster geography book. If this continues, it can affect the low students' learning outcomes. Based on an initial survey of lecturers and students, most have difficulty learning due to limited sources of books to support learning. Most lecturers and students look for sources from existing textbooks.

One of the reasonable efforts to accommodate the availability of teaching materials in Islamic universities is to develop Science-Islamic integrated disaster geography textbooks. Several development studies related to disaster geography textbooks have been carried out: (1) development of disaster mitigation-based thematic teaching materials in elementary schools by Salsabila (2020); (2) development of disaster teaching materials for junior high school students conducted by Purnamasari (2014), Karimah (2017), Yudistira and Suastika (2020); (3) development of geography teaching materials in high school about disaster based on problem-based learning by Adlika (2017), through the Contextual Teaching and Learning (CTL) method by Widyaningsih (2013), and based on character education by Ningrum and Saputra (2021); and (4) developing disaster materials or textbooks in higher education by Pratama (2020) and Fadilah (2021). Although there have been many studies on the development of disaster teaching materials, research that has developed an science-Islamic integrated disaster geography textbook has never been carried out, especially in Islamic universities.

UIN Maulana Malik Ibrahim Malang, as part of Indonesia's Islamic universities, follows the Tri Dharma of higher education integrated with science-Islamic. It can create a complete understanding of science in scientific knowledge and Islam to form a generation with insight and the spirit of Ulul Albab (UIN Maulana Malik Ibrahim Malang, 2019; Zain & Vebrianto, 2017). Therefore, the integration between science and Islam needs to be practically developed in this modern era to contribute to society (Zainuddin, 2013).

Scientific development in Islamic universities focuses on integrating religious knowledge and general science into the curriculum and learning models (Zainiyati, 2015). One of the products of scientific

integration can be followed up in the form of research in developing media and technology products that most people need (Arraiyyah, 2019). Integrating Islam and science and technology has implications for encouraging students to have passion and ability in research that connects science and Islam (Arifudin, 2016).

Based on the explanation of the arguments above, it is understood that the development of disaster geography textbooks integrated with science and Islam must be carried out immediately. Progressive action to meet the need for disaster geography textbooks is needed because students' dependence on books is very high. This study aims to develop disaster geography textbooks integrated with science and Islam worthy of publication and to determine the effect of science-Islamic integrated disaster geography textbooks on students' learning outcomes.

RESEARCH METHODS

This Science-Islamic integrated disaster geography teaching material was developed with a model by Dick and Carey (2001). The stages in the development model are simplified into nine stages: (1) identifying instructional objectives; (2) performing objective analysis; (3) identifying the characteristics of learning; (4) formulating performance objectives; (5) developing test item criteria; (6) developing learning strategies; (7) developing learning materials; (8) designing and conducting formative evaluations; (9) revising learning outcomes. The reason for the simplification is that this research aims to develop a product in the form of teaching materials so that the stages of identifying learners' behavior and learning characteristics are not required. The validity of the product in the form of Science-Islamic integrated disaster geography teaching materials was tested through expert validation: materials, design, and science-Islamic integration. Field trials were conducted on lecturers and students of the Social Sciences Education Department, UIN Maulana Malik Ibrahim Malang.

The types of data in this study are qualitative and quantitative. Qualitative data was obtained from experts' validation results (material, design, and Islamic-science integration) in suggestions and comments. Quantitative data were obtained through questionnaire responses from experts, lecturers, and students and students' posttest learning outcomes after using the research product book.

The followings are the instruments in this development research: (1) questionnaire sheet to assess textbook products by experts; (2) posttest questions to determine the effect of Science-Islamic-integrated disaster geography textbooks on learning outcomes; and (3) literature review *(books, laws, and scientific articles)* to assess the contextualization of the content and scope of the material.

Descriptive analysis was carried out to process data from expert validation (material, design, and Islamic-science integration) and field trials (lecturers and students). This data is in the form of responses and suggestions for improvement through a questionnaire. This descriptive analysis is used to revise the product of the developed book.

