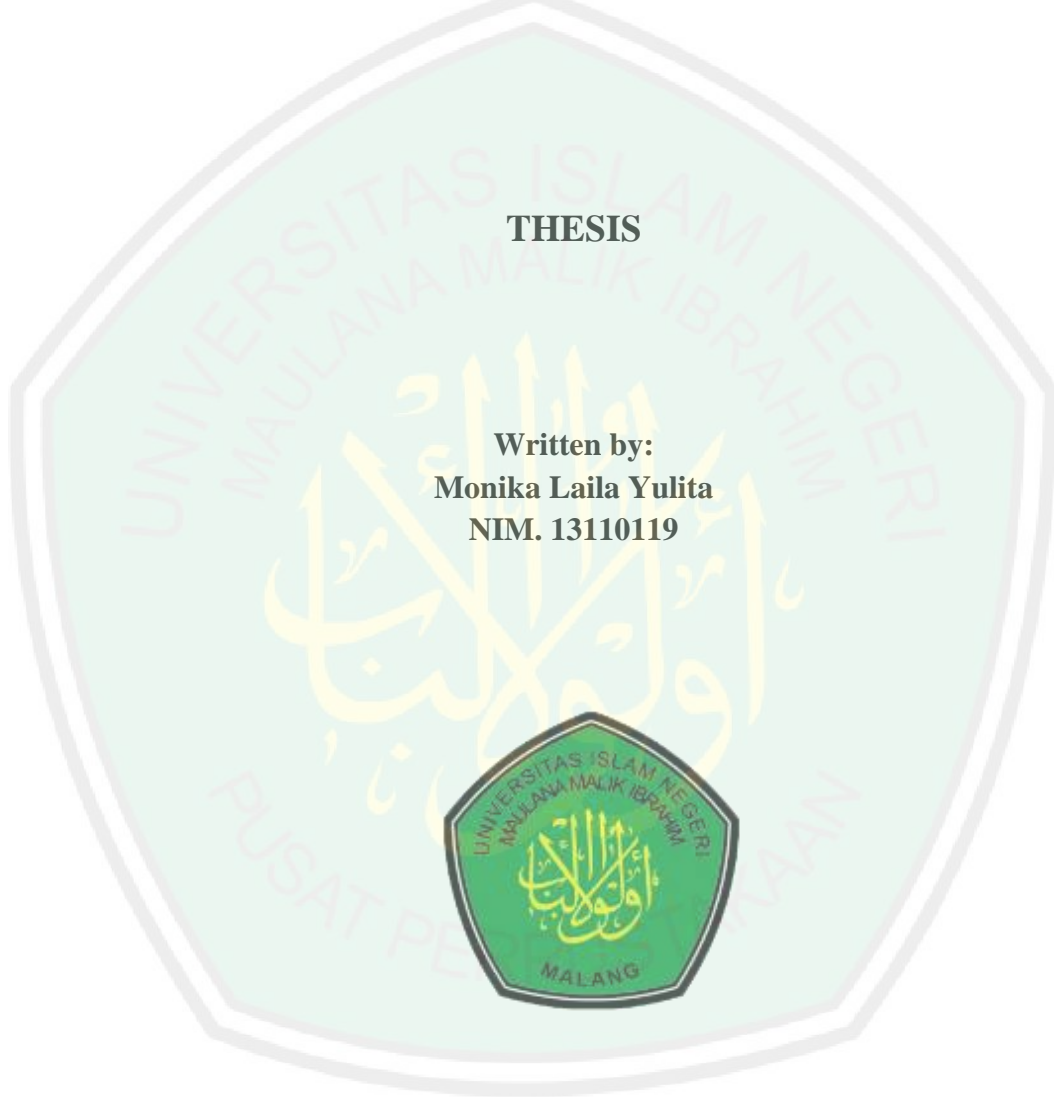


**DEVELOPING MACROMEDIA FLASH LEARNING  
MATERIAL ON “*FIQH AL-‘IBADAH*” TO IMPROVE TENTH  
GRADE STUDENTS’ ACHIEVEMENT AT  
MAN GONDANGLEGI MALANG**

**THESIS**

Written by:  
**Monika Laila Yulita**  
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**ISLAMIC EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC  
UNIVERSITY MALANG  
DECEMBER, 2017**

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MATERIAL ON “FIQH AL-‘IBADAH” TO IMPROVE TENTH  
GRADE STUDENTS’ ACHIEVEMENT AT  
MAN GONDANGLEGI MALANG**

**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 Islam (S.Pd)*

**Written by:  
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**ISLAMIC EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC  
UNIVERSITY MALANG  
DECEMBER, 2017**

**APPROVAL SHEET**

**DEVELOPING MACROMEDIA FLASH LEARNING  
MATERIAL ON "FIQH AL-'IBADAH" TO IMPROVE  
TENTH GRADE STUDENTS' ACHIEVEMENT AT MAN  
GONDANGLEGI MALANG**

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**DEVELOPING MACROMEDIA FLASH LEARNING MATERIAL ON**  
**"FIQH AL-'IBADAH" TO IMPROVE TENTH GRADE STUDENTS'**  
**ACHIEVEMENT AT MAN GONDANGLEGI MALANG**

THESIS

Written By

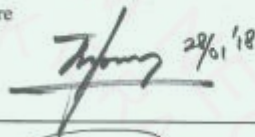
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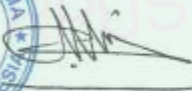
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## DEDICATION

Thanks to Allah SWT who always give me His mercies and blessings and also the opportunity to finish this thesis. Shalawat and salam are always given to prophet Muhammad SAW who deliver us from the darkness to the lightness Islam. I dedicate this thesis for the entire meaningful person in my life For my beloved parent, Dady Fazar and mom Khuriyah that always give me motivation and support in everytime and averywhere. May Allah mercies them always.

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**MOTTO**

كَبُرَ مَقْتًا عِنْدَ اللَّهِ أَنْ تَقُولُوا مَا لَا تَفْعَلُونَ ۝ ۳

*“It is most hateful to Allah that you should say that which you do not do”*

(Ash-shaff (61) : 3)

بَلِّغُوا عَنِّي وَلَوْ آيَةً

*“Convey from me even one verse” (HR. Bukhari)*





**CERTIFICATE OF SKRIPSI AUTHORSHIP**

I hereby declare that this skripsi is originally written by Monika Laila Yulita, student of Islamic Education Department (PAI) as the requirement for degree of Sarjana Pendidikan Islam (S.Pd), Faculty of Education 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 thesis if there is any objection or claim from others.

Malang, October 10<sup>th</sup>, 2017

Author,

A handwritten signature in black ink is written over a yellow library stamp. The stamp contains the text 'KANTOR TEMPLET', 'PUSAT PERPUS', and '000'.

Monika Laila Yulita

NIM. 13110119



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Praise and great gratitude submitted to Almighty God, Allah SWT who always gives His gracious mercy and tremendous blessing that has helped the writer finished this thesis, entitled: “Developing Macromedia Flash Teaching Material On “Fiqh Al-‘Ibadah” To Improve Tenth Grade Students’ Achievement At MAN Gondanglegi Malang” on time. Shalawat and Salam always presented to our prophet Muhammad SAW, the last messenger of Allah who has saved the human’s life from the destruction to safety namely Islam is the true religion.

This thesis is proposed to fulfill the task of academic requirement as the last task for getting bachelor or under graduate degree.

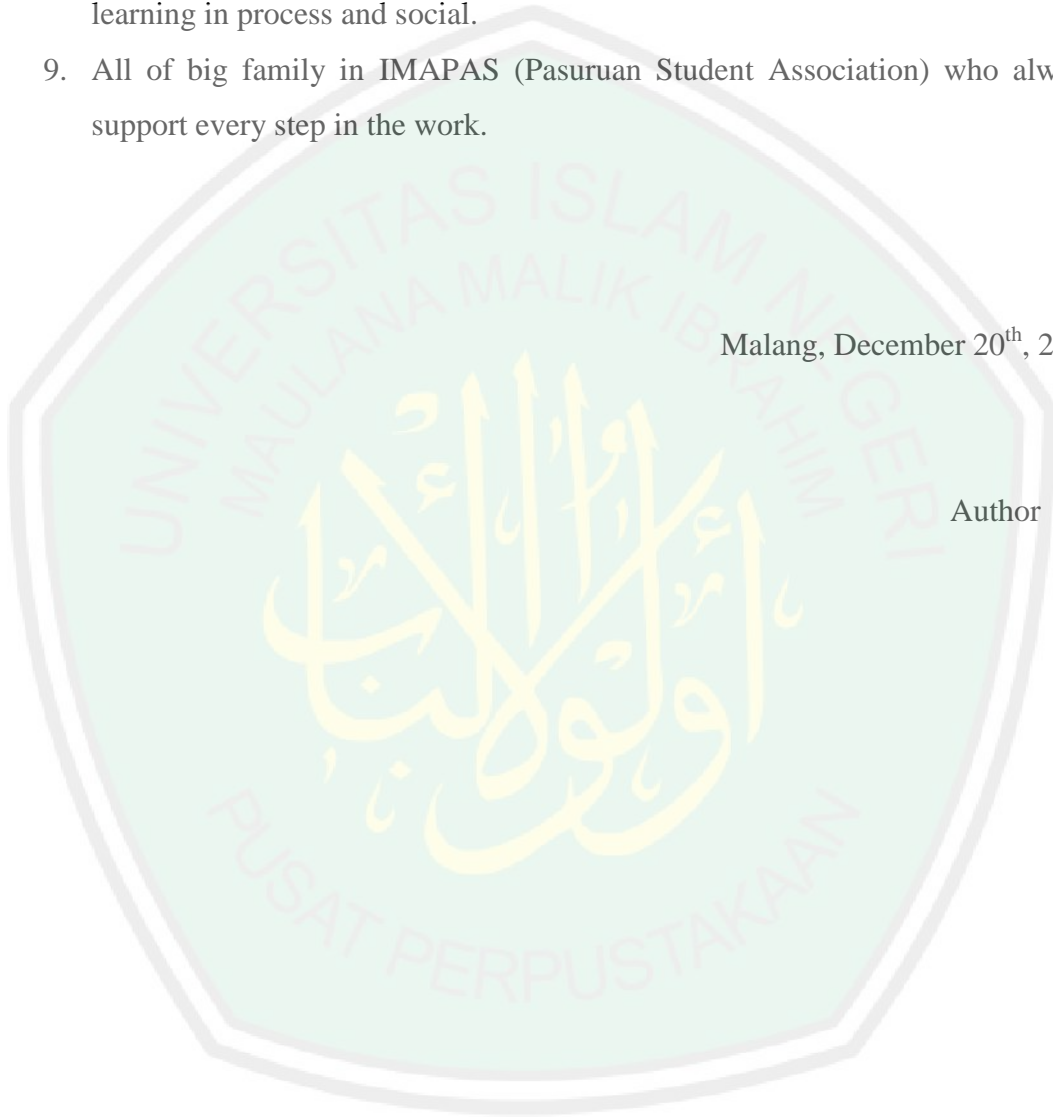
In this opportunity, the writer give thanks so much and appreciation for the respectables:

1. Prof. Dr. H.Abd Haris, M.Ag as Rector of Maulana Malik Ibrahim State Islamic University Malang, who has given me a chance, so that this thesis well finished.
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3. Dr. Marno, M.Ag as Chief of Islamic Education Department.
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Malang, December 20<sup>th</sup>, 2017

Author



## TRANSLITERATION GUIDELINES OF ARAB LATIN

Translation of Arab Latin in this thesis utilize in translation guidelines based on the agreement between Religion Minister and Education and Culture Minister of Indonesia number 158, year 1987 and number 0543 b/U/1987. Those are:

### 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 Vocal

Vocal (a) long	=	â
Vocal (i) long	=	î
Vocal (u) long	=	û

### C. Diphthong Vocal

أُو	=	aw
أَيَّ	=	ay
أُو	=	û
إِي	=	î

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## ABSTRAK

Yulita, Monika Laila, 2017. *Pengembangan Macromedia Flash materi Fikih dan Ibadah dalam Islam untuk meningkatkan prestasi belajar siswa kelas 10 di MAN Gondanglegi*. Skripsi. Jurusan Pendidikan Agama Islam Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing : H. Mokhammad Yahya, PhD.  
Kata kunci : Bahan ajar, Macromedia Flash, fikih dan ibadah dalam islam.

---

Bahan ajar merupakan segala sesuatu yang digunakan untuk menyampaikan pesan dari sumber yang dipercaya. Bahan ajar multimedia berbasis macromedia flash adalah bahan ajar yang menerapkan system multimedia dengan mengintegrasikan suara, gambar, teks, video dan animasi. Hasil pengamatan peneliti di lapangan, jarang sekali sekolah yang menerapkan sistem pembelajaran berbasis multimedia terutama materi Fikih dan Ibadah dalam Islam. Disisi lain pembelajaran berbasis multimedia juga diperlukan agar siswa dapat memvisualisasikan materi yang masih abstrak.

Untuk mengatasi proses pembelajaran, perlunya menggunakan media pembelajaran yang dapat melakukan proses belajar secara efisien dan konkret. Untuk mewujudkan pembelajaran tersebut, dibutuhkan pengembangan bahan ajar multimedia berbasis macromedia Flash, sebuah program animasi dua dimensi yang mudah dioperasikan dan sangat bermanfaat apabila diaplikasikan. Sehingga mampu meningkatkan prestasi belajar siswa khususnya pada materi Fikih dan Ibadah dalam Islam.

Penelitian ini menggunakan jenis penelitian pengembangan Research and Development (R&D), dengan menggunakan metode penelitian Borg and Gall yang memiliki sepuluh langkah. Penelitian Madrasah Aliyah Negeri Gondanglegi kelas X IPS 2 yang berjumlah 34 siswa. Hasil wawancara dengan guru Fikih, bahwa beliau tidak pernah memberikan pembelajaran dengan menggunakan media pembelajaran.

Berdasarkan hasil penelitian didapatkan bahwa bahan ajar multimedia berbasis Macromedia Flash mendapat penilaian kualifikasi yang baik, berdasarkan hasil validasi dari ahli materi sebesar 84% nilai dari ahli media sebesar 84,6% dan ahli pembelajaran fikih sebesar 86,7% berarti bahan ajar berbasis macromedia Flash dinilai valid dan tidak revisi. Pada hasil uji coba diperoleh nilai 83. Dengan perhitungan menggunakan uji t dengan tingkat kemaknaan 0,05 diperoleh hasil  $t_{hitung} \geq t_{tabel}$  ( $21.69 \geq 2.03452$ ), menunjukkan bahwa post tes lebih tinggi dari pada pre test pada kelas yang mendapat bahan ajar multimedia berbasis macromedia flash. Kesimpulannya terdapat perbedaan pada hasil belajar siswa kelas X MAN Gondanglegi sebelum dan sesudah menggunakan bahan ajar multimedia berbasis macromedia flash. Dan dapat dikatakan bahwa bahan ajar macromedia berbasis macromedia Flash untuk kelas X layak digunakan.

