

**THE DEVELOPMENT OF TEXTBOOK THEMATIC  
INTEGRATIVE BASED INTEGRATION OF ISLAM AND  
SCIENCE TO IMPROVE LEARNING ACHIEVEMENT FOR  
FIRST GRADE SDN NGAJUM 01 MALANG**

**THESIS**

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**ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC  
UNIVERSITY MALANG**

**October, 2017**

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**THESIS**

Presented to Faculty of Education and Teacher Training  
Maulana Malik Ibrahim State Islamic University Malang  
In Partial Fulfillment of the Requirements for the *Degree of Sarjana Pendidikan* (S.Pd)

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FIRST GRADE SDN NGAJUM 01 MALANG**

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## DEDICATION

Thanks to Allah because of all blessing and guidance,

*Alhamdulillahirabbil'alamin*

My offer of a little assignment to people who already helps a lot and who have been instrumental in my life.

*Dear My Beloved Mother, Sisters and Brothers*

(Mamah Nurul Hayati, Anita Chandra, Annur Yudha, Akbar Jaga and Akbar Jagi)

Thank you for always giving me advice, prayer, spirit and compassion and sacrifice that is not replaceable.

*Dear All My Friends,*

Mayank, Gladis, Iki, Nadya and Puput, although we are far apart but all your suggestions and motivations are constantly there for me.

Dugongs, member of ICP PGMI 2013, Rajawali 23 and ABA 57

Without you guys life in College will not feel as beautiful as this. The jokes and laughter into a reliever tired from all the busyness is exhausting.

*Not to forget all those who participated in the completion of this skripsi help, thank you for everything.*



## MOTTO

هَذَا بَلَاغٌ لِلنَّاسِ وَلِيُنذَرُوا بِهِ وَلِيَعْلَمُوا أَنَّمَا هُوَ إِلَهُ وَاحِدٌ وَلِيَذَّكَّرَ أُولُو الْأَلْبَابِ  
﴿سورة إبراهيم: ٥٢﴾

Meaning:

“This [Qur'an] is notification for the people that they may be warned thereby and that they may know that he is but one God and that those of understanding will be reminded.” (QS. Ibrahim:52)<sup>1</sup>

<sup>1</sup> Al-Quran dan Terjemah Departemen Agama RI, *Al-Quran dan Terjemahnya*, (Jakarta: PT Syamil Cipta Media, 2005), page. 261.

Dr. H. Nur Ali, M. Pd  
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OFFICE MEMO OF ADVISOR

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Malang, August 1<sup>st</sup>, 2017

To Whom It May Concern,  
Dean Faculty of Education and Teacher Training  
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Malang

*Assalamu'alaikum Wr. Wb.*

This office memo declares that skripsi originally owned by:

Name : Anna Kartika Choirul Marta  
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Study Program : Islamic Primary Teacher Education Program  
Title of Skripsi : The Development of Textbook Thematic Integrative  
Based Integration of Islam and Science to Improve  
Learning Achievement for First Grade SDN 01 Ngajum  
Malang

Is considered **acceptable** to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

*Wassalamu'alaikum Wr. Wb.*

Advisor,

  
**Dr. H. Nur Ali, M.Pd**  
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### CERTIFICATE OF SKRIPSI AUTHORSHIP

I hereby declare that this skripsi is originally written by Anna Kartika Choirul Marta, student of Islamic Primary Teacher Education Program (PGMI) as the requirement for degree of Sarjana Pendidikan (S.Pd), Faculty of Tabiyah and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation and bibliography. Therefore, I am the only person who is responsible for the skripsi if there is any objection or claim from others.

Malang, August 1<sup>st</sup>, 2017



Anna Kartika Choirul Marta  
NIM. 13140131



## PREFACE

*Bismillahirrahmanirrahim,*

Praise and gratitude to Allah tall merciful and the compassionate. Thanks to Allah because of all blessing and guidance, so the writer is be able to finish the arrangment of qualitative research “The Development of Textbook Thematic Integrative Based Integration of Islam and Science to Improve Learning Achievement for First Grade SDN Ngajum 01 Malang” as the final project to get the academician degree at Maulana Malik Ibrahim State Islamic University, Malang. Sholawat and Salam uninterruptedly extended except only to our prophet of Muhammad SAW who we are waiting for the intercession in the hereafter later.

The aim of this skripsi is the requirement for obtaining bachelor of education (S.Pd). The specific purpose of this skripsi is as discours of education that is still a lot of things from an education that must be developed. I hope that with finish this skripsi will give benefits to all of the parties.

There is no pernouncable word that can be extended except the great gratitude to the excellency:

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The writer awware that in the preparation of this report there are still many mistake for arrange this report, so writer expected critiques ad suggestions from all parties to improve the next report. I hope that this skripsi provides benefits to all parties. *Amin Yaa Rabbal 'Alaimiin.*

Malang, August 1<sup>st</sup>, 2017

Writer

### Translation Guidelines of Arab Latin

Translation of arab latin in this skripsi utilize the translation gudelines based on the agreement and decision together between Ministry of Religion and Ministry of Education and Culture of Republic of Indonesia No. 158, 1987 and No. 0543b/U/1987. That is could explained as follow:

#### A. Letter

ا	=	A	ز	=	Z	ق	=	Q
ب	=	B	س	=	S	ك	=	K
ت	=	T	ش	=	Sy	ل	=	L
ث	=	Ts	ص	=	Sh	م	=	M
ج	=	J	ض	=	Dl	ن	=	N
ح	=	<u>H</u>	ط	=	Th	و	=	W
خ	=	Kh	ظ	=	Zh	ه	=	H
د	=	D	ع	=	‘	ء	=	,
ذ	=	Dz	غ	=	Gh	ي	=	Y
ر	=	R	ف	=	F			

#### B. Long Vowels

Vowel lenght (a) = â

Vowel lenght (i) = î

Vowel lenght (u) = û

#### C. Vokal Diphthongs

أُ = Aw

أَيَّ = Ay

أُو = û

إِي = î

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## ABSTRACT

Marta, Anna Kartika Choirul. 2017. *The Development of Textbook Thematic Integrative Based Integration of Islam and Science to Improve Learning Achievement for First Grade SDN 01 Ngajum Malang*. Skripsi. Islamic Primary Teacher Education Program. Faculty of Education and Teacher Training Faculty. Maulana Malik Ibrahim Malang State Islamic University, Malang. Advisor: Dr. H.Nur Ali, M.Pd

*Key Words: The development of a textbook, thematic integrative, integration of Islam and science*

The development of thematic integrative learning book-based integration of Islam and science based on yet the availability of learning materials-based thematic integration of Islam were sourced from the Quran or Hadith, as well as the characteristics of the development of the psychology of the child especially in the lower grade students includes physical development, intelligence, emotion, language, social, moral and religious awareness. Primary school age period is the period of the formation of religious values. Religious children's quality will be greatly influenced by the process of education that he received. Then, religious education is related to teaching, conditioning, and the cultivation of the values in the school has an important role.

The purpose of this development is to research: (1) Describe the form of textbook thematic integrative based integration of Islam and science for class I SDN 01 Ngajum Malang, (2) Explain the level of validity textbook thematic integrative based integration of Islam and science for class I SDN 01 Ngajum Malang, (3) Describe the effectiveness of the use of textbook thematic integrative based integration of Islam and science for class I SDN 01 Ngajum Malang.

To achieve the above objectives, this research uses research of Research and Development (R&D) with the model research of Borg and Gall. This research procedure includes (1) Information gathering and initial Research, (2) Planning, (3) Development of early product format, (4) Validation, (5) Small scale trial (6) Revision of the product, and (7) Large scale trials (8) Revision of the final product. Data collection method using questionnaire, interview, observation and tests the results of the study. The results of this research in the form of textbook thematic integrative based integration of Islam and science for grade I SDN 01 Ngajum Malang.

The research development of integrative learning book-based thematic integration of Islam and science for grade I SDN 01 Ngajum Malang has a valid criteria with the results of the validation of content experts reached 83%, results validation design experts reached 82%, and the results of the validation study experts reached 90%. The results of the responses of students reached 97%. The average student learning outcomes in experimental class 96.06 and class control 92.89. Results of the T test significance level manual with 5% obtained results  $T_{hitung} > T_{tabel}$  is  $2.045 > 15.07$  mean thats  $H_0$  rejected and  $H_a$  is received. This suggests that the learning materials developed in the feasibility study.



## ABSTRAK

Marta, Anna Kartika Choirul. 2017. *Pengembangan Bahan Ajar Tematik Integratif Berbasis Integrasi Islam dan Sains untuk Meningkatkan Prestasi Belajar untuk Siswa Kelas I SDN 01 Ngajum*. Skripsi. Pendidikan Guru Madrasah. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang, Malang. Pembimbing: Dr. H.Nur Ali, M.Pd

*Kata Kunci: Pengembangan buku ajar, tematik integratif, integrasi Islam dan Sains*

Pengembangan buku ajar tematik integratif berbasis integrasi Islam dan Sains didasari oleh belum tersedianya bahan ajar tematik berbasis integrasi Islam yang bersumber dari Al-Quran maupun Hadist, serta karakteristik perkembangan psikologi anak khususnya pada siswa kelas rendah yang mencakup pengembangan fisik, kecerdasan, emosi, bahasa, sosial, moral dan kesadaran beragama. Periode usia sekolah dasar merupakan masa pembentukan nilai-nilai agama. Kualitas keagamaan anak akan sangat dipengaruhi oleh proses pendidikan yang diterimanya. Maka, pendidikan agama yang terkait dengan pengajaran, pembiasaan, dan penanaman nilai-nilai di sekolah mempunyai peran penting.

Tujuan penelitian pengembangan ini adalah untuk: (1) Mendeskripsikan bentuk bahan ajar tematik integratif berbasis integrasi Islam dan Sains untuk kelas I SDN 01 Ngajum Malang, (2) Menjelaskan tingkat kevalidan bahan ajar tematik integratif berbasis integrasi Islam dan Sains untuk kelas I SDN 01 Ngajum Malang, (3) Menjelaskan keefektifan penggunaan bahan ajar tematik integratif berbasis integrasi Islam dan Sains untuk kelas I SDN 01 Ngajum Malang.

Untuk mencapai tujuan diatas, penelitian ini menggunakan penelitian pengembangan *Research and Development* (R&D) dengan model penelitian dari Borg and Gall. Prosedur penelitian ini meliputi (1) Penelitian dan Pengumpulan informasi awal, (2) Perencanaan, (3) Pengembangan format produk awal, (4) Validasi, (5) Uji coba skala kecil (6) Revisi produk, and (7) Uji coba skala besar (8) Revisi produk akhir. Pengumpulan data menggunakan metode angket, wawancara, observasi dan tes hasil belajar. Hasil penelitian ini berupa buku ajar tematik integratif berbasis integrasi Islam dan Sains untuk siswa kelas I SDN 01 Ngajum Malang.

Hasil penelitian pengembangan buku ajar tematik integratif berbasis integrasi Islam dan Sains untuk siswa kelas I SDN 01 Ngajum Malang memiliki kriteria valid dengan hasil validasi ahli isi mencapai 83%, hasil validasi ahli desain mencapai 82%, dan hasil validasi ahli pembelajaran mencapai 90%. Hasil tanggapan siswa mencapai 97%. Rata-rata hasil belajar siswa pada kelas eksperimen 96,06 dan kelas kontrol 92,89. Pada hasil uji T manual dengan taraf signifikasi 5% diperoleh hasil  $T_{hitung} > T_{tabel}$  yaitu  $15,07 > 2,045$  artinya  $H_0$  ditolak dan  $H_a$  diterima. Hal ini menunjukkan bahwa bahan ajar yang dikembangkan layak digunakan dalam pembelajaran.



## الملخص

مرتاً، أنا كرتيكا خير. ٢٠١٧. تطوير المواد التعليمية التكاملية المواضيعية بقاعدة التكامل الإسلام والعلوم لفصل الأول في المدرسة الابتدائية الحكومية الأولى نجاجوم مالانج. البحث الجامعي. قسم تربية معلّم المدرسة الابتدائية. كلية علوم التربية و التعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. المشرف: الدكتور نور علي الماجستير.

الكلمات الرئيسية : تطوير الكتب التعليمية، التكاملية المواضيعية، التكامل الإسلام والعلوم

تطوير الكتب التعليمية التكاملية المواضيعية بقاعدة التكامل الإسلام والعلوم تشكل بسبب عدم توفر المواد الموضوعي بقاعدة التكامل الإسلام من القرآن الكريم والحديث، وكذلك الخصائص التطور علم النفس للطفل، وخاصة من الطلاب في أسفل الجزء الذي يشمل تطوير الجسدي، والذكاء، والعاطفي، واللغة، والإجتماعي، والأخلاقي والإفافة الدين. فترة سن في المدرسة الابتدائية تكون فترة لتشكيل القيم الدينية. كيفية الدينية سوف يتأثر الطفل جودة الديني بقوة التعليم الذي يتلقاه. وهكذا، التربية الدينية الذي متعلقة بالتدريس، والتعويد، وطبع القيم في المدارس يكون دوراً مهماً.

هدف البحث لهذا التطور هو: (١) وصف شكل من أشكال المواد التعليمية التكاملية المواضيعية بقاعدة التكامل الإسلام والعلوم لفصل الأول في المدرسة الابتدائية الحكومية الأولى نجاجوم مالانج، (٢) وصف مستوى صلاح المواد التعليمية التكاملية المواضيعية بقاعدة التكامل الإسلام والعلوم لفصل الأول في المدرسة الابتدائية الحكومية الأولى نجاجوم مالانج، (٣) وصف فعالية في استخدام المواد التعليمية التكاملية المواضيعية بقاعدة التكامل الإسلام والعلوم لفصل الأول في المدرسة الابتدائية الحكومية الأولى نجاجوم مالانج.

لتحقيق الأهداف المذكورة أعلاه، تستخدم هذه الدراسة تطوير الأبحاث (R & D) لبرج وغال. طريقة هذه الدراسة تشمل (١) البحث وجمع المعلومات

الأولية، (٢) التخطيط، (٣) تطوير شكل المنتج الأولي، (٤) التصديقات، (٥) تجربة صغيرة الحجم، (٦) مراجعة للمنتج، و (٧) تجربة واسع الحجم، (٨) إعادة النظر في المنتج النهائي. جمع البيانات باستخدام الاستبيانات، المقابلات، الملاحظة، والاختبار من نتائج التعلم. نتائج هذه الدراسة بظواهر الكتب التعليمية التكاملية المواضيعية بقاعدة التكامل الإسلام والعلوم لفصل الأول في المدرسة الابتدائية الحكومية الأولى نجاجوم مالانج.

نتائج البحث تطوير الكتب التعليمية التكاملية المواضيعية بقاعدة التكامل الإسلام والعلوم لفصل الأول في المدرسة الابتدائية الحكومية الأولى نجاجوم مالانج وصلت إلى معايير صلاحية بنتائج التحقق محتوى 83٪، وصلت تصميم صلاحية نتائج التحقق محتوى 82٪، وبلغت التعلم نتائج التحقق 90٪. وصلت نتائج استجابات الطلاب محتوى 97٪. متوسط نتائج الطلاب في الصف السيطرة 96.06 والصف المراقبة 92.89. المستخدم على نتائج الاختبار T مع مستوى أهمية 5٪ نتيجة  $T_{hitung} < T_{tabel}$  أي  $15.07 < 2,045$  يعني  $H_0$  مرفوض و  $H_a$  مقبول. هذا يدل على أن المواد التعليمية التي تطور تكون الممكنة لاستخدامها في المتعلمة.

## CHAPTER I INTRODUCTION

### A. The Background

The Preamble to the constitution stipulates that the formation of the State Government of Indonesia (UUD 1945) are among others to educate the life of the nation. The manifestation of the mandate of the constitution namely with the imposition of Act No. 20/2008 on National Education System that is working to develop the ability and formed the characters and civilisations nations of dignity in order to educate the life of the nation, aims for the development of the potential learners in order to become a man who believe and the fear of the lord is the one god, moral, healthy, magicians, capable, creative, no reliance, and become a democratic citizens and responsible.<sup>2</sup>

From the above statement, then purpose in the curriculum 2013 is to prepare the Indonesian people to have the ability to live as individuals and citizens who believe, productive creative and innovative and affective and able to contribute to societal life, nationhood, statehood and civilisations of the world or in other words there should be three aspects namely cognitive aspects of knowledge, affective in the form of character and belief and psychomotoric aspects that form the skills.

Curriculum 2013 in core competence (KI) divided into two attitude competency, namely spiritual attitude associated with the formation of learners who believe and ward, and social attitudes that are associated with the formation

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<sup>2</sup> Sisdiknas, Tentang Sistem Pendidikan Nasional, ([Http://sindikker.dikti.go.id/dok/UU/UU20-2003-Sisdiknas.pdf](http://sindikker.dikti.go.id/dok/UU/UU20-2003-Sisdiknas.pdf) accessed on 25 November 2016 at 9.50 AM).

of learners that moral, no reliance, democratic and responsible. The spiritual attitude as a manifestation of the gains in vertical interaction with god the almighty, while social attitude as a manifestation of the existence of awareness in an effort to realize the harmony of life.<sup>3</sup>

Textbook is one of crucial thing in the school according to Nasution in Andi Prastowo books,

Buku ajar pada umumnya merupakan bahan ajar hasil seorang pengarang yang disusun berdasarkan kurikulum atau tafsiran kurikulum yang berlaku. Biasanya buku ajar merupakan salah satu pendekatan tentang implementasi kurikulum dan karena itu ada kemungkinan terdapat berbagai macam buku ajar tentang satu bidang tertentu.<sup>4</sup>

On observation and interview conducted researchers at school, researchers found the problem on a textbook that is not yet a wider discussion that includes KI 1 i.e. aspects of the godhead and the fact that most of the teachers educators in schools a lot can not explain about these aspects due to the lack of knowledge the teacher against the material and not the availability of the material in the textbook when integrating this spiritual attitude is important to teachers delivered by students through the acquisition of subjects so that periodically, little by little, the students were able to understand the importance of this spiritual attitude and capable of implanting in itself.

On 2013 curriculum textbook thematic is a lesson book that is determined by the government. This thematic lesson books structured leases general subjects combined with using the major themes and sub themes. The hope of the

<sup>3</sup> Ridwan Aldursanie, *Nilai Sikap pada Kurikulum 2013*, (<https://ridwan202.wordpress.com/2014/06/29/nilai-sikap-pada-k13/> diakses pada 25 November 2016 at 10.49 AM).

<sup>4</sup> Andi Prastowo, *Pengembangan Bahan Ajar Tematik Tinjauan Teoritis dan Praktik*, (Jakarta: Kencana Prenadamedia Group, 2014), page. 243.



curriculum 2013 is learners can have the competencies attitudes skills and knowledge. But on the textbooks were still in separation thematic lesson books general subjects and religion.

Indonesia country with the majority of the population is Islamic it is expected that the books of the teaching at school especially in the schools based on Islam there are many Islamic values. Then, will be good and perfect if we integrated material in the textbook of thematic integrative with the verse of the Qur'an, early Hadith prophets and the stories of the prophets or friends, from the integration of learning materials and Islam can streng then the competencies the core of the curriculum 2013 and it is expected that learners can understand and understand that the holy structured leases everything that god the almighty and the creator. Because of the we know that the science will be not's assume with Quran.

From the results of the interview with the teacher in SDN 01 Ngajum about the use of thematic books in schools especially in class and the teacher's opinion against the use of the integration of Islam into thematic book in class 1,

“Pada kelas I-A sudah menggunakan buku tematik yaitu buku yang sudah diterbitkan pemerintah untuk pembelajaran berbasis kurikulum 2013. Tetapi, buku tematik tersebut belum terdapat materi-materi yang terintegrasi dengan islam dan guru terkadang mengalami kesulitan dalam mengaplikasikan keseluruhan Kompetensi Inti. Menurutnya jika buku ajar tematik kurikulum 2013 di integrasikan dengan wawasan Islam maka peserta didik akan lebih paham dengan agamanya dan dapat meningkatkan hasil belajar”.<sup>5</sup>

See the importance of the book proud one based on the integration of Islam and Science in Madrasah Ibtidaiyah or in primary schools. So the researchers are motivated to develop and arrange thematic lesson book based on

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<sup>5</sup> Hasil wawancara dengan guru kelas 1A SDN Ngajum 1 Malang pada tanggal 12 Juni 2016



the integration of Islam and Science. The contents of the learning book material connected with proof of the Quran and Hadith explained about the materials to the students. There is also the story and the events in Islam that is related to the material in the lesson books that will be developed researchers. And so that the level of interest in the book proud have increased so researchers will give a nuanced picture Islamic.

The development and preparation of this lesson books will be adjusted with the characteristics of the development of first grade students (7-11 years) located at the time of the development and growth. Many aspects are developed on the child such as physical aspects, social emotional, and moral so that children will find their identity and also must be supported by the environment and the process of learning to adulthood. The students of grade four elementary schools are classified into the stage of concrete operations, children able to make the logical activity, able to solve the problem with the good but still difficult to reveal something that is still hidden. At the time of this age, children prefer to spy on various things and children also have a sense of always want to try and experiment. Children have a great curiosity and start to browse and explore various things. Children have already started to be compelled to achievement in school, but the children are also still happy to play and rejoice. Based on this, teachers should have a better understanding of the world children.

The researchers chose the topic in research development thematic book of first grade that is the theme of the rainy season. The reason researchers chose the topic because in the age of elementary school children is important to know about

the theme of the rainy season because of the ongoing research at the time of the rainy season and there are many on the theme of learning according to researcher can be integrated with Islam.

From the things which have been described above, researchers willing to do research entitled " The Development of Textbook Thematic Integrative Based on the Integration of Islam and Science to Improve the Students Achievement for First Grade in SDN Ngajum 01 Ngajum, Malang".

### **B. Problem of Study**

Based on the background that has been presented above, the formulation of the problem that can be taken:

1. How is the form of textbook thematic integrative based integration of Islam and Science?
2. How do the level of validity of textbook thematic integrative based integration of Islam and Science to improve students learning achievement for first grade in SDN Ngajum 01 Ngajum, Malang?
3. How do the effectiveness of textbook thematic integrative based integration of Islam and Science to improve students learning achievement for first grade in SDN Ngajum 01 Ngajum, Malang?

### **C. Objectives of the Development**

Based on the formulation of the problem above, the purpose of this research is as follows:

1. To know how is the form of textbook thematic integrative based integration of Islam and Science
2. Find out the level of validity of textbook thematic integrative based integration of Islam and Science to enhance students learning achievement SDN Ngajum 01 Ngajum, Malang.
3. Find out the effectiveness of the flags of textbook thematic integrative based integration of Islam and Science to enhance students learning achievement SDN Ngajum 01 Ngajum, Malang.

#### **D. Benefit of the Development**

A research is said to be three models introduced are successful because in test validation and so on. The success to be embedded within a benefit on the research itself. Research development in the developer has its benefits, namely:

1. Theoretically

The results of this research can be used as material for advanced studies screened across relevant and across used as a reference related to the development of new learning materials-based thematic integration of Islam and Science. In addition, this is a practical step toward developing the Sciences of education performance level in teacher education field.

2. Practical uses

The development of textbook integrative-based thematic integration of Islam and Science is much bigger to be an alternative source of learning for students of SDN Ngajum 01. There were much bigger benefits for the development

of textbook integrative -based thematic integration of Islam and Science theme  
8 sub theme the rainy season specifically include:

a. For students

Receiving complain student learning s star on thematic learning and interest in reading the the Quran and the Hadith, the existence of thematic materials integrative-based integration of Islam and Science will also ease the students in achieving the learning objectives.

b. For class teachers

The a about motivational tool for class teachers, screened class teachers acres creative in delivering the material to the students and class teachers as a tool to make students directly every day good morals embedded in students.

c. For principals

Can provide information on the development of world education screened educators solution be able reserves to give simple guidance when to the students with the help of textbook that is relevant and there so that students are able reserves to think broadly and make students know that god was with the instructions of the Quran.

d. For developers

The means to develop integrative knowledge in the field of education and also can add to the knowledge about the development of textbook in the amalgamation of the development of textbook integrative-based thematic integration of Islam and Science.

### **E. Development Assumption**

This assumption is textbook development:

1. Thematic integrative textbook-based integration of Islam and Science for SDN Ngajum 01 can be used to find out the learning Star of students.
2. Thematic integrative textbook-based integration of Islam and Science for SDN Ngajum 01 can be used to cultivate the interest of students.
3. Provide meaningful knowledge to students.

### **F. Term Limits of the Development**

This textbook development limitations across:

1. Textbook thematic integration based integration of Islam and Science is only on the theme of natural events sub theme the rainy season.
2. Thematic integration textbook-based integration of Islam and Science just developed a textbook in the form of hardware.
3. Only at the SDN Ngajum 01 Ngajum, Malang.

### **G. Product Specifications**

Product specifications developed in the research development is as follows:

1. Product development in the form of thematic integration textbook-based integration of Islam and Science for SDN Ngajum 01 Ngajum, Malang.
2. Product development in the form of thematic integration textbook is based on integration of Islam and Science.



3. Textbook is intended for students of class I Elementary school/Madrasah Ibtidaiyah as a source of additional material and to add knowledge for class teachers to add insight.
4. This given textbook propositions sourced from the Quran and the Hadith.
5. Textbook Integration Islam and Science compiled with reference to the core competencies and competency based on first grade.
6. Comes with images and phrases to hisses the material.

#### **H. Previous Research**

1. The development of Materials Thematic based Islamic-Science Integration Theme 3 sub theme 3 (Let's Love of the environment) to receiving complain understanding of students of grade four Elementary school Bunulrejo 2 Malang. By Rena Magda Mega Silviya, thesis, Teaching Education Islamic Elementary School Department Faculty of Tarbiyah and Teaching Training Maulana Malik Ibrahim State Islamic University of Malang 2016.

The results of this research across textbook-based thematic integration of Islamic-Science on the sub theme come on love of the environment on the grade four Elementary school Bunulrejo 2 Malang developed with the Borg and Garl model based on the results of the assessment of the quality of the textbook with the valid category obtained from expert thematic material science reaches 90%, the results of the validation material expert of Islamic-Science integration achieved 88%, results validation design experts reached 88%, and the results of a validation expert learning achieve 80% and 92%. The results of student responses to 92.67%. the results of this research it can

be concluded that the textbook-based integration and thematic science on the sub theme come on love of the environment developed decent used the self-contained textbook for grade IV Elementary school/Madrasah Ibtidaiyah.<sup>6</sup>

2. Development of Textbook Thematic Class IV-based Islamic Integration at the sub theme Energy Utilization in primary schools of the country Kebonsari 1 city of Malang. By Nur Hidayah Hanifah, thesis, Teaching Education Islamic Elementary School Department Faculty of Tarbiyah and Teaching Training Maulana Malik Ibrahim State Islamic University of Malang 2015.

The results of this research across textbook thematic sub theme the utilization of energy-based Islamic integration developed by Borg and Garl model based on the results of the assessment of the quality of the textbook with the valid category obtained from the experts of media reaches 90%, the results of expert validation subjects reached 94%, and the results of the field trials reached 92%. Student learning outcomes on average value of pre test 71% and post test value 91%. The results of this research it can be concluded that the textbook-based thematic integration of the sub theme of energy utilization of Islam developed decent used the self-contained textbook for grade IV Elementary school/Madrasah Ibtidaiyah.<sup>7</sup>

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<sup>6</sup> Rena Magda Mega Silviya, “ *Pengembangan Bahan Ajar Tematik Berbasis Integrasi Islam-Sains Tema 3 Subtema 3 ( Ayo Cintai Lingkungan ) untuk Meningkatkan Pemahaman Siswa Kelas IV SDN Bunulrejo 2 Malang* ”, Skripsi, Program Studi Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang Tahun, 2016.