Statistical analysis in this study used descriptive and inferential. Descriptive analysis was used to process the data from the questionnaire responses from experts, lecturers, and students in the form of scores

with a Likert scale of 1-5. The calculation scale employs a percentage formulated as follows (Arikunto, 2010).

$$Percentage = \frac{\sum score\ of\ questionnaire\ answers}{N\ x\ n\ x\ highest\ score} x100\%$$

Information:
N = Number of respondents
n = Number of questionnaire items

Decision-making on product qualification development of science-Islamic integrated disaster geography textbooks uses the following provisions.

Table 1. Score Percentage Criteria

Achievement Level (%)	Qualification	Description
0 – 40	Highly Ineffective	Inappropriate
41 – 55	Ineffective	Inappropriate
56 – 70	Fairly Effective	Inappropriate
71 – 85	Effective	Appropriate
86 – 100	Highly Effective	Appropriate

Inferential statistical analysis was used to process students' learning outcomes through posttest scores. This statistical analysis used a non-parametric independent sample t-test, Mann Withney, to test the differences in students' learning outcomes after using the research product book. The data analysis used SPSS IBM 23 for Windows with a significance level of 5%.

RESULTS AND DISCUSSION

1. Development Research Results

The data presented are obtained from the following stages: (1) validation data from material experts; (2) validation data from design experts; (3) validation data from Science-Islamic integration experts; (4) results of the trial to lecturer; and (5) results of the trial to students. Each is given an assessment instrument and textbook product to be assessed according to the expertise of each validator. The highest score on the instrument was five (5), while the lowest score was one (1). The importance of the validation and trial process is to find out the percepti and users (students and lecturers) about the developed textbook products. Furthermore, the results of perceptions or responses are processed using a Likert scale. The Likert scale measures one's attitudes, opinions, and perceptions about social phenomena (Sugiyono, 2014).

A response questionnaire with different questions was used to obtain responses and perceptions from each validator. The Science-Islamic integrated disaster geography textbook has 31 questions for disaster geography experts, 38 questions for design experts, 19 for Science-Islamic integration experts, 12 for students, and 13 for lecturers. Data on the assessment results from each respondent are presented in table 2.

Table 2. Recapitulation of Product Assessment Result

Correspondent	%	Response Category					Conclusion
		HE	E	FE	I	HI	
ME[1]	80.00	-	√	-	-	-	Appropriate
DE[2]	81.05	-	√	-	-	-	Appropriate
IE[3]	78.95	-	√	-	-	-	Appropriate
ST[4]	79.27	-	√	-	-	-	Appropriate
LT[5]	86.15	-	√	-	-	-	Appropriate
Average	81.08		√				Appropriate

Information:
1 : Material Expert

2 : Design Expert
3 : Science-Islamic Integration Expert
4 : Student Trial
5 : Lecturer Trial
HE : Highly Effective
E : Effective
FE : Fairly Effective
I : Ineffective
HI : Highly Ineffective

Based on the recapitulation in Table 2, it can be concluded that the Science-Islamic integrated disaster geography textbook has met the appropriate standard (81.08%). The result is proven by expert validation and student and lecturer trials showing that the book is qualified as effective. Furthermore, qualitative data in suggestions are presented in table 3.

Table 3. Qualitative Data in the Form of Suggestions

Respondent	Suggestion
Material Expert	1. Complete the examples of disasters with pictures. 2. It is necessary to include a map to show the distribution of the occurrence of the disaster. 3. Disaster mitigation materials need to be explained in more detail.
Design Expert	1. Please pay attention to the writing procedure and adjust it to the BSNP book writing guidelines. 2. Typing and spelling errors in the book should be re-examined. 3. Colors and cover images must reflect the contents of the book.
Science-Islamic Integration Expert	1. The writing of the Qur'an and hadith verses needs to be re-examined. 2. The concept of Science-Islamic integration in the book is not only pasted but analyzed for the meaning of its integration.
Lecturer	1. Practice questions must be discussed in detail so students can learn them well. 2. Essay questions must be added to the collection of questions to determine the students' high-level skills.