## ABSTRACT

Yulita, Monika Laila, 2017. *Developing Macromedia Flash Teaching Material On “Fikih Al-‘Ibadah” To Improve Tenth Grade Students’ Achievement At Man 1 Gondanglegi Malang*. Thesis, Islamic Education Program, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: H. Mokhammad Yahya, PhD.

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Keyword : Macromedia Flash, Teaching Material, *Fikih* and *Ibadah*

The teaching materials are everything that is used to convey messages from a trusted source. Macromedia flash-based multimedia teaching materials are teaching materials that implement multimedia systems by integrating sound, images, text, video and animation. The results of observations of researchers in the field, rarely do schools that apply multimedia-based learning system especially the material of Fiqh and ibadah in Islam. In addition other multimedia-based learning is also required so that students can visualize material that is still abstract.

To overcome the learning process, the need to use learning media that can make the learning process efficiently and concretely. To realize the learning, required the development of multimedia teaching materials based on Macromedia Flash, a two-dimensional animation program that is easy to operate and very useful when diaplikasikan. So as to improve student achievement, especially on the matter of Fikih and ibadah in Islam.

This research uses research development of Research and Development (R & D), using Borg and Gall research method which has ten steps. This research was conducted in Madrasah Aliyah Negeri Gondanglegi class X IPS 2 which amounted to 34 students. The result of interview with Fikih teacher, that he never give learning by using learning media.

Validation by three validators, material expert validator, design expert validator, and teacher validator of Fikih study field. Based on the results obtained that multimedia teaching materials based on Macromedia Flash get good qualification assessment, based on the validation of the material experts by 84% the value of media experts of 84.6% and fikih learning experts of 86.7% which means multimedia-based teaching materials Macromedia Flash is considered valid and not revised. In the test results obtained value 83. With the calculation using t test with a significance level of 0.05 obtained  $t_{count} \geq t_{table}$  ( $21.69 \geq 2.03452$ ), showed that the post test is higher than the pre test in the class that received multimedia teaching materials based on macromedia flash . In conclusion there is a significant difference in the learning outcomes of students of class X MAN Gondanglegi before and after using multimedia teaching materials based on macromedia flash. And it can be said that Macromedia Flash-based macromedia teaching materials for class X is feasible to use.

## الملخص

مونیکا لیلی یولیتا. ۲۰۱۷. تنمية مکروميديا فلاش تعليم الفقه و العبادة في الإسلام لتعزيز التحقيق التعليم الطلاب مدرسة الثناوية Gondanglegi. قسم التربية الإسلامية. كلية العلوم الإنسانية. جامعة "مولان مالك إبراهيم" الإسلامية الحكومة بمالانج ۲۰۱۷. المشرف: محمد يا حيا، الماجستير. الكلية الرئيسية:

المواد التعليمية هي كل ما يتم استخدامه لنقل الرسائل من مصدر موثوق به. ماکروميديا فلاش القائم على مواد الوسائط المتعددة التدريس والمواد التعليمية التي تنفذ أنظمة الوسائط المتعددة من خلال دمج الصوت والصور والنصوص والفيديو والرسوم المتحركة. نتائج ملاحظات الباحثين في هذا المجال، ونادرا ما تفعل المدارس التي تطبق نظام التعلم القائم على الوسائط المتعددة وخاصة مادة الفقه والعبادة في الإسلام. وبالإضافة إلى ذلك مطلوب أيضا التعلم القائم على الوسائط المتعددة الأخرى بحيث يمكن للطلاب تصور المواد التي لا تزال مجردة. لتغلب على عملية التعلم، والحاجة إلى استخدام وسائل الإعلام التي يمكن أن تجعل عملية التعلم بكفاءة وبشكل ملموس. لتحقيق التعلم، مطلوب تطوير المواد التعليمية الوسائط المتعددة على أساس ماکروميديا فلاش، برنامج الرسوم المتحركة ثنائي الأبعاد التي هي سهلة التشغيل ومفيدة جدا عندما ديابلياسيكان. وذلك لتحسين تحصيل الطلاب، وخاصة في مسألة الفقه والعبادة في الإسلام.

هذا البحث يستخدم بحث التطوير RESEARCH AND DEVELOPMENT (R&D) و باستخدام طرق البحث BORG AND GALL التي لديها عشر خطوات وتبسيطها. نفذت هذا البحث في MAN GONDANGLEGI X IPS 2 التي بلغت ۳۴ طالبا. نتائج المقابلات مع المعلمين الفقهية، أنه عدم إعطاء الدروس باستخدام وسائل التعليمية.

التصديقات إلى ثلاثة ممارس المصادقة، الخبر المادي المصادقة، مصمم خبير معتمد و مصادقة المعلم الفقه. على نتائج البحث وجدت أن التعليمية الوسائط المتعددة Macromedia Flash حصلت على تقييم التأهيل الجيد، نتائج التحقق من صحة خبراء المواد بلغت % 84 وهو يعني المواد التعليمية الوسائط المتعددة Macromedia Flash تعتبر صالحة وغير منقحة. في النتيجة الثانية الحصول على قيمة من خبير وسائل الإعلام بلغت % 84,6 وهو يعني المواد التعليمية الوسائط المتعددة MACROMEDIA FLASH تعتبر صالحة وغير منقحة. الحصول على قيمة من خبير الفقه بلغت % 86,7 وهو يعني المواد التعليمية الوسائط المتعددة MACROMEDIA FLASH تعتبر صالحة وغير منقحة.

علي نتيجة تجربة تحقيق القيم ۸۳. باستخدام اعادة الحساب تجربة ... بواسطة قدر المعنوي ۰,۰۵ الحصول على نتائج العد  $\geq 2.03452$  جدول (21.69  $\geq$ ), تبين أن اختبار آخر

أعلى من الاختبار السابق في فصل الذي يحصل على المواد التعليمية الوسائط المتعددة  
MACROMEDIA FLASH. النتيجة, هناك اختلافات كبيرة على نتائج تعلم الطالب X  
MAN GONDANGLEGI قبل وبعد استخدام مواد التدريس الوسائط المتعددة  
MACROMEDIA FLASH. ويمكن القول أن المواد التعليمية ماكروميديا  
MACROMEDIA FLASH لفصل X يستحق الاستخدام.



## CHAPTER I

### INTRODUCTION

#### A. Background of Research

Education is undoubtedly a very important element to improve the quality of human resource. Indonesian government under the leadership of president Susilo Bambang Yudoyono in June 2015 has extended the compulsory education from 9 years to 12 years or after High School (SMA). therefore, Indonesian children are required to attend the school and the government is obliged to finance and provide its facilities. "The existence of such a policy makes the nation's generation not to drop out from the school due to low economic incomes.

Education not only in the school environment but the existence of informal and non-formal education also plays an important role in growing the insight of children. But education that occurs in the school environment has a portion of time more than the education of informal and non-formal. Therefore, children spend more time in the learning process at school.

In accordance with the mandate of Government Regulation No. 32 of 2013 on National Education Standards, one of the standards to be developed is the standard process. Process standards are national standards of education related to the implementation of learning activities in educational units to achieve graduate competence. Process standards contain minimal learning process criteria in elementary and secondary education units throughout Indonesia. Standard process

include learning process planning, implementation of learning process, assessment of learning outcomes and chewing of effective and efficient learning process.<sup>1</sup>

The learning process in schools that have eight hours or more in a day can not always provide one hundred percent of the output is good, the lack of hundreds of learners in receiving the lesson became one of the causes of the lack of success of learning. For that it needs an innovation for learning to challenge and motivate students in receiving learning materials.

In addition to teachers and students who will determine the learning outcomes later, there are two aspects that need to be considered in learning that is not less important is the method and media learning. Both the method and the learning media should be able to increase the learning interests of learners. It is expected that with the use of interesting and varied media can encourage interest in learning and make learners trained to learn independently, streamline student learning process and able to keep up with the rapidly growing technology.

Technology that evolves over time has a positive and negative impact on learners. Thus the role of teachers is very important in the formation of student characters while in school. It is not easy to get children to have good morals in everyday life, but a good example of a teacher will have a positive effect on the child.

The phenomenon that we face today is the presentation of impressions on television that contains a lot of romance of a teenager or what we call as a *Sinetron* opera. This should be considered by the government in other words lack

---

<sup>1</sup> Rusman, *Belajar dan Pembelajaran Berbasis Komputer* (Bandung: Alfabeta, 2012), page 6

of policies and limitations on the presentation of cinema in Indonesia, not a few students who start a way of life, behave, talking like sinetron is one of the bad influences that will damage the religious value of the nation's generation.

Allah says in the Qur'an Surah Al-Hijr verse 39

قَالَ رَبِّ بِمَا أَغْوَيْتَنِي لَأُزَيِّنَنَّ لَهُمْ فِي الْأَرْضِ وَلَأُغْوِيَنَّهُمْ أَجْمَعِينَ

*The Devil said: "My Lord, because You have decided that I am astray, surely I will make them look good (acts of sin) on earth, and surely I will mislead them all."*<sup>2</sup>

With the above verse, the study of Islamic religious subjects into the sharp spotlight to help prevent children doing things that should not be done or prohibited. However, Islamic religious learning is rarely in demand by students. Yet religion is the foundation of Muslims in the world. When the foundation of religion is good then good also morals. The lack of innovation in learning is the reason for some students.

The making of the media is rarely done so that the learning seems monotonous and makes the students bored. Whereas in the learning process the teacher must be able to identify the media and the appropriate method. Teacher creativity is required to create a fun method for students. So learners have good learning outcomes rather than conventional learning.

Making media with computer technology has become common place in today's world. Utilization of IT technology to be a way out to provide the media in the learning process, not only that the final exam that used to write now has been

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<sup>2</sup> Al-Qur'anul karim dan terjemahan, Surat Al-Hijr; 39, hlm 264

turned into an online exam with a computer. This is the view that technology has become a commonplace used by education.

In the process of teaching and learning, the most important thing is the way teachers teach and deliver learning that aims to attract students' attention. In this method appropriate to the material to be delivered and also the props used will make it easier for students to understand the material. Therefore, a teacher is expected to be able to apply IT-based learning or not stuttering technology (*gapték*).

One of the highlights in the world of technology is animation. Animated things that have been heard by many people, especially in the world of children. Animation is able to hypnotize someone who is then able to understand a motion in animation. So that animation can be innovative as a learning media that can facilitate learners understand the subject matter.

Worship is often conveyed by teachers or educators with theories alone, so that sometimes learners are not able to understand with about *shohih* worship. Ibada-worship in the science of fiqh will be easier if the delivery through practice-practice.

Problem largest academic social and Muslims everywhere is how they read the holy book of the Qur'an and books of hadith. the Qur'an is the word of God, the word of God revealed to Prophet Muhammad immunize the angel Gabriel. Hadith is the words, actions, behaviors and decisions of the Prophet have been collected, written, edited and compiled by the transmitters and then collected and printed in the books of hadith.<sup>3</sup>

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<sup>3</sup> Amin abdullah, Fiqih Studies (Pustaka Pelajar : 2006), page 53



A Muslim student must understand correctly about the fiqh of worship because one of the things that can become mandatory when the family or relatives or neighbors who died. Although it looks easy, but researchers see many mistakes in performing worship services. For that the importance of learning fiqh in the study of fiqh is very decisive insight in science fiqh fore later.

An interesting learning design will be a motivation in the learning process that takes place in the classroom, the design of learning can be spent in the form of learning methods. Learning methods are ways or techniques that are considered telling to deliver learning materials. In instructional design the learning method is a very important step in because it is this method that determines the real situaaasi learn. On the other hand the craft of a learning designer is also seen in how to determine the learning method. The usual method of learning is spent with the media and the time available for learning.<sup>4</sup>

The selection of instructional media is very determine the process and learning outcomes, teaching media can be distinguished several types, the first is the graphics media or commonly referred to as two-dimensional media that has a wide and long.<sup>5</sup> Then three-dimensional media that is the teaching medium that has a long and high. The third media environment that is utilizing what is in the nearest environment, and the last media projection that is appearance in computer technology.

So as a researcher I took the initiative to make Macromedia flash or adobe flash fiqh worship, to be used by learners more easily understand the worship-worship that doing and can repeat the process until he understood correctly. The

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<sup>4</sup> Dewi Salma, *Prinsip Desain Pembelajaran* (Jakarta; Prenadamedia, 2007) page 18

<sup>5</sup> Nana, *Media Pengajaran* (Bandung; Rosda Karya, 2005) Page 3

basic purpose of not only understand the material but the researchers hope that learners can apply in society later.

Researchers choose MAN Gondanglegi as a place of research because in MAN Gondanglegi is mean one of MAN Negeri which is in Malang regency, and this school is school which have good grade with graduates able to enter state university. However, when researchers come to observe in the MAN it turns out that subject teachers rarely use multimedia-based learning media. Therefore, researchers interested in conducting research in MAN Gondanglegi as an effort to contribute to improve student achievement in learning Fiqh.

MAN Gondanglegi has a vision of Religious, Smart, Skilled, and Achievement (R.S.S.A). The existence of smart and skillful words so that children need to follow the development of this growing era. So the lesson with the lecture method should be reduced slightly. One of the interesting is the mission of MAN Gondanglegi is Implementing learning through integration of science and interconnection between subjects. So the need for students to know the media learning with multimedia flash applications or the present with adobe flash.

Researchers believe with the media learning macromedia flash for material Fiqh and Worship in Islam can improve student achievement. Because when the researcher interviews with the teacher of fiqh teaching he has never used any methods other than lecture and questioning methods.

Therefore I as a researcher took the initiative to create a learning media entitled Developing Macromedia Flash Teaching Material On “Fiqh Al-Worship” To Improve Tenth Grade Students’ Achievement Of MAN GONDANGLEGI

Malang , to be used by learners more easily understand the worship- the worship do and Can repeat continuous processes until he understands correctly. The basic purpose of not only understand the material but the researchers hope that learners can apply in society later.