<sup>7</sup> Nur Hidayah Hanifah, “ *Pengembangan Buku Ajar Tematik Kelas IV Berbasis Integrasi Islam pada Subtema Pemanfaatan Energi di Sekolah Dasar Negeri Kebonsari 1 Kota Malang* “. Skripsi, Program Studi Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang Tahun, 2015.

3. The Development of Science Learning Textbook Based on the Qur'an 5th grade students on The Formation of conducting Soil and the Structure of the Earth in Islamic Elementary school "Islamiyah" Kebonsari Sukun Malang. By Riska Umami, Thesis, Teaching Education Islamic Elementary School Department Faculty of Tarbiyah and Teaching Training Maulana Malik Ibrahim State Islamic University of Malang Year 2014.

To knowing the feasible and validity of product development conducted assessment from experts, teacher and student. The result of the assessment across 1) validation from material expert get 90%, 2) validation from media expert get 87.5%, 3) assessment from teacher of natural science subject get 80%, 4) assessment from students of small group trial get 85% and 5) assessment from students of the large group trial get 87,60%. The results of this research it can be concluded that the textbook sub theme energy utilization-based thematic integration Islam developed decent used the self-contained textbook for grade IV Elementary school/Madrasah Ibtidaiyah.<sup>8</sup>

4. Development of Textbook Thematic Class IV-based integration of Islam in Theme 3 Sub theme 1 (animals and plants in the environment of my house) in primary schools of the country Tunggulwulung 2 city of Malang. By Yuli Sri Lestari Indah, thesis, Teaching Education Islamic Elementary School Department Faculty of Tarbiyah and Teaching Training Maulana Malik Ibrahim State Islamic University of Malang 2015.

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<sup>8</sup> Riska Umami, "*The Development of Science Learning Textbook Based on The Qur'an 5th Grade Students on The Formation of Soil and The Structure of Earth in Islamic Elementary School "Islamiyah" Kebonsari Sukun Malang*", Thesis, Teaching Education Islamic Elementary School Department, Faculty of Tarbiyah and Teaching Sciences, State Islamic University Maulana Malik Ibrahim of Malang Year, 2014.

The results of this research across textbook-based thematic integration of Islam on the sub theme of animals and plants in the environment of my house on grade four Elementary school Tunggul Wulung Malang. Using the model of development of the Borg and Garl. Based on the results of the assessment of the quality of the textbook with the valid category obtained from expert material reaches 90%, the results of the validation material expert of Islamic Science integration reached 92%, results validation of educational psychology reached 70%, the results of the validation of the design experts reached 88%, and the results of the validation study experts reached 95%, the result of the pre and post test result percent 80.23 test 87.26, and there and effectiveness 89,67%. The results of this research it can be concluded that the textbook-based thematic integration of Islam on the sub theme of animals and plants in my home environment developed decent used the self-contained textbook for grade IV Elementary school/Madrasah Ibtidaiyah.<sup>9</sup>

5. The Development of Quranic Based-Teaching Material for fourth grade student at Islamic Elementary school As-Salam Malang. By Zulyanti Wulandari, Thesis, Teaching Education Islamic Elementary School Department Faculty of Tarbiyah and Teaching Training Maulana Malik Ibrahim State Islamic University of Malang year 2016.

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<sup>9</sup> Yuli Sri Indah Lestari, *Pengembangan Buku Ajar Tematik Kelas IV Berbasis Integrasi Islam pada Tema 3 Subtema 1 (Hewan dan Tumbuhan di Lingkungan Rumahku) di Sekolah Dasar Negeri Tunggulwulung 2 Kota Malang*, Skripsi, Program Studi Pendidikan Guru Madrasah Ibtidaiyah Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang Tahun 2015.



The result of the validation is 96 percent for the design, and for the material is 88%. Qualification of the effectiveness is 84%.<sup>10</sup> This is showed that the teaching material is effective.

## I. Definition of the Terms

### 1. Textbook

The book compiled for the benefit of the learning process is well sourced from research results or results of a study is bothered later formulated into learning materials. Textbook is usually only in the form of printed materials.

### 2. Thematic Learning

Screened is designed based on certain themes in the theme is learning material from various subjects us internally to provide meaningful learning to the learners.

### 3. Integration of Islam and Science

The process of incorporation and adjustment among the elements of religion as well as science, resulting in a blend of religion and Sanis here is between them acres home to harmony and not the opposite.

### 4. Learning achievement

The results that have been achieved in the process of students learning.

The resultsobtained from chaired of cognitively intact factors, factors affective, and psychomotor.

<sup>10</sup> Zulyanti Wulandari, *The Development of Quranic Based-Teaching Material for Fourth Grade Student at Islamic Elementary School As-Salam Malang*, Thesis, Teaching Education Islamic Elementary School Department Faculty of Tarbiyah and Teaching Sciences State Islamic University Maulana Malik Ibrahim of Malang year 2016.



## 5. Development

A process used to develop the process, product, and then validates the process design, product design, and education.

## 6. Developmental Psychology Childern

Process of an individual developmental from construct period until die.

## J. Systematics Discussion

Systematics research discussions in this development will be discussed into three chapters, shipbuilders chapter has cleared sub chapters discussions.

CHAPTER I, introduction, the background problems, problem of study, the objectives of research and development, the benefits of development, development assumptions, scope development, product specification, originality of research, the definition of operational and systematic discussions.

CHAPTER II contains a review of the literature is contains theory and the Foundation framework of thinking. The cornerstone of the theory consists of thematic textbook scientifik, scientifik, thematic integration of Islam and Science, learning achievement and development.

CHAPTER III, screened is the research method that contains this type of research, model of development, procedure development, and testing of the product.

CHAPTER IV, which consists of a presentation of trial data, data analysis, and revision of the product.

CHAPTER V, which consists of two sub chapters, the first is the study of the product that has been revised, the second is advice the utilization and further product development.

References, a list of the library function to give description for readers of the paper that you want to forward the study or to do re-check the corresponding paper.

Appendix, contains the documents required the author or the reader that supports in the process of the development of learning materials.



## CHAPTER II

### LITERAURE REVIEW

#### A. Literature Review

##### 1. Textbook

##### a. The Concept of the Textbook

In this type of print materials, in addition to the handouts and modules, there is also the form of textbook. According to Nasution “buku ajar adalah bahan pengajaran yang paling banyak digunakan di antara semua bahan pengajaran lainnya.”<sup>11</sup>

Textbook have many meaning in Andi Prastowo books Nasution wrote also that,

Buku ajar pada umumnya merupakan bahan ajar hasil seorang pengarang yang disusun berdasarkan kurikulum atau tafsiran kurikulum yang berlaku. Biasanya buku ajar merupakan salah satu pendekatan tentang implementasi kurikulum dan karena itu ada kemungkinan terdapat berbagai macam buku ajar tentang satu bidang tertentu.<sup>12</sup>

So is the textbook reference for students and class teachers to increase the effectiveness of learning.

##### b. The Function of the Textbook

The primary function of the book is as a medium of information that was originally in the form of handwriting, then prints, and back it in electronic form. If the previous teacher bothered the main source in the

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<sup>11</sup> Andi Prastowo, *Pengembangan Bahan Ajar Tematik Tinjauan Teoritis dan Praktik*, (Jakarta: Kencana Prenadamedia Group, 2014), page. 242.

<sup>12</sup> *Ibid.*, page. 243.

learning process, then the book became a major source of both allowing people can learn from the book without the presence of the teacher.<sup>13</sup>

Textbook have many function, according to Nasution in Andi Prastowo books function of the textbook is,

Pertama, buku ajar sebagai bahan referensi atau bahan rujukan oleh siswa. Kedua, buku ajar sebagai bahan evaluasi. Ketiga, buku ajar sebagai alat bantu pendidik dalam melaksanakan kurikulum. Keempat, buku ajar sebagai salah satu penentu metode atau teknik pengajaran yang akan digunakan pendidik. Dan, kelima, buku ajar sebagai sarana untuk peningkatan karier dan jabatan.<sup>14</sup>

Judging from the content and serving, a textbook lessons serves as a manual of simple guidance when for students in learning and for class teachers in teaching students to the field of study or a amalgamation subject. Guidelines for student learning means students use it as a primary reference in:<sup>15</sup>

- 1) Prepare individually or groups prior to the learning activities in the classroom,
- 2) Interact in the learning process in the classroom,
- 3) Working on the tasks given class teachers, and
- 4) Prepare for a test or formative and summative examinations.

For class teachers, the lessons text book used as reference in:<sup>16</sup>

- a) Makes instructional design,
- b) Prepare other learning resources,

<sup>13</sup> Sitepu, *Penulisan Buku Teks Pelajaran*, (Bandung: PT Remaja Rosdakarya, 2012), page. 20.

<sup>14</sup> Andi Prastowo, *Pengembangan Bahan Ajar Tematik Tinjauan Teoritis dan Praktik*, (Jakarta: Kencana Prenadamedia Group, 2014), page. 244-225.

<sup>15</sup> Sitepu, *Penulisan Buku Teks Pelajaran*, (Bandung: PT Remaja Rosdakarya, 2012), page. 21.

<sup>16</sup> *Ibid*, page. 21.

- c) Developed the contextual learning materials,
- d) Gives duties, and
- e) Drafting materials evaluation.

### c. Various of the TextBook

In General, the books can be differentiated into four types, namely: <sup>17</sup>

- 1) A source book,
- 2) Book readings,
- 3) Handbook,
- 4) Learning materials and
- 5) Books.

For the textbook itself, this material can be distinguished into two kinds, namely the play textbook contains learning materials a field of study that is used as the principal textbooks for students and educators, and textbook complements is a book is is helpful or is in addition to the main textbook and used by educators and students.

All the books word across classed in four groups with different terms they are: <sup>18</sup>

- a) Textbook disseminates lessons primary education, secondary, and college textbooks is here in after referred to as the underlying book mandatory for use in units of the elementary and secondary education or college is contains learning materials in order to increase faith, devotion, morals, and personality, the mastery of science and technology,

<sup>17</sup> Andi Prastowo, *Pengembangan Bahan Ajar Tematik Tinjauan Teoritis dan Praktik*, (Jakarta: Kencana Prenadamedia Group, 2014), page. 243-244.

<sup>18</sup> *Ibid.*, page. 17-18.



increased sensitivity and aesthetic ability, increased the ability of kinestetis and health drawn up based on the national standards of education.

- b) Handbook of educators is the book is contains the principles, procedures, description of the subject matter and the learning model for use by educators.
- c) Enrichment books acres of books that contain material that can enrich textbooks primary education, secondary and higher education.
- d) Reference book is a book that has content and can be used to obtain information about science and technology, art, and culture acres deep and wide.

Pay attention to the function of a textbook lessons in the learning process, the author of a textbook lessons needs to be strictly in reference to develop the content of the textbook disseminates lessons, and need to pay attention to:<sup>19</sup>

- (1) Learning objectives set out in the curriculum,
- (2) Recency, correctness and timeliness of the information submitted on the basis of the relevant disciplines,
- (3) The depth and breadth of learning materials associated with the capabilities that need to be accomplished students,

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<sup>19</sup> Sitepu, *Penulisan Buku Teks Pelajaran*, (Bandung: PT Remaja Rosdakarya, 2012), page. 20-22.

- (4) Learning methods that are appropriate for the achievement of learning objectives, and the language used in underlined last month with the language proficiency of students.

Based on the purpose and functions, a textbook lessons aims to help students learn new knowledge and achieve the targeted capabilities in the curriculum as well as help class teachers to implement the learning process active, nod, creative, and fun with boils down to learning objectives in the curriculum, while the content of the curriculum is the elaboration of the national education goals acres tiered based on education levels.

#### **d. Regional Arrangement of TextBook**

According to the Department there are a number of steps that need to be taken care in the preparation of thematic textbook:<sup>20</sup>

- 1) Innovate analysis curriculum includes SK, KD, indicators, then a central theme, and the mapping of the subject matter.
- 2) Specifies the title of the book to be written.
- 3) Design an outline for a book so that the contents of the complete book includes all aspects needed to achieve competence between fields of study.
- 4) Collect reference material of the writing textbook.
- 5) Wrote the book is done with regard for the serving of sentences screened acres adapted to the age and experience of the reader.
- 6) Evaluating the results of writing or editing by way of re-reading.

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<sup>20</sup> *Ibid*, Page. 20.

- 7) Fix the writing became prominent.
- 8) Give illustrative images, tables, diagrams, and the like, across proportional us internally to support the explanation of the material presented.
- 9) Use a variety of learning resources that can enrich the material.

## 2. Thematic Integrative

### a. The Concept of Thematic Integrative

At first, the emergence of thematic learning at this deeply influenced by three streams of philosophy quite dominant in the world of education, namely:<sup>21</sup>

- 1) Constructivism Flow, screened a hands-on experience is key in learning. This conception held the existence of a direct relationship between the content of learning materials or with the experience of learners.
- 2) Flow of progressivism screened view, screened the learning process needs to put an emphasis on the establishment of the creativity, the granting of a series of activities, natural ambience, and pay attention to the experiences of the learners.
- 3) Flow of humanism, view learners screened screened us a person who has a uniqueness (distinctiveness), potential, and motivations are different from one another.

Thematic approach in learning very open opportunities for class teachers to develop a variety of strategies and methodologies across most

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<sup>21</sup> Mamat SB dkk, *Pedoman Pelaksanaan pembelajaran Tematik*, (Jakarta: Departemen Agama Direktorat Jenderal Kelembagaan Agama Islam, 2005), page. 1-2.

appropriate. Selection and development of learning strategies consider compliance with the themes selected previously. This is where the teacher demanded more creative in bringing the atmosphere of learning that herding students were able reserves to understand the out of life suffered every day, either regarding himself as the well the in relation to the family, the environment and the natural surroundings.

In thematic learning, learning is not only encouraging learners to find out learning to know, but also learning to do, learning to be, and learn to live together. Through the thematic approach, will hopefully appear as everyday experiences with alignment experience learned learners. Advantages the advantages of thematic learning is as follows:<sup>22</sup>

- a) Learning material the closer to the lives of the students, so that they are easily understood while doing it.
- b) Learners acres also easily relate the relationship of a subject matter with other subjects.
- c) With the working groups, learners can also develop study skills in aspects of cognitively intact, affective, and psychomotor at once.
- d) Thematic learning accommodate the different types of multiple intelligence
- e) Facilitate teacher flags learners how to learn actively as a method of learning.

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<sup>22</sup> Mamat SB dkk, *Pedoman Pelaksanaan pembelajaran Tematik*, (Jakarta: Departemen Agama Direktorat Jenderal Kelembagaan Agama Islam, 2005), page. 3-11.

- f) Thematic learning of continuous learners directly prayer the experience a learning activity.
- g) Thematic learning adapted to the development of psychology students.
- h) Thematic approach encourage learners to understand the actual discourse and contextual.
- i) Thematic approach demands the application of varied learning methods.

Thematic learning integrated using heading one integrated learning model Robin Fogarty namely Webbed model. Process analytical study using a scientific approach. According to Sudarwan,

Pendekatan saintifik bercirikan penonjolan dimensi pengamatan, penalaran, penemuan, pengabsahan, dan penjelasan tentang suatu kebenaran. Kegiatan pembelajaran harus mencakup tiga ranah, yaitu sikap, pengetahuan, dan keterampilan. Pendekatan ilmiah dalam pembelajaran semua mata pelajaran meliputi menggali informasi melalui pengamatan, bertanya, percobaan, kemudian mengolah data atau informasi, menyajikan data, dilanjutkan dengan menganalisis, menalar, kemudian menyimpulkan, dan mencipta.<sup>23</sup>

#### **b. Characteristics of Thematic Integrative**

As a model of learning in primary schools, thematic learning have characteristics of the services as following characteristics:<sup>24</sup>

- 1) Students centered

This is in underlined last month with the modern learning approach that puts more students as a subject of study, while more class teachers serve the conducted, namely providing comfort to the students to conduct learning activities.

<sup>23</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, (Bandung: PT Remaja Rosdakarya, 2014), page. 193-194.

<sup>24</sup> *Ibid*, page. 89-90.



2) Provides direct experience

With this a hands-on experience, students are exposed to something real/concrete as a basis to understand the things that are more abstract.

3) Separation of subjects not so clear

The focus of learning directed toward discussions of themes that are most closely related to the lives of students.

4) Presents the concept of various subjects

Thematic learning presents the concepts of various subjects in a learning process. Thus, students are able to understand these concepts as a whole. This is necessary to help students in resources the problems faced in everyday life.

5) Flexible

Thematic learning is flexible in where the teacher may associate materials from one subjects with other subjects, not plugging associate it with student life and the State of the environment in this is done by the school and the students are.

6) Using the principle of learn while playing and fun.

**c. The Purpose of the Thematic Integrative**

Thematic learning has the services as following objectives:<sup>25</sup>

1) Easy to focus attention on a amalgamation theme or topic

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<sup>25</sup> Rusman, *Pembelajaran Tematik Terpadu*, (Jakarta: PT Raja Grafindo Persada, 2015), page. 145.

- 2) Learn the knowledge and develop various competencies charge subjects in the same theme
- 3) Have an understanding of the subject matter is more profound and memorable
- 4) Develop better language competence with associate various other subjects in charge with the personal experiences of the learners
- 5) Is more fervor and passionate about learning do we stop, because they acres able reserves to communicate in a real situation, such as story-telling, writing, as well as learn other disseminates lessons
- 6) More be the benefits and the yew of learning do we stop, because of the material screened ispresented in the context of the theme/sub themes are clear
- 7) Class teachers can save time do we stop, because the charge of subjects presented integrated can be prepared at once and given in two or three or more meetings and enrichment events
- 8) Manners and morals learners develop attributes by lifting a number of character values in underlined last month with the situation and conditions.

#### **d. The Planning of the Thematic Integrative Learning**

The first step to implements the learning we must make a learning implentation plan, learning implementation plan (RPP) according to Abdul Majid is,

Rencana yang menggambarkan prosedur dan pengorganisasian pembelajaran untuk mencapai satu kompetensi dasar yang ditetapkan

dalam standar isi dan telah dijabarkan dalam silabus. Lingkup rencana pembelajaran paling luas mencakup satu kompetensi dasar yang terdiri atas satu atau beberapa indikator untuk satu kali pertemuan atau lebih.<sup>26</sup>

The principles in the development or compile the RPP can be explained as follows:<sup>27</sup>

- 1) Pay attention to individual learner subsequently, the RPP aceres arranged with attention to gender, ability early, intellectual level, interests, learning motivation, driven, potential, social abilities, emotions, learning styles, special needs, speed learning, cultural background, norms, values, and the environment of the learners.
- 2) Encourage active participation of the learner, the learning process is designed with continuous to encourage the learner motivation, interest, initiative, creativity, inspiration, independence, and spirit of learning.
- 3) Develops a culture of reading and writing, the learning process is designed to develop a penchant for reading, comprehension, and reading a variety of expression in various forms of writing.
- 4) Provide feedback and follow-up program granting design load RPP positive feedback, reinforcement, enrichment, and remedial.
- 5) Linkages and alignment, the RPP is structured cover having regard to linkages and alignment between SK, KD learning materials, activities, learning, competency achievement indicators, assessment, and learning resources in one integrity learning experience. RPP is structured with

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<sup>26</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, (Bandung: PT Remaja Rosdakarya, 2014), page. 125.

<sup>27</sup> *Ibid*, page. 125-126.

thematic learning, computing alignment cross, cross-aspects of the subjects studied, and cultural diversity.

- 6) Applying information and communication technology, the RPP is structured with regard to the application of information and communication technology in an integrated, systematic and effective compliance with the situations and conditions.

Components and step-by-step development RPP consists of:<sup>28</sup>

- a) Lists the identity

Identity include: school, class/semester, basic competencies, competency standards, indicator, and the allocation of time.

- b) Lists the learning objectives

Learning objectives contain mastery competencies that contains the targeted operational nature in the RPP. Learning objectives are formulated with reference to the formulation contained in the indicators, in the form of the operational statements. Audience contain elements of learning objectives (A) is a person who became the subject of the learning goals, behavior (B) is a verb that describes the ability of the audience after learning, condition (C) represents the situation at the time the goal was completed, and the degree (D) is the standard to be achieved so that the audience may be stated to have reached the goal.

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<sup>28</sup> Abdul Majid, *Pembelajaran Tematik Terpadu*, (Bandung: PT Remaja Rosdakarya, 2014), page. 126-128.

c) Lists the learning material

The learning material is a material that is used to achieve learning objectives. Learning material in the RPP solution be developed in detail motorsport if necessary, class teachers can develop into a book students.

d) Lists the model/learning methods

Determination of the model/method depends on the type of material to be taught to learners, and the characteristics of the approach and strategy chosen.

e) Outlines the steps of learning activities

To achieve basic competencies must be attached one measures the activity of shipbuilders meeting. The steps of the learning activities of the load introduction/early activity, the core activities, and activities cover, and shipbuilders comes the allocation time required. However, it is possible in the whole series of activities, in underlined last month with the characteristics of the model chosen, use the syntax that fits the model.

f) Lists the media/tools/materials/learning resources

The selection of learning resources refers to the formulation contained in the syllabus. If possible, in a single planning prepared media, tools/materials, and learning resources.

g) Include an assessment

The assessment outlined above, the type of assessment/technical instruments, and instruments used to measure the success indicators and learning objectives. In the assessment of options be noted: namely



with/uncomment the form of the instrument and insrumen, the key answer, signs and guidelines for awarding a score.

#### **e. The Implementation of the Thematic Integrative Learning**

Thematic learning in elementary school is a thing that can be considered relatively new and the understanding of the thematic learning by teachers have not yet been deeply, so that the implementation is not in accordance with the expected. There are still many teachers who feel difficult in implementing thematic learning.

In addition also the teachers are still difficult to leave the hallmark of learning activities that it rendering result based on subjects/fields of study. Implementation of thematic learning in primary schools. following the implementation of thematic learning:<sup>29</sup>

##### **1) Setting the learning place**

The place of learning is not only the class but laboratories, workshop and so on. If possible, provided the place to showcase or the childrens work students. The study in the classroom includes the setting of the table, chair, cabinet, furniture class, the appliance, media, or learning resources. For the implementation of the thematic learning, classroom setting must be flexible adjusted with bizarre learning strategies.

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<sup>29</sup> Rusman, *Pembelajaran Tematik Terpadu*, (Jakarta: PT RajaGrafindo Persada,2015), page. 174-178.

## 2) Setting the students

Students setting can be done in the classical (large groups) is more used when the presentation of learning materials from the teacher and more using the methods of lecturing and faqs, individuals can direct the students on the optimization of the ability of students and can be used to collect and repair, enrichment activities and small groups are intended to develop the social activity, attitudes and values that can be applied in the habit of thinking and acting, usually using discussion method, observation, and trouble shooting.

## 3) The election of the activities

Teachers need to dominate the forms of activity which is very influential to the success of student learning, started from the activities of open lessons, explains the contents of the theme, asking questions, provide gains, held a variation of teaching, up to close the lesson.

## 4) The selection of learning media

Primary school age children still think concrete operational, therefore optmalisasi learning media is very important. The use of learning media can various into the use of visual media, audio visual media audio and audio-visual media.

The implementation of the thematic learning is the implementation of the curriculum related to the ability of the teachers in the packs a learning that integrate several subjects based on the theme, starting from the planning, implementation until the learning evaluation.

#### f. Evaluation of Thematic Integrative Learning

The fact of the assessment and evaluation is a systemic efforts and systemic to collect and process data or information that is valid and reliabel in order to do the consideration for taking a policy education program.<sup>30</sup>

Some types of evaluation that often known is the formative evaluation is done to assess the progress of the students at a certain time when still learning in the effort to improve the teaching, sumatif evaluation done at the end of the learning process in an effort to determine the ability or student competencies and diagnostic evaluation is part of the formative evaluation is done to determine the difficulty of the students in a particular topic.

Evaluation method that must be used in the schools have been established in Permendikbud Number. 66 year 2013 about education evaluation standards. The assessment used to be structured leases under the jurisdiction of the attitude, knowledge and skills. Below is an explanation of the assessment components:<sup>31</sup>

##### 1) Assessment of the attitude

The curriculum 2013 demanded the formation of attitudes through the teaching and learning activities undertaken, competencies attitude that must be owned by the students is prioritising honest, discipline, responsibility, care, polite, environmentally, cooperation, peaceful,

<sup>30</sup> Ridwan Abdullah Sani, *Pembelajaran Saintifik untuk Implementasi Kurikulum 2013*, (Jakarta: Bumi Aksara, 2014), page. 201.

<sup>31</sup> Ridwan Abdullah Sani, *Pembelajaran Saintifik untuk Implementasi Kurikulum 2013*, (Jakarta: Bumi Aksara, 2014), page. 206.

responsive and proactive. The measurement of the attitude that must be done by the teacher according to Permendikbud Number 66 year 2013 among others: self-assessment, observation behavior, assessment friends, agonising and personal report (journal).

## 2) Assessment of knowledge

Knowledge assessment is done by using the write test that consists of the form of the objective that include multiple choice, the form of the question of two choices answers (really), make a match, stuffing or complete and short answer and the form of non objective covers the question of explanation (Essays). The oral test in general presented at the teaching and learning process. The teacher can ask the oral test or questions with various levels of difficulty, starting from the level of the memory until the creation. Skills Assessment

Skills assessment in general have two basic characteristics namely, learners are asked to show or demonstrate the ability in a product or involved in an activity and products practical results also need to be evaluated.

Skills assessment can be performed with the practice test, project assessment and portfolios that consists of a portfolio of work, portfolio documentation, and portfolios performances.

### 3. Integration of Islam and Science

#### a. The Definition of Integration of Islam and Science

That means the integration of merger, whole or perfection. The integration of religion and science narrowly defined as the merger and adjustments in between elements of both religion and science, resulting in combination of the two different dimensions which then possesses harmony.<sup>32</sup>

In the etymology, Islam is derived from the Arabic, *salima* which means welcome prosperity. From the word formed into a word that means the judiciary *aslama* in safety, prosperity, and surrender. From the word formed the word *Islam* (*aslama-yuslimu-Islaman*), which means welcome, secure, obey, surrendered and obedient. From the sense of Islam according to the language closely related with the mission of Islam, bringing peace and prosperity for the life of mankind.<sup>33</sup> This is in line with the word of Allah SWT:

وَمَا أَرْسَلْنَاكَ إِلَّا رَحْمَةً لِّلْعَالَمِينَ

“Dan tidaklah kami mengutus kamu, melainkan untuk menjadi rahmat bagi semesta alam” (QS. Al-Anbiya': 107)<sup>34</sup>

Knowledge is derived from the Arabic which contains various meanings, among others knowledge of teaching indigenous peoples and knowledge, acquaintance, notification, consciousness understanding and

<sup>32</sup> <http://www.scribd.com/doc/83019545/pengertian-integrasi> Accessed on 9 November 2016 at 19:49 PM.

<sup>33</sup> Abuddin Nata, *Studi Islam Komprehensif*, (Jakarta: Kencana, 2011), page. 11.