Based on some suggestions from respondents in Table 3, revisions were made. The revisions are intended to obtain appropriate and worthy textbook products for publication.

The development of the Introduction to Science-Islamic integrated Disaster Geography textbook aims to provide literature to students, especially those taking the Disaster Geography course, so that their knowledge and literacy skills about geography and disaster can increase. In the preparation of this textbook, the principles and opinions of several experts, such as experts on disaster geography, design, and science-Islamic integration, were taken into account. This textbook is equipped with practice questions, discussions, and a collection of questions so that students can apply knowledge from the book to disaster geography questions.

The rules for compiling this book are based on the National Education Standards Agency (BSNP), which states that textbooks should meet three components: content, language, and presentation (BSNP, 2013). The contents of this textbook are written based on the latest data and facts. In addition, it is also equipped with pictures that show the data and facts so that students can communicate directly with the textbook.

The display of content that provides examples in the form of pictures from various regions, both local, national, and international, allows the contents of this textbook to provide broad insights for students.

Furthermore, this textbook is equipped with practice questions and discussions to enable students to apply the knowledge from the book to questions. In order to make the material of this book of high quality, material expert validation was carried out. Based on the results of material expert validation, the Introduction to Science-Islamic integrated Disaster Geography textbook is appropriate to use.

Based on the linguistic aspect, this book uses standard grammar per The Enhanced Spelling of the Indonesian Language (EYD). The author conducts linguistic analysis and editing following the General Guidelines for Indonesian Spelling (PUEBI).

This book is presented by taking the concept of disaster geography material into account. The appearance of abstract concepts is entirely defined by referring to the underlying theories. Concrete concepts are presented using pictures or photos with little explanation. In addition to using the rules from BSNP, the writing of this textbook also refers to Dick and Carey (2001), who states that textbooks are intended to facilitate learning to improve students' learning outcomes. The product's characteristics developed in the form of Introduction to Science-Islamic integrated Disaster Geography textbooks are described as follows. The cover consists of a front and back cover, as shown in figure 1.