### **B. Focus of the Research**

1. How are the characteristics of the product of Macromedia Flash learning media on “Fiqh al-‘ibadah” for the tenth grade students of MAN Gondanglegi?
2. How is the development process of macromedia Flash learning media on “Fiqh al-Worship” for the tenth grade students of MAN Gondanglegi?
3. How is the learning achievement of tenth grade students of MAN Gondanglegi having used this Macromedia Flash learning Media?

### **C. Objectives of the Research**

Based on the focus of the research the objectives of this study can be listed as follow :

1. To describe the characteristic of Macromedia Flash learning media on “Fiqh al- Worship” for the tenth grade students of MAN Gondanglegi.
2. To explain the development process of macromedia Flash learning media on “Fiqh al- Worship” for the tenth grade students of MAN Gondanglegi.
3. To explain the achievement of tenth grade students of MAN Gondanglegi having used this Macromedia Flash learning Media.

#### **D. Significances of the Research**

By considering the above purposes, this research is expected to be useful for each related parties, while in detail, the usefulness of this research is as follows

##### **1. Theoretical Benefit**

This study can contribute to educational managers, in schools or madrasah as an important component in education. The use of learning media is very useful in a learning where along with the modernization and progress of the increasingly sophisticated and easy in doing things that little by little can erode the passion of reading and learning. Therefore, the use of instructional media is highly recommended to motivate students in the ongoing learning.

##### **2. Practical Benefit**

###### **a. For Institution**

- 1) As a thought contribution to provide the development of learning media on fiqh subjects.
- 2) Increase student's learning motivation in learning fiqh.
- 3) As an alternative media teacher to perform different methods in the learning process

###### **b. For the World of Science**

- 1) As media material of multimedia-based da'wah
- 2) Increasing the scientific content of multimedia flash in the development of the Islamic education world

c. For Writer

- 1) Efforts to train themselves in applying the discipline acquired on campus with the real conditions that exist in the field
- 2) To add insight knowledge in understanding fiqh and worship based on islam.
- 3) As a reference for future researchers in the face of the same problem.

**E. Development Assumptions**

Computer-based learning media is necessary. Because the computer media has characteristics that are easily understood and used in learning. Today, computer media is increasingly in demand and increasingly used in learning. High technology based on computers and television provides the breadth of students to adopt the knowledge of the media that can support learning.<sup>6</sup> Therefore here the researchers as well as product developers do research and development of learning media religious fiqh is expected to be able to improve learning achievement on fiqh.

**F. Scope of Development**

The development of learning media through macromedia flash in learning fiqh is only limited to the subjects of fiqh and worship in Islam class X semester 1, the subject matter as follows:

1. The concept of Fiqh in Islam
2. The scope of fiqh

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<sup>6</sup> Mufiqon, *Pengembang Media dan Sumber Pembelajaran* (Jakarta: Prestasi Pustakarya, 2012), hlm. 193

3. Explain the differences of fiqh, shari'ah and worship
4. Explain the various kinds of worship and its characteristics
  - a. *Worship Mahdah*
  - b. *Worship Ghairu Mahdah*
5. The principles of worship in fiqh

#### **G. Product Specifications**

Product development resulting from the development of this resource has the following specifications:

1. Material submitted in accordance with the material of fiqh and worship in Islam in madrasah aliyah class X.
2. Learning media presented facilitate the delivery of learning materials of fiqh and worship in Islam in Madrasah Aliyah class X.
3. Design Learning media created by using various variations of the image, surrounded by background and sound adjusted so that learning can attract and facilitate the operation of media.
4. Teaching materials developed by an application (software) that displays text, images, songs and video in the computer.
5. This teaching material is developed to facilitate the learning process in the classroom as well as the individual outside the classroom.

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

Several findings of previous research findings relevant to current research. Previous research as a reference and reference to distinguish between previous research with current research.

The first research by Sariatulisma students with concentration of Social Education, Social Education department, bachelor program of Maulana Malik Ibrahim State Islamic University Malang year 2016 entitled “*Pengembangan Media Pembelajaran Berbasis Macromedia Flash 8 Pada Mata Pelajaran Ilmu Pengetahuan Sosial Tema Dinamika Interaksi Manusia Untuk Peningkatan Minat Belajar Pada Siswa Kelas VII Di Sekolah Menengah Pertama Negeri 12 Malang*”. The results of the research are: 1) analysis phase. Curriculum analysis on the material results of Indonesian culture in the past. (2) design stage, making of media design that is in the form of storyboard and flowchart. (3) development stage, manufacture of media product, in form of typing and revision from experts. (4) implementation stage, product trial conducted in class VII A and teacher of IPS in SMPN 12 Malang. (5) evaluation phase, based on questionnaires of material experts, IPS subject teachers, and students can be concluded that the learning media have good criteria.

The difference between the previous with this research is The difference of previous research is the material of learning media, the previous research took the material of social science with the theme of the dynamics of human interaction while for researchers now take the theme of religious fiqh and material in Islam. Not only in the course of course the difference is also on the location of the research, former researchers in junior high school, while researchers are now at the high school level.

The second research by Saidatul Saimah, student with concentration of islamic education, Education of Islamic elementary school teachers, postgraduate

program of Maulana Malik Ibrahim State Islamic University Malang year 2016 entitled *“Pengembangan media Ritatoon pembelajaran dalam pembelajaran fiqh di kelas 2 MI Nurul Huda I Kedungkandang Malang”*

The difference between the previous research with this research is In previous media researchers used ritatoon while research is now using macromedia flash media. previous researchers taking research location at primary school level, while researchers are now at high school level.

The third research by Asri Afi Utami, student with concentration of islamic education, islamic education studies program, bachelor program of Maulana Malik Ibrahim State Islamic University Malang year 2016 entitled *“Pengembangan Bahan Ajar Multimedia Berbasis Macromedia Flash Dalam Meningkatkan Hasil Belajar Siswa Kelas X Mata Pelajaran Fiqh Materi Riba, Bank Dan Asuransi Di MAN Kota Batu”*

The difference between the previous with this research is The difference of previous research is the material of learning media, the previous research took the material of social science with the theme of the dynamics of human interaction while for researchers now take the theme of religious fiqh and material in Islam.



Table 1.1 Originality of Research

No	Research name, Title, Type (Skripsi, Thesis, journal/etc) publisher, and year of Research	Similarity	Difference	Originality of Research
1	Sariatulisma, <i>Pengembangan Media Pembelajaran Berbasis Macromedia Flash 8 Pada Mata Pelajaran Ilmu Pengetahuan Sosial Tema Dinamika Interaksi Manusia Untuk Peningkatan Minat Belajar Pada Siswa Kelas VII Di Sekolah Menengah Pertama Negeri 12 Malang</i> , Skripsi, UIN Maulana Malik Ibrahim Malang, 2016	Research on learning media based on macromedia flash	Research is emphasized on the subject matter of Social Science Subject The Dynamics of Human Interaction	Research is emphasized on Islamic fiqh and worship materials at the senior high school level
2	Saidatul Saimah, <i>Pengembangan media Ritatoon pembelajaran dalam pembelajaran fiqh di kelas 2 MI Nurul Huda I Kedungkandang Malan</i> , Thesis, UIN Maulana Malik Ibrahim Malang, 2016	development of instructional media on the subject of fiqh lessons	Development of learning media using ritatoon	Use of learning media using macromedia flash for Fiqh
3	Asri Afi Utami, <i>Pengembangan Bahan Ajar Multimedia Berbasis Macromedia Flash Dalam Meningkatkan Hasil Belajar Siswa Kelas X Mata Pelajaran Fiqh Materi Riba, Bank Dan Asuransi Di MAN Kota Batu</i> ,	Research on learning media based on macromedia flash and subject fiqh	Learning media materials about Riba, Bank, and Asuransi	Research on learning media based on macromedia flash and subject fiqh in material fiqh and Worship in islam for 1 <sup>st</sup> Semester.

## I. Definition of Key Terms

To avoid misunderstanding or lack of clarity of meaning. Researchers provide definitions of terms that relate to the basic concepts contained in the research title and focus of the study.

### 1. Development

Development is a process used to Develop and validate the product.<sup>7</sup>

Or development is the process of translating the design specification into a particular physical form. The process of translating the design specifications includes identification of the problem of formulation of learning objectives, development of strategies or methods of learning and evaluation of effectiveness, efficiency and attractiveness of learning.<sup>8</sup>

In this study the researcher focused on the development of learning media using macromedia flash on fiqh material in class X semester 1 about fiqh and worship in Islam in MAN Gondanglegi.

### 2. Learning Media

Learning media is defined as anything that can be used to convey learning messages. As a means or tool supporting the learning process, so that learners can receive the material effectively and efficiently.

### 3. Fiqh of Worship in Islam

Fiqh is the science of practical law which is obtained through the detailed argument. The fiqh scholars themselves define fiqh as a collection of

<sup>7</sup> Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Kencana, 2010) page 58

<sup>8</sup> Fitrotul uyun, '*pengembangan Bahan Ajar Pengembangan Al-Qur'an Hadis Dengan Pendekatan Humeneutik bagi Kelas V MIN 1 Malang*', Thesis, (Malang: Program Pascasarjana Universitas Islam Negeri Malang, 2010), page 21

law of amaliyah (to be done) prescribed in Islam.<sup>9</sup> Worship is all form of work aimed at obtaining the pleasure of Allah and crave the reward of Him in the afterlife.<sup>10</sup>

#### 4. Macromedia Flash

Macromedia Flash is software that is widely used by web professionals because of its amazing ability to display multimedia, a combination of graphics, animation, sound, and interactivity for internet users.<sup>11</sup>

#### 5. Learning Achievement

The achievement of learning is student effort that can be achieved in the form of mastery of knowledge, ability of habit, and skill and attitude after following process of learning which can be proved by test result. Learning achievement is a thing required students to know the ability gained from an activity called learning.

### J. Systematic Discussions of the Research

This research is arranged with systematic discussion of writing for easy to get a clear picture and understood, then globally can be written as follows:

Chapter I Introduction, in this chapter begins with a background that contains a doubt or problem in the field that requires research to be answered. The formulation of the problem contains about the problems in the field in question.

The purpose of development is to answer from the problem formulated. The

<sup>9</sup> Kementrian Agama, *Buku Guru Fiqh kelas X Madrasah Aliyah* (Jakarta: Kementerian Agama,2014) page 16

<sup>10</sup> Kementrian Agama, *Buku Guru Fiqh kelas X Madrasah Aliyah* (Jakarta: Kementerian Agama,2014) page 19

<sup>11</sup> Didik Wijaya, *Tips dan Trik Macromedia Flash 5.0 dengan Action Script* (Jakarta: Gramedia, 2004) page XV

developmental benefits contain useful benefits in the research. Assumptions Development is a cornerstone characteristic of products to be produced. Scope Development provides an overview of the variable description to form an indicator of each variable that can be accounted for. Product specifications provide a complete picture of the product expected from development research. The originality of the study presents the differences and similarities of the field studied among the earlier studies. The operational definition describes the terms that exist in the title of the study so as not to misunderstand. The systematic discussion contains the main ideas of discussion in each chapter.

Chapter II Theoretical Review, in this chapter the researcher describes the theoretical basis relating to research and framework of thinking in the form of schemes or charts that explain the flow of thinking researchers

Chapter III Research Methodology, is a series of complementary methods used in conducting research, covering the type of research that contains about the type of research used by researchers, the development model is a selection of development models undertaken by researchers, development procedures describing procedural steps taken By the researcher in making the product, the product trial is the basis for determining the effectiveness, efficacy, and attractiveness of the product produced, the product trial from the pilot design, test subjects, data types, data collection instruments, and data analysis techniques, And temporary libraries.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Definition of Development

Understanding of development is the process of translating the design specifications into a particular physical form. The process of translation of the design specifications includes identification of problems, the formulation of learning objectives, development of strategies or methods of learning and evaluation of effectiveness, efficiency and attractiveness of learning.<sup>12</sup>

Madrasah has undergone many changes and important developments. These changes and developments lead to a goal of improving the quality of madrasah, in terms of management, institutional, and curriculum.<sup>13</sup> The policy of regional autonomy and decentralization of education provides opportunities for madrasah heads, teachers, and learners to innovate and improvisation in madrasah, related to the learning curriculum, and the managerial problems that grow from the activities, creativity, and professionalism of the madrasah.<sup>14</sup>

Learning should be delivered easily, quickly, interestingly, and not boring. Thus can be achieved optimal learning outcomes, so it is necessary

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<sup>12</sup> Nyoman Sudana Dedeng, *Ilmu Pengajaran Taksonomi Variabel*, (Jakarta: Depdikbud Dirjen Perguruan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1989),page. 7

<sup>13</sup> Karel A. Steenbrink, *Pesantren Madrasah dan Sekolah Pendidikan Islam dalam Kurun Modern*, (Jakarta: LP3ES, 1994)

<sup>14</sup> Depag RI, *Pedoman Manajemen Berbasis Madrasah*, (Jakarta: Depag, 2005), page. 25

development of teaching standard that match the appropriate conditions and characteristics of learners, the characteristics of subjects with reference to the paradigm of learning technology.

## 2. Learning Media

Educational Technology is a blend of human elements, machinery, ideas, procedures, and management. Educational Technology is abstract. In this case Educational Technology can be understood as a complex, integrated process involving people, procedures, ideas, tools, and organizations to analyze problems, find ways to solve problems, implement, assess, and manage problem solving that covers all aspects of learning human.