<sup>34</sup> Al-Quran dan Terjemah Departemen Agama RI, *Al-Quran dan Terjemahnya*, (Jakarta: PT Syamil Cipta Media, 2005), page. 331.



opinions. Science is the knowledge that is supported by the data, the fact, the argument, testing and prove the truth, and arranged on a systematic basis. This sense is similar to the opinion of al-Raghib al-Asfahani in Mu'jam Mufradat Alfadz the Qur'an about the science, namely: "Ilmu adalah mendalami tentang sesuatu sampai pada hakikatnya, dan ia terbagi dua. Pertama, hanya mengetahui sesuatu saja, sedangkan yang kedua disertai dengan kepastian adanya sesuatu atau tidak adanya sesuatu."<sup>35</sup>

So the integration of Islam and Science is the process of the merger and adjustments in between elements of both religion and science, resulting in unity between religion and the sciences then between both possesses harmony and no contrary.

#### **b. The Importance of the Integration of Islam and Science**

Learners can be said to differ with the learners of the past, this time they are very critical and not just accept the lessons delivered by teachers. When conveyed about haram deed, so they do not necessarily receive, but they question what makes the deed become unclean. In such cases this is the role of Al-Quran and science is expected to be able to give an answer and the explanation by concrete steps. So the combination of Al-Quran, science and the world of education can support each other in providing the understanding that applies to learners.

In the implementation of education has two main mission that is the construction of the intellectual power and the construction of the moral

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<sup>35</sup> Abuddin Nata, *Studi Islam Komprehensif*, (Jakarta: Kencana, 2011), page. 363.

power, synergize science and religion is something that is very important, even obligation, because by ignoring the values of religion in the development of science and technological constraints will give birth to the negative impact of the extraordinary not only on the social order of humanity, but also to the prevailing this universe.<sup>36</sup>

Synergistic integration between religion and science consistently will produce reliable resources in applying the science with strengthened by a strong spirituality in the face of life. Islam is no longer considered as a religion of ancient, but a need to realize their potential in various areas of life, and as facilities for the development of science and technology.

Islam commands man to build all his thoughts based on worldly matters of Islam, not remove from worldly matters. This can we understand from the verse that first down :

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

“Bacalah dengan nama tuhanmu yang telah mencipta” (QS. Al-Alaq: 1)<sup>37</sup>

This verse means man was commanded to read in order to obtain a variety of thought and understanding. But all his thoughts could not be separated from worldly matters of Islam, because *iqra* must be with *bismi rabbika*, which is still based on faith in God, which is the basis of the worldly matters of Islam.

<sup>36</sup><http://www.dakwatuna.com/2014/09/25/57338/integrasi-al-quran-dan-sains-dalam-pondidikan-modern/> Accessed on 25 November 2016, at 19.15 PM.

<sup>37</sup> Departemen Agama RI, *Al-Quran dan Terjemahnya*, (Jakarta: PT Syamil Cipta Media, 2005), page. 597.

#### 4. Learning Achievements

##### a. The Concept of Learning Achievements

Achievements have many meaning and according to the Great Dictionary Bahasa Indonesia (KBBI) achievements is, “Hasil yang telah dicapai, dan belajar adalah penguasaan pengetahuan atau keterampilan yang dikembangkan melalui mata pelajaran, lazimnya ditunjukkan dengan nilai tes atau angka nilai yang diberikan oleh guru.”<sup>38</sup>

The term learning achievements consists of two syllable, namely achievement and learning. The term achievements as a result achieved, achievements is the result of an activity that has been done, created both individually or in groups. According To Mas'ud Hasan Abdul Qahar Djamarah that, “Prestasi adalah apa yang telah dapat diciptakan, hasil pekerjaan, hasil yang menyenangkan hati yang diperoleh dengan keuletan kerja.”<sup>39</sup>

The Islamic conception of the achievement is a balance between the achievements of the world and the hereafter. Even the achievements of the world is for the achievements in the hereafter.

وَابْتَغِ فِيمَا آتَاكَ اللَّهُ الدَّارَ الْآخِرَةَ وَلَا تَنْسَ نَصِيبَكَ مِنَ الدُّنْيَا وَأَحْسِنْ  
كَمَا أَحْسَنَ اللَّهُ إِلَيْكَ وَلَا تَبْغِ الْفُسَادَ فِي الْأَرْضِ إِنَّ اللَّهَ لَا يُحِبُّ الْمُفْسِدِينَ

Dan carilah pada apa yang telah dianugerahkan Allah kepadamu (kebahagiaan) negeri akhirat, dan janganlah kamu melupakan bahagianmu dari (kenikmatan) duniawi dan berbuat baiklah (kepada orang lain) sebagaimana Allah telah berbuat baik, kepadamu, dan

<sup>38</sup> [Http://kbbi.web.id/prestasi](http://kbbi.web.id/prestasi) , developed by Ebta Setiawan, 2012-2016, Accessed on on 9 November at 8:16 a.m.

<sup>39</sup> Syaiful Bahri Djamarah, *Prestasi dan Kompetensi Guru*, (Surabaya: Usaha Nasional, 1994), page. 19.

janganlah kamu berbuat kerusakan di (muka) bumi. Sesungguhnya Allah tidak menyukai orang-orang yang berbuat kerusakan. (Surah: Al-Qasas: 77)<sup>40</sup>

So, learning achievements is the result of an effort learners not only in the form of the assessment numbers but can also be letters. The Disclosure of an ideal learning achievements include the jurisdiction of psychological that can be changed as a result of the experience and the learning process learners.

## **b. Type of the Learning Achievements**

### **1) The Academic Achievements**

Academic achievement is a sentence that consists of two words, namely academic and achievement, achievements derived from the Dutch language namely *prestatie* which means business results. The achievement of each person is not always the same in various areas. And, academic is a result of the lessons learned from the learning activities in the school or college that is usually determined and cognitive through measurement and assessment.

According to Sawiji in library center web UIN Malang, divided into two achievements is, “Prestasi akademik dan prestasi non akademik.” And learning achievements according to Bloom is “Hasil perubahan perilaku yang meliputi ranah kognitif, ranah afektif dan ranah psikomotorik yang merupakan ukuran keberhasilan siswa.”<sup>41</sup>

<sup>40</sup> Departemen Agama RI, *Al-Quran dan Terjemahnya*, (Jakarta: PT Syamil Cipta Media, 2005), page.394.

<sup>41</sup> <http://etheses.uin-malang.ac.id> , accessed on 9 November 2016 at 8:45 a.m.

It can be concluded that academic achievement is the mastery of subjects that have been achieved learners that is manifested in the form of the value of the number or letter.

## 2) Non-Academic Achievements

Non academic achievement is all things outside of the things that was scientific and not restricted to the one a certain theory. Non academic ability someone difficult measured definitely because no one and true therein. Examples of non-academic achievement is memorized the Quran, winner of open debate and the winner of cliff climbing.<sup>42</sup>

According to Mulyono in his book non-academic achievement is “Prestasi atau kemampuan yang dicapai siswa dari kegiatan diluar jam atau dapat disebut dengan kegiatan ekstrakurikuler”. Extracurricular activities are a variety of school activities conducted in the framework of the opportunity to the students to be able to develop the potential of interest, talents and hobbies that he had done outside school hours normal.<sup>43</sup>

### c. Factors of the Learning Achievements

The global factors that affect learning achievements and learning consists of internal and external factors below is the explanation:<sup>44</sup> Internal factor is the factor that arises from himself the Son himself. The internal

<sup>42</sup><http://www.pengertianmenurutparaahli.net/pengertian-akademis-dan-nonakademis/>, accessed on November 13 2016 at 10:38 a.m.

<sup>43</sup> Mulyono, *Manajemen Administrasi & Organisasi*, (Jogjakara : Arruz Media, 2008) page. 188-189.

<sup>44</sup> Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: PT Remaja Rosdakarya, 2013), page. 130-135.



factors include the two aspects of the physiological aspect (which is physical) namely, General Condition physical and vagal (muscle) voltage marking the fitness level body organs and Where upon are the foundations, can affect the spirit and intensity of students participate in the learning process. The condition of the special organs students such as the health of the sense of hearing and the sense of vision is also affect the ability of students to absorb information and knowledge, especially those posted in the classroom.

And the psychological aspect (which is spiritual), many factors including the psychological aspects that can affect the quantity and quality of learning students, including: first, Analytics Students in general can be interpreted as the ability of the psycho-physical to react stimulations or adjust themselves with the environment with the right way. Second, the talent that can be interpreted as the ability to learn. The talent can also be interpreted as symptoms of the condition of the ability of a person who is relatively nature, is one of the most important aspects is the readiness of students to obtain the skills of such skills and potential while the other aspect is the readiness of the students to develop the interest of using the skills. Third, the interests of the students can affect the quality of student learning achievement in the field of study of specific fields of study. Then because of the centrality of intensive attention and focus on the material that allows students to learn more vigorously so that the interest.

Learn more and at the end of the students can reach the achievement desired. Fourth, the attitude of the students with the accuracy of the heart or the tendency of (readiness, heart, tendency) to act against the object according to its characteristics over which we know. Fifth, motivation is all the power that encourage someone to do something.

External Factors are factors that come from outside themselves students. external factors that affect the achievement of student learning are grouped into three factors: First, family factors these factors include the parent factor, the atmosphere of the house and family economic situation, factors, school and community factors. Second, the condition of the school which is the first formal education institution that is very important in determining the success of student learning, because the school environment that good can encourage students to learn more zealous and diligent. And third, the state of the Society in his daily, someone will not remove from the societal life. The situation factors community is very strong influence over the education of children. The influence of the society even harder to controlled. Supports or does not support the development of children, the community also affect. The environment around the many influence affect the attitudes and behavior of the individual. As the pattern of thinking, act, speak, attitudes, styles language, character, and so on. The educational environment consists of parents, school environment and other environment.

#### d. Assessment of Learning Achievements

Learning achievement assessment have many meaning, according to Muhibbin Syah is, “Penilaian terhadap tingkat keberhasilan siswa mencapai tujuan yang telah ditetapkan dalam sebuah program.”<sup>45</sup> And based on the Law on National Education System no. 20 2003 Article 58 (1) “Evaluasi belajar peserta didik dilakukan untuk memantau proses, kemajuan, dan perbaikan hasil belajar peserta didik secara berkesinambungan.”<sup>46</sup> In principle, learning achievement assessment is planned activities and sustainable. Therefore, variations many, start the simplest to the most complex. Following various learning achievement assessment:<sup>47</sup>

##### 1) Pre test and post test

Pre test done teachers routinely on each will start new materials. And post test evaluation activities done by teachers at the end of the presentation of the material.

##### 2) Evaluation of the prerequisites

This evaluation is very similar to the pre test. The aim is to identify the control of the students on the material long the underlying causes of the new material that will be taught.

##### 3) Diagnostic Evaluation

This evaluation is done after the presentation of a lesson unit with the purpose of identifying the specific parts that have mastered the students.

<sup>45</sup> Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: PT Remaja Rosdakarya, 2013), page. 139.

<sup>46</sup> *Ibid.*, page. 141.

<sup>47</sup> Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: PT Remaja Rosdakarya, 2013), page. 142-147.

#### 4) The formative evaluation

This evaluation is done at the end of every presentation of the lesson unit or module.

#### 5) Evaluation sumatif

Various more or less the same sumatif assessment with deuteronomy general which is done to measure the academic performance or the achievement of student learning at the end of the period of the implementation of the program of teaching.

The measurement of the alternative learning success can be known through cognitive evaluation, affective, and psychomotoric aspects: <sup>48</sup>

##### a) Cognitive Problems

Assessment of the success of the students cognitive dimension can be done with the written test, oral test, test B-S, multiple choice test, test fitting, test essays and works test.

##### b) Affective

The arrangement of the test instrument student performance that affective dimensions can be done using the "Likert Scale" whose goal is to identify the tendency of the attitude of a man.

##### c) Psychomotoric Aspects

To evaluate the success of that dimension venues psychomotoric aspects is with the observation that contains the test concerning events, behavior, or other phenomenon.

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<sup>48</sup> Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: PT Remaja Rosdakarya, 2013), page. 152-155.

### e. Indicator of the Learning Achievement

Main key to obtain the size of the data and the results of student learning as decomposed above is to know the great lines associated with the type of achievements which will revealed or in measure. The following is a table of the type of indicator, and how the evaluation of the learning achievements:<sup>49</sup>

**Table 2.1 Type of indicator, and how the evaluation of the learning achievements**

Types of Achievements	The indicator	The way the Evaluation
A. Copyright watcher (Cognition)		
1. Observation	1. Can show 2. Can compare 3. Can connect	1. The oral test 2. Written Test 3. The observation
2. Remembrance	1. Able to list 2. Can show again	1. The oral test 2. Written Test 3. The observation
3. Understanding	1. Can explain 2. Can define with their own oral	1. The oral test 2. Written Test
4. The implementation	1. Can provide an example 2. Can use in a timely manner	1. The oral test 2. Work assignments 3. The observation
5. The analysis (examination and sorting carefully)	1. Can describe 2. Can classify/separating its own	1. The oral test 2. Work assignments
6. The synthesis of (create new combination and apples)	1. Can connect 2. Can conclude 3. Make general principles	1. The oral test 2. Work assignments
B. The jurisdiction of the taste of (Affective)		

<sup>49</sup> Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: PT Remaja Rosdakarya, 2013), page. 148.



1. The acceptance of	1. Shows the attitude of receiving 2. Shows the attitude of rejected	1. The oral test 2. Work assignments 3. The observation
2. Greeting	1. A willingness to participate/involved 2. A willingness to take advantage of the	1. Test the scale of the attitude 2. Work assignments 3. The observation
3. Appreciation (attitudes appreciate)	1. Considers it important and useful 2. Consider beautiful and harmonious 3. Admire	1. Test the rating scale/attitudes 2. Work assignments 3. The observation
4. Internalisasi (AD)	1. Acknowledge and believe 2. Break	1. Test the scale of the attitude 2. Work assignments expressive (that) and proyektif attitude (stating expected/forecast) 3. The observation
5. Characterization (immensity)	1. Institutionalized or negate 2. Manifest in personal and prioritising day-to-day	1. Work assignments expressive (that) and proyektif attitude (stating expected/forecast) 2. The observation
C. Venues Karsa (psychomotoric aspects)		
1. Moving skills and act	1. Coordinate movement of the eyes, hands, feet and other parts of the body	1. Action Test 2. The observation
2. Verbal expression skills and nonverbal	1. Speak 2. Create a and physical movement	1. The oral test 2. Action Test 3. The observation

## 5. The Development

### a. The Definition of the Development

Development have many means, according to Punaji development is,  
 “Suatu proses yang dipakai untuk mengembangkan dan memvalidasi produk

penelitian. Pengembangan dapat berupa proses, produk dan rancangan.”<sup>50</sup> And development Research according to Seels & Richey, defined as follows:

Penelitian pengembangan sebagaimana dibedakan dengan pengembangan pembelajaran yang sederhana, didefinisikan sebagai kajian secara sistematis untuk merancang, mengembangkan dan mengevaluasi program-program, proses dan hasil-hasil pembelajaran yang memenuhi kriteria konsistensi dan keefektifan secara internal.<sup>51</sup>

Based on the understanding above, it can be concluded that the development is to produce findings from a researcher who will be tested in field and then carried out the revision of the products to produce products that deserve to be used.

#### **b. The Concept of the Development of Thematic Learning Materials**

In the development of education in general can be given two new development model: First "top-down model" namely education development created by certain parties as leader/superiors are applied to the subordinate; as well as the development of education which is done by the Ministry of National Education for this. Both "bottom-up model" namely development model that flowed and the results of the creation from the bottom and carried out as part of the effort to improve the implementation and quality of education.<sup>52</sup>

<sup>50</sup> Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan*, (Jakarta: Kencana, 2015), page. 277.

<sup>51</sup> *Ibid.*, page. 216.

<sup>52</sup> Abdul Majid, *Perencanaan Pembelajaran Mengembangkan Kompetensi Guru*, (Remaja Rosdakarya: Bandung, 2005), page. 24.

Text Books should have two main mission, namely First, optimisation deklaratif knowledge development and procedural knowledge. Second, knowledge must become the main target of the text books used in schools.<sup>53</sup>

There are several types of development of learning materials, i.e. the type of arrangement, adoption, translation, and revision. There are various kinds of creation that copyrighted can be owned by the creator of the new creation, translation, adaptation, arrangement, change form the adoption.

### c. Step the Arrangement of the Learning Development

The development of learning materials thematic involves a number of steps that must be taken by a developer. According to the Development Guide teaching materials published by the Ministry of Education in Andi Prastowo, there are three main stage that need to be undertaken to develop teaching materials, namely:<sup>54</sup>

#### 1) A needs analysis teaching materials

Is the beginning of the process that must be taken in making teaching materials. This analysis aims to teaching materials that are made in accordance with the demands of the competencies that have to be mastered by students. A needs analysis teaching materials include three stages: the analysis of the curriculum, learning resources and the determination of the type and the title of the lesson materials. This whole

<sup>53</sup> Bambang Sutedjo, *Pengembangan Bahan Ajar dan Media Disalin untuk sesama Tenaga Pendidik guna keberhasilan KTSP*, (journals, 2006), page. 16.

<sup>54</sup> Andi Prastowo, *Pengembangan Bahan Ajar Tematik Tinjauan Teoritis dan Praktik*, (Jakarta: Kencana Prenadamedia Group, 2014), page. 153-179.

process to become an integral part of a process of making teaching materials that we cannot settlements of separate.

## 2) Choose a learning resource

To facilitate the process of the election of the learning resources, two criteria that can be used in the selection of learning resources, namely general criteria when selecting learning resources should we consider the four criteria: aspect of practical sense and simple, facet easily acquired and is flexible and special criteria among others: learning resources can motivate learners in learning learning resources for the purpose of the teaching learning resources for research, learning resources to solve the problem and learning resources can be to the presentation.

## 3) Arrange the map lesson materials based on the structure of each form of teaching materials

After the process of needs analysis lesson materials, then we will know how many teaching materials that must be prepared in a specific learning period, both in type and quantity. The next step is to draw up a map the needs of teaching materials.

When the map the needs of teaching materials have been builds, the next stage of living arrange teaching materials according to the structure of the form of teaching materials of each. Because of the map the needs of teaching materials have known matter teaching materials what is needed to arrange a lesson materials. For example make textbook then from map lesson materials is can be known that the title of the material is

learning themselves, with submaterial covers the identity of themselves, the name classmates, and others.

#### **d. Development Model Textbook**

Proud one book is the book which is used in the learning process, load teaching materials which are arranged in a systematic from a subject or studies that must be a minimum of controlled learners on the level and type of specific education.<sup>55</sup> There are various kinds of development model textbook including Jerrold E. Kemp, below is an explanation of the development model Kemp:

- a. The identification of the problem of learning, the aim is to identify the existence of the gap between the facts on the field with the purpose of according to the curriculum regarding the model, approach, methods, engineering, as well as strategies to use teachers. Next will be arranged so that the way of learning goals can be achieved as expected the curriculum.
- b. Analysis of the students is required to know the behavior of the beginning students is a special skill that must be owned by the students so that created the effective and efficient learning and analysis of the characteristics of the students that covers the characteristics, capabilities and experience of both individuals and groups.
- c. Task analysis the procedures for determining the contents of a lesson.

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<sup>55</sup> Asep Hernawan dkk, *Pengembangan Bahan Ajar*, (Jurnal), page. 6.



- d. Formulate indicators, function ssebagai tools for designing leraning activities, framework in planning how to evaluate the results of student learning, and guide students in learning.
- e. The arrangement of the evaluation instrument, created for learning in line with the indicators and learning in line with the mastery of students to the learning.
- f. Learning Strategies learning strategies elections organized based on a specific purpose that will be achieved. The selection includes, model approach, method and format.
- g. Media selection or learning resources, selection must be based on the characteristics of the students and the results of the analysis purposes.
- h. The support services in the form of policy of the school principal and teachers partner business governance, and energy-related energy and laboratory services, budget, facilities, attachment, and library.
- i. The formative evaluation, carried out during the development and test.
- j. Evaluation sumatif, directly measure the level of achievement of the primary objectives at the end of the learning.
- k. The revision of the device, learning to evaluate and improve the design that is made, revision done based on the criticism and input is obtained from the result of the validation and test is limited.

## 6. Developmental Psychology Children

### a. Understanding the Developmental Psychology

The term Psychology started from the word in the Greek “*Psyche*” which means that the spirit and soul or power of life, and “*logos*” which means knowledge. So, psychology literally means the science of the soul. According to the development of the Monks F.J is “Proses yang kekal dan tetap yang menuju ke arah suatu organisasi pada tingkat integrasi yang lebih tinggi, berdasarkan pertumbuhan, pematangan, dan belajar”.<sup>56</sup>

Based on the opinion of Ross Vasta psychology book on the development of children and adolescents, Developmental Psychology is “Cabang psikologi yang mempelajari perubahan tingkah laku dan kemampuan sepanjang proses perkembangan individu dari mulai masa konsepsi sampai mati”.<sup>57</sup>

### b. The development of the characteristics of school children phase (Elementary School age)

The aspects of this development includes: physical, Intelligence, emotions, language, social personality, moral and religious consciousness. Below is an explanation from every aspect of:<sup>58</sup>

#### 1) Physical Abuse

The middle and the end of the children is a period of physical growth is slow and relatively uniform to start the changes reach

<sup>56</sup> Desmita, *Psikologi perkembangan*, (Bandung: PT Remaja Rosdakarya, 2007), Page 1

<sup>57</sup> Dr. H. Syamsul Yusuf LN, *Psikologi Perkembangan Anak dan Remaja*, (Bandung: PT Remaja Rosdakarya, 2007), Page 3

<sup>58</sup> Dr. H. Syamsul Yusuf LN, *Psikologi Perkembangan Anak dan Remaja*, (Bandung: PT Remaja Rosdakarya, 2007), Page 178-184

puberty, approximately 2 years ahead of the children mature sexually, at this time the growth of growing fast.

Some aspects of the physical growth that occurs during this period is the state of weight, height, and motoric skills.

## 2) Cognitive

According to the theory of cognitive Piaget, the ideas of school-age children foundation called concrete operational thinking. According to Piaget, operation is the logical relations between concepts or schemes. While the operation of the concrete is the mental activities focused on objects and real events or the concrete can be measured.

According to Piaget, the children at the time of the concrete operation has been able to realize the conservation of the ability of the children to deal with a number of different aspects together.

## 3) Intelligence (IQ)

Analytics is considered as a norms that determine the development of the ability and the achievement of optimum results of the study of children at school. The general definition of the following order which was formulated by the experts: (a) the ability to adapt to their environment, (b) the ability to learn, and (3) the ability to think in the abstract.

## 4) Emotion (EQ)

In khazanah disciplinary science, especially psychology, the term emotional intelligence, is a relatively new term. According to

Goleman “kecerdasan emosional merujuk kepada kemampuan mengenali perasaan kita sendiri dan perasaan orang lain, kemampuan memotivasi diri sendiri, dan kemampuan mengelola emosi dengan baik pada diri sendiri dan dalam hubungan dengan orang lain”.

#### 5) The Language

Thesaurus retained vocabulary has increased and how the children use words and sentences increased complex and more resembles the language of adults. From the various lessons that are given in schools, readings, talks with the other children as well as through radio and television, children increase the treasury vocabulary which he utilised in the conversation and writing. When the grade of elementary school treasures its vocabulary around 20.000-24,000 words. At the time of sitting in sixth grade, treasures its vocabulary rose to around 50,000 word.

#### 6) Social

Social Development is the achievement of maturity in social relations. Thanks to the development of social, children can adjust himself with the group of peers as well as with the environment of the surrounding communities.

#### 7) The Moral

Children begin to know the concept of moral (know the correct one or both of the bad) first from the family environment. Efforts to instill moral concept since early age is something that should be.

#### 8) And religious consciousness

The period of the age of the primary school is the time of the formation of the values of religion as a continuation of the previous period. The religious quality children will be very influenced by the process of formation or education that it receives. Associated with the religious education associated with the teaching practice and the planting of the values in the schools have an important role. When all parties involved in the school has to give an example in the conduct of the values of religion is good, then the learners will be developed also religious awareness.

In concert with the above exposure, Zakiah Darajat in the book the science of the soul of religion proposed that:

Pendidikan agama di sekolah dasar, merupakan dasar bagi pembinaan sikap positif terhadap agama dan berhasil membentuk pribadi dan akhlak anak, maka untuk mengembangkan sikap itu pada masa remaja akan mudah dan anak telah mempunyai pegangan atau bekal dalam menghadapi berbagai kegoncangan yang biasa terjadi pada masa remaja.

#### c. **The development of the soul of religion on children**

To know the direction and quality of the religious development of children depend on the construction process and education that it receives. This is as stated by the Prophet Muhammad saw “Setiap anak dilahirkan dalam keadaan fitrah, hanya karena orang tuanyalah, anak itu menjadi Yahudi, Nasrani dan Majusi”. This hadith indicates that environmental factors and education especially parents have a very important role in influencing the development of fitrah diversity of.



According to Kohnstamm, development phase of human life is divided into five period, namely:

- 1) The age of 0-3 years, vital period or breastfeeding
- 2) The age of 3-6 years period aesthetic or the time try and play
- 3) Age 6-12 years, intellectual period (school period)
- 4) The age of 12-21 years, social period or of youth
- 5) The age of 21 years to the adult period or time for the maturity physical and psychological man.

The phase of human development is explained by the experts psychology had been there is the explanation in Al-Quran, as follows:

اعْلَمُوا أَنَّمَا الْحَيَاةُ الدُّنْيَا لَعِبٌ وَلَهُمْ زِينَةٌ وَتَفَاخُرٌ بَيْنَكُمْ وَتَكَاثُرٌ فِي الْأَمْوَالِ وَالْأَوْلَادِ كَمَثَلِ غَيْثٍ أَعْجَبَ الْكُفَّارَ نَبَاتُهُ ثُمَّ يَهِيجُ فَتَرَاهُ مُصْفَرًّا ثُمَّ يَكُونُ حُطَامًا وَفِي الْآخِرَةِ عَذَابٌ شَدِيدٌ وَمَغْفِرَةٌ مِنَ اللَّهِ وَرِضْوَانٌ وَمَا الْحَيَاةُ الدُّنْيَا إِلَّا مَتَاعُ الْغُرُورِ

Ketahuilah, bahwa sesungguhnya kehidupan dunia ini hanyalah permainan dan suatu yang melalaikan, perhiasan dan bermegah-megah antara kamu serta berbangga-banggaan tentang banyaknya harta dan anak, seperti hujan yang tanam-tanamannya mengagumkan para petani; kemudian tanaman itu menjadi kering dan kamu lihat warnanya kuning kemudian menjadi hancur. Dan di akhirat (nanti) ada azab yang keras dan ampunan dari Allah serta keridhaan-Nya. Dan kehidupan dunia ini tidak lain hanyalah kesenangan yang menipu. (QS. Al-Hadid : 20).<sup>59</sup>

The development of religion on children through several phases, according to Ernest Harm through three levels namely:

<sup>59</sup> Departemen Agama RI, *Al-Quran dan Terjemahnya*, (Jakarta: PT Syamil Cipta Media, 2005), page. 540.

1) The fairy tale stage

This level started on children aged 3-6 years. At this stage understanding of the concept of the godhead more influenced by fantasy and emotion.

2) The this stage

This level is usually started since the child enters elementary school. At this time the idea of the godhead the son already reflect the concepts based on the fact.