Cover

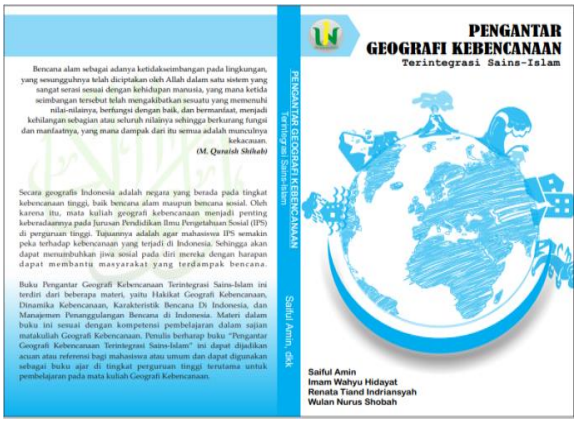


Figure 1. Book Cover

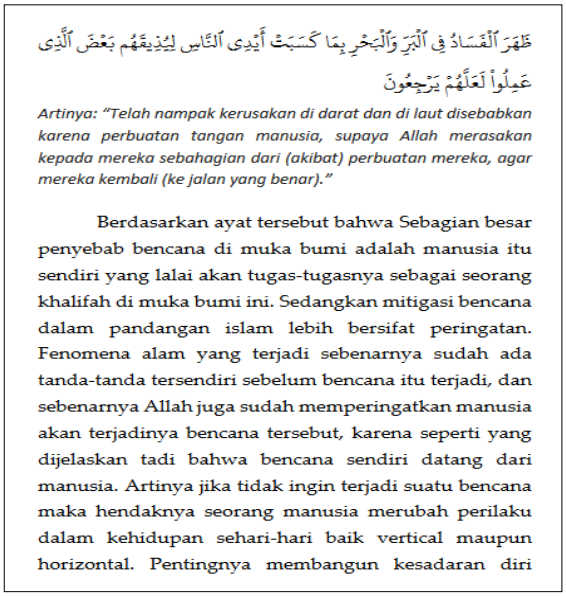
Material Content

The material content uses Palatino Linotype, size 12, black, and justify margins. The material is equipped with appropriate illustrations so that it is very effective in achieving learning objectives. In addition, the use of illustrated images aims to make learning materials easier to understand. Illustrations also serve to explain abstract concepts to be more concrete. Furthermore, the material in the book is equipped with Science-Islamic integration. Specifically, the display of the contents of the science-Islamic integration material is presented in figure 2.

Questions and Discussion

The book, intended for students taking the Geography of Disaster course, is equipped with practice questions and discussions. The goal is that students can

apply the material learned to the practice questions provided so that students can understand the material more deeply with practice questions figure 3.

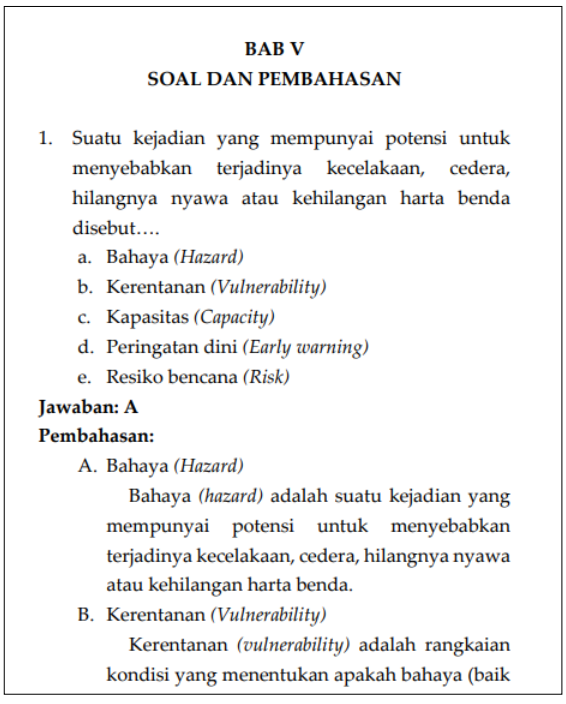


ظَهَرَ ٱلْفَسَادُ فِى ٱلْبَرِّ وَٱلْبَحْرِ بِمَا كَسَبَتْ أَيْدِى ٱلنَّاسِ لِيُذِيقَهُم بَعْضَ ٱلَّذِى عَمِلُوا۟ لَعَلَّهُمْ يَرْجِعُونَ

Artinya: "Telah nampak kerusakan di darat dan di laut disebabkan karena perbuatan tangan manusia, supaya Allah merasakan kepada mereka sebahagian dari (akibat) perbuatan mereka, agar mereka kembali (ke jalan yang benar)."

Berdasarkan ayat tersebut bahwa Sebagian besar penyebab bencana di muka bumi adalah manusia itu sendiri yang lalai akan tugas-tugasnya sebagai seorang khalifah di muka bumi ini. Sedangkan mitigasi bencana dalam pandangan islam lebih bersifat peringatan. Fenomena alam yang terjadi sebenarnya sudah ada tanda-tanda tersendiri sebelum bencana itu terjadi, dan sebenarnya Allah juga sudah memperingatkan manusia akan terjadinya bencana tersebut, karena seperti yang dijelaskan tadi bahwa bencana sendiri datang dari manusia. Artinya jika tidak ingin terjadi suatu bencana maka hendaknya seorang manusia merubah perilaku dalam kehidupan sehari-hari baik vertical maupun horizontal. Pentingnya membangun kesadaran diri