The word media comes from the Latin *medius* which literally means the word media means "mediator" or "introduction". In Arabic, media is an intermediary (وسائل) or sender's message to the recipient.<sup>15</sup> Association for education and communication Technology (AECT) defines the media that is all forms used for a process of information distribution. While the Education Association (NEA) defines as objects that can be manipulated, viewed, heard, read or discussed along with instruments used well in teaching and learning activities, which can affect the effectiveness of instructional programs.<sup>16</sup>

Gerlach and Ely say that the media when understood in broad outline is a human, material, or event that builds conditions that enable students to acquire knowledge, skills, or attitudes. In this sense teachers, textbooks, and school environments are media. More specifically, the notion of media in the

<sup>15</sup> Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajagrafindo Persada, 2002) page 3

<sup>16</sup> Asnawir, M. Basyiruddin Usman, *Media Pembelajaran* (Jakarta: Ciputat Press, 2002) page 11

teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools to capture processing, and rearrange visual or verbal information.<sup>17</sup>

Hamidjojo gives media restrictions as all forms of intermediaries used by humans to convey or disseminate ideas, ideas or opinions so that the ideas or ideas presented can reach the intended recipient.<sup>18</sup> So we can conclude the media is a physical tool (hardware) and non physical (software) that aims to channel information and can stimulate the thoughts, feelings, and willingness of the audience (students) so that the learning process can occur in itself to be more effective and efficient.<sup>19</sup>

a. Learning Media Functions

In communication often arise and there are deviations so that communication is not effective and efficient, partly due to the tendency of verbalism, unpreparedness of students, lack of interest, and excitement. One effort to overcome this case is with the media, because the media fungsi in the learning activities as the presentation of stimulus information, attitudes and others, as well as to increase harmony in the acceptance of information. Some of the learning media functions as follows:

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<sup>17</sup> Azhar Arsyad, *Media Pembelajaran*(Jakarta:Rajagrafindo Persada, 2002) page 3

<sup>18</sup> Ibid, page 4

<sup>19</sup> Asnawir, M. Basyiruddin Usman, *Media Pembelajaran* (Jakarta: Ciputat Press, 2002) page 13

- 1) Overcoming various limitations of experience owned by students. Due to the diversity of family life and environment that can lead to different perspectives.
- 2) Overcoming difficulties in the classroom. It is difficult for students to be directly accepted by the presence of an over-fasting of educators who can make students difficult to understand.
- 3) Produce uniformity of observations.
- 4) Generate new desires and interests. By using the media, the child's experience is wider, the perceptions are sharper so that new desire to learn arise always arise.
- 5) There is direct interaction of students with the environment.
- 6) Increase motivation and stimulate students to learn. Installation of images and audio can cause a certain stimulus to the desire to learn.<sup>20</sup>

From the above functions we can understand that the purpose of learning media to provide information with an effective way of communication in order to produce a maximum understanding of the material.

b. Theoretical Use Learning Media

The acquisition of knowledge and skills, attitude and behavioral changes can occur because of the interaction between new experiences and experiences experienced before. According to Bruner there are major levels of learning mode, namely direct experience (enactive), pictorial

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<sup>20</sup> Asnawir, M. Basyiruddin Usman, *Media Pembelajaran* (Jakarta:Ciputat Press, 2002) hal 15



experiences or images (iconic), and abstract experiences (symbolic). These three levels of experience interact in an attempt to gain new "experience" (knowledge, skills, or attitudes).

The level of experience acquiring such learning results is described by Dale as a communication process. The material to be conveyed and the desired student can master it is called a message. The teacher as the source of the message pours the message into certain symbols (encoding) and the student as the recipient interprets the symbols so that it is understood as a message (decoding).

The process of learning and teaching can work well, students should be encouraged to use all the sensory tools. Teachers attempt to display stimuli (stimuli) that can be processed with various sensory devices used to receive and manage information, the more likely the information is understood to be more sustainable in memory.<sup>21</sup>

#### c. Steps Media Program Development

Arief S. Sadiman put forward the sequence of steps that have been taken in developing the media program, as follows:

- 1) Analyze the needs and characteristics of students.
- 2) Formulate the objective of instructional (instructional objectives) operationally and clearly.
- 3) Formulate items of material in detail that can support the achievement of goals.
- 4) Develop measuring tools for success.

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<sup>21</sup> Azhar Arsyad, *Media Pembelajaran*(Jakarta:Rajagrafindo Persada, 2002) page 8

- 5) Write a media script.
- 6) Conduct tests and revisions.<sup>22</sup>

### 3. *Fiqh and Ibadah in Islam*

#### a. Definition Fiqh

Fiqh is the science of practical law which is obtained through the detailed argument. The fiqh scholars themselves define fiqh as a collection of amaliyah laws (to be practiced) prescribed in Islam.<sup>23</sup>

In the Qur'an no less than 19 paragraphs relating to the word fiqh and all of them in the form of the verb. As in the letter at-taubah verse 122:

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنفِرُوا كَافَّةً فَلَوْلَا نَفَرَ مِن كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا  
فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ ﴿١٢٢﴾

*Meaning : And it does not beseem the believers that they should go forth all together; why should not then a company from every party from among them go forth that they may apply themselves to obtain understanding in religion, and that they may warn their people when they come back to them that they may be cautious?*<sup>24</sup>.

From the above verse definition of fiqh above can be concluded that the fiqh that know, understand, and deepen the teachings of Islamic religion as a whole. In a further development, after the spread of Islam, and after becoming a well-established way istinbath fiqh law becomes a separate science. Thus fiqh is defined by "a collection of syara law" which deals with known acts through their detailed postulations and is produced by way of istinbath.

#### b. Definition of Worship

<sup>22</sup> Asnawir dan Basyirudin Usman, *Media Pembelajaran* (Jakarta: Ciputata Pers, 2002), page.136-141

<sup>23</sup> Kementerian Agama, *Buku Guru Fiqh kelas X Madrasah Aliyah* (Jakarta: Kementerian Agama, 2014) page 16

<sup>24</sup> Kementerian Agama RI, *Al-qur'an dan terjemahan*

Etymological worship comes from the Arabic language - عبد-يعبد عبادة which means serving obedient, submissive. Meanwhile, according to the terminology is the term that covers all what he loved and in ridhai Allah Almighty, whether in speech or deed, the Zahir and the spiritual.<sup>25</sup> Worship is all form of work aimed at obtaining the pleasure of Allah and crave the reward of Him in the afterlife.<sup>26</sup>

Man is a servant of God "Ibaadullaah" the soul of God's haya, the life of death in the hands of God, the poor rizki rich in the provisions of God, and created only for worship or menghamba to Him:

The Word of God is written:

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِي ٥٦

Meaning :

*No I created Jin and Man except only to worship Me (QS. 51(al-Dzariyat): 56).*

#### 4. Macromedia Flash

Macromedia Flash is a program aimed at designers and programmers who intend to design animation for web page creation, presentation for business purpose and learning process until making interactive games and also goals other more specific.<sup>27</sup>

In this research, Software used is Macromedia Flash 8. Macromedia

Flash 8 animation program widely used by animators to produce professional

<sup>25</sup> Amin Syukur MA, *Pengantar Studi Islam*, (Semarang :CV. Bima Sakti,2003), page . 80

<sup>26</sup> Kementrian Agama, *Buku Guru Fiqh kelas X Madrasah Aliyah* (Jakarta: Kementerian Agama,2014) hlm 19

<sup>27</sup> Dhani Yudhiantoro, *Membuat Animasi WEB dengan Macromedia Flash Professional 8*, (Yogyakarta: Andi Offset, 2006), page. 1.

animation. Among its animation programs the most flexible in making interactive animations, games, company profile, presentations, movies, and other animated display. The advantages of the program macromedia flash 8 in making learning media than other similar programs include:

- a. Can create interactive buttons with movie or other objects.
- b. Can make changes in transparency and color in the movie.
- c. Can make animated changes from one form to another.
- d. Can make animated changes by following a predefined flow.
- e. Can be converted and published into several types including: .swf, .html, .gif, .jpg, .png, .exe, .mov, etc.
- f. Can process and create animation of bitmap object
- g. Using vector graphics technology, where images are described with lines and curves so the size can be adjusted without affecting the image quality.

Macromedia Flash 8 is the latest version of the previous series, the Macromedia Flash MX Professional 2004. This latest version presents a lot of changes in appearance, the new devices, filters, blend modes, and other amenities. Here are some elements in Macromedia flash 8:

- a. Work Space

Work Space or Paste Board is a gray field on the Flash work screen. This field can be used for the process of making images and text that will be used for animation. Objects that lie in this field when animation is run will not be shown in the animation as they are only used for preparation.

b. Stage

Stage can be likened to the screen in the movie theater, the field where the animation will be displayed when the movie is played. Stage a white field on the Flash screen, surrounded by a gray field that has been introduced in front of the work space.

c. Tool Box

Tool box or tool panel is a box that contains work tools. From the existing tools can be grouped in accordance with its usefulness to four, namely:

- 1) Tool to create, that is tool to choose object: drawing tool to make picture, editing tool, that is tool to change picture, and text tool to make writing.
- 2) To adjust how the image is displayed, it consists of hand and zoom tool.
- 3) Tool to select and create color, to color line and field.
- 4) Options are tools that are the development of the selected tool.

d. Panel

The panel on flash is a means to set, display and change the elements present in the document. The options in the panel work to control colors, libraries, symbols and instances, frames and other elements.

e. Timeline

Timeline is an important part in making animation, this is where the timing of an object is played distage.

Learning achievement according to Big Indonesian Dictionary (2005:895) means:

- 1) The mastery of knowledge or skills developed by the subjects, typically indicated by the value of the test or the grade given by the teacher,
- 2) Actual or perceived abilities (actual abilities) and which can be measured directly by a particular test

According to Sumadi Suryabrata (2006:297), the pretation can also be interpreted as follows: "the value is the last formulation that can be given by the teacher on the progress / pretasi learning of students during a certain period". Thus, achievement is the result of a student's effort during a certain period of activity.

According to Hutabarat opinion, learning outcomes are divided into four groups, namely:

- 1) Knowledge, ie in the form of material information, facts, ideas, beliefs, procedures, laws, rules, standards and other concepts.
- 2) Ability, ie in the form of the ability to analyze, produce, create, organize, summarize, generalize, think rationally and adjust.
- 3) Habits and skills, namely in the form of behavioral habits and skills in using all the ability.
- 4) Attitude, that is in the form of appreciation, interest, consideration and taste.

From the above opinion can be concluded that the achievement of learning is student effort that can be achieved in the form of mastery of knowledge, ability of habit, and skill and attitude after following process of learning which can be proved by test result. Learning achievement is a thing required students to know the ability gained from an activity called learning.



## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Types of Research

This research belongs to the category of research and development or research and development (R & D) is a research strategy that is powerful enough to improve the practice. Research and mining is a process or steps to develop a product or refine an existing product that can be accounted for. The product is not always in the form of objects or hardware, such as books, modules, learning aids in the classroom or in laboratory but also software, such as computer programs for data management, classroom, library or laboratory lessons, Or models of education, learning, coaching, guidance, management evaluation.<sup>28</sup>

According Sugiono defines Research and Development as a research method to produce a specific product used research that needs analysis and to test the effectiveness of certain products in order to function in the wider community, it is necessary research to test the effectiveness of the product. So research and development is longitudinal (*gradually can multy years*).<sup>29</sup>

#### B. Model of Development

Model development carried out in this study refers to the research and development models introduced by Borg and Gall. Researchers refer to the

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<sup>28</sup> Sutomo, *Metode Penelitian Pendidikan (Kualitatif, Kuantitatif, PTK, R&D)*, (Surakarta: Fairuz Media, 2010) page183

<sup>29</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2011) page. 297



development of Borg and Gall because this development model is effective in developing the media that researchers do. The steps of learning media development taken through ten stages, among others:<sup>30</sup>

1. Research And Information Collecting

Initial research and information collection includes literature review, classroom observation or observation, and preparation of preliminary reports. Initial research or needs analysis is very important to get initial information for development.

2. Planning

Planning stage includes the determination of the order of learning media materials and small-scale test, this is done so that the product development in accordance with the characteristics of students.

3. Develop Preliminary Form of Product

This stage covers the preparation of learning materials, evaluation tools and lab work. Product development formats are auto play-based learning media and media usage manual in the form of a cash book. Before the product is tested in the field required the evaluation of the experts to assess the feasibility of the basics of the concept or theory used.

4. Preliminary Field Testing

Initial trials conducted at 1-3 schools involving 6-12 subjects and interview data, observation and questionnaires were collected and analyzed.

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<sup>30</sup> Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Kencana, 2010) page. 196

The results of the analysis of the initial test into input or revision of the initial product.

#### 5. Main Product Revision

Product revisions are based on preliminary results. The results of these initial trials obtained qualitative information about the program or product developed.

#### 6. Main Field Testing

The revised product is then tested again on a larger trial subject. Field trials of 1-2 classes involving 30-70 subjects. The results of the analysis of the initial trial to make further product revisions.

#### 7. Operational Product Revision

Revisions are based on field trials. The results of field trials are intended to determine the success of the product in achieving the objective in improving the product for the purposes of improvement at a later stage.

#### 8. Operational Field Testing

After the product is revised, if the developer wants a more feasible and adequate product, then a field trial involving 10-20 schools involving 40-200 subjects is required. The results are collected and analyzed to revise the final product.

#### 9. Final Product Revision

The final product revision is a revision done on a wider field test. That is done based on the results of field trials. The results of field trials involving larger groups or subjects are intended to determine the success of the product

in achieving the objective of improving the product for improvement purposes at a later stage.

#### 10. Dissemination and Implementation

Dissemination and implementation of conveying the results of development to users through forums or in the form of books or handbooks.