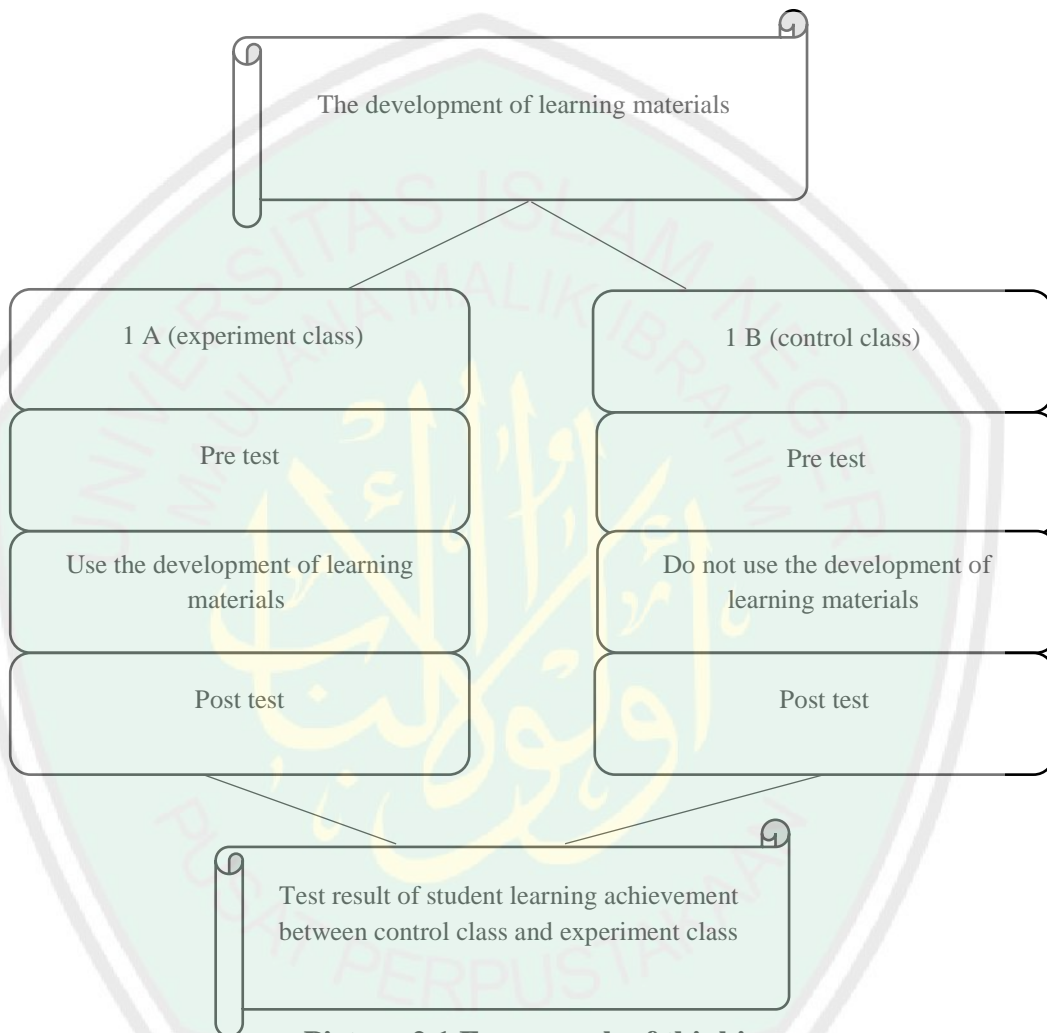
3) The individual stage

At this level children have emotional sensitivity is most high in line with age. To understand the religious concepts in children means understand the religious nature in children, there are six forms and the nature of religion:

- 1) Unreflective the truth they received is not so deeply so that enough impractical only and they are satisfied with the description that sometimes less absurd.
- 2) Self-centered shepherds, children have the awareness of himself since the first year when grow more rise there is a sense of selfish characteristics.
- 3) Antromorphis, comes from the results of his experience when he interacts with other people.
- 4) And Verbalis Ritualis, namely concepts in words such as rote.
- 5) Imitative skill, based on the results of the imitate.

- 6) A sense of wonder, a feeling of awe and they can be transmitted candidacy from the story that cause amazed.

### B. The Framework of Thinking



**Picture 2.1 Framework of thinking**

### CHAPTER III

#### RESREACH METHODS

##### A. Types of Research

This type of research is the development of this type of research-oriented products in the field of education. The research of R&D according to Prof. Dr. Sugiyono in his book titled *quantitaif, qualitative Research Methods and R&D*, “Metode penelitian yang digunakan untuk menghasilkan produk tertentu, dan menguji keefektifan produk tersebut.”<sup>60</sup> While the research development according to Borg & Gall is, “Suatu proses yang dipakai untuk mengembangkan dan menvalidasi produk pendidikan.”<sup>61</sup>

The research of development according to the Seels & Richey, defined as follows:

Penelitian pengembangan sebagaimana dibedakan dengan pengembangan pembelajaran yang sederhana, didefinisikan sebagai kajian secara sistematis untuk merancang, mengembangkan dan mengevaluasi program-program, proses dan hasil-hasil pembelajaran yang memenuhi kriteria konsistensi dan keefektifan secara internal.<sup>62</sup>

Products that will be developed is the author of the textbook-based thematic integration of Islam and Science to receiving complain learning achievement grade I SDN Ngajum 01 Ngajum, Malang will be focused on the theme of 8 sub theme 1 (the rainy season).

##### B. The Model of Development

A model can be interpreted as a representation of either visual or verbal.

The model presents something or complex or complicated information into

<sup>60</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), page. 297.

<sup>61</sup> Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan*, (Jakarta: Kencana, 2015), page. 215.

<sup>62</sup> *Ibid.*, page. 216.

something more simple or easy. With this model, one can better understand something rather than through long explanations. A model in the development of the research presented in this section of the procedure of development, is usually follow the development model embraced by researchers. By services as following a specific model embraced by researchers, it will be retrieved a number of inputs to the resulting product refinement is carried out.

Development of learning models compiled in this study refers to the type of development according to Borg & Gall, is outlines the general steps to follow to produce a product cycle the invests:<sup>63</sup>

1. Research and collection of information beginning

Research and information collection is includes a literature review, observation or observation class, and the preparation of the initial report.

2. Planning

Includes formulating ability, formulate specific objectives to determine the sequence of materials, and small scale installation design trials.

3. Development of the initial product format

The development of the initial product, format or early drafts, is encompassed the preparation of learning materials, handbooks, and evaluation tools. The format of the specified program development whether in the form of printed materials, such as modules and learning materials in the form of textbooks, the order process or procedure in the

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<sup>63</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), page. 228-230.



draft learning system, highly proven with a video or in the form of compact disks.

#### 4. Similar Preliminary test

Done at 1-3 school, is 6-12 involves the subject data and the results of the interviews, observation, and question form is expected and analyzed. Tests were made to the format of the program that developed whether in underlined last month with a special purpose. The results of the analysis of these early trials became the input to innovate initial product revisions.

#### 5. Product Revisions

Done based on the results of early trials. Field trial results achieved qualitative information about the program or the product being developed. Based on data screened across word required to do the same evaluation by taking the same site. The revised product then held trials.

#### 6. The field trials

The field trials, of much 5-10 schools with involving subject 30-100. This pilot-scale installation design is being categorized. Quantitative data the results of the study were expected and analyzed in underlined last month with the specific purpose to be achieved, or the coveted if possible as compared to the control group, so that the data obtained to do further product revisions.

## 7. Product Revisions

The revision level of the product, based on the results of the field trials. The results of the field trials involving groups larger subject is intended for determining the success of products in achieving its objectives and to gather information that can be used to receiving complain the program or product for the purpose of repair at a later stage.

## 8. The Field test

Once the product is revised, bear the developers this products screened across more feasible and adequate, then the necessary test field. This involves the field test units or larger subject again. This field test could involve 10-30 school or against 40-200 subject accompanied by interviews, observation, and the delivery of the now and then conducted the analysis. The results of this analysis then become the material for the purposes of revision the next product, or revisions to the final product.

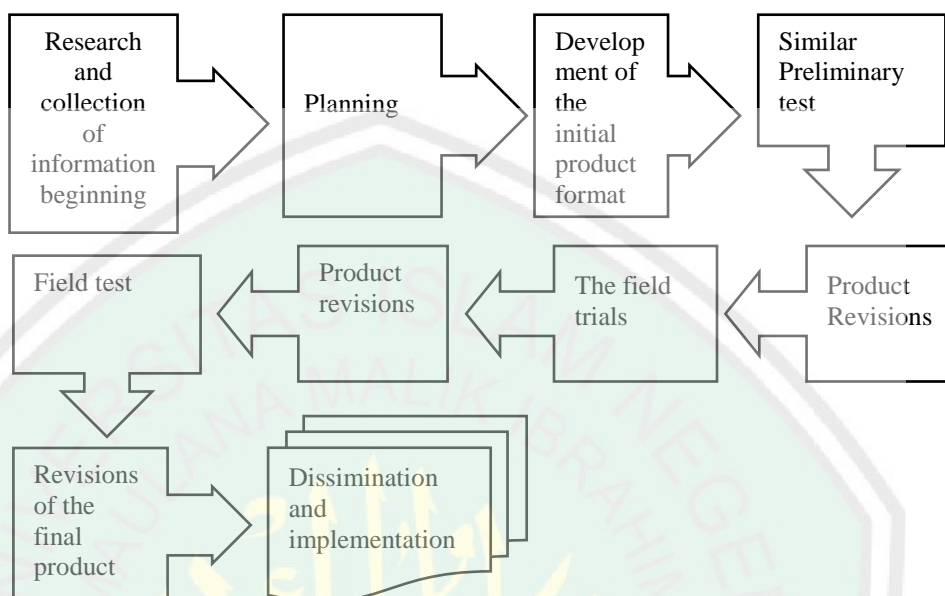
## 9. Revision of the final product

The revision is done based on a broader testing fields. Revision of final product this is what being the size that the product is correct the right is said to be valid do we stop, because it has gone through a series of tests gradually.

## 10. Dissimination and implementation

Delivering the results of development process, procedures, programs, or products to the users and professionals through the forum meetings or write in a journal or in the form of a book or handbook. Based

on the steps development of Borg and Gall at the top, then described as follows:



**Picture 3.1 Steps development of Borg and Gall**

### C. Procedure of Development

Research procedures that are used in the development of researcher is adapted from the steps of development developed by Borg and Gall, its applications tailored to the needs of researchers. Because of time and cost of owned researcher, outline the measures of research and development that have been put forward earlier, simplified according to needs of research.

Taking major steps the Borg and Gall, research development procedure textbook is divided into 8 main steps:

#### 1. Research and information collection

Information gathering is done to determine the needs within the learning will take place. Things of note in determining learning needs, among other things, the compliance with the learning needs of the curriculum, and the stage of development of the students.

The steps undertaken in this stage is the study of the literature does is gather information and learn literature book thematic grade four SDN Ngajum 01 and books supporting other learning media, learning methods used, and so forth and fieldwork conducted with observation to school and look at the State of the school or institution, the condition of the students, the learning process that uses thematic text books so that the textbook disseminates lessons developed can be used taking into input account from class teachers, students through observation or interviews in the process of research and learning.

## 2. Planning

At this stage the researcher reviewed the material that will be organized into thematic integrative textbook-based integration of Islam and Science on the theme of the rainy season, the steps undertaken include: analyzing the basic competencies, core competencies, learning materials analysis of the compiled map needs, developing indicators based on core competencies and competency base.

## 3. Product format the development of early

The development of the initial product, format or early drafts, which encompassed the preparation of learning materials, handbooks, and evaluation tools. The format of the specified program is the development of the textbook with the title subtema of the wet natural events and researchers only provides either a hardfile.

#### 4. Test validity

At this stage of the trial of products. Product validation by experts conducted by some experts, namely

- a. Mrs. Bety Ning Asiyah, S.Pd (teacher grade 1-A SDN Ngajum 01), as the experts and learning.
- b. Mr. Nurul Yaqien, M.Pd (lecturer majoring in MPI UIN Malang), as the experts contents
- c. Mr Yuniar Setyo Marandy, S.Sn (lecturer FITK UIN Malang), as design experts.

The expert tests conducted using questionnaires which contains the product assessment the development of teaching materials and to field tests for grade 1-A. This test uses the instrument questionnaires, which contains the product assessment the development of learning materials. In addition, on questionnaires also respondents can provide advice and criticism for the development of teaching materials for teaching materials can meet the criteria of a good product.

#### 5. Preliminary Field Testing

At this step is conduct first trial. the intitial trial conducted by six students. This test is done with a program-format develop whether in accordance with a special purpose. The result of the analysis of these early trials became the input to perform intial product revisions. However, in this step is simplified. And in this step, researcher will be revised product when it needs to be revised.



#### 6. Main product revision

Done based on the results of early trials. Field trial results achieved qualitative information about the program or the product being developed. Based on data screened across word required to do the same evaluation by taking the same site. The revised product then held trials.

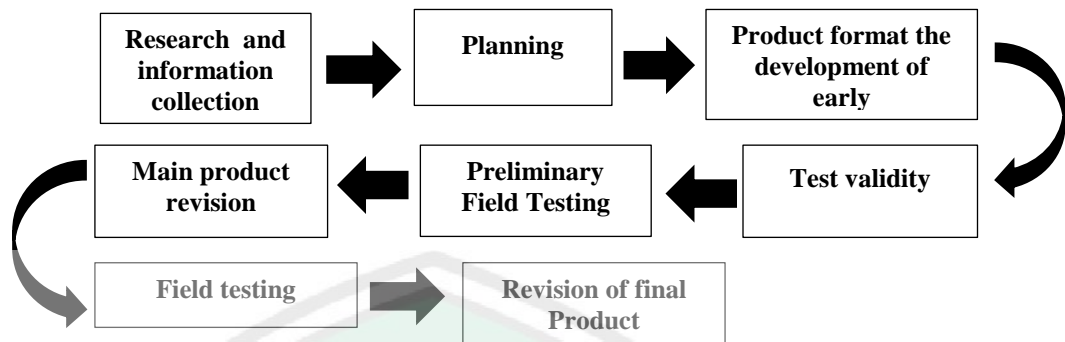
#### 7. Field testing

Once the product is revised, the developers this products screened across more feasible and adequate, then the necessary test field. Field testing accompanied by interviews, observation, and the delivery of the now and then conducted the analysis. The results of this analysis then become the material for the purposes of revision the next product, or revisions to the final product.

#### 8. Final product revision

At this stage the researcher doing revision of final product, based on the your input and in the field test implementation.

Based on the research procedures that are used in the development of researcher is adapted from the steps of development developed by Borg and Gall, then described as follows:



**Picture 3.2 Steps of Borg and Gall Development Developed by Researcher**

#### **D. The Trials**

Product trial aims to find out whether the product that made decent used or not and to what extent the product is made can reach the target.

##### **1. The Trial of Design**

Trials are conducted in order to find out the level of interest, the validity and the effectiveness of the product. Products in the form of thematic integrative textbook-based integration of Islamic Science is tested and the level of interest, and the validity, effectiveness of textbook known through cleared stages, namely:

- a. Validation by content/material (thematic and integration of Islam and Science)
- b. Product design Experts
- c. Learning Experts
- d. Field trials

##### **2. The Trial of Subject**

The subject of the assessment in the thematic learning materials based on the integration of Islam and Science is the contents or materials, product design experts and the experts learning. While the target subject to

test the user is a first grade students at SDN Ngajum 01 Ngajum, Malang. The subject of the feasibility test or validators on this research is determined based on the following criteria:

- a. Validation by experts contents/matter thematic and the integration of Islam and Science

Lecturers who are experts in thematic learning, namely is a lecturer at the university who have completed the minimum education S-2, qualified to teach the last two years in the knowledge base of the field of thematic and the integration of Islam from above researcher choose Mr. Nurul Yaqien, M.Pd to be validation experts of contents/matter thematic and the integration of Islam and Science. Now the steps done in stages expert review the contents of this field of study is as follows:

- 1) Comes to experts in the field contents thematic learning
- 2) Describes the process of development done
- 3) Provides the results of the product that has developed
- 4) Through the instrument questionnaires requested to asked

The experts content related to the opinion or comment about the quality of the book proud have developed in terms of contents or materials that will be used for the improvement of the textbook based thematic integration of Islam and Science.

- b. Expert product design

Expert product design product design is defined as the textbook design validation is a minimal education D3 grafika field, qualified

to teach at least five consecutive years of the field garfika, willing to follow the entire process of the assessment from this statement researcher choose Mr.Yuniar Setyo Marandi, S.Sn to be validation of expert product design.

c. Expert learning

Expert learning teaching and assessment of the response to the textbook thematic based on the integration of Islam and Science is a teacher of fields of study with minimal education S1 education. The election of the experts and learning is based on the consideration that have been have a lot of experience teaching. The selected learning experts namely teachers of first grade SDN Ngajum 01 Ngajum, Malang.

d. Field trials the small scale and large scale field trial

Test target subjects textbook products based thematic integration of Islam and Science theme 8 the rainy season is the first grade students SDN Ngajum 01 Ngajum, Malang.

**3. Types of Data**

There are two types of data that is required for the product that is developed and the purpose of the lesson in this development research. The two types of the data is the quantitative data obtained from the questionnaires and qualitative data obtained from interviews and observation is used as a reference to determine the effectiveness, efficiency, and interest products that are produced.

#### 4. Data Collection Instrument

Based on the type of data that has been presented above, research in the development of this there are some instrument data collection needed researchers to support research are questionnaires, interview, observation and learning achievement test.

##### a. Questionnaires

Questionnaires is the data collection technique is done with how to give a set of questions or written statement to the respondents to too complex. Questionnaires suitable for use when the number of respondents is large enough and spread in a broad area. Questionnaires can be a question/statement closed or open, can be given to the respondents directly or sent by post or the internet.<sup>64</sup>

##### b. Interview

The interview is the meeting of two people to exchange information and ideas through the question and answer so that it can be constructed meaning in a particular topic.<sup>65</sup>

##### c. The observation

In this reserach use observation method and according to Sutrisno Hadi in Sugiono proposed that, “Observasi merupakan suatu proses yang kompleks, suatu proses yang tersusun dari berbagai proses

<sup>64</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), page. 142.

<sup>65</sup> *Ibid.*, page. 23.



biologis dan psikologis, dua diantaranya yang terpenting adalah proses-proses pengamatan dan ingatan”.<sup>66</sup>

d. Learning achievement test

Learning achievement assessment is ongoing and planned activities. At this stage the researcher using a Pretest conducted at the beginning of the presentation of new material. And posttest are done at the end of the presentation of the material.<sup>67</sup>

**5. Data Analysis techniques**

The Data obtained and analyzed. Data analysis techniques used in this research is a descriptive analysis and T test analysis both these techniques are used in accordance with the characteristics of the data obtained from the data collection process.

a. Questionnaire

At this stage is describing all the opinions, advice and the response of the validators obtained from the sheet of criticism and suggestions. The data from the questionnaires is that in make quantitative qualitative data using the likert scale the criteria four levels and then analyzed through the calculation of the percentage score of the items on each answer from each question in the questionnaires and observation sheet. To determine the percentage to be used the equation below:

$$P = \frac{\sum xi}{\sum x \text{ bobot tertinggi } \times \text{ jumlah responden}} \times 100\%$$

<sup>66</sup> *Ibid.*, page. 145.

<sup>67</sup> Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: PT Remaja Rosdakarya, 2013), Page. 142-147

**Description :**

$P$  : the percentage of the feasibility

$\sum x$  : The number of total score answers the validator (real value)

$\sum x_i$ : The number of total score highest answer (value) Hope

In the gift of meaning and decision-making to revise the book proud have used the qualification has the following criteria:

**Table 3.1 Scale of learning achievement**

Presentations (%)	The level of the valid
80 – 100	Valid/Not revised
60 – 79	Valid enough/Not revised
40 – 59	Less valid/Revision of some
0 – 39	Not valid/Revision

Based on the above criteria, textbook revealed valid if they meet the criteria for a score of all elements of the 80 there in questionnaires validation assessment media experts, experts materials, learning experts and students. In this research, textbook made must meet the criteria of valid. Therefore, done when revision is still not meet the criteria of valid.

**b. Pretest and Posttest Data Analysis**

Pretest data is data that acured before doin treatment, and posttest is data obtained after given treatment. There are several steps that must be performance on this data analysis, the steps are:

### 1) Calculate the average (mean)

The mean is the engineering groups explanation that is based on the average value of the group. The mean can calculate by the following formula:<sup>68</sup>

$$\bar{X} = \frac{\sum X_i}{n}$$

Description:

$\bar{X}$  : The mean (average)

$\sum$  : Epsilon

$X_i$  : The value of x the i up to n

n : Total of individuals

### 2) Range/variance

One of the statistical technique used to explain homogenitas is groups with variants. Variants is a square number of all the location of the values of the individual to the average group. Variants can be obtained by using the following formula:

$$S^2 = \frac{\sum (X_i - \bar{X})^2}{(n-1)}$$

Keterangan:

$S^2$  : Variance

$X_i$  : The value of x to from i up to n

$\bar{X}$  : Mean

$\sum$  : Epsilon

N : Total of individuals

<sup>68</sup> Sugiono, *Statistik untuk Penelitian*, (Bandung: Alfabeta, 2010), Page. 49

### 3) Homogeneity Test

One of the technique statistic used to describe its homogeneity of the group was with the variance. The formula used is:<sup>69</sup>

$$F_{hitung} = \frac{\text{varian terbesar}}{\text{varian terkecil}}$$

Both groups said homogeneous when using 5% produce  $F_{hitung} < F_{tabel}$  rather when  $F_{hitung} > F_{tabel}$  it can be concluded that the data was not homogeneous.

#### c. The T test Analysis

In the field trials the data gathered using questionnaires and pre test and post test in order to know the results of the study the target groups of the trial classes I before and after using the product development of textbook based on the integration of Islam and Science. The analysis techniques used is the T test is used to determine whether or not there is the influence of the treatment are imposed on a group of research object. Now the formula is used with equal to the significance of 5 percent as follows:

$$T = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2 + s_2^2}{n_1 + n_2}}}$$

#### Description :

T : the value calculated

<sup>69</sup> Sugiono, *Statistik untuk Penelitian*, (Bandung: Alfabeta, 2010), Page. 56

$X_1$  : The variables I (class experiment)

$X_2$  : The variables II (control classes)

$N_1$  : The number of sample grade experiment

$N_2$  : The number of sample students control classes

$s_1^2$  : Variance of experiment post test

$s_2^2$  : Variance of control post test

After we do the calculate of t-test, we compared to the next value of  $T_{table}$  if it is seen from the statistic count ( $T_{count}$ ) with statistic table ( $T_{table}$ ), then the withdrawal of the conclusion are:

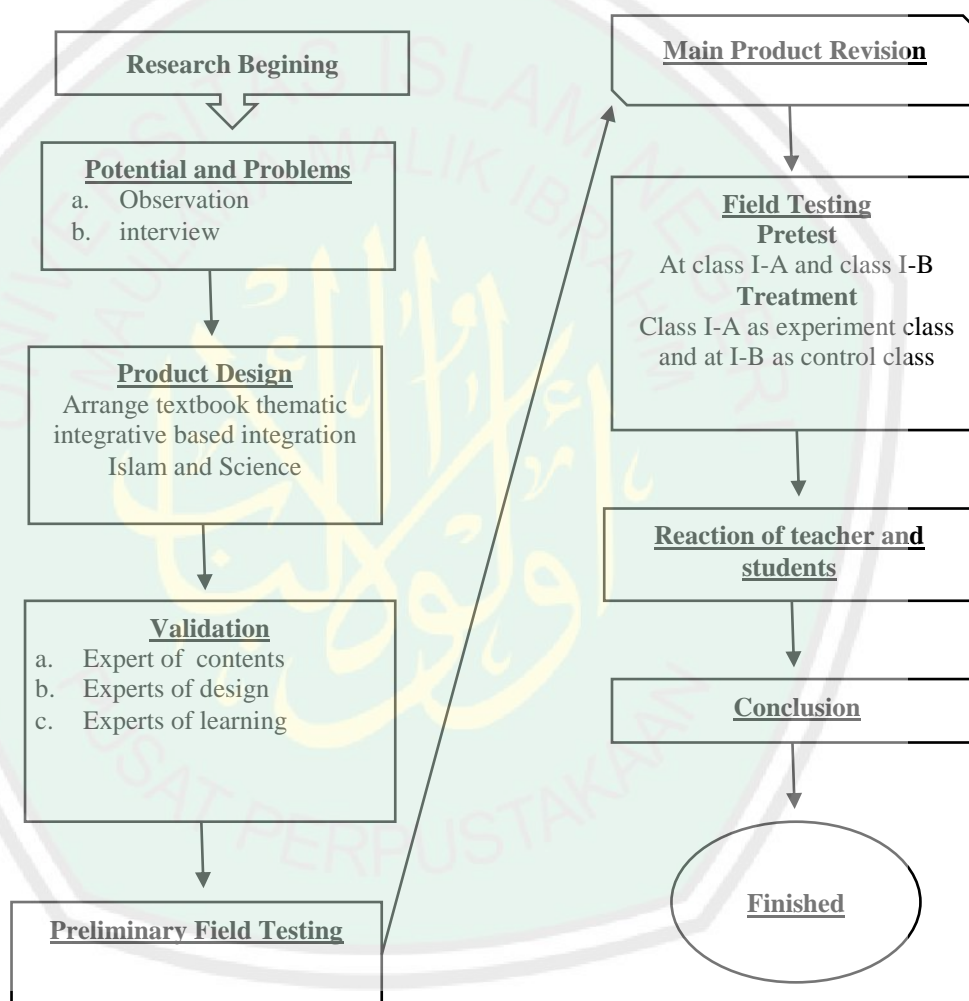
If:  $T_{count} > T_{table}$  then,  $H_0$  is rejected and  $H_1$  received

$T_{count} < T_{table}$  then,  $H_0$  is rejected and  $H_1$  rejected



### E. Research Procedure

The process of the implementation of the research started from the research introduction, design development, validation until late. The steps research and development is done to test the products only. The research flow following implemented.



Picture 3.3 Research Procedure Chart

## **CHAPTER IV**

### **DISCUSSION AND RESULT OF DEVELOPMENT**

In this chapter will be presented in 3 things related to the chapter that consists of (a) a description of the form of teaching materials, (b), trial presentation of data in the presentation of the trial data will be discussed about the results of the trial implementation of the product, (c) data analysis contains a discussion of the related product test result data and the conclusion of the end of the results of the analysis as the basis to perform the revision of the product, and (d) revision based products from the assessment and the inputs from the expert validation contents, expert design and learning experts and feedback from questionnaires interesting by students in the classes of the experiment.