Figure 2. Content of Integration Science-Islamic



BAB V
SOAL DAN PEMBAHASAN

1. Suatu kejadian yang mempunyai potensi untuk menyebabkan terjadinya kecelakaan, cedera, hilangnya nyawa atau kehilangan harta benda disebut….
   a. Bahaya *(Hazard)*
   b. Kerentanan *(Vulnerability)*
   c. Kapasitas *(Capacity)*
   d. Peringatan dini *(Early warning)*
   e. Resiko bencana *(Risk)*

Jawaban: A

Pembahasan:

A. Bahaya *(Hazard)*

Bahaya *(hazard)* adalah suatu kejadian yang mempunyai potensi untuk menyebabkan terjadinya kecelakaan, cedera, hilangnya nyawa atau kehilangan harta benda.

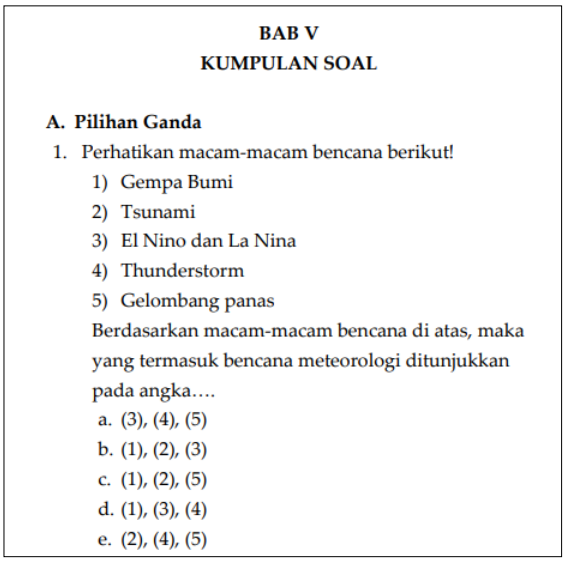
B. Kerentanan *(Vulnerability)*

Kerentanan *(vulnerability)* adalah rangkaian kondisi yang menentukan apakah bahaya (baik

Figure 3. Questions and Discussion

Collection of Questions

This Introduction to Science-Islamic integrated Disaster Geography textbook is equipped with a collection of questions at the end of the chapter. The purpose of giving a collection of questions is to train students to work on disaster geography questions and add reference questions at different difficulty levels. In addition, the uniqueness of this book lies in the form of questions that are integrated between disaster geography and Islamic science (Figure 4).



BAB V
KUMPULAN SOAL

A. Pilihan Ganda

1. Perhatikan macam-macam bencana berikut!
   1) Gempa Bumi
   2) Tsunami
   3) El Nino dan La Nina
   4) Thunderstorm
   5) Gelombang panas

   Berdasarkan macam-macam bencana di atas, maka yang termasuk bencana meteorologi ditunjukkan pada angka….
   a. (3), (4), (5)
   b. (1), (2), (3)
   c. (1), (2), (5)
   d. (1), (3), (4)
   e. (2), (4), (5)

Figure 4. Questions and Discussion

The existence of books is very strategic to help students and lecturers study the field of science. For lecturers, textbooks are a source of information that can be used as teaching guidelines. For students, textbooks are a learning resource that can improve their abilities to achieve their goals.

Textbooks as learning resources have several important roles: (1) used by teachers to plan learning in general, unique presentations, and as a basis for face-to-face activities in the classroom, (2) contain relatively unchanged summaries of information that can be used at any time, (3) is flexible so that students can learn it at home, (4) a source of reference for other students, (5) helps teachers to explore ideas, procedures, the order of presentation of

learning materials, and learning activities in class, (6) provide convenience for students, especially in understanding the material through illustrations, such as pictures, graphs, maps, and other illustrations that support learning, and (7) reinforce learning through training or enrichment questions (Orstein, 1990).

The development product has fulfilled the seven roles of textbooks, as described in the material components of this textbook. However, this textbook contains a summary of relatively changing information that can be used at any time because geographic disaster information is constantly changing according to the development of natural and social phenomena (its influence on human life). Therefore, information must be kept up to date through mass or information media such as the internet and others.