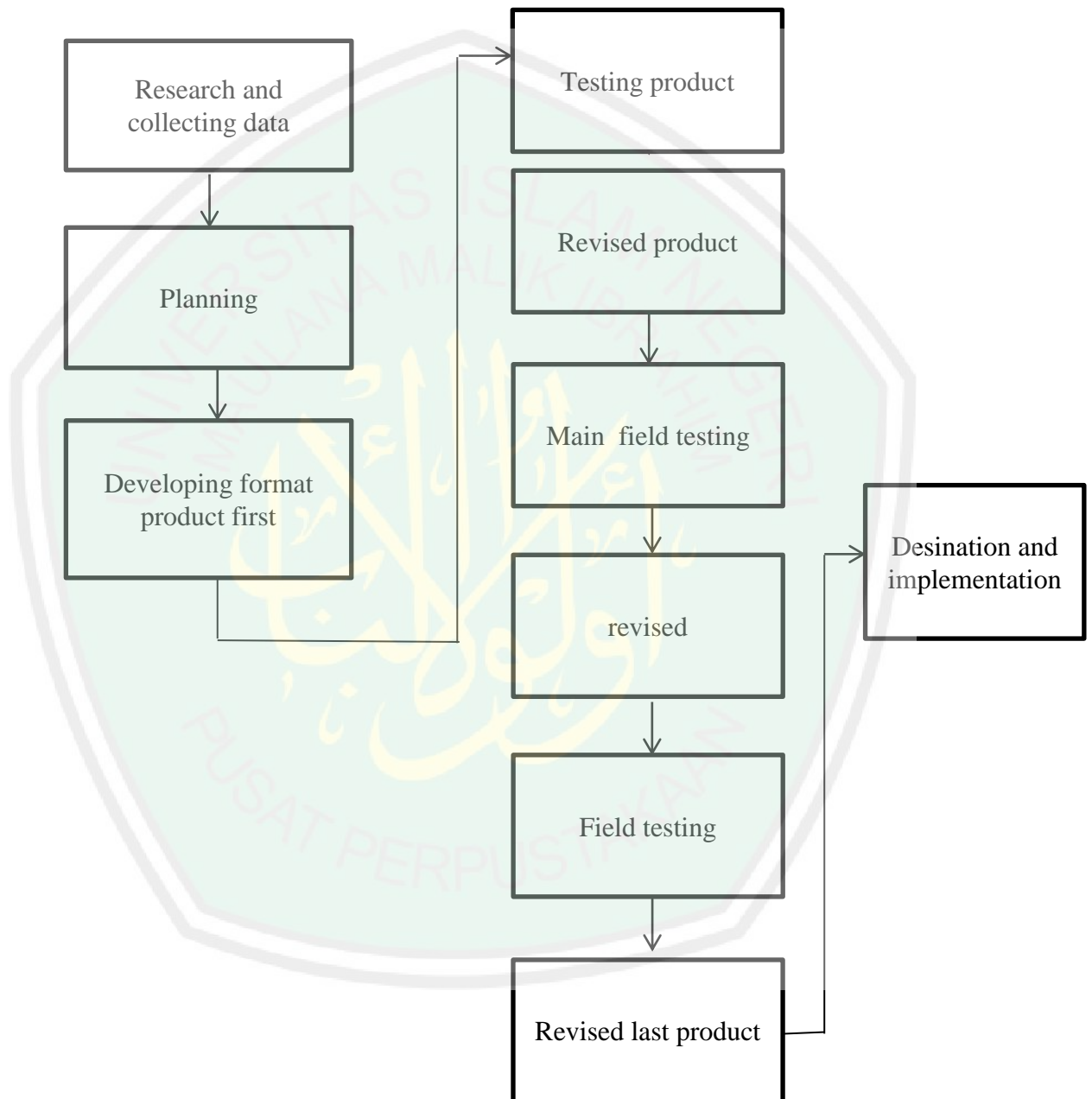
Based on Borg and Gall's development steps above, it can be described as follows:<sup>31</sup>



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<sup>31</sup> Borg R Walter dan Gall Meredith D, *Educational Research An Introduction* (New York Longman, 1983)

**The Steps for Research and Development Modal as described by Borg and Gall**



### C. Procedures of Development

In the Borg & Gall development model, 10 development research steps have been established, following the procedure or steps undertaken by the researcher 1) Research and Collecting data 2) Planning 3) Developing Format and Product First 4) Testing Product 5) Revised Product 6) Main Field Testing 7) Revised 8) Field Testing 9) Revised last Product 10) Dissemination and implementation.

The following table of developments that researchers adapt and will do, are:

1. Research and Collecting data

The purpose of the Research and Collecting data is to study or explore the background of the institution and then to know the purpose of the researcher chose the place as a research as well as to know what are the problems in the classroom.

2. Planning

At this step the selection of the subject as the person studied, in this step the selection is done to improve student achievement.

3. Developing Format and Product First

Researchers choose materials and media that are suitable for research on the subject. The characteristics of the material developed into the planned learning media. In addition, to collect the materials needed to design the learning media. At this stage, the development of learning media based on macromedia flash. In the development of this material, the researcher

consulted with the teacher of class X and some competent parties in the field of Fiqh. The material presented in this instructional medium is not a material that instantly introduces the concept instantly. The process of a series of processes is to structuring the content and structure of learning media.

a. Tools and materials

Tools and materials used in the manufacture of learning media for MA, namely:

- 1) Hardware (computer/laptop) with 14 inch monitor, active speaker, 32 MB VGA Card, keyboard. 256 Gb hard drive, 1 Gb RAM, CD ROM, Intel Core Processor
- 2) Software, the software used is windows 7, Macromedia Flash, Media Player.

b. Making Story Board

At this stage of preparation that gives an idea of what media material will be displayed on the computer screen in detail how the display style will be created.

4. Testing Product

At this stage the researchers create a framework in the manufacture of learning media, and try with some motion effects conducted by researchers.

5. Revised Product

Activities at this stage to determine the level of feasibility of the initial draft resulting from the development stage so that it can be done improvements to product improvements in the form of learning media. At this

stage there are two steps namely the validation stage and field trial phase. Product validation is carried out with expert group consultations, ie materials experts, design experts and media, practitioners or teachers. The results of the validation of experts and practitioners used for product refinement. After that, field trials are conducted to determine the feasibility of learning media that has been developed.

6. Main field testing

Field trials to assess the quality of products that have been developed and how the product can improve student learning outcomes after receiving the teaching materials macromedia flash.

7. Revised

Data obtained from the validation results are summarized and described as an attempt to revise the multimedia that has been created. If the product is still not feasible to be tested then the need for a revision of the validators in accordance with the recommendations.

8. Field testing

At this stage the researchers conducted a follow-up trial to the subjects. And do some further learning activities.

9. Revised last product

Data obtained from the validation results are summarized and described as an attempt to revise the multimedia that has been created. If the product is still not feasible to be tested then the need for a revision of the

validators in accordance with the recommendations. At this stage the media has been revised from the shortcomings of the previous field test phase.

#### 10. Dissemination and implementation

The dissemination stage is the spread of products that have been tested both online and offline.

#### **D. Product Testing**

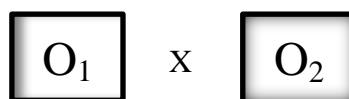
Product testing aims to obtain accurate data used to make revisions (improvements), in order to achieve the purpose expediency generated products. Prior to the test try, the product in advance consulted with several experts include material experts and learning media experts. After going through the consultation phase, the product is responded and assessed by the teacher of fiqh study field.

##### **1. Product Testing Design**

The experimental design is one-group pretest and post test design. Testing is conducted with the aim of obtaining information on whether the developed material is more effective and efficient than the existing teaching materials used in schools.

The control group is the group that is not treated in the learning method or the group that does not use the product, only using the media (tools) commonly used in the school. The experimental group is the group that is treated by using a product developed by the researcher. Here's an explanation of the experimental model with the control group that researchers used:





**Picture 3.1**  
One-Group Pretest- Posttest Design

**Information :**

$O_1$  = The value of student learning outcomes with teaching materials before using macromedia (pretest)

$O_2$  = The value of student learning outcomes with teaching materials based on macromedia flash (post test)

The design of one-pretest-posttest design of this design according to Gall & Borg includes the following steps:

- a. Implementation of pretest to measure dependent variable
- b. The implementation of the experiment
- c. Post test implementation to measure the result of dependent variable.

To know the results of the design use can be known by comparing the value of pretest with post test. The reason researchers use pretest posttest control group design is because the design is more easily known the effectiveness of the use of teaching materials used.

## 2. Subject of Trial

Subjects of trial development of teaching material of Fiqh chapter and worship in Islam based on macromedia flash to improve learning achievement on Fiqh subjects 1<sup>st</sup> semester , target subject of class X madrasah aliyah of Gondanglegi.

### 3. Types of Data

The type of data on this experimental product test are quantitative and Qualitative, quantitative data of the scores of lecturers validator design and content expert validator as well as the results of student learning scores. The result of the students' learning value is the value of replication after using the development of teaching materials based on macromedia flash. And Qualitative data from observation with teacher and student in there.

### 4. Instrumen of Data Collection

Data collection techniques conducted by researchers in this study is:  
Test achievement achievement learn (post test)

The test is measured to find out the student's value. Test conducted before and after receiving lessons using the development of teaching materials based on macromedia flash. The purpose of the test to know the difference before and using the teaching materials so that they can know the influence of the use of development of teaching materials.

### 5. Analysis Data

The data in the form of descriptive verbal in this research is analyzed qualitatively. While the data in the form of student achievement is analyzed quantitatively. Descriptive verbal data obtained from expert validation, and teachers of fiqh subjects qualitatively with data analysis techniques doing in the following way:

- a. Collect data obtained from the observation sheet
- b. Collect, select and clarify the data

- c. Analyzing the data and formulating the conclusions of the results of the analysis as a basis for action on the developed product, whether it should be revised or implemented. Analysis and formulation of this conclusion is done by making a description of the answers of each question from the questionnaire and the results of different test on the students.

While the numerical (quantitative) data from the validation questionnaire calculation. The formula for calculating the validation questionnaire validation results as follows:

$$t = \frac{d}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}$$

Information :

T = Uji T

d = different (X1-X2)

d = Varian

n = jumlah sampel

Data obtained from the test results of product validity will be analyzed to ensure that the development of macromedia flash based learning media for class X MAN GONDANGLEGI validated test. Data analysis techniques from the development of interactive multimedia learning media are qualitative data quantized using data analysis techniques Percentage. The formulas used to process the response data of material experts, media experts, subject teachers Fiqh subjects, and audiences using the formula:

Information :

P = Appropriateness

$$P = \frac{\sum X}{\sum Xi} \times 100$$

$\sum x$  = Number of assessment answers

$\sum x_i$  = The highest number of answers<sup>32</sup>

100 = Constant Numbers

Table 3.1  
*Qualification of Feasibility Rankings by Percentage*

NO	Percentage(%)	Qualification	Information
1	86% - 100%	Highly qualified	No need revised
2	76% - 85%	Qualified	No need revised
3	56% - 75%	Qualified enough	Revised
4	≤ 55%	Unqualified	Revised

The table of criteria of feasibility level is described by the researcher as follows:

- a. A) If the tested media reaches a percentage rate of 86% - 100%, then the media is classified as highly qualified and does not need to be revised
- b. If the media tested achieves a percentage rate of 76% - 85%, then the media is qualified and unnecessary to be revised.
- c. If the tested media reach a percentage rate of 56% - 75%, then the media is qualified enough to be eligible but needs to be revised.

<sup>32</sup> Subali, B. dkk, *Jurnal: Pengembangan CD Pembelajaran Lagu Anak untuk Menumbuhkan Pemahaman SAINS Siswa Sekolah Dasar*, (Surabaya: Universitas Negeri Surabaya), page. 27

- d. If the tested media reaches a percentage level of  $\leq 55\%$ , then the media is classified as unqualified and should be revised. Product learning resources in the form of Macromedia Flash developed will be said to be successful and can be used as a medium of learning when it reaches a minimum on decent criteria (76%).



## **CHAPTER IV**

### **RESULT RESEARCH**

#### **A. Presentation of Data**

##### **1. Description**

This research produces a product in the form of media of Fiqh learning based on Macromedia Flash on Fiqh and worship in Islam for MAN Gondanglegi tenth grade students. This learning media consists of various forms of animation, image and text. Learning media is developed by using Macromedia Flash 8 applications.

In accordance with the development model, the learning media development procedure is using Borg and Gall's development model with Pre-Product Development, Product Development, Validation and Revision Stages and Field Test Stage.

The making of this medium is based on the design in the storyboard. For the review stage the experts use a questionnaire that has been developed by researchers based on existing references, then discussed to the validator. The last stage of product development before it was tested was a revision. Revisions were made on the basis of criticism and expert advice. In accordance with the title of this research, the development this media using Macromedia Flash application 8. Learning media is made in the form of CD pieces.

#### **a. The Characteristics**

Macromedia Flash is a multimedia and animation program whose existence is aimed at design and animation lovers to create unique applications, interactive animations on web pages, animated cartoon movies, business presentations and activities. In addition, it is possible also by using the optimal ability of the use of drawing facilities and programming languages in Flash (action script) we are able to create interesting games. Macromedia Flash is a Flash media application enriched with images or photos, sound, and video. Flash has many features that make it powerful. Action Script to make the app interactive, and the special effects that can be added to an object.

#### **b. The Form of Media**

Form of media is the application of learning media consisting of graphic drawing images to make the media more interesting learning. There are several menus in the comic book of instructional media as follows :

- 1) Cover is the first slide that there is title and object of instructional media.
- 2) Competence is a page that contains the reference material that is in the learning media Macromedia Flash.
- 3) Material is a page containing content about learning material of jurisprudence and worship in Islam.

- 4) Instructions are pages containing the usability of each button and how to use media.
- 5) References are pages that refer to the content of learning materials on macromedia flash.
- 6) Evaluation is a page that contains some questions as a student exercise to know the level of student understanding.
- 7) The author or profile ID is the page containing the author's information.

**c. Content of Media**

The contents of this learning media about material fiqh, material fiqh about basically a law in the implementation of worship. In this media about the definition of Islamic jurisprudence and matter of worship in Islam, the developers make this product with the habit of teachers convey this material with only lectures so as to prevent boredom and make it easier to understand the material developers make this product with pictures and examples that are easy to understand. In general, this media about the basics of knowing the meaning of fiqh, shariah and worship.

But this product comes with some questions to measure students' level of understanding. This causes the media to grow based on learning in MAN Gondanglegi Malang for the tenth grade students, so that students can apply the material in everyday life directly. Hopefully with the learning media in this student can make it easier for students to understand and understand about fiqh and worship in Islam. Not only knowledge of



Jurisprudence but also related to verse Al-quran in surat At-Taubah verse 122:

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَافَّةً فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ

Meaning :

*“It is not fitting for the mu'minin to go all (to the battlefield). Why not go from each class of them some to deepen their knowledge of religion and to warn his people when they have returned to him, that they may guard him.”*

## 2. The Proses Development

This part will be describe about the result of The Process Developing

Media Learning :

### a. Pre-Product Development Stage

Pre product is a step to know the need and requirement to make learning media. Form a developer's activities to find out the problems or constraints that are being faced. So that the developers need a roomy plunge action meet with the subject to be studied. The form from before the product is observation. Observation conducted at MAN Gondanglegi in tenth grade student. And also in this step developers prepare the design and materials for learning media.

### b. Product Development Stage

In this step the developer collects the material that is published in the learning media, as well as choosing the theme and design for the learning media. The material chosen in accordance with core competence

(KI) and Basic Competence (KD). In the learning media is equipped with evaluation as a tool to know the level of understanding of students. In MAN Gondanglegi used Curriculum 2013 and for minimum value is 78. Then arranging the lesson plan based on the media. After that, prepared questioner as instrument for about validation of content and validation of media.

Learning objective in this research is give knowledge about meaning of fiqh, scope of fiqh, differences between fiqh and worship, and than kinds of worship. In the learning media materials developers explain on each understanding and provide understanding by using pictures and tables.

In the design of learning media using macromedia flash consists of several components that can be seen in the following data exposure:

1) Opening Page or Intro

Opening page on the learning media is designed with the composition of colors, text, images, and music that is interesting and in accordance with the material. The opening page contains the title of the subject matter that has been determined, namely 'FIQIH IBADAH IN ISLAM', the researcher uses writing with font type Times New Roman. In writing "Madrasah Aliyah Class X" Researchers use Arial type font, and for writing Media Learning Fiqh for class X, researchers used the font Times New Roman.