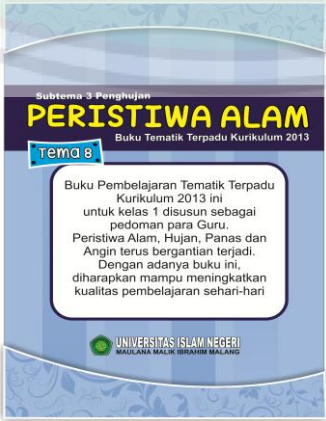
#### **A. Description of the form of Textbook Thematic integrative Based on the Integration of Islam and Science**


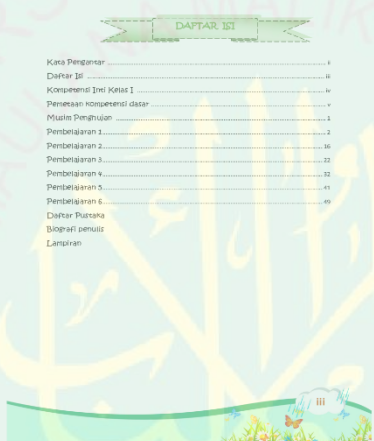

Description of the results of this development in the form of an thematic integrative learning materials based on the integration of Islam and Science to grade 1 elementary schools. Product studies lesson materials reviewed from two aspects of the aspects of the contents of the learning materials and the design of learning materials. Aspects of the contents of the teaching materials are organized based on the results of the analysis of the components of the thematic learning on the theme 8 sub-theme 3 (rainy season), the aspect of the design of the lesson materials adapted to the character of primary school students in particular grade I.

Teaching materials produced in this development includes 3 parts are part introduction, core parts, and the attachment. The introduction covers the cover, foreword, contents, core competence, and the mapping of the basic competencies. The core section covers six learning, on each lesson there are some editors learning activities they are the basic competency mapping each learning, ayo membaca, ayo berlatih, ayo mengamati, ayo berdiskusi, ayo bercerita, ayo berkreasi, ayo mencoba, ayo menulis, ayo bermain peran, ayo bercerita, tahukah kamu, evaluation, and joint activities with the parent. The attachment includes a references and the biography of the author.

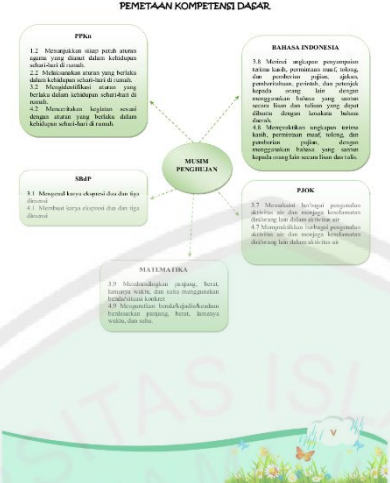
### 1. The Introduction

The table 4.1 Book section and a description



No.	Part of the Book	Description
1.		The front page (cover), designed using corel draw with the choice of color, pictures and writing adjust to character grade 1 students primary schools. The cover of the future consists of the name of the developer, the title of the book, class, pictures that are in accordance with the theme of the logo and the 2013 curriculum.
2.		Cover back, designed more simple from the cover of the future, contains the title of the book about the book and the university logo.

3.	 <p>KATA PENGANTAR</p> <p>Segala puji kita panjatkan kepada Allah Yang Maha Pemurah dan Maha Pengasih. Alas berkat dan rahmat-Nya, penulis dapat menyelesaikan buku pengembangan tematik integratif berbasis integrasi Islam dan sains untuk jenjang kelas satu Pendidikan Dasar (SD) dan Madrasah Ibtidaiyah (MI).</p> <p>Buku pengembangan tematik integratif berbasis integrasi Islam dan sains terdiri dari enam pembelajaran. Setiap pembelajaran terdapat pemahaman tema yang terdiri atas: mata pelajaran dan Kompetensi Dasar (KD). Pengembangan berbasis integrasi Islam disajikan dengan bahasa yang sederhana agar mudah dipahami oleh siswa. Di samping itu, buku pengembangan tematik integratif berbasis integrasi Islam dan sains juga terdapat gambar-gambar Islami, ayat Al-Qur'an, Hadis, serta nilai-nilai moral.</p> <p>Alhamdulillah, penulis mengucapkan terima kasih kepada semua pihak yang telah membantu dalam penyelesaian buku ini. Harapan penulis, semoga buku ini bermanfaat bagi semua pihak. Kritik dan saran sangat kami harapkan untuk perbaikan buku ini di masa yang akan datang.</p> <p>Malang, Mei 2022</p> <p>Penulis</p>	The preface, is the page that contains the words of the author of gratitude, about the book, thank you, hope and the place and time of development.
4.	 <p>DAFTAR ISI</p> <p>Kata Pengantar ..... i</p> <p>Daftar Isi ..... ii</p> <p>Kompetensi Inti Kelas I ..... iii</p> <p>Pemetaan kompetensi dasar ..... iv</p> <p>Materi Pembelajaran ..... v</p> <p>Pembelajaran 1 ..... 1</p> <p>Pembelajaran 2 ..... 16</p> <p>Pembelajaran 3 ..... 22</p> <p>Pembelajaran 4 ..... 32</p> <p>Pembelajaran 5 ..... 41</p> <p>Pembelajaran 6 ..... 49</p> <p>Daftar Pustaka ..... 50</p> <p>Bibliografi penulis ..... 51</p> <p>Lampiran ..... 52</p>	The Table of Contents contains a list of pages from the entire section in the book that can make it easier for students and teachers to determine the contents of the book which will be learned.
5.	 <p>KOMPETENSI INTI</p> <p>1. Mengetahui dan memahami ajaran agama yang dianutnya.</p> <p>2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangga.</p> <p>3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingintahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah dan di sekolah.</p> <p>4. Menjalankan keterampilan pemenuhan dalam bekerja yang jujur, disiplin, dan bertanggung jawab, dalam rangka yang kreatif, dalam rangka yang berprestasi, dan dalam rangka yang berprestasi.</p>	Core Competence, this section contains about core competence which according to the 2013 curriculum which consists of four groups namely, core competence 1 about religious attitude, core competence 2 about social attitude, core competence 3 about knowledge and competency 4 on the implementation of the skills.


















6.		<p>The basic competency mapping, contains about basic competencies in taking the rainy season which consists of five subjects namely, PPKn, Indonesian language lesson, Mathematics, SBdP and PJOK</p>
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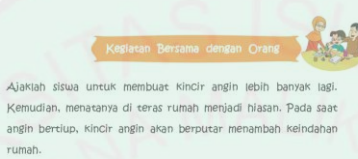
## 2. The Contents

No.	Part of the Book	Description
1.		<p>The basic competency mapping contains the Basic Competencies for each learning.</p>
2.		<p>Ayo membaca is a form of learning in the form of reading a reading material and the rest watch them.</p>





3.	<p><b>Ayo berlatih</b></p>  <p>Siti memiliki perlengkapan untuk musim hujan. Perlengkapan tersebut melindungi tubuhnya. Pasangkan dengan menarik garis antara gambar dan nama benda.</p>  	Ayo berlatih is editor in chief of which contains the questions exercises to sharpen understanding the students to the matter.
4.	<p><b>Ayo mengamati</b></p>  <p>Amati gambar berikut ini. Mana gambar yang sesuai dengan kalimat pujian?</p> 	Ayo mengamati is a form of learning in the form of observation of the picture or the situation to stimulate thinking and creativity of the students.
5.	<p><b>Ayo berdiskusi</b></p>  <p>Hujan turun sepanjang hari. Hujan membuat udara terasa dingin. Saat hujan turun, Siti merasa mudah lapar. Udara dingin membuat Siti lapar.</p>	Ayo berdiskusi is editor in chief of the settlement of a problem or give an opinion about a problem or about a Genesis. The goal of the editors of this is to train the reason students.
6.	<p><b>Ayo Bercerita</b></p>  <p>Aturan dibuat agar kita menjadi teratur. Berilah tanda (v) untuk gambar yang sesuai dengan aturan saat makan.</p>  	Ayo bercerita is editor in chief of communicating a picture or Genesis.
7.	<p><b>Ayo Mencoba</b></p>  <p>Beni belum pandai berenang. Akan tetapi Beni senang bermain di kolam renang. Beni memilih kolam yang dangkal. Beni belajar berjalan di air.</p>	Ayo mencoba is editor in chief of experiments on a supporting activity learning.

8.	<p><b>Ayo Menulis</b></p>  <p>Hari ini Siti berlatih menulis pujian.</p> <p>Siti menulis kalimat berdasarkan gambar.</p> <p>Tuliskan kalimat pujian untuk gambar di bawah ini.</p>	Ayo menulis is editor in chief of communicate and write a picture.
9.	<p><b>Ayo Bermain Peran</b></p>  <p>Musim hujan masih berlangsung.</p> <p>Hujan sering turun saat pagi hari.</p> <p>Beni berangkat ke sekolah memakai jas hujan.</p> <p>Beni juga memakai payung sebagai pelindung lainnya.</p> <p>Saat berangkat ke sekolah, Beni bertemu Edo.</p> <p>Edo tidak memakai jas hujan maupun payung.</p>	Ayo bermain peran is editor in chief of trying or practice about a genesis or conversation.
10.	<p><b>Ayo Berkreasi</b></p>  <p>Membuat Poster</p> <p>Alat dan bahan:</p> <ol style="list-style-type: none"> <li>1. Karton</li> <li>2. Krayon/spidol warna</li> <li>3. Gambar-gambar untuk hiasan</li> <li>4. Gunting</li> <li>5. Lem</li> <li>6. Selotip</li> </ol>	Ayo berkreasi supported by an editor in chief about the activities of creating art works to train the creativity of the students.
11.	<p><b>Ayo Bernyanyi</b></p>  <p>Saat melihat pelangi, Siti menyanyikan lagu Pelangi.</p> <p>Ayo menyanyikan lagu "Pelangi".</p>	Ayo bernyanyi is an editor in chief about trying and as she a song.
12.	<p><b>Sekarang Aku Bisa</b></p>  <p>Beri tanda ✓ pada kotak</p> <ol style="list-style-type: none"> <li>1. Aku sudah bisa membuat kalimat pujian. <input type="checkbox"/></li> <li>2. Aku sudah bisa memberi pujian kepada orang lain. <input type="checkbox"/></li> <li>3. Aku sudah bisa menaati aturan saat makan. <input type="checkbox"/></li> <li>4. Aku sudah bisa membuat perahu dari botol plastik. <input type="checkbox"/></li> <li>5. Aku sudah bisa membuat kincir angin. <input type="checkbox"/></li> </ol>	Sekarang Aku Bisa, is on self-assessment which aims to help the students and teachers know what has been achieved and what must be improved.

13.		Taukah kamu is an editor in chief of Islamic knowledge about sustainable development with thematic material.
14.	 <p>Ajaklah siswa untuk membuat kincir angin lebih banyak lagi. Kemudian, menatanya di teras rumah menjadi hiasan. Pada saat angin bertiup, kincir angin akan berputar menambah keindahan rumah.</p>	Kegiatan Bersama dengan Orang Tua, is a column containing the learning activities which can be done by the students together with the parents in the house. The parents are expected to be actively involved in the learning process of the students is appropriate experience.

### 3. The Attachment

No.	Part of the Book	Description
1.	 <p>Kemenerian Pendidikan dan Kebudayaan. 2016. <i>Buku Tematik Terpadu Kurikulum 2013 Untuk SD/MI Kelas 1</i>. Jakarta: Kemenerian Pendidikan dan Kebudayaan.</p> <p>Departemen Agama RI. 2005. <i>Al-Quran dan Terjemahnya</i>. Jakarta: PT Sramil Cipta Media.</p>	A list of the library is a list of books or other sources used by the author in the preparation of learning materials. Students can search for reference or other literature yag are listed in the list of the library.
2.	 <p>Nama : Anna Kareka Choirul Marika Tgl : Malang, 12 Maree 1993 Alamat : Jln. Babakan Ciparay no. 123 D Bandung Email : Annakareka93@gmail.com</p> <p>Riwayat pendidikan TK Dharma Ujana Sumberpucung SDN Griya Bumi Anapani 23 Bandung Pondok Pesantren Gontor Puri 1 Ngawi Universitas Islam Negeri Maulana Malik Ibrahim Malang</p>	The Biography of the author, contains the identity or the history of life the author of the name of the place of birth date, education that should be taken by the developer and included an email address with the hope that the criticism and suggestions can be sent in the email address in the list.

## **B. Results of Field Trials**

Before he did field tests products development need is validated to the experts to know the feasibility of products before use in the field. Validation products are assessed in terms of contents, design and learning. After validation completed the product will be revised in accordance with the downside, critiques and suggestions from the validator. After the revision of the product is ready to be used for the field test.

Field tests conducted in class I of A and class I-B SDN Ngajum 01 on 12 June 2017 until 17 June 2017. researchers did pretest before doing field trials in class I of A and class I-B SDN Ngajum 01, the purpose of the implementation of the pretest is to know the control class homogenitas and experiments. Homogenitas required to find the influence of the product to the students. Field test data collected from the expert validation contents, expert design and experts of learning from the control class pretest results and experiments and the results of posttest control classes and class experiment. The next phase is the assessment product interesting by students. Assessment, criticism and suggestions from the validator and students useful for the revision of the end product so that the product is more worthy and effective for use as teaching materials. The results of student assessment that consists of posttest and pretest will be used as data to know the influence of the use of the products of learning achievements on students using the T-test



Next will be described the data validation results by the experts, interesting assessment by students as well as the influence of the use of the products of the students learning achievements:

### 1. The Result of the Validation Product Development Thematic Integrative Based on the Integration of Islam and Science

The Data obtained in this research there are two kinds of the quantitative data and qualitative data. The Data obtained through the two stages of the assessment expert validation and field trials

#### a. Validation Experts Contents

Product development which is given on the experts fill in the form of teaching materials based on the integration of Islam and Science for grade 1 at SDN Ngajum 01 filed through the questionnaire method with instrument questionnaires to produce quantitative data and qualitative research.

#### 1) Quantitative Data

Quantitative data validation results experts more content can be seen in table 4.2 As follows:

**Table 4.2 table Product Design Expert Validation Results**

No.	The Question	Score		The percentage (%)	The level of Validity	Explanation
		X	X <sub>1</sub>			
1.	How the level of relevant teaching materials the integration of Islam and Science with Core Competence (KI) and basic competencies (KD)?	4	5	80%	Valid	Not Revision



2.	How the suitability of the image of Islam integration with learning materials?	4	5	80%	Valid	Not Revision
3.	Whether the contents of learning the integration of Islam in teaching materials in accordance with the curriculum 2013?	4	5	80%	Valid	Not Revision
4.	How the level of difficulty the language used in teaching materials the integration of Islam in accordance with the level of understanding the students?	5	5	100%	Valid	Not Revision
5.	How the suitability of the material of the religion of Islam and Science presented with material that is?	5	5	100%	Valid	Not Revision
6.	What is the lesson materials the integration of Islam and Science can provide the motivation to the students to be more active learn?	4	5	80%	Valid	Not Revision
7.	What is the matter of the religion of Islam in the thematic learning materials based on the integration of Islam and Science in accordance with the level of SD/MI?	4	5	80%	Valid	Not Revision
8.	What is the question of evaluation of the integration of Islam and Science can measure the ability of	3	5	60%	Valid enough	Not Revision

	students in terms of Islamic knowledge?					
Analysis		33	40	83%	Valid	Not Revision

**Description:**

X : Answer Score by the validator namely Mr. Nurul Yaqien, M.Pd as experts product contents teaching materials

$X_1$  : The highest answer Score

P : Percentage validity level

Based on data from the quantitative exposure validator results by the experts in charge of teaching materials developed in the table 4.2, then can be calculated percentage validity level teaching materials that are developed as follows:

$$P = \frac{\sum x_i}{\sum x} \times 100\%$$

$$P = \frac{33}{40} \times 100\% = 83\%$$

Total score obtained from the result of the validation expert contents is 33 points with maximum score is 40. So the percentage gain validation results contents is 83% and declared valid and worthy used.

## 2) Qualitative Data

Now the qualitative data gathered from the inputs and suggestions and comment experts fill in the open statement regarding the book instructed that there are several points that need to be repaired to enhancements to the teaching materials include:

1. Give syakkal/harakat at arab writing
2. Complete the writing وَتَعَاوُنُوا
3. All font and size arabs likened

#### b. Validation Design Experts

Product development which is given on the product design experts in the form of teaching materials based on the integration of Islam and Science for grade 1 at SDN Ngajum 01 filed through the questionnaire method with instrument questionnaires to produce quantitative data and qualitative research.

#### 3) Quantitative Data

Quantitative data validation results experts more thematic material can be seen in the table 4.3 as follows:

**Table 4.3 Validation Result Product Design Experts**

No.	Aspects	Score		The percentage (%)	The level of Validity	Explanation
		X	X <sub>1</sub>			
1.	How the interesting design packaging cover thematic learning materials based on the integration of Islam and Science?	4	5	80%	Valid	Not Revision
2.	How compliance on the cover with the material on the thematic learning materials based on the integration of Islam and Science?	4	5	80%	Valid	Not Revision

3.	How the suitability of the placement of the post title the name of the author and the curriculum 2013 on the cover?	4	5	80%	Valid	Not Revision
4.	How the suitability of the image with the material presented in the lesson books?	4	5	80%	Valid	Not Revision
5.	How suitability of usage types of letters used on the textbook?	5	5	100%	Valid	Not Revision
6.	How the suitability of the size of the letters used on the textbook?	4	5	80%	Valid	Not Revision
7.	How the suitability of various colors used on the textbook?	4	5	80%	Valid	Not Revision
8.	How the consistency of the use of space in the typing matter?	4	5	80%	Valid	Not Revision
9.	How the interest on the layout of the book textbook?	5	5	100%	Valid	Not Revision
10.	How the accuracy of the placement of the pictures on each teaching on textbook?	3	5	60%	Valid enough	Not Revision
<b>Analysis</b>		<b>41</b>	<b>50</b>	<b>82%</b>	<b>Valid</b>	<b>Not Revision</b>

**Description:**

X : Answer Score by the validator namely Mr. Yanuar Setyo Marandi, S.Sn  
as a product design experts teaching materials

X<sub>1</sub>: The highest answer Score

P : Percentage validity level

Based on the quantitative data exposure from the results of the validator by experts in the design of teaching materials developed in the table 4.3, then can be calculated percentage validity level teaching materials that are developed as follows:

$$P = \frac{\sum xi}{\sum x} \times 100\%$$

$$P = \frac{41}{50} \times 100\% = 82\%$$

Total score obtained from the result of the validation design experts is 41 points with maximum score is 50. So the percentage gain design validation results is 82% and declared valid and worthy used.

#### 4) Qualitative Data

Now the qualitative data gathered from the inputs and suggestions and comments design experts in the open statement regarding the book instructed that there are several points that need to be repaired to enhancements to the teaching materials include:

- a. Repair the picture size on page 13, 18, 23, and 34
- b. Give the restriction line on learning 1 (Ayo berkreasi)
- c. On page 52 and 50 pictures should be in the delete.

#### c. Learning Expert Validation Results

Product development is given to the learning experts namely the grade 1 teacher of A is in the form of an thematic integrative learning materials based on the integration of Islam and Science to grade 1 Elementary School submitted by the methods of the questionnaire with an instrument of questionnaires to produce quantitative data and qualitative research.



### 1) Quantitative Data

Quantitative data validation results experts more learning can be seen in the table 4.4 as follows:

**Table 4.4 Learning Expert Validation Results**

No.	The Question	Score		The percentage (%)	The level of Validity	Explanation
		X	X <sub>1</sub>			
1.	How the level of relevant thematic learning materials development based on the integration of Islam and Science?	4	5	80%	Valid	Not Revision
2.	How the suitability of the image with the material presented?	5	5	100%	Valid	Not Revision
3.	Whether the contents of learning in teaching materials in accordance with the curriculum 2013?	4	5	80%	Valid	Not Revision
4.	How systemic explanation contents of learning in the development of thematic learning materials based on the integration of Islam and Science?	4	5	80%	Valid	Not Revision
5.	How is the scope of the matter with the theme that is served in the development of thematic learning materials based on the integration of Islam and Science?	4	5	80%	Valid	Not Revision

6.	How the level of difficulty the language that is used in accordance with the level of understanding the students?	5	5	100%	Valid	Not Revision
7.	Whether the material presented through the development of thematic learning materials based on the integration of Islam and Science can provide the motivation to students?	4	5	80%	Valid	Not Revision
8.	What is the instrument of evaluation that is used to measure the ability of students?	5	5	100%	Valid	Not Revision
9.	How the suitability of the materials science and religion which is served with matter exists?	5	5	100%	Valid	Not Revision
10.	Whether the formulation of the indicators presented in the thematic learning materials based on the integration of Islam and Science in accordance with the basic competencies that are specified in the curriculum 2013?	5	5	100%	Valid	Not Revision
<b>Analysis</b>		<b>45</b>	<b>50</b>	<b>90%</b>	<b>Valid</b>	<b>Not Revision</b>

**Description:**

X : Answer Score by the validator is Mrs. Bety Ning Asiyah, S.Pd as product design experts teaching materials

$X_1$ : The highest answer Score

P : Percentage validity level

Based on data from the quantitative exposure validator results by learning experts against teaching materials developed in the table 4.4, then can be calculated percentage validity level teaching materials that are developed as follows:

$$P = \frac{\sum xi}{\sum x} \times 100\%$$

$$P = \frac{45}{50} \times 100\% = 90\%$$

Based on the calculation of the above then the validation is done by the overall learning reached 90%. If compared with the feasibility criteria table, then this score included in the criteria for valid and worthy to be used.

**2) Qualitative Data**

Now the qualitative data gathered from the inputs and suggestions and comments learning experts in the open statement regarding the book instructed that there are several points that need to be repaired to enhancements to the teaching materials include:

- a) Corrects and gives the sign read that less right

## 2. Result of Small-Scale Test

Small scale test of this stage is testing about attractiveness. The small-scale test is conducted to student grade 1-A SDN Ngajum 01 amounting to six students. Six students are chosen from a student criteria that have different scores that the developer gets from thematic teacher, they are 2 students with high score, 2 students with medium score and 2 students with low score. Exposure data from the result of the assessment are as follows:

**Table 4.5 Result of Small-Scale Test at Class 1-A SDN Ngajum 01 Malang**

No.	The statement	1	2	3	4	5	6	$\Sigma N$	$\Sigma Ni$	%
1.	Thematic book based on the integration of Islam and Science make it easier for the student in learning	4	4	4	4	3	4	23	24	96%
2.	Thematic book based on the integration of Islam and science is interesting	4	4	3	4	3	4	22	24	92%
3.	Thematic book based on the integration of Islam and Science gives the spirit in learning the student	4	4	4	3	4	4	23	24	96%
4.	The student is easy to understand the lessons in thematic book based on the integration	4	3	3	4	4	4	22	24	92%

	of Islam and Science									
5.	The letter type and size of the letters that was found in the thematic book based on the integration of Islam and Science make it easier for the student in learning	4	4	4	4	4	4	24	24	100 %
6.	The images found in the book of thematic based on the integration of Islam and Science	3	4	3	4	4	4	22	24	92%
7.	The student feel difficulty when learning thematic book based on the integration of Islam and Science	4	4	4	4	3	4	23	24	96%
8.	After learn thematic book based on the integration of Islam and Science, whether the student can understand the matter of the rainy season	3	4	4	3	4	4	22	24	92%
9.	The student was pleased to learn thematic book based on the integration	4	4	4	4	4	4	24	24	100 %



	of Islam and Science									
10.	During the learn thematic book based on the integration of Islam and Science, whether the student need help the others as friends, teachers or parents in learning	4	1	2	4	4	4	19	24	79%
<b>Analysis</b>		<b>38</b>	<b>36</b>	<b>35</b>	<b>38</b>	<b>37</b>	<b>40</b>	<b>224</b>	<b>24</b>	<b>93 %</b>

**Responden:** (1)Sabrina, (2)Rizki, (3)Nayla, (4)Rehan, (5)Keysha and (6)Safa

Here is the percentage level of attractiveness of the material by using the questionnaire:

$$P = \frac{\sum xi}{\sum x} \times 100\%$$

$$P = \frac{224}{24} \times 100\% = 93\%$$

Based on the calculation above it can be concluded that the assessment questionnaire based on field test class I-A SDN Ngajum 01 total 93%. If matched with the eligibility criteria table, then the score is include in the attractive criteria. It can be concluded that the teaching material that has been developed is interesting to learn.

### 3. Interesting Thematic Integrative Based on the Integration of Islam and Science

Interesting lesson materials evaluated by students using questionnaires assessment. Questionnaires evaluation consists of 10 question. Questionnaires given to grade 1-A SDN Ngajum 01 with number of 33 students. Following the results of the assessment data interesting teaching materials by the grade 1-A SDN Ngajum 01:

**Table 4.6 The Evaluation Interesting teaching materials by the grade 1-A SDN Ngajum 01**

No.	The statement	X	X <sub>1</sub>	P (%)	The level of Interesting	Explanati on
1.	Thematic book based on the integration of Islam and Science make it easier for the student in learning	132	132	100%	Interesting	Not Revision
2.	Thematic book based on the integration of Islam and science is interesting	130	132	98%	Interesting	Not Revision
3.	Thematic book based on the integration of Islam and Science gives the spirit in learning the student	128	132	96%	Interesting	Not Revision
4.	The student is easy to understand the lessons in thematic book based on the integration	130	132	98%	Interesting	Not Revision

	of Islam and Science					
5.	The letter type and size of the letters that was found in the thematic book based on the integration of Islam and Science make it easier for the student in learning	132	132	100%	Interesting	Not Revision
6.	The images found in the book of thematic based on the integration of Islam and Science	129	132	97%	Interesting	Not Revision
7.	The student feel difficulty when learning thematic book based on the integration of Islam and Science	131	132	99%	Interesting	Not Revision
8.	After learn thematic book based on the integration of Islam and Science, whether the student can understand the matter of the rainy season	125	132	94%	Interesting	Not Revision
9.	The student was pleased to learn thematic book based on the integration of Islam and Science	131	132	99%	Interesting	Not Revision
10.	During the learn thematic	121	132	91%	Interesting	Not Revision

	book based on the integration of Islam and Science, whether the student need help the others as friends, teachers or parents in learning					
<b>Analysis</b>		<b>691</b>	<b>1320</b>	<b>97%</b>	<b>Interesting</b>	<b>Not Revision</b>

**Description:**

X : Answer Score by the grade 1-A SDN Ngajum 01

$X_1$ : The highest answer Score

P : Percentage validity level

Based on data from the quantitative exposure assessment results interesting against teaching materials developed in the table 4.6, then can be calculated percentage validity level teaching materials that are developed as follows:

$$P = \frac{\sum xi}{\sum x} \times 100\%$$

$$P = \frac{1289}{1320} \times 100\% = 97\%$$

Based on the calculation of the above then the validation is done by the overall learning reached 97% then, teaching materials included in the category of interesting.

**4. The Results of the Assessment of Learning**

On the level of the assessment of stages of field trials, researchers using two classes as comparison namely, class 1-A as class experiments and

class 1-B as control classes. The classroom experiment given the treatment of learning using the thematic integrative learning materials based on the integration of Islam and science, while control classes using 2013 curriculum book Kemendikbud publications. From the implementation of pretest and posttest each class which is an experiment and control classes obtained data value.