2. Quasi-Experimental research results

Students learning outcomes are described from the posttest results. A summary of the learning outcomes, including the average, minimum score, maximum score, and standard deviation, are presented in table 4.

Table 4. Learning Outcomes Data

Group	N	Average	Min	Max	SD
Experimental	27	61	90	84.37	5.56
Control	28	63	89	79.61	6.70

Table 4 shows that the average posttest score of the experimental class is 84.37, which is greater than the control class (79.61). The conclusion based on these data is that the learning outcomes in the experimental class are greater than in the control class, with a difference of 4.76. The data analysis of experimental research aims to examine the effect of using the Science-Islamic integrated Disaster Geography textbook on students' learning outcomes. The calculation of the analysis prerequisite test in this study includes normality and homogeneity tests. The two prerequisite tests were carried out on the posttest scores of the experimental and control classes.

The learning outcomes data were tested for normality before testing the hypothesis. The normality test results of learning outcomes data are in Appendix 8. Specifically, the summary of the results of the normality test of learning outcomes data is presented in table 5.

Table 5. Normality Test Results of Learning Outcomes

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Experimental	.328	27	.000
Control	.202	27	.006

Normality test with Kolmogorov-Smirnov experimental class data obtained a significance value of p (0.000) < (0.05) and p (0.006) < (0.05) in the control class. In addition, the normality test with Shapiro-Wilk obtained a significance value of p (0.000) < (0.05) in the experimental class and p (0.009) < (0.05) in the control class. Based on the results, it can be concluded that the learning outcomes data of experimental and control classes are not normally distributed.

Next, test the homogeneity of the learning outcomes data using Levene's test. The results of the homogeneity test of learning outcomes data can be accessed in Appendix 9. Specifically, a summary of the results of the homogeneity test of learning outcomes data is contained in table 6.

Table 6. Homogeneity Test Result of Learning Outcomes

Levene Statistic	df1	df2	Sig.
3.393	1	53	.071

The homogeneity test in the experimental and control classes resulted in a significance value of p (0.071) > (0.05). Thus, it can be concluded that the experimental and control class learning outcomes have the same variance (homogeneous).

Based on the two prerequisite tests that the learning outcomes data are not normal and have homogeneous variance, the hypothesis testing is carried out with the independent t-test non-parametric, Mann-Withney. The Mann-Withney test data results on learning outcomes are in Appendix 10. Specifically, a summary of the results of the non-parametric t-test of learning outcomes data is in table 7.

Table 7. Mann-Whitney Test Result

	Learning Outcomes
Mann-Whitney U	158.000
Wilcoxon W	564.000
Z	-3.735
Asymp. Sig. (2-tailed)	.000

The results of the Mann-Withney test of learning outcomes data obtained a significance value of p (0.000) < (0.05). Based on the resulting data, it was decided that H01 was rejected and Ha1 was accepted. So, it can be concluded that using the Science-Islamic integrated Disaster Geography textbook significantly affects students' learning outcomes. The results of this study are in line with previous research regarding the development of teaching materials that are integrated with Science-Islamic. Suprianingsih et al. (2022) developing Science-Islamic-integrated comics teaching materials on chemistry in high school/Madrasah Aliyah. Another research on developing teaching materials in the form of Science-Islamic integrated KSM Olympiad book at the high schools/Madrasah Aliyah level in Economics by Bashith and Amin (2020), Amin and Wahyuningtyas (2017). Furthermore, the development of Science-Islamic teaching materials in geography lessons in high schools/MA was also carried out by Amin (2017) on hydrosphere, Hanafi on environment and conservation (Hanafi, 2017), Suhardiman et al. (2021) on earthquake mitigation, dan Asysyifa et al. (2017). on the solar system.