**Page 4.1**  
**Opening page/ Intro**

This page is from the title of instructional media, as well as the subject for instructional media used for class X Madrasah Aliyah. There are additional stars as the way researchers attract attention.

2) Main Menu Page



**Picture 4.2**  
**Main Menu Page**

On the cover of this menu page consists of six main icons, namely icon competence, materials, instructions, references, profiles and evaluation. Researchers provide mobile cloud accessories as a way of attracting students' attention and to make it look more beautiful.

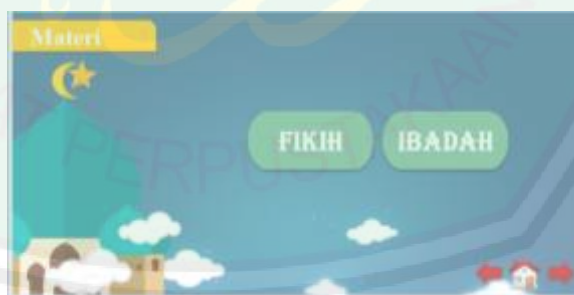
### 3) Competency Page



**Picture 4.3**  
**Competency Page**

In this section of the competency page contains core competencies, basic competencies and learning indicators of religious fiqh in Islam. It aims for students to know directly the material to be learned by students. Icon home to return to main page, right direction icon to open next page and to left icon to return to previous page.

### 4) Material Page



**Picture 4.4**  
**Material Page**

The initial appearance of the material contains the introduction of learning materials and the next material page contains two icons namely, Jurisprudence and worship. This icon as a button to proceed to

the page you want to go. Icon home to return to main page, right direction icon to open next page and to left icon to return to previous page.

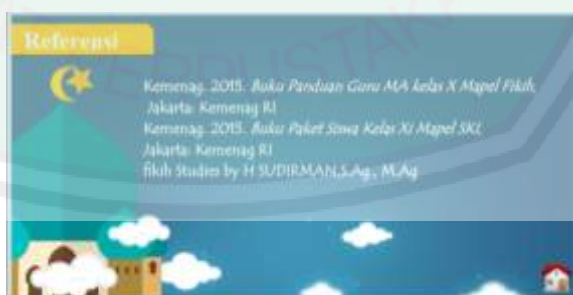
#### 5) The Instructions Page



**Picture 4.5**  
**The Instructions Page**

The instructions page contains all the types and functions of existing icons in the learning media, the instruction page aims to make it easier for users to operate the learning media.

#### 6) Reference Page



**Picture 4.6**  
**Reference Page**

This references page contains material reference material development in developing the material contained in the media learning

by using macromedia flash on the subjects of Jurisprudence and Worship in Islam for the tenth grade MA.

#### 7) Evaluation Page



**Picture 4.7**  
**Evaluation Page**

The initial page of this evaluation contains some star icons that contain questions that must be answered by each grub, the researcher uses the problem in the form of essay due to fishing for children to think more in understanding learning materials that have been submitted or described in this media, researchers use the method of learning in groups in solving the evaluation question, as a form of training children to work together.

#### 8) Author Page



**Picture 4.8**  
**Author Page**

In this page listed developer profile, starting from the name, place of birth date, class while studying Bachelor degree, phone number and email address can be contacted.

### 3. Revision and Validation Stages

At this stage, there is an explanation of the judgments and suggestions of a validator. Validator of product doing by validator experts on content material and design of media and subject teacher. Then do the revision of the product based on the assessment and suggestion from validator by percentage.

#### Revision Stage

##### a. Opening Macromedia Flash

**Before the revision**



**Sesudah Revisi**



Picture 4.9 Opening / Intro before and after

##### b. Main Menu Macromedia Flash

**Before the revision**

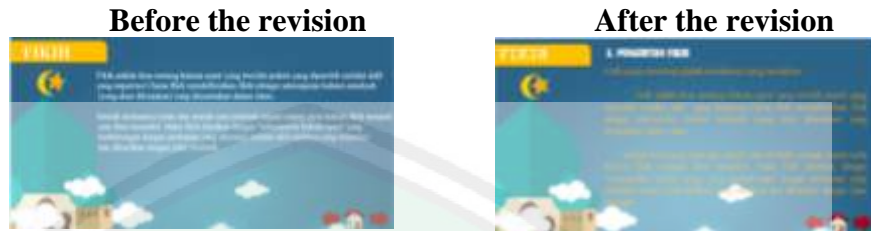


**After the revision**



Picture 4.10 Main Menu before and after

c. Material Fiqh



Picture 4.11 Material Fiqh before and after

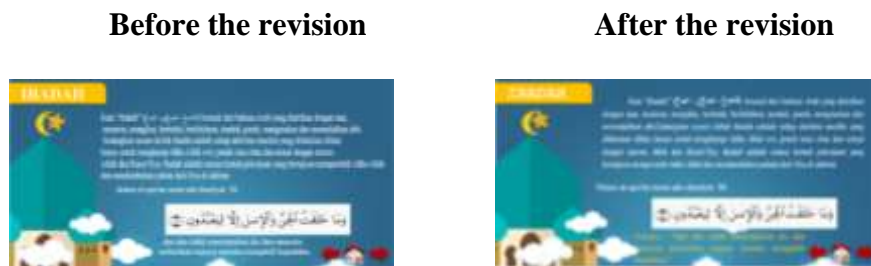


Picture 4.12 Material Fiqh before and after



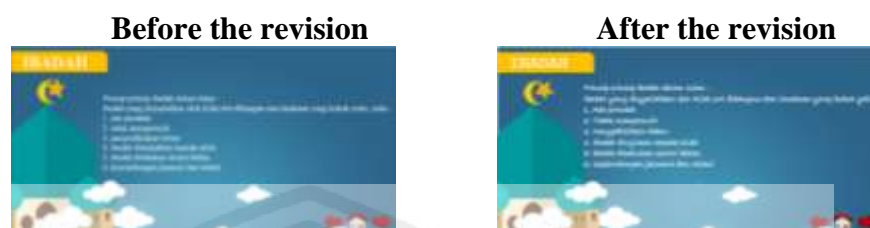
Picture 4.13 Material Fiqh before and after

d. Material Worship



Picture 4.14 Material Worship before and after





Picture 4.15 Material Worship before and after

### Validation stage

#### Results of Media Design Expert Validation

The data from the interactive learning media validation was taken from July 17 and ended on August 29, 2017, retrieving the data through the results of expert validation and field trials. Validation data retrieved from 3 expert validators, namely material expert validator, design expert, and learning expert in MAN Gondanglegi Malang. Here are the scoring criteria used in the validation process.

**Table 4.1**  
Criteria Scrolling Questionnaire Material Expert, Design Expert,  
Learning Expert of MAN Gondanglegi Malang

1	2	3	4	5
Very less valid	Less valid	Quite valid	Valid	Very valid

Presentation of data from assessment analysis in the form of questionnaire from material or content experts, design experts, learning experts at MAN Gondanglegi Malang are as follows:

a. Expert Material Validation Results

The product of development submitted to the Fiqh material expert is in the form of interactive learning media. Validation of material experts was conducted on August 23, 2017 by Dr. H. SUDIRMAN, S.Ag., M.Ag as a lecturer who is expert in Fiqh material. The descriptive exposure of material expert validation results will be shown through questionnaire method with questionnaire instrument which can be seen in the table.

1) Questionnaire Validation of material experts

Quantitative data of validation results by material / content experts will be presented in the table below:

**Table 4.2**  
**The result of Fiqh Material Expert**

No.	Statement	$\sum x$	$\sum xi$	P (%)	Validasi
1	Learning media can be used for individual, small and large group learning	5	5	100%	very valid
2	Clarity of instructions for use	4	5	80%	Valid
3	Learning media is relevant to the material	5	5	100%	Very valid
4	The learning objectives are in accordance with the applicable curriculum	4	5	80%	Valid
5	Learning media in accordance with the applicable curriculum	4	5	80%	Valid
6	The learning media includes indicators of learning fiqh on the subject of worship fiqh	5	5	100%	Very valid
7	The content of the material is in accordance with that advanced by the experts	5	5	100%	Very valid
8	The content of the material is easy to understand	4	5	80%	Valid
9	The content of the material is presented in a coherent manner	4	5	80%	Valid

10	Clarity of language use	4	5	80%	Valid
11	The evaluation question refers to the material presented	5	5	100%	Very valid
12	Evaluation instructions are easy to understand	5	5	100%	Very valid
13	The learning media reflects the values of religious character	5	5	100%	Very valid
14	Media learning reflects the values of the love character of Islamic rules and sharia	5	5	100%	Very valid
15	The learning media reflects the values of the independent characters	4	5	80%	Valid
	<b>TOTAL</b>	<b>63</b>	<b>75</b>	<b>90,6%</b>	

Information:

P : Percentage level of validity

$\sum x$  : Total score of answers from expert material validator

$\sum xi$  : Number of highest scores

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

$$= \frac{63}{75} \times 100\%$$

$$P = 84 \%$$

Based on the validation results of the material, then the media including valid / fit to use. However, there are sections to be corrected in accordance with the comments and suggestions below:

**Comment:**



The material should not be too concise, so children who do not understand does not make the more confused.

**Suggestion:**

Added material to make it easier for students to understand the material, not too dense in the text. The addition of a summary of the differences between fiqh, shariah and worship.

## 2) Product revision

**Table 4.3**  
**Revision of Learning Media Based on Material Expert Validation**

No.	The revised point	Before revision	After revision
1.	Added material	Nothing	
2.	Added table of meaning differences	Nothing	

## b. Expert Design Validation Results

Validation to the design experts was conducted on 21 August 2017 by Mr. Ahmad Makki Hasan as editor in UIN Maliki Press State Islamic University Maulana Malik Ibrahim Malang. Descriptive exposure of validation results of media design designers to learning media development product "Jurisprudence and Worship in Islam" class X is

shown through questionnaire method with questionnaire instrument which can be seen in table.

1) Questionnaire Validation of material experts

Quantitative data of validation results by material / content

experts will be presented in the table below:

**Table 4.4**  
**The Result of Media Learning Design Expert**

No.	Statement	$\sum x$	$\sum xi$	P (%)	Validation
1	The combination of attractive colors	4	5	80%	Valid
2	Color does not interfere with material	4	5	80%	Valid
3	Using the correct spelling language (EYD)	5	5	100%	Very valid
4	The language used is easy to understand	5	5	100%	Very Valid
5	The word used is consistent	5	5	100%	Very Valid
6	The layout of each page is balanced	4	5	80%	Valid
7	The typeface used is clear and legible	4	5	80%	Valid
8	Conformity of display color and background	4	5	80%	Valid
9	The commands in the program are simple and easy to understand	4	5	80%	Valid
10	Menu and buttons can be used appropriately	4	5	80%	Valid
11	Key placement is consistent and does not interfere with the display	4	5	80%	Valid
12	Each part is well connected so the program is clear	4	5	80%	Valid
13	Programs can be opened and closed easily	4	5	80%	Valid
	<b>TOTAL</b>	<b>55</b>	<b>65</b>	<b>84,6%</b>	

**Information:**

**P** : Percentage level of validity

$\sum x$  : Total score of answers from expert material validator

$\sum xi$  : Number of highest scores

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

$$= \frac{55}{65} \times 100\%$$

$$P = 84,6 \%$$

Based on the validation results of the material, then the media including valid / fit to use. However, there are sections to be corrected in accordance with the comments and suggestions below:

**Comment:**





The size of the icon in the instruction layer should match and equally align, to make it look attractive and symmetrical.

**Suggestion:**

Replace the fonts that are more interesting and give the appropriate color for the font.

### c. Product Revision

**Table 4.4**  
**Revision of Learning Media Based on Expert Design Validation**

No.	The revised point	Before revision	After revision
1.	Replace the icon to be symmetrica		
2.	Changing Fonts		

#### 1) Learning Expert Validation

Validation on the learning expert was conducted on August 2, 2017 by Mr. Mulyono, S.Pd.I as the teacher of fiqh MAN Gondanglegi. Descriptive exposure of the results of validation of learning experts on learning media development products "Fiqh and Worship in Islam" X class is shown through questionnaire instruments that can be seen in the table.

**Table 4.5**  
**Results of Expert Study Assessment**

No.	Statement	$\sum x$	$\sum xi$	P (%)	Validation
1	Main material truth	4	5	80%	Valid
2	Jogs and subject matter	5	5	100%	Very valid
3	Conformity of the subject matter	5	5	100%	Very valid
4	Development of Material Concepts	5	5	100%	Very valid
5	There is new information in accordance with the development of the times in the concept of the given material	3	5	60%	Enough
6	There is an evaluation to measure the achievement of conceptual understanding	4	5	80%	Valid
7	The language used is the default language	5	5	100%	Very valid
8	The language used does not result in multiple interpretations	5	5	100%	Very valid
9	Truth and ease of word comprehension	5	5	100%	Very valid
10	Ease in operating learning media	5	5	100%	Very valid
11	Learning packages are able to measure the achievement of basic competencies	4	5	80%	Valid
12	Type of learning activities in accordance with basic competencies	5	5	100%	very valid
13	Suitability of evaluation weight	4	5	80%	Valid
14	The presentation of the material in an interesting way	5	5	100%	Very valid
15	Placemark view	4	5	80%	Valid
16	Color and background	4	5	80%	Valid
17	Font	3	5	60%	Enough
18	view Image	3	5	60%	Enough
19	view Animated	4	5	80%	Valid
20	view Interactivity	4	5	80%	Valid
21	level Voice display	5	5	100%	Very valid
	<b>TOTAL</b>	<b>91</b>	<b>105</b>	<b>86,7%</b>	



Information:

P : Percentage level of validity

$\sum x$  : Total score of answers from expert material validator

$\sum xi$  : Number of highest scores

$$\begin{aligned} P &= \frac{\sum x}{\sum xi} \times 100\% \\ &= \frac{91}{105} \times 100\% \\ &= 86,7\% \end{aligned}$$

Based on the validation results, then the media including valid / fit to use. However, there are sections that need to be fixed in accordance with the comments and suggestions below:

**Comment:**

Media created is good, but the font please zoomed in to make it easier to read.