The value of the pretest analysis using homogenitas tests to show that the two groups of sample data is derived from the population that have the same variansi. Further improvement of learning results will be used to know the existence of the influence of the use of learning materials to the performance of the students, for it is necessary to know the mean, varians, homogenitas and T-test Now the results of the pretest and posttest on class I-A and class I-B SDN Ngajum 01 is as follows:

**Table 4.7 Value of Pretest and Posttest classroom experiment (I-A)**

No.	Name	Pre-test	Post-test
1	ADIM	100	100
2	ADWA	93	100
3	AJENG	80	93
4	AKBAR REHAN	93	93
5	ARIF	93	100
6	ARKA	93	100
7	BELLA	100	100
8	CINDI	87	93
9	CINTA	80	93
10	CINTIA	93	93
11	ELIZA	87	100
12	EPEN	80	93
13	KEYSHA	100	100
14	MELATI	100	100
15	NAYLA	80	93
16	PUJA	93	100



17	REHAN FADIL	80	93
18	RISTA	93	100
19	RIZKI	80	93
20	SAIFUL	87	93
21	SHAFI	100	100
22	SYAWQIY	93	100
23	SYIFA	93	100
24	VELIN	100	100
25	VELLA	87	93
26	VIONAN	73	87
27	YOGA	87	87
28	YUAN	93	93
29	YUFY	93	100
30	ZAVIERA	80	87
31	SANDRA	80	93
32	ZAVICRA	93	100
33	EGA	100	100
<b>The amount of the Value</b>		<b>2964</b>	<b>3170</b>
<b>The average</b>		<b>89,81</b>	<b>96,06</b>

**Table 4.8 Value of Pretest and Posttest control classes (I-B)**

No.	Name	Pre-test	Post-test
1	ALFI	100	100
2	ANDRA	80	87
3	ARMA	80	93
4	AUREN	87	73
5	BINTANG	100	100
6	CANTIKA	76	80
7	DAFANO	80	80
8	EBRIAN	87	93
9	FARIL	73	80
10	GAGA	100	100
11	HANIF	100	100
12	IAN	80	87
13	JANURI	93	100
14	MARISA	100	100
15	MARSAH	80	87
16	NAJWA	80	87
17	NEVIA AYU	93	100
18	NITA	80	93

19	RADITYA	93	100
20	DAVID	100	100
21	REVALDI	87	93
22	REVAN	100	100
23	RIZKY M.	100	100
24	SANTIKA	100	100
25	SURYA	100	100
26	SUTAN	80	87
27	TRI IMEI	73	87
28	VINO	93	100
29	WARDAH	80	87
<b>The number of</b>		<b>2575</b>	<b>2694</b>
<b>The average</b>		<b>88.79</b>	<b>92,89</b>

From the value of the average that has been presented above, it can be concluded that the value of the class experiments increased from 89,81 become 96,06. While for the control class increased from 88.79 become 92,89.

#### a. Mean

Mean or the average value is obtained by the control classes and experiments from the pre-test and post test based on the table above are as follows:

##### 1) The experiment class

$$\begin{array}{ll} \text{Pretest} & : \frac{2964}{33} \\ & : 89,81 \end{array} \quad \begin{array}{ll} \text{Posttest} & : \frac{3170}{33} \\ & : 96,06 \end{array}$$

##### 2) The control class

$$\begin{array}{ll} \text{Pretest} & : \frac{2575}{29} \\ & : 88.79 \end{array} \quad \begin{array}{ll} \text{Posttest} & : \frac{2694}{29} \\ & : 92,89 \end{array}$$

### b. Variants

After the average calculated, here in after variants calculated to know the distance of the spread of scores mean. Varian in data is as follows:

**Table 4.9 Statistical Data Varians Test**

		Statistics			
		Pretest eksperiment class	Pretest control class	Posttest eksperiment class	Posttest control class
N	Valid	33	33	25	25
	Missing	0	0	8	8
Mean		89.8182	96.0606	69.2000	76.2000
Variance		60.653	19.746	34.750	33.917

The statistical data above can be deduced from the class pretest variants experiment is 60,653 and on the control classes of 19,746 While variants on posttest experiment is 34,750 class and the value is the control class on variants 33,917.

### c. Homogenitas

To determine the T-test then previously need to know homogenitas data. Homogenitas testing done data with test F with the formula of the largest variants divided the smallest variants. Then the results from  $F_{hitung}$  compared with  $F_{tabel}$  with equal to the specified error 5%. In this case when the value of smaller  $F_{hitung}$  or with  $F_{tabel}$  ( $F_{hitung} \leq F_{tabel}$ ) then said homogeneous data. Following the results of the test homogenitas:

**Table 4.10 Homogenitas Pretest and Posttest control classes and Class Eksperiment**

	<b>F<sub>Count</sub></b>	<b>F<sub>table</sub></b>	<b>Description</b>
<b>Pretest</b>	$F = \frac{96,241}{60,653}$ $= 1,586$	1.86	Homogeneous
<b>Posttest</b>	$F = \frac{33,917}{19,746}$ $= 1,717$	1.86	Homogeneous

Now the results of the test data homogenitas pretest and posttest is varians is homogeneous with the results of the  $F_{hitung} < F_{tabel}$  acquired by  $F_{hitung}$  1,586 while  $F_{tabel}$  of 1.86.

Next homogenitas test on posttest control classes and experiments obtained the results  $F_{hitung} < F_{tabel}$  , with  $F_{hitung}$  of 1,717 and  $F_{tabel}$  1.86.

#### **d. T-test**

Before do the t-test it needs to be specified  $H_a$  and  $H_o$  first,  $H_a$  and  $H_o$  as follows:

$H_a$  : There is the influence when use the thematic integrative learning materials based on the integration of Islam and the Science of learning achievement grade 1 students at SDN Ngajum 01.

$H_o$  : No influence of the use of thematic integrative learning materials based on the integration of Islam and the Science of learning achievement grade 1 students at SDN Ngajum 01.

The T-test is used to find out the influence of the use of the products in the classroom experiment. It is known that the number of samples used is not the same ( $n_1 \neq n_2$ ), grade experiment amounted to 33 students and control classes as much as 29 students. Then t-test is

used separated varians's assume that  $dk = n_1 - 1$  or  $dk = n_2 - 1$ . Follows the formula t-test used:

$$N_1 : 33 \quad \bar{X}_1 : 96,1 \quad s_1^2 : 19,75$$

$$N_2 : 29 \quad \bar{X}_2 : 76,2 \quad s_2^2 : 33,92$$

$$T = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2 + s_2^2}{n_1 + n_2}}}$$

$$T = \frac{96,1 - 76,1}{\sqrt{\frac{19,75 + 33,92}{33 + 29}}}$$

$$T = \frac{19,9}{\sqrt{0,59 + 1,16}}$$

$$T = \frac{19,9}{\sqrt{1,75}}$$

$$T = \frac{19,9}{1,32}$$

$$T_{\text{count}} = 15,07$$

$$N_1 = 33 - 1 \\ = 32$$

$$T_{\text{table}} = 2,042$$

$$N_2 = 29 - 1 \\ = 28$$

$$T_{\text{table}} = 2,04$$

$$T_{\text{pengganti}} = \frac{T_{\text{table terbesar}} - T_{\text{table terkecil}}}{2} \\ = \frac{2,048 - 2,042}{2} \\ = \frac{0,006}{2} \\ = 0,003$$

$$T_{\text{table}} = T_{\text{table terkecil}} + T_{\text{pengganti}} \\ = 2,042 + 0,003 \\ = 2,045$$

Now the result of the calculation is 15,07  $T_{\text{hitung}}$  while  $T_{\text{tabel}}$  of 2,045. So  $T_{\text{hitung}} > T_{\text{tabel}}$ , and  $H_a$  received as well as the  $H_o$  was rejected.



So it is known that there is the influence of the use of thematic integrative learning materials based on the integration of Islam and Science to students learning achievements in taking the rainy season. From the data obtained and analyzed it can be concluded that the product teaching materials have qualified used with expert validity level contents of 83%, design experts 82% and the experts of learning by 90%, and evaluation by the students get the results of 97%, so it does not need to be done overall revision of product that developed, only need to be part of the product replaced in accordance with the constructive criticism and advice from the experts validation.

### **C. Data Analysis**

Data analysis done on the data that has been processed on the presentation of data. The data will be analyzed is the data obtained from the expert validation contents, validation design experts, validation experts learning, interesting assessment by students as well as the value of the pretest and posttest grade 1-A class I-B and test results statistics. The purpose of this analysis is to know validity, effectiveness and interesting teaching materials developed in the form of an thematic integrative learning materials based on the integration of Islam. Data analysis divided will be explained in 4 sub namely, (a) a description of the product that developed, (b) data analysis validation, (c) data analysis assessment interesting lesson materials, (d) result analysis of student learning. Explanation data analysis of the research and

development of learning materials in the form of an thematic integrative learning materials based on the integration of Islam:

### **1. The Description of Developed Product**

The results of product development is teaching materials in the form of textbook based thematic integration of Islam and Science. Teaching materials displays the entire competencies which must be controlled by the students with the material based on Islamic concept. The students learning achievements is the beginning of the achievement of the competency of students.

Improve the students learning achievements must be supported with good teaching materials and with various activities. The book proud one thematic based on the integration of Islam and Science very precise used for children in the low class because religious lessons start early age is very good for the development of the children.

On the textbook based thematic integration of Islam and science provides various fun activities. On the textbook based thematic integration of Islam and science is also equipped with Islamic insights and equipped with the video in the teaching so that students can know clearly what is in learn. Evaluation on the teaching materials were placed at the end of the matter and consists of 15 multiple choice questions.

On the teaching materials developed, pictures that are located on the teaching materials aimed to help the students in learning the concept of matter because to learn the concept there are two necessary conditions

for every form of learning occurs i.e. the condition of internal and external conditions.

## **2. Validation data analysis**

The development of learning materials in the form of textbook thematic integrative based on the integration of Islam and science is done by studying the curriculum, research on the subject of the research and examine the various sources of the ingredients that will be used for the development of learning materials. Furthermore the implementation of teaching materials validation is done by 3 validators, namely experts contents, design experts and learning experts. Validation is used to measure the feasibility ties a product. The following is the exposure of data analysis from each of the experts:

### **a. Validation analysis Experts Contents**

The explanation of the result of the validation data exposure experts fill the integration of Islam and Science to the development of the thematic learning materials based on the integration of Islam and science is as follows:

- (1) The level of the relevance of the lesson materials the integration of Islam and Science with Core Competence (KI) and basic competencies (KD) in the category of good.
- (2) Image of Islam integration with learning materials are in accordance with good.

- (3) The contents of the teaching the integration of Islam in the teaching materials are in accordance with the curriculum 2013.
- (4) The level of the use of the language used in teaching materials the integration of Islam is in accordance with the level of understanding the students.
- (5) The material of the religion of Islam and Science that is presented with the material in the book is very appropriate thematic.
- (6) Teaching materials the integration of Islam and Science can be very give motivation to the students to be more zealous learn.
- (7) The material of the religion of Islam in the thematic learning materials based on the integration of Islam and science is in accordance with the level of SD/MI.
- (8) The question of evaluation of the integration of Islam and Science just measure the ability of students in terms of Islamic knowledge.

Based on the results of the charging questionnaires by the contents of the integration of Islam and Science, namely Mr. Nurul Yaqien, M.Pd produce validity level as follows:

$$P = \frac{33}{40} \times 100\% = 83\%$$

In accordance with the scale conversion table, precentage the level of achievement of 83% located on the valid qualifications and teaching materials does not need to be done the revision. This shows that the thematic learning materials based on the integration of Islam and science is good and worthy to be used according to the experts contents.

**b. Validation Anlysis Design Experts**

The explanation of the result of the validation data exposure design experts to developing thematic learning materials based on the integration of Islam and science is as follows:

- (1) The design of the packaging cover thematic learning materials based on the integration of Islam and science is good and interesting.
- (2) The suitability of the cover with the material on the thematic learning materials based on the integration of Islam and science is good and appropriate.
- (3) The suitability of the placement of the post title the name of the author and the curriculum 2013 on the cover of the good and appropriate.
- (4) The suitability of the image with the material presented in the lesson books was appropriate and good.
- (5) The suitability of the usage of the type of letter that is used in the lesson is very appropriate books.
- (6) The suitability of the size of the letters used on the textbook was appropriate and good.
- (7) The suitability of the various colors used on the textbook was appropriate and good.
- (8) The consistency of the use of space in the material is consistent typing and good.
- (9) The layout on the book proud one very interesting.



- (10) The accuracy of the placement of the pictures on each teaching on textbook good enough.

Based on the results of the charging questionnaires by expert design, namely Mr. Yanuar Setyo Marandy, S.Sn produce validity level as follows:

$$P = \frac{41}{50} \times 100\% = 82\%$$

In accordance with the scale conversion table, percentage the level of achievement of 82% located on the valid qualifications and teaching materials does not need to be done the revision. This shows that the thematic learning materials based on the integration of Islam and science is good and worthy to be used according to the expert design.

### c. Learning Expert Validation Analysis

The explanation of the result of the validation data exposure learning experts to developing thematic learning materials based on the integration of Islam and science is as follows:

- (1) Thematic learning materials based on the integration of Islam and science is relevant to the curriculum 2013.
- (2) The picture on the book proud one with the material presented is very appropriate.
- (3) The contents of the learning in the lesson materials in accordance with the curriculum 2013 was appropriate.
- (4) On the systemic explanation learning contents in the development of thematic learning materials based on the integration of Islam and science is good.

- (5) The scope of the matter with the theme that is served in the development of thematic learning materials based on the integration of Islam and science is good.
- (6) The language used is in accordance with the level of understanding the students of class I.
- (7) The material presented through the development of thematic learning materials based on the integration of Islam and science can give a good motivation to the students.
- (8) Instrument evaluation that is used to measure the ability of students is very appropriate.
- (9) The material of religion and science that served with thematic material is very suitable.
- (10) The formulation of the indicators presented in the thematic learning materials based on the integration of Islam and science is very appropriate with the basic competencies that are specified in the curriculum 2013.

Based on the results of the charging questionnaires by learning experts, namely Mrs. Bety Ning Asiyah, S.Pd produce validity level as follows:

$$P = \frac{45}{50} \times 100\% = 90\%$$

In accordance with the scale conversion table, precentage the level of achievement of 90% located on the valid qualifications and teaching materials does not need to be done the revision. This shows that the

thematic learning materials based on the integration of Islam and science is good and worthy to be used according to the expert design.

### **3. Data Analysis Assessment Interesting Teaching Materials**

The percentage assessment of learning materials by students get a value of 97%. Student assessment in questionnaires, accepted and made the material considerations to enhance teaching materials.

Interesting in teaching materials can be seen from the assessment related to the design and the type of the letter that is used in the teaching materials that get the percentage of 98% and type of letters as much as 100% which means that teaching materials included in the category of interest to be used. The design and the language used in the learning materials are designed in accordance with the growth of the sons of the age of the Primary Schools in the design with bright colors and simple language and integration with Islamic concept.

Some direct response by students obtained at the end of the lesson. The components in the lesson materials made and adjusted with the development and characteristics of learners. Color selection made with attractive and bright. Customized coloring with the themes discussed so that more interesting to be seen, the use of language is also made simple and easy to understand. The election of pictures taken from various sources with good picture quality and high resolution so that will not crack or dim when printed.

#### 4. Results of Student Learning Analysis

The results of student learning is known from the results of the pre test and post test grade or grade control experiment. Data processing the results of student learning is used to know the influence between the use of the products been stretched with the students learning achievements. The steps data analysis pre-test and post-test consists of several stages namely: (a) menghitung an average of the values of the control class and experiments, (b) calculate varians each data, (c) calculate homogenitas, and the last one (d) test-t to know the influence of the use of the product.

The t-tests is a different test that is used to know the difference between the sample 1 with other samples. The t-tests used is separated varians type because the data to be tested is homogeneous but the number of different samples the number of samples in class experiment as much as 33 students, while the number of samples on the control classes were as much as 29 students.

The value of the results of the pretest from the class experiment is 89,81, while the results of the post test of 96,06. While for the control class, the value of the pre test obtained by 88.79 and the value of the post test is attained by 92,89.

From the calculation of the test t is obtained the results of  $T_{hitung}$  greater than  $T_{tabel}$ .  $T_{hitung}$  the obtained is 15,07, while  $T_{tabel}$  located on the number of 2,045. It can be concluded that there is the influence of the use

of thematic lesson book based on the integration of Islam and Science against the achievement of student learning.

The use of thematic lesson book based on the integration of Islam and Science proved to be more effective to improve the achievement of student learning on the students than the use of conventional teaching materials. Different from the control class who only get the matter with delivery method in the form of lectures, role playing method and by showing some pictures related to the lessons in class experiment more varied, besides getting the material with additional insights impress, students also show videos related to the matter. Thematic learning materials based on the integration of Islam and science is a new product so that students need guidance from the teacher. However in the process of learning the students were very enthusiastic and very interested during use teaching materials. Students equivalent SD/MI is that the students in the concrete stage operational, where in this stage children using logic to solve a concrete problem and the ability to think they are still limited to the real situation here and now.

Teaching materials that have been arranged in such a way with all the consideration that make teaching materials can be more effective and to improve learning achievements in the students so gain a grade experiment better than the control class learning results.





## D. Product Revision

From the results of the data analysis that has been done by stating that the teaching materials in the form of textbook thematic integrative is teaching materials that is valid for use. This is evident from the percentage decency/validity by some of the experts in the experts contents, design experts, learning experts , and evaluation by the students and overall learning materials does not need to be revised back. But based on the criticism and suggestions from the validator, some components in the teaching materials are still needs improvement. Servicing is required in order to teaching materials developed can be more effective to use. Following the exposure of data relating to the revision of the learning materials in the form of textbook thematic integrative based on the integration of Islam and Science :

### 1. The Revision of the Experts Contents

From the result of the validation by experts contents and inputs and critiques and suggestions for teaching materials developed, the following results from the revision of the product in the form of textbook thematic integrative based on the integration of Islam and Science:

**Table 4.11 The Revision of the Learning Materials Based on the Validation Content Experts**





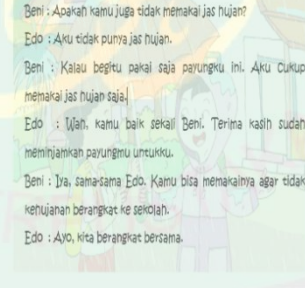



No.	The Revised Components	Before the Revision	After the Revision
1.	Give syakkal/harakat in arab writing		

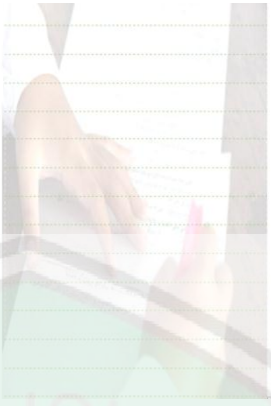
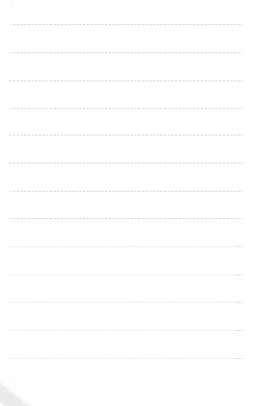

2.	Complete the writing وَتَعَاوَنُوا	<p><b>Taukah Kamu ?</b></p> <p><b>Tolong Menolong (Ta'awun)</b></p> <p>Allah mengajik untuk saling menolong dalam kebaikan. Adapun nikmat dari tolong menolong (Ta'awun) antara lain yaitu. Menciptakan hidup yang tenang dan harmonis dan juga menumbuhkan rasa gotong royong antar sesama. Sebagaimana terdapat dalam Al-Quran surah Al-Maidah ayat 2:</p> <p>وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ (المائدة: ٢)</p> <p>"Dan tolong-menolonglah kamu dalam mengerjakan kebaikan dan takwa, dan jangan tolong-menolong dalam berbuat dosa dan pelanggaran. Dan bertakwalah kamu kepada Allah, sesungguhnya Allah amat berat siksa-Nya" (Al-Maidan ayat 2)</p>	<p><b>Taukah Kamu ?</b></p> <p><b>Tolong Menolong (Ta'awun)</b></p> <p>Allah mengajik untuk saling menolong dalam kebaikan. Adapun nikmat dari tolong menolong (Ta'awun) antara lain yaitu. Menciptakan hidup yang tenang dan harmonis dan juga menumbuhkan rasa gotong royong antar sesama. Sebagaimana terdapat dalam Al-Quran surah Al-Maidah ayat 2:</p> <p>وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ (المائدة: ٢)</p> <p>"Dan tolong-menolonglah kamu dalam mengerjakan kebaikan dan takwa, dan jangan tolong-menolong dalam berbuat dosa dan pelanggaran. Dan bertakwalah kamu kepada Allah, sesungguhnya Allah amat berat siksa-Nya" (Al-Maidan ayat 2)</p>
3.	All the font and size of Arabic likened	<p><b>Taukah Kalian ?</b></p> <p>إِنَّ اللَّهَ جَمِيلٌ يُحِبُّ الْجَمَالَ</p> <p>Serungguhnya Allah itu Maha Indah dan menyukai keindahan</p>	<p><b>Taukah Kalian ?</b></p> <p>إِنَّ اللَّهَ جَمِيلٌ يُحِبُّ الْجَمَالَ</p> <p>Serungguhnya Allah itu Maha Indah dan menyukai keindahan</p>
		<p><b>Taukah Kamu ?</b></p> <p><b>Tolong Menolong (Ta'awun)</b></p> <p>Allah mengajik untuk saling menolong dalam kebaikan. Adapun nikmat dari tolong menolong (Ta'awun) antara lain yaitu. Menciptakan hidup yang tenang dan harmonis dan juga menumbuhkan rasa gotong royong antar sesama. Sebagaimana terdapat dalam Al-Quran surah Al-Maidah ayat 2:</p> <p>وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ (المائدة: ٢)</p> <p>"Dan tolong-menolonglah kamu dalam mengerjakan kebaikan dan takwa, dan jangan tolong-menolong dalam berbuat dosa dan pelanggaran. Dan bertakwalah kamu kepada Allah, sesungguhnya Allah amat berat siksa-Nya" (Al-Maidan ayat 2)</p>	<p><b>Taukah Kamu ?</b></p> <p><b>Tolong Menolong (Ta'awun)</b></p> <p>Allah mengajik untuk saling menolong dalam kebaikan. Adapun nikmat dari tolong menolong (Ta'awun) antara lain yaitu. Menciptakan hidup yang tenang dan harmonis dan juga menumbuhkan rasa gotong royong antar sesama. Sebagaimana terdapat dalam Al-Quran surah Al-Maidah ayat 2:</p> <p>وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ (المائدة: ٢)</p> <p>"Dan tolong-menolonglah kamu dalam mengerjakan kebaikan dan takwa, dan jangan tolong-menolong dalam berbuat dosa dan pelanggaran. Dan bertakwalah kamu kepada Allah, sesungguhnya Allah amat berat siksa-Nya" (Al-Maidan ayat 2)</p>

Based on questionnaires filled by the experts of content the integration of Islam and Science, namely Mr Nurul Yaqien, M.Pd produce validity level of 83%. This shows that the thematic learning materials based on the integration of Islam and science is good and worthy to be used.

## 2. The Revision of the Design Experts

Validation results by design experts and inputs and criticism and suggestions for teaching materials developed, the following results from the revision of the product in the form of textbook thematic integrative based on the integration of Islam and Science:

No.	The Revised Components	Before the Revision	After the Revision
1.	Image of the boat the prophet nuh made small and in the pointer in the corner		
2.	Image of touching the Writing		
3.	Zoom out from a picture and in the pointer in the corner		
4.	The image is too large and about the Writing		

5.	Delete a picture		
6.	Delete a picture	<p>Siti membacakan ceritanya di depan kelas. Teman-teman senang mendengar cerita Siti. Ayo, kita ukur lamanya Siti membacakan cerita.</p> <p>Kita mengukur dengan lagu "Pelangi". Saat Siti bercerita, guru akan mendengarkan lagu Pelangi. Lagu "Pelangi" dipendengarkan dari audio. (Dilagi beberapa kali hingga Siti selesai membacakan cerita.</p> <p>Ternyata lama Siti membacakan cerita sama dengan 2 kali lagu Pelangi.</p> <p>Giliran Edo bercerita. Ternyata lama Edo membacakan cerita sama 2 kali lagu Pelangi.</p>	<p>Siti membacakan ceritanya di depan kelas. Teman-teman senang mendengar cerita Siti. Ayo, kita ukur lamanya Siti membacakan cerita.</p> <p>Kita mengukur dengan lagu "Pelangi". Saat Siti bercerita, guru akan mendengarkan lagu Pelangi. Lagu "Pelangi" dipendengarkan dari audio. (Dilagi beberapa kali hingga Siti selesai membacakan cerita.</p> <p>Ternyata lama Siti membacakan cerita sama dengan 2 kali lagu Pelangi.</p> <p>Giliran Edo bercerita. Ternyata lama Edo membacakan cerita sama 2 kali lagu Pelangi.</p>
7.	Give the restriction line on learning 1 (Ayo Berkreasi)	<p>sebuah bukit rerak penduduk Armenia. Udara hampa dan dingin itu sangat menakutkan, namun Nabi Nuh dan pengikutnya berusaha untuk tetap sabar. Tak lama Allah memerintahkan Nabi Nuh untuk segera berangkat dan menaiki perahu bersama hamba-hambanya dan pengikutnya. "Tiba-tiba, langit pun mendung, petir berkilat memunculkan dan mendengar bunyi menggelegar. Kaudan berbaris berbaris naik rak yang berangsur-angsur turun hingga ke air. Bumi pun digesang air. Maka lama makin dingin. Baris besar berada nabi, Semesta itu, penduduk Armenia yang keir-kesatukan Kartin anak Nuh, diaman otak yang sedang berputar – putar. Mereka pun melambatkan. "Maka Besar Allah. Tidak ada Tuhan kecuali Engkau" seru Nabi penuh keyakinan. Nuh dan para pengikutnya yang beriman bersama. Mereka pun hidup bahagia.</p> <p>Hujan masih turun hingga sore hari. Siti memandang halaman rumah yang tergenang air. Siti melihat botol plastik terdampar-anbong. Siti menambatkan botol itu seperti perahu. Siti punna ide membuat perahu dari botol plastik.</p> <p>Perahu Penemuan</p>	<p>sebuah bukit rerak penduduk Armenia. Udara hampa dan dingin itu sangat menakutkan, namun Nabi Nuh dan pengikutnya berusaha untuk tetap sabar. Tak lama Allah memerintahkan Nabi Nuh untuk segera berangkat dan menaiki perahu bersama hamba-hambanya dan pengikutnya. "Tiba-tiba, langit pun mendung, petir berkilat memunculkan dan mendengar bunyi menggelegar. Kaudan berbaris berbaris naik rak yang berangsur-angsur turun hingga ke air. Bumi pun digesang air. Maka lama makin dingin. Baris besar berada nabi, Semesta itu, penduduk Armenia yang keir-kesatukan Kartin anak Nuh, diaman otak yang sedang berputar – putar. Mereka pun melambatkan. "Maka Besar Allah. Tidak ada Tuhan kecuali Engkau" seru Nabi penuh keyakinan. Nuh dan para pengikutnya yang beriman bersama. Mereka pun hidup bahagia.</p> <p>Hujan masih turun hingga sore hari. Siti memandang halaman rumah yang tergenang air. Siti melihat botol plastik terdampar-anbong. Siti menambatkan botol itu seperti perahu. Siti punna ide membuat perahu dari botol plastik.</p> <p>Perahu Penemuan</p> <p>Ajar dan bahan yang diperlukan sebagai berikut. 1. Dua buah botol mineral bekas 500 ml</p> 

Based on questionnaires response filled by design experts namely



Mr. Yuniar Setyo Marandi, S.Sn produce good validity level of 82%. The assessment given by the expert design shows that the thematic learning materials based on the integration of Islam and science is good and worthy.