Furthermore, at the Elementary School/Madrasah Ibtidaiyah level, science-Islamic integrated teaching materials were developed by Yuliawati et al. (2013), which are intended for students with blind disabilities. Faizah (2017)developed a science module based on integrating Islam and science with an inquiry approach. Next, Nuzulia (2014) develops thematically-based textbooks, and Wastyanti (2016).develops multimedia-based ones.

The effectiveness of using Science Islamic integrated textbooks on learning outcomes also has similarities with previous research conducted by Silviya (2016), Susilowati (2017), Permadi (2018), Faizah and Mubin (2018), Khairiyah and Faizah (2019), and Husna et al. (2020). On the other hand, the difference with previous research is that the development of textbooks in this study was carried out at the university level on disaster geography. The study results prove that using science-Islamic integrated disaster geography textbooks can improve learning outcomes. Integrating science-

Islam in textbooks can improve students' cognitive, affective, and psychomotor abilities if applied in learning (Muspiroh, 2013).

Using this Islamic science-integrated disaster geography textbook can improve learning outcomes because of the emergence of curiosity and stimulus to provide further attention to the learning process, resulting in students being more active during the teaching and learning process. Applying the integration of science and Islam can increase students' attention because it displays verses of the Qur'an and hadith related to learning materials so that students are motivated to understand learning properly and correctly (Latifah & Ratnasari, 2016).

The success of using Science-Islamic integrated disaster geography textbooks is also due to the characteristics of the disaster geography course. Disaster geography material brings logical consequences to the contextual implementation of learning in and outside the classroom. Disaster materials cannot be taught only by transferring knowledge through lectures or question-and-answer methods. However, it must be taught based on experience in activities through a scientific process-oriented learning approach with experimental methods (Sumarmi et al., 2020).

The product of developing an science-Islamic integrated disaster geography textbook for students of the Social Sciences Education Department has several advantages: (1) presenting material innovatively and effectively in helping students understand; (2) providing convenience in studying topics more deeply and according to students' needs; (3) the material is contextual; (4) presenting practice questions and a collection of questions so that students can directly evaluate the learning; (5) disaster geography material is integrated with verses from the Quran and Hadith so that students' understanding becomes comprehensive because it combines science and Islam. The advantages in the development product of this science-Islamic integrated disaster geography textbook support improving students' learning outcomes.

Apart from having advantages, the product also has disadvantages. The weakness of the science-Islamic integrated disaster geography textbook is that it does not have a glossary. Students cannot look up the terms that are difficult to understand in learning. In addition, the developed textbooks are still manual (not digital), so they are inefficient and not following the demands of the digital era.

CONCLUSION

The following are the conclusions from the results of this study: (1) the development product in the form of an Introduction to Science-Islamic integrated Disaster Geography is appropriate for teaching Disaster Geography. The appropriateness score is 81.08% in the highly effective category. (2) The Introduction to Science-Islamic integrated Disaster Geography textbook effectively improves learning outcomes in the Disaster Geography course. The significance value of the t-test is 0.000, which is smaller than 0.05.

The researcher also gave some suggestions. For students and lecturers, reading practice questions and discussions can be done to understand the contents of each chapter in the book. For students who have difficulty finding examples of disaster geography questions with different levels,

they can view a collection of questions. Various efforts need to be made to make the product of Introduction to Integrated Science-Islam Disaster Geography used by many parties or accepted by a broad audience: (1) conduct regional and even national-scale seminars on the development of the book Introduction to Integrated Science-Islam Disaster Geography; (2) Introduce this book to the Geography Education and Social science Education forums in Islamic universities; (3) Publish the book in a rubric or book writing column (ebook) on a website.

There are several suggestions for further development of Introduction to Science-Islamic integrated Disaster Geography textbooks 1) the development of this book is still limited; therefore, to produce a book under the objectives of the Ministry of Religious Affairs, Islamic-integrated questions need to be added. 2) It takes a relatively long research and development time to produce a product that is developed with higher quality because the developed book is expected to be used by students throughout Indonesia with better quality. 3) The book in digital (ebook) or mobile learning forms needs to be developed.

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