2) Results of understanding of the tenth grade

a) The pretest and posttest results of the control class

The results of pre-test and post-test scores were obtained from field trial results in control class by not using the interactive media of jurisprudence and worship in Islam. The presentation of pre-test and post-test data of control class are presented in Table 4.6 below:

**Table 4.6**  
**Pre-Test Result And Post-Test Control Class**

No	NAME	SKOR		
		Kkm	Pre-test	Post-test
1	ADINDA ELFA FITRIA	78	40	46
2	ANGGI YULIA RAHMAWATI	78	25	62
3	ANJANA WAHYU MAULADANI	78	40	86
4	ANNISA NAILIR ROHMA	78	54	65
5	ARIF UBAIDILLAH	78	37	62
6	ASTRIANA PUTRI	78	45	76
7	DINI NOVIANTI	78	27	39
8	ELMAULA NUR	78	61	75
9	FIIRDA S	78	46	65
10	FITA APRILIA	78	22	52
11	IMELDA IZA	78	52	78
12	KHODAR R	78	50	80
13	KHUSNUL NUR	78	29	51
14	MIFTAHUL	78	46	81
15	MUHAMMAD Z M	78	58	61
16	MUKTAMAT	78	77	94
17	NAUFALUL FIKRI	78	64	70
18	NAWAL NUR	78	28	S
19	NOFANDA R	78	28	54
20	NUROTUL M	78	38	78
21	NURUL A M	78	60	73
22	NUZULUL N I	78	78	71
23	PUTRI APRILIA	78	46	72
24	QISSIISIINA A	78	53	54
25	QORY DARA L	78	30	27
26	RACHEL QU	78	64	88
27	RIFKA ARIFATUL	78	52	97
28	RIFKA MUNA	78	40	72
29	RIO ADAMS	78	47	68
30	RIZZA RAHMA	78	31	61
31	ROFIATUL H	78	52	90
32	SHELLA R	78	38	64
33	SHELLY ALIFIA	78	38	77
34	SHELOEMITHA	78	30	60
35	SITI AMINAH	78	23	42
36	SITI LATIFA PUJI	78	65	69
37	ULA ROBBITHOT	78	37	63
38	WARDAHTUL H	78	38	61
39	WILDAN TAFTA	78	57	77
	<b>TOTAL</b>		<b>1681</b>	<b>2561</b>
	<b>AVARAGE</b>		<b>43</b>	<b>67</b>

b) Result of Pre-test and post-test experiment class

The results of the pre-test and post-test scores were obtained from field experiments in the experimental class using the interactive learning media of Fiqh and Worship in Islam. The presentation of data pre-test and post-test experimental class are presented in table 4.7 below:

**Table 4.7**  
**The Pre-Test And Post-Test Class Of The Experiment**

No	Name	SCORE		
		Kkm	Pre-test	Post-test
1	ADELA PUTRI ANGGREINI	78	29	79
2	ADELIA RAHMAN	78	26	78
3	ADNAN FARHAN ARRIFA'I	78	68	83
4	AHMAD KOSIM	78	48	81
5	AHMAD ZAENAL ABIDIN	78	29	79
6	ALMANI'ATU FIDDINIYAH	78	51	82
7	ANALISA JUHRIA	78	39	86
8	ANDHIKA CAHYA SUPRANA	78	52	79
9	CLARISSA NOVITA SAFITRIANA	78	46	87
10	DIMAS HAPIT MALIK	78	35	79
11	ELLENHANA NUR AGUSTINA	78	51	80
12	FARKHAN SAUQI NOUVAL	78	32	79
13	FIRDIATUL NUZULA	78	47	80
14	HANI NISBACHUL HUDA	78	43	87
15	IMROATUS SHOLEHAH	78	55	80
16	LIYA KHUMAIRO	78	43	84
17	M IZUL HAQ ZAMANI	78	43	78
18	MOCHAMMAD MUSTOFA NOER	78	48	79
19	MOHAMMAD IQBAL DEWA PRATAMA	78	34	78
20	MUHAMMAD GAMA PRATAMA	78	42	80
21	MUHAMMAD RUSHDAN MAULANA	78	23	82
22	NANDA DESTA APSARI	78	28	84
23	NUR AIDAH FITRIANA	78	42	85
24	NUR WULAN HAJIANTI	78	38	85
25	RAHMAT SURYO NUGROHO	78	39	80
26	RIDHA AMALIA HUSNA	78	54	87
27	RIZKI AYU FARIDA	78	31	85
28	SHELLYDA MARGATAMA PRASANTI	78	59	92
29	SILFI INTAN PRAMATA	78	23	86
30	SITI INAYATUL ISTIKHAROH	78	32	88
31	SITI NURSYAYYIDAH	78	30	87

32	TRIA RAHMA MAHFIROH	78	50	85
33	YUNITA ROHMAH	78	26	78
34	ZAHRANI AKMALUDDIN FADIANSAH	78	25	85
	<b>TOTAL</b>		<b>1361</b>	<b>2807</b>
	<b>AVARAGE</b>		<b>40</b>	<b>83</b>

The information related to the experimental class is the total number of students is 34. Based on tables 4.6 and 4.7 it is clear that without t-test can be stated there are differences in value between classes that use the product in the form of learning media with classes that do not use the product in the form of learning media. Classes that use the product obtained an average value of 67 whereas classes that do not use the product obtained an average value of 83. However, the researcher wanted to know the difference of students' learning result significantly through t-test. Here is a step in doing the t-test.

#### **Step 1: Make Ha and Ho in sentence form**

Ha : There are significant differences in student learning outcomes between classes that use products with classes that do not use products in the form of learning media of the animal's respiratory system.

Ho : There is no significant difference in student learning outcomes between classes that use products with classes that do not use products in the form of learning media of the animal's respiratory system.

#### **Step 2: Make Ha and Ho in statistical form**

Ho :  $\mu\alpha = \mu b$

$$H_a : \mu_a \neq \mu_b$$

**Step 3: Determine the t test criteria.**

$H_a$  = If the count value is smaller than the table then significant means  $H_0$  accepted and  $H_a$  rejected.

$H_0$  = If the value of t count is greater than the table then significant means  $H_0$  is rejected and  $H_a$  accepted.

**Step 4: Finding Average ( $\bar{X}$ )**

The average control group ( $\bar{X}_1$ ) and the experimental group ( $\bar{X}_2$ )

Information:

$\bar{X}_1$ : Average value of control group

$\bar{X}_2$ : Average value of experiment group

$n_1$ : Number of control group students

$n_2$ : Number of experiment students

$\Sigma_1$ : Number of control group values

$\Sigma_2$ : Total value of experiment group

$$\bar{X}_1 = \frac{\Sigma}{n_1} = \frac{2561}{38} = 67$$

$$\bar{X}_2 = \frac{\Sigma}{n_2} = \frac{2807}{34} = 83$$

Xasdclssedd

dFrom the above table it is known that the result of the value of the control class students the average score of 72.7. While the result of the students score for the experimental class the average value 82.4.

Search  $t_{count}$  with formula;

$$Md = \frac{\Sigma d}{n}$$

$$= \frac{1446}{34}$$

$$= 42,53$$

Information ;

Md = rata-rata dari gain antara pretest and posttest

d = gain (selisih) skor post test terhadap pre test setiap subjek

n = jumlah subjek

$$t = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n(n-1)}}$$

$$= \frac{42,53}{\sqrt{\frac{65.814 - \frac{(1446)^2}{34}}{34(33)}}$$

$$= \frac{42,53}{\sqrt{\frac{65.814 - \frac{(1446)^2}{34}}{34(33)}}$$

$$= \frac{42,53}{\sqrt{\frac{65.814 - 61.497}{1.122}}$$

$$= \frac{42,53}{\sqrt{\frac{4317}{1.122}}}$$

$$= \frac{42,53}{\sqrt{\frac{4317}{1.122}}}$$

$$= \frac{42,53}{\sqrt{3,85}}$$

$$= \frac{42,53}{\sqrt{3,85}}$$

$$= \frac{42,53}{1,96}$$

$$t = 21,69$$

so obtained  $t_{\text{count}} = 21,69$

#### Step 5: Define the table

Significance level ( $\alpha = 0,05$ )

$dk = n1-1 = 34-1 = 33$ , so that the data obtained in table 33 then  $T_{\text{table}} = 2.03452$

#### Step 6: Compare the count and the table

The result  $t_{\text{count}}$  and  $t_{\text{table}}$  are  $|21.69 \geq 2.03452|$ , it can be concluded  $H_0$  rejected and  $H_1$  accepted. With this it can be concluded that "there is a significant difference in student learning outcomes between class X IPS 2 using interactive learning media of animal breathing system with class X BAHASA not using interactive learning media.

$H_a$  = Macromedia Flash can improve student achievement class X  
MAN Gondanglegi Malang on material fiqh and worship in  
Islam. BE ACCEPTED

$H_o$  = Macromedia Flash can't improve student achievement class X  
MAN Gondanglegi Malang on material fiqh and worship in  
Islam. REJECTED

Based on the result of t test indicate that difference of mean value of student before and after giving of product of development. This indicates that the use of multimedia materials based on

Macromedia Flash that is given able to improve student achievement class X MAN Gondanglegi Malang.

## **B. Analysis Data**

1. Analytical Development of Multimedia Materials based on Macromedia Flash
  - a. Describe the development of teaching materials

At first the problems found by researchers at MAN Gondanglegi Malang is not yet there is a teaching materials that apply the learning model using Macromedia Flash to improve student achievement on the material jurisprudence and worship in Islam.

Objectives of the researcher develops teaching materials based on Macromedia Flash on Fiqh and Worship materials in Islam class X MAN Gondanglegi Malang is to provide teaching materials as complementary and perfect teaching materials before. It is goal-oriented from developed teaching materials which consists of KI analysis (Core Competence) and KD (Basic Competence).

The reason researchers develop multimedia teaching materials based on Macromedia Flash class X MAN Gondanglegi Malang is to help teachers and students in carrying out Teaching and Learning Activities (KBM). In the analyst of the needs of teachers because the existence of teaching materials based Multimedia Macromedia Flash can facilitate teachers in explaining the material and students can visualize material jurisprudence and worship in Islam. While the needs analysis of students with the existence of teaching materials based on Macromedia Flash will



be motivated and ultimately improve student achievement because students will get a real example.

The steps in developing teaching materials based on Macromedia Flash on the jurisprudence and worship material in the Islamic Class X MAN Gondanglegi Malang adapted the development research model from Borg and Gall which have 10 steps research, as follows ;

- 1) Research and Collecting data is initial information includes class observation or observation and preparation of preliminary reports, such as determining the material, KI, KD and determine the purpose of the making of teaching materials based on macromedia flash.
- 2) Planning is to design parts on macromedia flash for each layer and create scenario. Once found the material that will be made Macromedia Flash then it should be made about Pretest and posttest as a measure of product success.
- 3) The development format product is to develop products in the form of learning media based on macromedia flash and media usage guide. Before the product is tested in the field it takes validation from the experts to assess the feasibility of the basic concepts or theories used.
- 4) Testing product is Researcher try to create a basic framework in the making of learning media, starting with creating a story board and some light animation in helping the making of learning media. After that the results are consulted to the expert lecturer / validator

- 5) Revised product is the product revisions in this stage of the consultation and validator researchers provide suggestions for deficiencies in both content and in design. After the product is declared feasible by the validator then the next stage is tested field try.
- 6) Main Field Testing to use product feasibility in the predetermined subject of class X-IPS 2, the researcher uses a period of 2 weeks in the process of research and development of instructional media.
- 7) Revised made based on field trials. The results of field trials are intended to determine the success of the product in achieving the goal in improving the product for the purposes of improvement in the next stage.
- 8) Field Testing the second field of testing is continuing the material from the learning media but there is a change in some of the designs and methods of classroom research. And the researchers provide a matter of post test to know the level of understanding from subject.
- 9) Revise the product to the model, this step is done when researchers and relevant parties assess the process and product generated model has been valid.
- 10) Dissemination and dissemination to various parties both online and offline.

## b. Product Specifications

The teaching materials created by this researcher are systematically arranged, motivate learners to study harder,, conceptualize learners' understanding and provide evaluation as an exercise.

Teaching materials developed by researchers have two components namely component display and content components. In the component view can be seen from the form of writing, color, and images that exist in the teaching materials. While the component content there are three parts, namely the opening, fill and cover. The translation of both components are as follows :

- 1) Using Macromedia Flash
- 2) The colors used are also colorful in accordance with the theme that researchers have selected, equipped with video and pictures.
- 3) Content in teaching materials to meet eligibility must meet the criteria of KI (Core Competence) and KD (Basic Competence) concerned with the subject curriculum. Koponen content in teaching materials there are three parts namely;
  - a) The initial section, consisting of subject chapter heading, instruction manual and KI and KD.
  - b) The core part, consisting of material that has been grouped into two sub chapters with pictures and video.
  - c) The closing section consists of, evaluation and profile of the researcher.

### c. Expert Validation Results

The results of the assessment provided by the expert media validation of teaching materials berbasis macromedia Flash there are two assessment of the first validation based macromedia flash. The data exposure from data validation is as follows;

#### 1) Expert content validation results

In the aspect of format, clarity of usage manual, suitability with material, suitability of color, picture appearance and writing of fiqh and worship in Islam with percentage 84,6% but researcher do revision for product improvement to be more interesting and feasible.

#### 2) Hasil validasi ahli media

After the revision of the language aspect, the language freeze used, then in understanding the language used, the effectiveness of the sentence used, the completeness of the sentence or information required by the students, the use of words, in accordance with the Enhanced Spelling (EYD) is very good and no need revision with percentage of 92%. This Macromedia Flash-based Multimedia resource is already eligible for trial.

#### 3) The validation result of the Teacher of Fiqh Subject

Based on the results of the assessment of the subject of jurisprudence MAN Gondanglegi material Jurisprudence and Worship in Islam obtained a percentage of 95%. The percentage of achievement is in the qualification is very valid, so this learning material is feasible

to be used in the learning process Because this resource is feasible to be used in the learning process Because this resource is effective and efficient use in learning process, and worship in Islam, the steps in the systematic media, the material is described in full, the material demands on teaching materials, and multimedia materials based on Macromedia Flash is meeting the creative and dynamic criteria. From the exposure, it can be concluded that this instructional material worthy to be used in the learning process.