### 3. The Revision of the Learning Experts

Learning experts in validation teaching materials this is the grade 1-A that has been experienced and control the thematic learning the mrs. Bety Nur Asiyah, S.Pd From the result of the validation with learning experts validation results obtained by 90% where teaching materials into the category of valid and worthy to be used and does not need to be a revision as a whole. Following the exposure of product data before and after the revised:

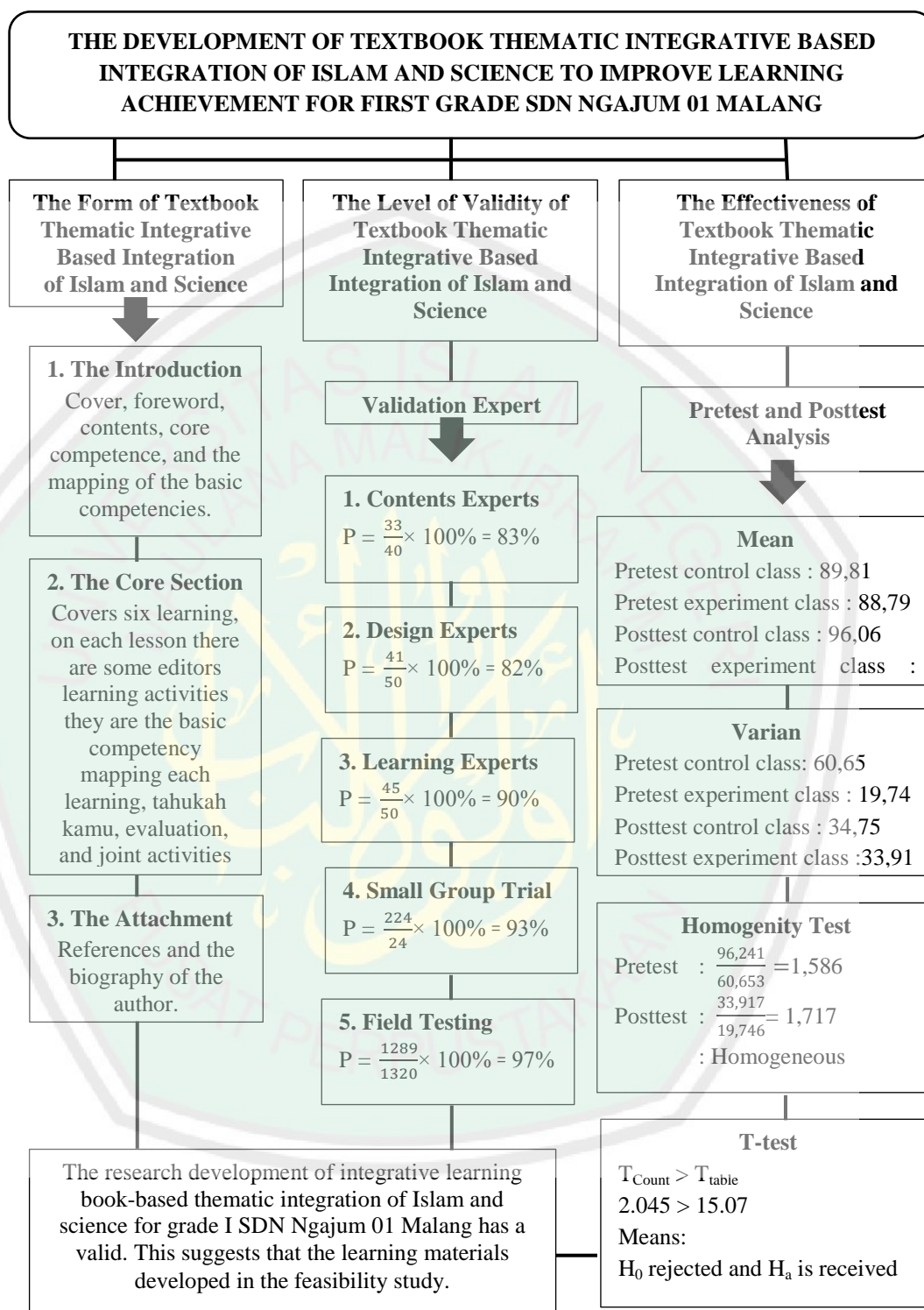
**Table 4.13 The Revision of the Learning Materials Based on the Validation Learning Experts**

No.	The Revised Components	Before the Revision	After the Revision
1.	Correct punctuation	 <p>6. Kalimat pujian yang cocok untuk gambar di samping adalah ...  a. Kasian sekali rani tidak jara  b. Baik sekali rani jara  c. Selamat rani kamu mendapat jara 1</p>	 <p>6. Kalimat pujian yang cocok untuk gambar di samping adalah ...  a. Kasian sekali rani tidak jara  b. Baik sekali rani jara  c. Selamat rani, kamu mendapat jara 1</p>

From the data validation results researchers do research because it has received the approval of the validator experts and a thesis advisor and also the class teachers. The study was conducted because based on the result of the validation lesson materials have reached the level of very valid and worthy to be used without the need for the revision of the overall.

Data analysis results, response and advice from the experts made the basis of the material for the revision and useful for the completion of learning materials before tested have tried to grade 1-A.





**Picture 4.1 Chart of Research Finding and Discussion**

## CHAPTER V

### CONCLUSION

In chapter V will be described on two things, which are (A) Product assessment revised, (B) Suggestions for dissemination and further product development.

#### A. Product Assessment Revised

This research and development resulted is textbook thematic integratif based integration of Islam and Science for first grade. This material contained on themes 8, “Peristiwa Alam” and subtheme “Musim Penghujan”. Textbook has an understanding according to Nasution “buku ajar adalah bahan pengajaran yang paling banyak digunakan di antara semua bahan pengajaran lainnya.”<sup>70</sup>

The development of textbook thematic integratif based integration of Islam and Science was developed with a development model that refers to the research design and development modification of the According To Borg & Gall (1983) rare-scarce research and development is as follows:<sup>71</sup> Development model that used are: 1) Research and information collecting, 2) Planning, 3) Develop preliminary form of product, 4) Preliminary field testing, 5) Operational product revision, 6) Operational field trials, 7) Main product revision, 8) Main field testing, 9) Final product revision, 10) Dissemination and implementation. But to facilitate research and development, researchers share some procedures that

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<sup>70</sup> Andi Prastowo, *Pengembangan Bahan Ajar Tematik Tinjauan Teoritis dan Praktik*, (Jakarta: Kencana Prenadamedia Group, 2014), page. 242.

<sup>71</sup> Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan*, (Jakarta: Kencana, 2015), page. 292.

become 8 main steps: (1) research and information collection, (2) planning, (3) the development of early product format, (4) test validity (5) Preliminary Field Testing (6) main product revision, and (7) main field testing (8) revision of the final product.

The result of the analysis of the content expert validation gets a percentage of 83%, expert design gets a percentage of 82%, and the expert learning gets a percentage of 90%. In this section we will discuss the final results of the revised product, the identity of the product, its advantages and disadvantages of the product.

In arranging the textbook thematic integratif based integration of Islam and Science, there are some provisions that should be used as guidelines, such as the material is taken must correspond to the basic competence to be achieved by learners. In textbook thematic integratif based integration of Islam and Science is also equipped with the Basic Competencies, core competencies, step/lesson learned, content of textbook is integrated with Islamic knowledge.

The following will be presented in final form has been completed and objectives the development of textbook thematic integratif based integration of Islam and Science:

1. The Introduction

The introduction contains of front cover, back cover, preface, table of contents, core competence (KI) and basic competency (KD).

## 2. The contents

The contents contains of mapping of basic competency, ayo membaca, ayo berlatih, ayo mengamati, ayo berdiskusi, ayo bercerita, ayo berkreasi, ayo mencoba, ayo menulis, ayo bermain peran, ayo bercerita, tahukah kamu, evaluation, and joint activities with the parent.

## 3. The attachment

The attachment contains of referencess and biography of author.

### 1. Advantages and Disadvantages of Product

However, the product of textbook thematic integratif based integration of Islam and Science development has several advantages and disadvantages, the advantages that are as follows:

- 1) Product of textbook thematic integratif based integration of Islam and Science this material developed in accordance with the curriculum and can help thematic learning process of Natural Disaster sub theme.
- 2) Textbook thematic integratif based integration of Islam and Science product development can be used as a learning media to improve learning achievement on the subject of natural disasters, especially in schools that become research sites.
- 3) Textbook thematic integratif based integration of Islam and Science can improve the Islamic knowledge.
- 4) Textbook thematic integratif based integration of Islam and Science can improve the level of learning interesting of student because the book have a good layout.

**After that the Disadvantages that are as follows:**

- 1) This product development is only limited to the class as a location of research.
- 2) Some of the observations in the practicum requires a lot of time.
- 3) Learning material containing only one subtheme.

**B. Suggestions for dissemination and Futher Product development****1. Suggestions for Product Utilization**

To optimize the utilization teaching materials thematic integrative based on the integration of Islam and Science should be used as an alternative source of learning in the process of thematic learning.

**2. Suggestions for Dissemination of Products**

Product dissemination to the wider so it is recommended that the thematic integrative learning materials based on the integration of Islam and Science can be used and duplicated more broadly if its use effective and efficient.

**3. Suggestions for Further Development**

Thematic integrative learning materials based on the integration of Islam and Science still has some weaknesses. Therefore it is recommended to developers who are interested to resolve this weakness.

- a) Thematic integrative learning materials based on the integration of Islam and Science, therefore there is a need for the development of thematic integrative learning materials based on the integration of Islam and Science to the theme or other sub-theme.



- b) It is recommended to school teachers to use thematic integrative learning materials based on the integration of Islam and Science lessons for ease in implementing the entire from the competency based curriculum 2013.
- c) It is recommended to school teachers to try to develop teaching materials in accordance with the conditions of the students.



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The background features a large, faint watermark of the University of Malang logo. It is a green shield-shaped emblem with a yellow Arabic calligraphic design in the center. The text "UNIVERSITAS ISLAM NEGERI" is written along the top arc, "MAULANA MALIK IBRAHIM" along the bottom arc, and "PUSAT PERPUSTAKAAN" at the very bottom.

# *A P E N D I X E S*





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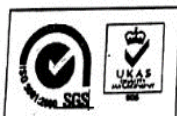
**BUKTI KONSULTASI SKRIPSI**  
**JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

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Integration of Islam and Science to Improve Learning  
Achievement for First Grade SDN Ngajum 01 Malang  
Dosen Pembimbing : Dr. H. Nur Ali, M.Pd

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	29/Mei/2017	Konsultasi bab I, II & III	
2.	01/juni/2017	Revisi bab II (Psikologi Perkembangan Anak)	
3.	05/Juni/2017	Konsultasi Instrumen	
4.	12/juni/2017	Revisi Instrumen	
5.	15/juni/2017	Acc Instrumen	
6.	18/ Juli/2017	Konsultasi bab IV & V	
7.	28/juli/2017	Melengkapi Skripsi	
8.	07/Agustus/2017	Konsultasi Abstrak & Acc skripsi	
9.			
10.			
11.			
12.			

Malang, ..... 20.....  
Mengetahui  
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Nomor : Un.3.1/TL.00.1/1500/2017  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

15 Mei 2017

Kepada  
Yth. Kepala SDN 1 Ngajum Malang  
di  
Malang

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

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Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)  
Semester – Tahun Akademik : Genap - 2016/2017  
Judul Skripsi : *The Development of Text Book Thematic Integrative Based Integration of Islam and Science to Improve Learning Achievement for First Grade SDN 1 Ngajum*

Lama Penelitian : Mei 2017 sampai dengan Juli 2017 (3 bulan)  
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



an Dekan  
Wakil Dekan Bid. Akademik,

Dr. Hj. Sulalah, M.Ag  
NIP. 19651112 199403 2 002

Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip



PEMERINTAH KABUPATEN MALANG  
DINAS PENDIDIKAN  
SEKOLAH DASAR NEGERI NGAJUM 01  
NPSN. 20517201 Email. sdngajum01@yahoo.com  
Alamat : Jl. Raya A. Yani No. 14 Ngajum Tlp. 0341 392698

**SURAT KETERANGAN**

Nomor : 800 / 071 / 35.07.101.409.001 / 2017

Saya yang bertanda tangan di bawah ini :

Nama : WAKRI, S.Pd  
NIP : 19580726 198010 1 002  
Pangkat / Gol. Ruang : Pembina Tk.I / IV b  
Jabatan : Kepala Sekolah  
Unit Kerja : SD Negeri Ngajum 01

Dengan ini menerangkan bahwa :

Nama : ANNA KARTIKA CHOIRUL MARTA  
NIM : 13140131  
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah ( PGMI)

Telah melakukan penelitian di Sekolah Dasar Negeri Ngajum 01 mulai bulan Mei sampai dengan bulan Juni 2017 (selama 2 bulan) dengan judul penelitian " The Dvelopmen of Text Book Thematic Integrative Based Integration of Islam and Science to Improve Learning Achievement for First Grade SDN Ngajum 01"

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya

Ngajum, 17 Juni 2017

Kepala SD Negeri Ngajum 01



WAKRI, S.Pd  
NIP. 19580726 198010 1 002



## INSTRUMENT VALIDASI PENGEMBANGAN BAHAN AJAR TEMATIK INTEGRATIF BERBASIS INTEGRASI ISLAM DAN SAINS UNTUK AHLI ISI

### A. Pengantar

Berkaitan dengan pelaksanaan kurikulum 2013 bahwasanya pada pembelajaran SD/MI menggunakan pendekatan terintegrasi yaitu dengan cara mengintegrasikan konten mata pelajaran ilmu pengetahuan alam dan ilmu pengetahuan sosial diintegrasikan ke dalam berbagai tema.

Buku/bahan ajar tematik kurikulum 2013 kompetensi yang berkenaan dengan sikap keagamaan dan sosial dikembangkan secara tidak langsung yaitu pada waktu peserta didik belajar tentang pengetahuan dan penerapan pengetahuan. Hal ini secara jelas bahwa kompetensi pendidikan agama pada proses pembelajaran ditingkat SD/MI tersebut diajarkan secara terpisah. Maka dalam hal ini, peneliti bermaksud melakukan pengembangan bahan ajar tematik pada tingkat SD/MI dengan mengintegrasikan sikap keagamaan kepada kompetensi pengetahuan dan penerapan pengetahuan.

Untuk maksud di atas, peneliti mohon kesediaan bapak/ibu agar mengisi angket di bawah ini sebagai ahli isi. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan bahan ajar ini sebagaimana yang telah dirancang berdasarkan KI dan KD pada kurikulum 2013. Hasil pengukuran melalui angket ini akan digunakan sebagai penyempurnaan bahan ajar agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terimakasih atas kesediaan bapak/ibu sebagai ahli isi.

Nama : Nurul Yaqien, M.Pd  
NIP : 19781119 200604 1 002  
Instansi : UIN MALANG  
Pendidikan :  
Alamat :

### B. Petunjuk Pengisian dengan Skala Nilai:

1. Sebelum mengisi angket ini, mohon terlebih dahulu bapak/ibu membaca atau mempelajari bahan ajar yang dikembangkan.
2. Pilihlah salah satu angka pada jawaban yang sesuai dengan penilaian bapak/ibu anggap paling tepat.

Skala penilaian				
1	2	3	4	5

Keterangan:

Skala 1 : tidak layak revisi total

Skala 2 : kurang layak, perlu revisi

Skala 3 : cukup layak, perlu revisi

Skala 4 : layak, tidak perlu revisi

Skala 5 : sangat layak, tidak perlu revisi

## C. Pertanyaan-Pertanyaan Angket

No.	Pertanyaan	Skala Penilaian				
		1	2	3	4	5
1.	Bagaimana tingkat relevansi bahan ajar integrasi Islam dan sains dengan Kompetensi Inti (KI) dan Kompetensi Dasar (KD)?				✓	
2.	Bagaimana kesesuaian gambar integrasi Islam dengan materi pembelajaran?				✓	
3.	Apakah isi pembelajaran integrasi Islam dalam bahan ajar sesuai dengan kurikulum 2013?				✓	
4.	Bagaimana tingkat kesukaran bahasa yang digunakan dalam bahan ajar integrasi Islam sesuai dengan tingkat pemahaman siswa?					✓
5.	Bagaimana kesesuaian materi agama dan sains yang disajikan dengan materi yang ada?					✓
6.	Apakah bahan ajar integrasi Islam dan sains dapat memberi motivasi kepada siswa agar lebih giat belajar?				✓	
7.	Apakah materi agama dalam bahan ajar tematik berbasis integrasi Islam dan sains sesuai dengan tingkat SD/MI?				✓	
8.	Apakah soal evaluasi integrasi Islam dan sains dapat mengukur kemampuan siswa?		✓			

D. Kritik dan Saran *wawacan kritik*

1. setiap tulisan arab di beri tyaqhal.
2. di celah lagi tulisan jangan ada yg kurang seprti kurang, ule, ...
3. font arab di saadikan agar konsisten. + size.
4. segera di kerdh'.

Malang, ..... 2017

*Nurul Yaqien, MPd*  
(NURUL YAQIEN, MPd)

NIP. 19781119 200404 1002



## INSTRUMENT VALIDASI PENGEMBANGAN BAHAN AJAR TEMATIK INTEGRATIF BERBASIS INTEGRASI ISLAM DAN SAINS UNTUK AHLI DESAIN

### A. Pengantar

Berkaitan dengan pelaksanaan kurikulum 2013 bahwasanya pada pembelajaran SD/MI menggunakan pendekatan terintegrasi yaitu dengan cara mengintegrasikan konten mata pelajaran ilmu pengetahuan alam dan ilmu pengetahuan sosial diintegrasikan ke dalam berbagai tema.

Buku/bahan ajar tematik kurikulum 2013 kompetensi yang berkenaan dengan sikap keagamaan dan sosial dikembangkan secara tidak langsung yaitu pada waktu peserta didik belajar tentang pengetahuan dan penerapan pengetahuan. Hal ini secara jelas bahwa kompetensi pendidikan agama pada proses pembelajaran ditingkat SD/MI tersebut diajarkan secara terpisah. Maka dalam hal ini, peneliti bermaksud melakukan pengembangan bahan ajar tematik pada tingkat SD/MI dengan mengintegrasikan sikap keagamaan kepada kompetensi pengetahuan dan penerapan pengetahuan.

Untuk maksud di atas, peneliti mohon kesediaan bapak/ibu agar mengisi angket di bawah ini sebagai ahli desain. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan bahan ajar ini sebagaimana yang telah dirancang berdasarkan KI dan KD pada kurikulum 2013. Hasil pengukuran melalui angket ini akan digunakan sebagai penyempurnaan bahan ajar agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terimakasih atas kesediaan bapak/ibu sebagai ahli desain.

Nama : Yuniar Setyo Marandy, S.Sn  
NIPT : 193006072015021003  
Instansi : FKIP UIN Malang  
Pendidikan : S1 Desain Komunikasi Visual  
Alamat : Puncak Permata Singaling

### B. Petunjuk Pengisian dengan Skala Nilai:

1. Sebelum mengisi angket ini, mohon terlebih dahulu bapak/ibu membaca atau mempelajari bahan ajar yang dikembangkan.
2. Pilihlah salah satu angka pada jawaban yang sesuai dengan penilaian bapak/ibu anggap paling tepat.

Skala penilaian				
1	2	3	4	5

Keterangan:

Skala 1 : tidak sesuai, tidak tepat, tidak menarik.

Skala 2 : kurang sesuai, kurang tepat, kurang menarik.

Skala 3 : cukup sesuai, cukup tepat, cukup menarik.

Skala 4 : sesuai, tepat, menarik.

Skala 5 : sangat sesuai, sangat menarik.

**C. Pertanyaan-Pertanyaan Angket**

No.	Pertanyaan	Skala Penilaian				
		1	2	3	4	5
1.	Bagaimana kemenarikan pengemasan desain cover bahan ajar tematik berbasis integrasi islam dan sains?				✓	
2.	Bagaimana kesesuaian pada cover dengan materi pada bahan ajar tematik berbasis integrasi islam dan sains?				✓	
3.	Bagaimana kesesuaian penempatan tulisan judul, nama penulis, dan kurikulum 2013 pada cover?				✓	
4.	Bagaimana kesesuaian gambar dengan materi yang disajikan pada buku ajar?				✓	
5.	Bagaimana kesesuaian pemakaian jenis huruf yang digunakan pada buku ajar?					✓
6.	Bagaimana kesesuaian ukuran huruf yang digunakan pada buku ajar?				✓	
7.	Bagaimana kesesuaian variasi warna yang digunakan pada buku ajar?				✓	
8.	Bagaimana konsistensi penggunaan spasi dalam pengetikan materi?				✓	
9.	Bagaimana ketertarikan layout pada buku ajar?					✓
10.	Bagaimana ketepatan penempatan gambar pada setiap pembelajaran pada buku ajar?			✓		

**D. Kritik dan saran**

Malang, 31 Mei 2017

  
(Junior Saqo Maundy)

NIPT. 139006072010031003

**INSTRUMENT VALIDASI PENGEMBANGAN BAHAN AJAR TEMATIK  
INTEGRATIF BERBASIS INTEGRASI ISLAM DAN SAINS UNTUK AHLI  
PEMBELAJARAN TEMATIK**

**A. Pengantar**

Berkaitan dengan pelaksanaan kurikulum 2013 bahwasanya pada pembelajaran SD/MI menggunakan pendekatan terintegrasi yaitu dengan cara mengintegrasikan konten mata pelajaran ilmu pengetahuan alam dan ilmu pengetahuan sosial diintegrasikan ke dalam berbagai tema.

Buku/bahan ajar tematik kurikulum 2013 kompetensi yang berkenaan dengan sikap keagamaan dan sosial dikembangkan secara tidak langsung yaitu pada waktu peserta didik belajar tentang pengetahuan dan penerapan pengetahuan. Hal ini secara jelas bahwa kompetensi pendidikan agama pada proses pembelajaran ditingkat SD/MI tersebut diajarkan secara terpisah. Maka dalam hal ini, peneliti bermaksud melakukan pengembangan bahan ajar tematik pada tingkat SD/MI dengan mengintegrasikan sikap keagamaan kepada kompetensi pengetahuan dan penerapan pengetahuan.

Untuk maksud di atas, peneliti mohon kesediaan bapak/ibu agar mengisi angket di bawah ini sebagai ahli pembelajaran tematik. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan bahan ajar ini sebagaimana yang telah dirancang berdasarkan KI dan KD pada kurikulum 2013. Hasil pengukuran melalui angket ini akan digunakan sebagai penyempurnaan bahan ajar agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terimakasih atas kesediaan bapak/ibu sebagai ahli pembelajaran tematik.

Nama : BETI NING ASIAH, SPd  
NIPT : 19800817 201001 2 022  
Instansi : SDN NGAJUM 01.  
Pendidikan : S1  
Alamat : BANGELAN KEC WONOSARI - MALANG

**B. Petunjuk Pengisian dengan Skala Nilai:**

1. Sebelum mengisi angket ini, mohon terlebih dahulu bapak/ibu membaca atau mempelajari bahan ajar yang dikembangkan.
2. Pilihlah salah satu angka pada jawaban yang sesuai dengan penilaian bapak/ibu anggap paling tepat.



Skala penilaian				
1	2	3	4	5

Keterangan:

Skala 1 : tidak mudah, tidak sesuai, tidak sistematis, tidak memotivasi, tidak mengukur kemampuan.

Skala 2 : kurang mudah, kurang sesuai, kurang sistematis, kurang memotivasi, kurang mengukur kemampuan.

Skala 3 : cukup mudah, cukup sesuai, cukup sistematis, cukup memotivasi, cukup mengukur kemampuan.

Skala 4 : mudah, sesuai, sistematis, memotivasi, mengukur kemampuan.

Skala 5 : sangat mudah, sangat sesuai, sangat sistematis, sangat memotivasi, sangat mengukur kemampuan.

### C. Pertanyaan-Pertanyaan Angket

No.	Pertanyaan	Skala Penilaian				
		1	2	3	4	5
1.	Bagaimana tingkat relevansi pengembangan bahan ajar tematik berbasis integrasi islam dan sains?				✓	
2.	Bagaimana kesesuaian gambar dengan materi yang disajikan?					✓
3.	Apakah isi pembelajaran dalam bahan ajar sesuai dengan kurikulum 2013?				✓	
4.	Bagaimana sistematika uraian isi pembelajaran dalam pengembangan bahan ajar tematik berbasis integrasi islam dan sains?				✓	
5.	Bagaimana ruang lingkup materi dengan tema yang disajikan dalam pengembangan bahan ajar tematik berbasis integrasi islam dan sains?				✓	
6.	Bagaimana tingkat kesukaran bahasa yang digunakan sesuai dengan tingkat pemahaman siswa?					✓
7.	Apakah materi yang disajikan melalui					

	pengembangan bahan ajar tematik berbasis integrasi islam dan sains dapat memberi motivasi kepada siswa?				✓	
8.	Apakah instrument evaluasi yang digunakan mengukur kemampuan siswa?					✓
9.	Bagaimana kesesuaian materi agama dan sains yang disajikan dengan materi yang ada?					✓
10.	Apakah rumusan indikator yang disajikan dalam bahan ajar tematik berbasis integrasi islam dan sains sesuai dengan kompetensi dasar yang ditetapkan dalam kurikulum 2013?					✓

#### D. Kritik dan Saran

Malang ..... 2017

(BETI NIBESA A.)

NIPT.19800817 201001 2025



**INSTRUMENT VALIDASI PENGEMBANGAN BAHAN AJAR TEMATIK  
INTEGRATIF BERBASIS INTEGRASI ISLAM DAN SAINS OLEH SISWA**

Nama : Riki

Kelas : A1

Sekolah : SDN Ngajum 01

**A. Pengantar**

Adik, buku tematik yang telah kita pelajari di sekolah yaitu buku tematik integrasi berbasis integrasi islam dan sains, sekarang setelah kalian mempelajari buku tematik integratif berbasis integrasi islam dan sains ibu mohon kesediaan adik sebagai siswa kelas 1 agar mengisi angket di bawah ini sebagai pengguna buku ajar. Tujuan dari pengisian angket adalah mengetahui kesesuaian buku ajar ini sebagaimana yang telah dirancang berdasarkan pembelajaran tematik. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan buku ajar, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya ibu sampaikan terima kasih atas kesediaan adik.

**B. Petunjuk Pengisian dengan Skala Nilai:**

1. Sebelum mengisi angket ini, mohon terlebih dahulu adik membaca atau mempelajari bahan ajar yang dikembangkan.
2. Berilah tanda (X) pada salah satu huruf a,b,c atau d pada jawaban yang sesuai dengan penilaian yang adik anggap paling tepat.

**C. Pertanyaan-Pertanyaan Angket**

1. Apakah buku tematik berbasis integrasi islam dan sains memudahkan adik dalam belajar?  
☒ a. Sangat mudah  
☐ b. Mudah  
☐ c. Cukup mudah  
☐ d. Kurang mudah
2. Apakah buku tematik berbasis integrasi islam dan sains ini menarik?  
☐ a. Sangat menarik  
☐ b. Menarik  
☒ c. Kurang menarik  
☐ d. Tidak menarik

3. Apakah buku tematik berbasis integrasi islam dan sains memberi semangat dalam belajar adik?
- a. Sangat memberi semangat
  - b. Memberi semangat
  - c. Kurang memberi semangat
  - ☒ d. Tidak memberi semangat
4. Apakah adik mudah memahami pelajaran yang ada di dalam buku tematik berbasis integrasi islam dan sains?
- a. Sangat mudah
  - b. Mudah
  - ☒ c. Cukup mudah
  - d. Kurang mudah
5. Apakah jenis huruf dan ukuran huruf yang terdapat dalam buku tematik berbasis integrasi islam dan sains memudahkan adik dalam pembelajaran?
- ☒ a. Sangat mudah dibaca
  - b. Mudah dibaca
  - c. Cukup mudah dibaca
  - d. Kurang mudah dibaca
6. Bagaimana gambar-gambar yang terdapat dalam buku tematik berbasis integrasi islam dan sains?
- ☒ a. Sangat menarik
  - b. Menarik
  - c. Kurang menarik
  - d. Tidak menarik
7. Apakah adik merasa kesulitan saat mempelajari buku tematik berbasis integrasi islam dan sains?
- a. Sangat kesulitan
  - ☒ b. kesulitan
  - c. Sedikit kesulitan
  - d. Tidak kesulitan
8. Setelah mempelajari buku tematik berbasis integrasi islam dan sains, apakah adik dapat memahami materi tentang penghujan?
- a. Sangat memahami
  - ☒ b. Cukup memahami

- c. Kurang memahami
  - d. Sulit memahami
9. Apakah adik merasa senang mempelajari buku tematik berbasis integrasi islam dan sains?
- a. Sangat senang
  - ☒ b. Senang
  - c. Cukup senang
  - d. Tidak senang
10. Selama mempelajari buku tematik berbasis integrasi islam dan sains, apakah adik memerlukan bantuan oarang lain seperti teman, guru atau orang tua dalam mempelajarinya ?
- a. Sangat memerlukan bantuan orang lain
  - b. Memerlukan bantuan orang lain
  - c. Sering memerlukan bantuan orang lain
  - ☒ d. Tidak memerlukan bantuan orang lain

**INSTRUMENT VALIDASI PENGEMBANGAN BAHAN AJAR TEMATIK  
INTEGRATIF BERBASIS INTEGRASI ISLAM DAN SAINS OLEH SISWA**

Nama : puja  
Kelas : 1. A  
Sekolah : sdn Ngajum 01

**A. Pengantar**

Adik, buku tematik yang telah kita pelajari di sekolah yaitu buku tematik integrasi berbasis integrasi islam dan sains, sekarang setelah kalian mempelajari buku tematik integratif berbasis integrasi islam dan sains ibu mohon kesediaan adik sebagai siswa kelas 1 agar mengisi angket di bawah ini sebagai pengguna buku ajar. Tujuan dari pengisian angket adalah mengetahui kesesuaian buku ajar ini sebagaimana yang telah dirancang berdasarkan pembelajaran tematik. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan buku ajar, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya ibu sampaikan terima kasih atas kesediaan adik.

**B. Petunjuk Pengisian dengan Skala Nilai:**

1. Sebelum mengisi angket ini, mohon terlebih dahulu adik membaca atau mempelajari bahan ajar yang dikembangkan.
2. Berilah tanda (X) pada salah satu huruf a,b,c atau d pada jawaban yang sesuai dengan penilaian yang adik anggap paling tepat.

**C. Pertanyaan-Pertanyaan Angket**

1. Apakah buku tematik berbasis integrasi islam dan sains memudahkan adik dalam belajar?
  - a. Sangat mudah
  - ☒ b. Mudah
  - c. Cukup mudah
  - d. Kurang mudah
2. Apakah buku tematik berbasis integrasi islam dan sains ini menarik?
  - a. Sangat menarik
  - ☒ b. Menarik
  - c. Kurang menarik
  - d. Tidak menarik



3. Apakah buku tematik berbasis integrasi islam dan sains memberi semangat dalam belajar adik?
- ☒ a. Sangat memberi semangat
  - b. Memberi semangat
  - c. Kurang memberi semangat
  - d. Tidak memberi semangat
4. Apakah adik mudah memahami pelajaran yang ada di dalam buku tematik berbasis integrasi islam dan sains?
- a. Sangat mudah
  - ☒ b. Mudah
  - c. Cukup mudah
  - d. Kurang mudah
5. Apakah jenis huruf dan ukuran huruf yang terdapat dalam buku tematik berbasis integrasi islam dan sains memudahkan adik dalam pembelajaran?
- a. Sangat mudah dibaca
  - ☒ b. Mudah dibaca
  - c. Cukup mudah dibaca
  - d. Kurang mudah dibaca
6. Bagaimana gambar-gambar yang terdapat dalam buku tematik berbasis integrasi islam dan sains?
- a. Sangat menarik
  - ☒ b. Menarik
  - c. Kurang menarik
  - d. Tidak menarik
7. Apakah adik merasa kesulitan saat mempelajari buku tematik berbasis integrasi islam dan sains?
- a. Sangat kesulitan
  - b. kesulitan
  - c. Sedikit kesulitan
  - ☒ d. Tidak kesulitan
8. Setelah mempelajari buku tematik berbasis integrasi islam dan sains, apakah adik dapat memahami materi tentang penghujan?
- ☒ a. Sangat memahami
  - b. Cukup memahami



- c. Kurang memahami  
d. Sulit memahami
9. Apakah adik merasa senang mempelajari buku tematik berbasis integrasi islam dan sains?
- ☒ a. Sangat senang  
b. Senang  
c. Cukup senang  
d. Tidak senang
10. Selama mempelajari buku tematik berbasis integrasi islam dan sains, apakah adik memerlukan bantuan oarang lain seperti teman, guru atau orang tua dalam mempelajarinya ?
- a. Sangat memerlukan bantuan orang lain  
☒ b. Memerlukan bantuan orang lain  
c. Sering memerlukan bantuan orang lain  
d. Tidak memerlukan bantuan orang lain

**INSTRUMENT VALIDASI PENGEMBANGAN BAHAN AJAR TEMATIK  
INTEGRATIF BERBASIS INTEGRASI ISLAM DAN SAINS OLEH SISWA**

Nama : EREN  
Kelas : IAA  
Sekolah : SDN ngajum 01

**A. Pengantar**

Adik, buku tematik yang telah kita pelajari di sekolah yaitu buku tematik integrasi berbasis integrasi islam dan sains, sekarang setelah kalian mempelajari buku tematik integratif berbasis integrasi islam dan sains ibu mohon kesediaan adik sebagai siswa kelas 1 agar mengisi angket di bawah ini sebagai pengguna buku ajar. Tujuan dari pengisian angket adalah mengetahui kesesuaian buku ajar ini sebagaimana yang telah dirancang berdasarkan pembelajaran tematik. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan buku ajar, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya ibu sampaikan terima kasih atas kesediaan adik.

**B. Petunjuk Pengisian dengan Skala Nilai:**

1. Sebelum mengisi angket ini, mohon terlebih dahulu adik membaca atau mempelajari bahan ajar yang dikembangkan.
2. Berilah tanda (X) pada salah satu huruf a,b,c atau d pada jawaban yang sesuai dengan penilaian yang adik anggap paling tepat.

**C. Pertanyaan-Pertanyaan Angket**

1. Apakah buku tematik berbasis integrasi islam dan sains memudahkan adik dalam belajar?
  - ☒ a. Sangat mudah
  - b. Mudah
  - c. Cukup mudah
  - d. Kurang mudah
2. Apakah buku tematik berbasis integrasi islam dan sains ini menarik?
  - ☒ a. Sangat menarik
  - b. Menarik
  - c. Kurang menarik
  - d. Tidak menarik

3. Apakah buku tematik berbasis integrasi islam dan sains memberi semangat dalam belajar adik?

- ☒ a. Sangat memberi semangat
- b. Memberi semangat
- c. Kurang memberi semangat
- d. Tidak memberi semangat

4. Apakah adik mudah memahami pelajaran yang ada di dalam buku tematik berbasis integrasi islam dan sains?

- ☒ a. Sangat mudah
- b. Mudah
- c. Cukup mudah
- d. Kurang mudah

5. Apakah jenis huruf dan ukuran huruf yang terdapat dalam buku tematik berbasis integrasi islam dan sains memudahkan adik dalam pembelajaran?

- ☒ a. Sangat mudah dibaca
- b. Mudah dibaca
- c. Cukup mudah dibaca
- d. Kurang mudah dibaca

6. Bagaimana gambar-gambar yang terdapat dalam buku tematik berbasis integrasi islam dan sains?

- ☒ a. Sangat menarik
- b. Menarik
- c. Kurang menarik
- d. Tidak menarik

7. Apakah adik merasa kesulitan saat mempelajari buku tematik berbasis integrasi islam dan sains?

- a. Sangat kesulitan
- b. kesulitan
- c. Sedikit kesulitan

☒ d. Tidak kesulitan

8. Setelah mempelajari buku tematik berbasis integrasi islam dan sains, apakah adik dapat memahami materi tentang penghujan?

- ☒ a. Sangat memahami
- b. Cukup memahami

- c. Kurang memahami  
d. Sulit memahami
9. Apakah adik merasa senang mempelajari buku tematik berbasis integrasi islam dan sains?
- ☒ a. Sangat senang  
b. Senang  
c. Cukup senang  
d. Tidak senang
10. Selama mempelajari buku tematik berbasis integrasi islam dan sains, apakah adik memerlukan bantuan oarang lain seperti teman, guru atau orang tua dalam mempelajarinya ?
- a. Sangat memerlukan bantuan orang lain  
b. Memerlukan bantuan orang lain  
c. Sering memerlukan bantuan orang lain  
☒ d. Tidak memerlukan bantuan orang lain

## Pedoman Wawancara

### The Development of Textbook Thematic Scientific Based the Integration of Islam and Science to Improve Learning Achievement for First Grade in SDN

Ngajum 01 Ngajum, Malang

#### Pertanyaan:

1. Terkait pembelajaran tematik buku apa saja yang ibu gunakan pada pembelajaran di kelas?  
 + Terkait pembelajaran tema saya beserta guru-guru lain di sekolah *alhamdulillah* sudah menggunakan buku ajar tematik terbitan dari pemerintah. Tetapi untuk mata pelajaran seperti matematika, agama, bahasa inggris menggunakan buku terbitan dari Erlangga, Tiga Serangkai ada LKS juga.
2. Dengan adanya terbitan buku tematik kurikulum 2013 dari pemerintah, bagaimana menurut ibu buku ajar tematik kurikulum 2013 tersebut?  
 + Menurut ibu secara keseluruhan buku tematik dari pemerintah sudah bagus, gambarnya menarik, bahasanya mudah dimengerti tetapi materi yang disajikan kurang luas, jadi kadang anak-anak saya beri tambahan dari buku paket lain.
3. Dalam pembelajaran tematik yang digunakan di kelas, apakah ibu mengalami kendala dalam pengaplikasian seluruh Kompetensi Inti ?  
 + Ya, kadang-kadang saja ada yang lumayan bingung mau menghubungkan dari topik ini ke KI lainnya.



4. Dengan adanya kompetensi inti I yaitu mengenai pengetahuan spiritual anak, apakah sesuai jika buku ajar tematik kurikulum 2013 di integrasikan dengan wawasan Islami?

+ Kalau menurut ibu sih ya cocok bagus juga kalau mau di integrasikan seperti itu agar anak-anak tidak hanya unggul di kognitif saja. Kalau seperti itu kan anak-anak jadi bisa unggul juga di spiritual jadi walaupun anak lulusan Sekolah Dasar Negri tapi wawasan Islamnya bagus, juga dapat memperkuat standar KI-1 KI-2 nya. Dan menurut pengalaman ibu juga kalau anak dari kecil sudah diberi wawasan tentang islam maka pengetahuannya lebih meresap.

5. Jika buku ajar tematik kurikulum 2013 di integrasikan dengan wawasan Islami, apakah buku ajar tematik berbasis integrasi Islam dapat meningkatkan hasil belajar siswa?

+ Pasti *mbak*, karena sudah jelas anak-anak dapat pengetahuan baru dari pengetahuan keislaman walaupun bukan dari hasil angka pasti nanti terdapat perubahan sikap.

## SOAL PRETEST

NAMA : Vella

KELAS : IA

1. Bagaimana udara pada musim hujan?

- ☒ a. Sejuk      b. Panas      c. Hangat

2. Perlengkapan yang digunakan ketika hujan adalah ....

- a. Helm      ☒ b. Payung      c. Topi



3. Kalimat pujian yang cocok untuk gambar di samping adalah ...

- ☒ a. Indah sekali bunga itu!  
b. Bunga apakah itu?  
c. Rina menanam bunga

4. Kita membutuhkan makanan untuk ....

- a. Menjadi gemuk      ☒ b. Sumber energi      c. Menjadi hebat

5. Sebelum berolahraga kita harus melakukan ...

- a. Gerakan inti      ☒ b. Pemanasan      c. Pendinginan



6. Kalimat pujian yang cocok untuk gambar di samping adalah ...

- a. Kasian sekali rani tidak juara  
b. Baik sekali rani juara  
☒ c. Selamat rani, kamu mendapat juara I

7. Beni : Hai, Edo, apakah kamu tidak membawa payung?

Edo : Iya Beni, payungku rusak.

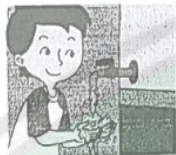
Beni : Kalau begitu mari berbagi payung denganku.

Edo : Wah, kamu ... sekali Beni. Terima kasih sudah mau berbagi payung denganku.

- a. Pelit      ☒ b. Baik      c. Sombong

8. Yang termasuk kegiatan yang membutuhkan waktu yang lama adalah ....

a.



b.



~~c.~~



9. Sebelum makan kita harus mencuci ... dahulu.

a. Mulut

b. Rambut

~~c. Tangan~~

10. Akibat memakan makanan terlalu banyak adalah ....

~~a.~~ Sangat kekenyangan

b. Kelaparan

~~c. Kenyang~~

11. Saat bermain di air kita harus ....

a. Banyak bercanda

~~b.~~ Menjaga keselamatan

c. Banyak bermain

12. Angin yang bertiup saat mendung biasanya menandakan ... akan turun.

~~a.~~ Hujan

b. Salju

c. Es

13. Gambar di bawah yang termasuk perilaku ....



a. Olahraga

b. Belajar

~~c.~~ Gotong royong

14. Edo memuji siti karena ceritanya menarik.

Siti mengucapkan ... untuk pujian edo.

Kata pujian yang tepat untuk melengkapi bacaan di atas adalah ....

a. Selamat tinggal

~~b.~~ Terima kasih

c. Maaf

15. Berapakah warna pelangi pada bacaan di bawah ini?

~~a.~~ 4

b. 3

c. 5

Setelah hujan reda, matahari muncul kembali.

Di langit ada pelangi warnanya indah sekali.

Merah, kuning, hijau, dan biru.

## SOAL PRETEST

NAMA : Adim

KELAS : 1A

1. Bagaimana udara pada musim hujan?

- ☒ Sejuk      b. Panas      c. Hangat

2. Perlengkapan yang digunakan ketika hujan adalah ....

- a. Helm      ☒ Payung      c. Topi



3. Kalimat pujian yang cocok untuk gambar di samping adalah ...

- ☒ Indah sekali bunga itu!  
b. Bunga apakah itu?  
c. Rina menanam bunga

4. Kita membutuhkan makanan untuk ....

- a. Menjadi gemuk      ☒ Sumber energi      c. Menjadi hebat

5. Sebelum berolahraga kita harus melakukan ...

- a. Gerakan inti      ☒ Pemanasan      c. Pendinginan



6. Kalimat pujian yang cocok untuk gambar di samping adalah ...

- a. Kasian sekali rani tidak juara  
b. Baik sekali rani juara  
☒ Selamat rani, kamu mendapat juara 1

7. Beni : Hai, Edo, apakah kamu tidak membawa payung?

Edo : Iya Beni, payungku rusak.

Beni : Kalau begitu mari berbagi payung denganku.

Edo : Wah, kamu ... sekali Beni. Terima kasih sudah mau berbagi payung denganku.

- a. Pelit      ☒ Baik      c. Sombong



8. Yang termasuk kegiatan yang membutuhkan waktu yang lama adalah ....

a.



☒



c.



9. Sebelum makan kita harus mencuci ... dahulu.

a. Mulut

b. Rambut

☒ Tangan

10. Akibat memakan makanan terlalu banyak adalah ....

☒ Sangat kekenyangan

b. Kelaparan

c. Kenyang

11. Saat bermain di air kita harus ....

a. Banyak bercanda

☒ Menjaga keselamatan

c. Banyak bermain

12. Angin yang bertiup saat mendung biasanya menandakan ... akan turun.

☒ Hujan

b. Salju

c. Es

13. Gambar di bawah yang termasuk perilaku ....



a. Olahraga

b. Belajar

☒ Gotong royong

14. Edo memuji siti karena ceritanya menarik.

Siti mengucapkan ... untuk pujian edo.

Kata pujian yang tepat untuk melengkapi bacaan di atas adalah ....

a. Selamat tinggal

☒ Terima kasih

c. Maaf

15. Berapakah warna pelangi pada bacaan di bawah ini?

☒ 4

b. 3

c. 5

Setelah hujan reda, matahari muncul kembali.

Di langit ada pelangi warnanya indah sekali.

Merah, kuning, hijau, dan biru.



### SOAL PRETEST

NAMA : ALFI

KELAS : 1B

1. Bagaimana udara pada musim hujan?

- ☒ a. Sejuk      b. Panas      c. Hangat

2. Perlengkapan yang digunakan ketika hujan adalah ....

- a. Helm      ☒ b. Payung      c. Topi



3. Kalimat pujian yang cocok untuk gambar di samping adalah ...

- ☒ a. Indah sekali bunga itu!  
b. Bunga apakah itu?  
c. Rina menanam bunga

4. Kita membutuhkan makanan untuk ....

- a. Menjadi gemuk      ☒ b. Sumber energi      c. Menjadi hebat

5. Sebelum berolahraga kita harus melakukan ...

- a. Gerakan inti      ☒ b. Pemanasan      c. Pendinginan



6. Kalimat pujian yang cocok untuk gambar di samping adalah ...

- a. Kasian sekali rani tidak juara  
b. Baik sekali rani juara  
☒ c. Selamat rani kamu mendapat juara 1

7. Beni : Hai, Edo, apakah kamu tidak membawa payung?

Edo : Iya Beni, payungku rusak.

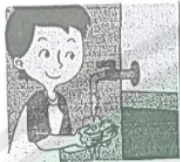
Beni : Kalau begitu mari berbagi payung denganku.

Edo : Wah, kamu ... sekali Beni. Terima kasih sudah mau berbagi payung denganku.

- a. Pelit      ☒ b. Baik      c. Sombong

8. Yang termasuk kegiatan yang membutuhkan waktu yang lama adalah ....

a.



☒



c.



9. Sebelum makan kita harus mencuci ... dahulu.

a. Mulut

b. Rambut

☒ Tangan

10. Akibat memakan makanan terlalu banyak adalah ....

☒ Sangat kekenyangan

b. Kelaparan

c. Kenyang

11. Saat bermain di air kita harus ....

a. Banyak bercanda

☒ Menjaga keselamatan

c. Banyak bermain

12. Angin yang bertiup saat mendung biasanya menandakan ... akan turun.

☒ Hujan

b. Salju

c. Es

13. Gambar di bawah yang termasuk perilaku ....



a. Olahraga

b. Belajar

☒ Gotong royong

14. Edo memuji siti karena ceritanya menarik.

Siti mengucapkan ... untuk pujian edo.

Kata pujian yang tepat untuk melengkapi bacaan di atas adalah ....

a. Selamat tinggal

☒ Terima kasih

c. Maaf

15. Berapakah warna pelangi pada bacaan di bawah ini?

☒ 4

b. 3

c. 5

Setelah hujan reda, matahari muncul kembali.

Di langit ada pelangi warnanya indah sekali.

Merah, kuning, hijau, dan biru.

# SOAL POST TEST

NAMA : Vella

B:14

KELAS : 2a

1. Pakailah ... atau jas hujan.  
Agar kamu tidak kehujanan.  
Isian yang cocok untuk melengkapi bacaan di atas adalah ....  
a. Topi                      ☒ Payung                      c. Helm
2. Menjaga kondisi tubuh dengan memakan makanan yang ....  
☒ Bergizi                      b. Enak                      c. Banyak
3. Ungkapan yang kita ucapkan setelah ditolong orang lain adalah ....  
a. Maaf                      b. Hebat                      ☒ Terima kasih
4. Bencana alam yang menimpa kaum nabi Nuh as adalah ....  
a. Gempa bumi                      ☒ Banjir                      c. Tanah Longsor
5. Salah satu olahraga anjuran Rasulullah adalah ....  
☒ Renang                      b. Bulutangkis                      c. Sepak bola
6. Kalimat pujian yang cocok untuk gambar di samping adalah ...  
a. Kasian sekali rani tidak juara  
b. Baik sekali rani juara  
☒ Selamat rani, kamu mendapat juara I
7. Allah mengajak kita untuk saling tolong-menolong dalam hal ...  
a. Keburukan                      ☒ Kebaikan                      c. Kejahatan
8. Yang termasuk kegiatan yang membutuhkan waktu yang lama adalah ....



9. Sebentar artinya membutuhkan waktu yang ....

- ~~a. Banyak~~      b. Cukup      ☒ c. Sedikit

10. Saat makan hendaknya menggunakan tangan ....

- ~~a. Kanan~~      b. Kiri      c. Kanan dan kiri

11. Saat bermain air, kita harus ...

- a. Banyak bercanda      ☒ b. Menjaga keselamatan      c. Banyak bermain

12. Angin yang bertiup saat mendung biasanya menandakan ... akan turun.

- ☒ a. Hujan      b. Salju      c. Es

13. Gambar di bawah yang termasuk perilaku ....



- a. Olahraga  
b. Belajar  
☒ c. Gotong royong

14. Kebersihan adalah sebagian dari ....

- ~~a. Sedekah~~      ☒ b. Iman      c. Puasa

15. Sesungguhnya Allah Swt itu Maha Indah dan menyukai ....

- ~~a. Keindahan~~      b. Keburukan      c. Kejahatan



SOAL POST TEST

B: 15

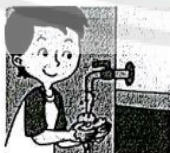
NAMA : Alfi

KELAS : 18

1. Pakailah ... atau jas hujan.  
Agar kamu tidak kehujanan.  
Isian yang cocok untuk melengkapi bacaan di atas adalah ....  
a. Topi                      ☒ b. Payung                      c. Helm
2. Menjaga kondisi tubuh dengan memakan makanan yang ....  
☒ a. Bergizi                      b. Enak                      c. Banyak
3. Ungkapan yang kita ucapkan setelah ditolong orang lain adalah ....  
a. Maaf                      b. Hebat                      ☒ c. Terima kasih
4. Bencana alam yang menimpa kaum nabi Nuh as adalah ....  
a. Gempa bumi                      ☒ b. Banjir                      c. Tanah Longsor
5. Salah satu olahraga anjuran Rasulullah adalah ....  
☒ a. Renang                      b. Bulutangkis                      c. Sepak bola
6. Kalimat pujian yang cocok untuk gambar di samping adalah ...  
a. Kasian sekali rani tidak juara  
b. Baik sekali rani juara  
☒ c. Selamat rani, kamu mendapat juara 1
7. Allah mengajak kita untuk saling tolong-menolong dalam hal ....  
a. Keburukan                      ☒ b. Kebaikan                      c. Kejahatan
8. Yang termasuk kegiatan yang membutuhkan waktu yang lama adalah ....



a.



☒



c.





9. Sebentar artinya membutuhkan waktu yang ....

- a. Banyak                      b. Cukup                      ☒ Sedikit

10. Saat makan hendaknya menggunakan tangan ....

- ☒ Kanan                      b. Kiri                      c. Kanan dan kiri

11. Saat bermain air, kita harus ...

- a. Banyak bercanda                      ☒ Menjaga keselamatan                      c. Banyak bermain

12. Angin yang bertiup saat mendung biasanya menandakan ... akan turun.

- ☒ Hujan                      b. Salju                      c. Es

13. Gambar di bawah yang termasuk perilaku ....



- a. Olahraga  
b. Belajar  
☒ Gotong royong

14. Kebersihan adalah sebagian dari ....

- a. Sedekah                      ☒ Iman                      c. Puasa

15. Sesungguhnya Allah Swt itu Maha Indah dan menyukai ....

- ☒ Keindahan                      b. Keburukan                      c. Kejahatan

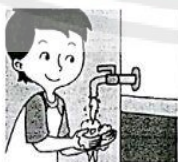
## SOAL POST TEST

NAMA : Adim

KELAS : 1A

B: 15

1. Pakailah ... atau jas hujan.  
Agar kamu tidak kehujanan.  
Isian yang cocok untuk melengkapi bacaan di atas adalah ....  
a. Topi ☒ b. Payung ☒ c. Helm
2. Menjaga kondisi tubuh dengan memakan makanan yang ....  
☒ a. Bergizi ☒ b. Enak ☒ c. Banyak
3. Ungkapan yang kita ucapkan setelah ditolong orang lain adalah ....  
a. Maaf ☒ b. Hebat ☒ c. Terima kasih
4. Bencana alam yang menimpa kaum nabi Nuh as adalah ....  
a. Gempa bumi ☒ b. Banjir ☒ c. Tanah Longsor
5. Salah satu olahraga anjuran Rasulullah adalah ....  
☒ a. Renang ☒ b. Bulutangkis ☒ c. Sepak bola
6. Kalimat pujian yang cocok untuk gambar di samping adalah ...  
a. Kasian sekali rani tidak juara  
b. Baik sekali rani juara  
☒ c. Selamat rani, kamu mendapat juara 1
7. Allah mengajak kita untuk saling tolong-menolong dalam hal ....  
a. Keburukan ☒ b. Kebaikan ☒ c. Kejahatan
8. Yang termasuk kegiatan yang membutuhkan waktu yang lama adalah ....  
a. ☒ b. ☒ c. ☒



9. Sebentar artinya membutuhkan waktu yang ....

- a. Banyak                      b. Cukup                      ☒ c. Sedikit

10. Saat makan hendaknya menggunakan tangan ....

- ☒ a. Kanan                      b. Kiri                      c. Kanan dan kiri

11. Saat bermain air, kita harus ...

- a. Banyak bercanda                      ☒ b. Menjaga keselamatan                      c. Banyak bermain

12. Angin yang bertiup saat mendung biasanya menandakan ... akan turun.

- ☒ a. Hujan                      b. Salju                      c. Es

13. Gambar di bawah yang termasuk perilaku ....



- a. Olahraga  
b. Belajar  
☒ c. Gotong royong

14. Kebersihan adalah sebagian dari ....

- a. Sedekah                      ☒ b. Iman                      c. Puasa

15. Sesungguhnya Allah Swt itu Maha Indah dan menyukai ....

- ☒ a. Keindahan                      b. Keburukan                      c. Kejahatan

## DOCUMENTATION OF FIELD TRIAL



**Make a boat (Class Experiment)**



**Students give a summary about leason (Class Experiment)**



**During post test (Class Experiment)**



**Class I-A (Class Experiment)**





**Learning in classroom  
(Class Control)**



**During role playing (Class  
Control)**



**Make a windmill (Class  
Control)**



**Class I-B (Class Control)**



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Malang, August 1<sup>st</sup>, 2017

Writer

(.....)