## 2. Learning outcomes using Macromedia Flash media

Learning outcomes are the results obtained by students after following a certain material from subjects in the form of quantitative data. To see the results of learning conducted an assessment of students who aim to determine whether the students have mastered a material or not. Assessment is a systematic effort developed by an Educational institution aimed at ensuring the achievement of the quality of an Education process as well as the quality of the ability of learners in accordance with the goals set.<sup>33</sup>

The quality of good teaching materials will affect the interest of students in learning, if the teaching materials used in accordance with the students' understanding then it can be said that the teaching materials worthy of use, if the lesson material used less in accordance with student understanding then there should be better development than ever. If the value of learning outcomes equal to or more than Minimum Exhaustiveness

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<sup>33</sup> Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru* (Jakarta:PT.Raja Grafindo Persada, 2006), hlm 276-277

standard, then the learners can be interpreted thoroughly learned. Conversely, if the value obtained was below the standard it can be interpreted not complete. So that learners can not proceed to the next level. The solution for unfinished learners is to follow remedial.<sup>34</sup>

From the table above shows that the posttest with an average of 83 more than the pretest with 40. This result shows that after received the teaching materials macromedia flash student learning outcomes memingat by meeting SKM (Letter of Complete Minimal) that is 78. Results significant difference of 43 as well as reinforced by the result of t-test analysis showing that  $t_{count} \geq t_{table}$  ( $21.69 \geq 2.03452$ ).

Conclusion then  $H_0$  is rejected and  $H_a$  accepted, so there are significant differences between the results of learning before and after menggunakan teaching materials Macromedia Flash. With the pretest and posttest, then from the test results can be concluded that the teaching materials based on Macromedia Flash has positive, effective, and valid effect used in the learning process.

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<sup>34</sup> Mimin Haryati, *Model dan Teknik Penilaian Pada Tingkat Satuan Pendidikan* (Jakarta : Gunung Persada Pers, 2007), Hlm 22

## CHAPTER V

### CONCLUSION

#### A. Conclusion

This chapter will sum up the findings of this research which is actually the answers to the objectives of this research.

One, the characteristics of this product can be described as follow :

In the learning media developed by developers is learning media using macromedia flash application, macromedia flash is an old application before adobe flash. The advantage of using macromedia flash one of them is two-dimensional animation that is very reliable compared to other programs. Its reliability is the small file size of the animation. macromedia flash is not only used to create animation but also used to make interactive menus, and make presentation software. The place chosen by the developer is MAN Gondanglegi Malang, one of the Senior High School located in Malang regency, the developer chooses the X class. The material chosen by the developer is the material of fiqh of the first semester of the fiqh chapter and ibdah in Islam, the theme chosen in the media is the mosque with some cloud animations. Learning media has 6 menus in it first Reference, user manual, material, competence, evaluation, identity of developer, and competence. there are several advantages and disadvantages in this learning media are:

## 1. Advantages

- a. Having a concise understanding of Islamic jurisprudence and matter of worship
- b. Make it easy to understand material with a differentiator table
- c. The existence of the pictures as a real example in the material jurisprudence and worship in life around
- d. Using motion animations that can make students interested in the material
- e. Media can be used in small groups as well as individuals
- f. Equipped with evaluation questions as a measure of students' level of understanding.

## 2. Weakness

- a. The media uses a large file size.
- b. Problem only amounted to 10 items.
- c. The essay question. Sound on a small sound.
- d. It contains only the material in the fiqh chapter and ibdah in Islam

Two, the development process of Macromedia Flash teaching material on Fiqh al-‘ibadah is Obtaining the value of developing multimedia teaching materials based on Macromedia Flash on Islamic jurisprudence and material based on the validation of design experts 84.6% validation of material expertise / content 84% and validation assessment from 86.7% learning experts, all of which are rated well without any revision. This shows that multimedia teaching materials based on macromedia flash on Islamic fiqh and material worthy to be used in the learning process.



### Developing Macromedia Flash Teaching Material On “Fiqh Al-Worship”

To Improve Tenth Grade Students Achievement Of MAN Gondanglegi there are components in the learning media as follow :

1. Intro / Opening
2. Main Menu
3. Competency
4. Material
5. Introductions
6. Reference
7. Evaluation
8. Author identity

Three, the learning achievement of tenth grade students after using media learning based on Macromedia Flash can be seen as follows; Comparison of students' learning outcomes before and after product was obtained that the posttest grade of X-IPS 2 MAN Gondanglegi reaches 83 higher than the pretest value reaching 40. This is reinforced by  $t_{count}$  where  $t$  (21.69) is greater than equal to  $t_{table}$  (2.03452), then  $H_0$  is rejected and  $H_a$  is accepted, so there is a significant difference between the learning result before and after using multimedia teaching materials based on macromedia Flash on Fiqh material.

#### **B. Suggestion**

Multimedia teaching materials based on macromedia flash on Fiqh material developed by this researcher is expected to support Fiqh learning in class X MAN Gondanglegi Malang is as follows;

## 1. Suggest Of Product Utilization

### a. For institution

The existence of multimedia materials based on Macromedia Flash can provide benefits and become a foundation for institutions or schools in developing more qualified Fiqh material.

### b. For Teacher

In addition to references to the relevant teachers in finding a lateratif way to overcome the problems faced by teachers and as a developer of previous teaching materials in an effort to improve students' learning outcomes of class X on the subject of fiqh al worship.

### c. For Students

Can understand the meaning of Fiqh, Shariah and Worship an application in everyday life. And can motivate students and provide powers to understand the material of jurisprudence and worship in Islam

## 2. Suggest Dissemination of Product

For purpose of further development suggested the following: The development of this product is limited to the material of fiqh al worship, therefore need to be developed further in other materials and more understanding.

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# APPENDIX

## LETTER PERMISSION FROM FACULTY

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBİYAH DAN KEGURUAN  
Jalan Gajayana 50, Telepon (0341) 552398 Faksimile (0341) 552398 Malang  
http://fitk.uin-malang.ac.id email: fitk@uin-malang.ac.id

16 Juni 2017

Nomor : Un.3.1/TL.00.11729/2017  
Sifat : Penting  
Lampiran :  
Hal : Izin Penelitian

Kepada  
Yth. Kepala MAN 1 Gondanglegi 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:

Nama : Monika Laila Yulita  
NIM : 13110119  
Jurusan : Pendidikan Agama Islam (PAI)  
Semester – Tahun Akademik : Genap - 2016/2017  
Judul Skripsi : *Developing Macromedia Flash Teaching Material on "Fiqh Al-Ibadah" to Improve Tenth Grade Students' Achievement of MAN 1 Gondanglegi Malang*

Lama Penelitian : Juni 2017 sampai dengan Agustus 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.*

a.n Dekan  
Wakil Dekan Bid. Akademik,  
  
Dr. Hj. Sulalah, M.Ag  
NIP. 19651112 199403 2 002

Tembusan :  
1. Yth. Ketua Jurusan PAI  
2. Arsip

## CERTIFICATE OF RESEARCH



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG**  
**MADRASAH ALIYAH NEGERI GONDANGLEGI**  
 Alamat : Jalan Raya Pulojor Gondanglegi (0341) 879741, Kode Pos 65174  
 Website : <http://www.mandegi.sch.id>, Email: [man\\_gondanglegi@mandegiact.id](mailto:man_gondanglegi@mandegiact.id)

---

**SURAT KETERANGAN**  
 Nomor : B- 364 /Ma.13.35/ TL.03/08 / 2017

Yang bertanda tangan dibawah ini :

Nama	: Dr.Khairul Anam, M, Ag
NIP	: 196309211994031004
Jabatan	: Kepala Madrasah
Unit Kerja	: MAN Gondanglegi

Menunjuk surat dari Wakil Dekan Bid. Akademik jurusan Fakultas Ilmu Tarbiyah Universitas Islam Negeri Malang , tanggal 16 Juni 2017, perihal : Izin Mengadakan Penelitian, dengan ini kami menerangkan dengan sebenarnya bahwa :

Nama	: Monika Laila Yulita
NIM	: 13110119
Universitas	: Universitas Islam Negeri Malang
Jurusan	: Pendidikan Agama Islam ( PAI ).
Tema/Judul/Survey/Reseach	: <b>Developing Macromedia Flash Teaching Material on " Fiqh Al-Ibadah" to Improve Tenth Grade Student' Achievement of MAN 1 Gondanglegi Malang</b>
Lama Kegiatan	: Bulan 17 Juli 2017 – 2 Agustus 2017


Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



2 Agustus 2017  
 Kepala Madrasah  
 Khairul Anam



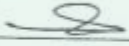
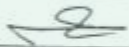
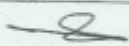
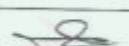
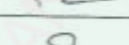
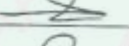
## EVIDENCE OF CONSULTATION



  
**MAULANA MALIK IBRAHIM**  
**STATE ISLAMIC UNIVERSITY MALANG**  
**FACULTY OF EDUCATION AND TEACHER TRAINING**  
 Gajayana Street Number 50 Telepon (0341) 552398 Faksimile (0341) 552398  
 Website: [fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id) email: [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

---

**EVIDENCE OF CONSULTATION**

Name : Monika Laila Yulita  
 Number of Student : 13110119  
 Department : Islamic Education  
 Advisor : H. Mokhammad Yahya, MA., Ph.D  
 Title of Skripsi : Developing Macromedia Flash Learning Material On "Figh Al- 'ibadah"  
 To Improve Tenth Grade Students' Achievement At MAN Gondanglegi  
 Malang

No	Date of Consultation	Consultation Material	Signature
1	15 September 2017	Chapter 1	
2	29 September 2017	Chapter 2	
3	20 October 2017	Chapter 3	
4	25 October 2017	Chapter 4	
5	08 November 2017	Chapter 5	
6	11 November 2017	Whole Draft	
7			
8			

Acknowledged by,  
 Head of Department,  
  
**Dr. Marno, M.Ag**  
 NIP. 196504031998031002

## RESULT EXPERT CONTENT

LEMBAR INSTRUMEN PENELITIAN  
(Validasi Ahli Materi Untuk Media Pembelajaran)

**Developing Macroedia Flash Teaching Material on "Fiqh al-Ibadah" to Improve Tenth Grade Students Achievement of MAN 1 Gondanglegi Malang**

Nama / Validator : **Dr. H. SUDIRMAN, S.Ag., M.Ag**  
Instansi/ Jabatan : **UIN Maliki Malang / Dosen**

Sehubung dikembngkannya bahan ajar berbasis macromedia Flash. Kami memohon kesediaan bapak/ibu untuk membcrikan penilaian terhadap bahan ajar yang dikembangkan tersebut. Angket penilaian ini dimaksudkan untuk mengetahui pendapat bapak/ibu tentang bahan ajar yang dikembangkan, sehingga dapat diketahui layak atau tidaknya bahan ajar tersebut untuk digunakan pada pembelajaran disekolah. Untuk itu, kami memohon kesediaan bapak/ibu mengisi angket bahan ajar berikut ini. Penilaian, komentar, dan saran yang bapak/ibu berikan akan digunakan sebagai indikator kualitas dan pertimbangan untuk perbaikan bahan ajar. Atas perhatian dan ketersediaannya untuk mengisi arigket penilaian bahan ajar kami ucapkan terima kasih.

**Petunjuk pengisian :**  
Penilaian ini dilakukan dengan memberikan tanda check ( ) pada kolom yang sesuai dengan penilaian bapak/ibu untuk setiap butir dalam lembar penilaian dengan ketentuan sebagai berikut :

Skor 5 : Sangat Baik (SB)  
Skor 4 : Baik (B)  
Skor 3 : Cukup (C)  
Skor 2 : Kurang (K)  
Skor 1 : Sangat Kurang (SK)

No	Aspek	Indikator	Nilai				
			SB	B	C	K	CK
1	Pembelajaran	1. Media pembelajaran dapat digunakan untuk pembelajaran individu, kelompok kecil dan besar	✓				
		2. Kejelasan petunjuk penggunaan		✓			
2	Kurikulum	3. Media pembelajaran relevan dengan materi	✓				
		4. Tujuan pembelajaran sesuai dengan kurikulum yang berlaku		✓			
		5. Media pembelajaran sesuai dengan kurikulum yang berlaku		✓			
		6. Media pembelajaran memuat indikator pembelajaran fikih pada materi fikih ibadah	✓				
3	Isi materi	7. Isi materi sesuai dengan yang dikemukakan oleh para ahli	✓				
		8. Isi materi mudah dipahami		✓			
		9. Isi materi disajikan secara runtut		✓			
		10. Kejelasan penggunaan bahasa		✓			
		11. Soal evaluasi mengacu pada materi yang disajikan	✓				
		12. Petunjuk evaluasi mudah dipahami	✓				

4	Karakter	13. Media pembelajaran mencerminkan nilai-nilai karakter religious	✓				
		14. Media pembelajaran mencerminkan nilai-nilai karakter cinta terhadap aturan dan syaria islam	✓				
		15. Media pembelajaran mencerminkan nilai-nilai karakter mandiri		✓			

**Kesimpulan secara umum tentang Media Pembelajaran Fikih Ibadah**

Belum dapat digunakan	
Dapat digunakan dengan revisi	
Dapat digunakan tanpa revisi	✓

**Kritik dan saran untuk perbaikan media pembelajaran Fikih ibadah**

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Malang, 23 - 08 - 2017

Validator

  
 Dr. H. SUDIRMAN, S. Ag., M.  
 NIP: 196910202006041001

## RESULT OF EXPERT MEDIA

**LEMBAR INSTRUMEN PENELITIAN**  
(Validasi Ahli Media Untuk Media Pembelajaran)

**Developing Macroedia Flash Teaching Material on "Fiqh al-Ibadah" to Improve Tenth Grade Students Achievement of MAN 1 Gondanglegi Malang**

Nama / Validator : *Ahmad Maki Hasan*  
Instansi/ Jabatan : *Uw Malang (Dosen)*

Sehubung dikembangkannya bahan ajar berbasis Macromedia Flash. Kami memohon kesediaan bapak/ibu untuk memberikan penilaian terhadap bahan ajar yang dikembangkan tersebut. Angket penilaian ini dimaksudkan untuk mengetahui pendapat bapak/ibu tentang bahan ajar yang dikembangkan, sehingga dapat diketahui layak atau tidaknya bahan ajar tersebut untuk digunakan pada pembelajaran disekolah. Untuk itu, kami memohon kesediaan bapak/ibu mengisi angket bahan ajar berikut ini. Penilaian, komentar, dan saran yang bapak/ibu berikan akan digunakan sebagai indikator kualitas dan pertimbangan untuk perbaikan bahan ajar. Atas perhatian dan ketersediaannya untuk mengisi angket penilaian bahan ajar kami ucapkan terima kasih.

**Petunjuk pengisian :**

Penilaian ini dilakukan dengan memberikan tanda check ( ✓ ) pada kolom yang sesuai dengan penilaian bapak/ibu untuk setiap butir dalam lembar penilaian dengan ketentuan sebagai berikut :

**Skor 5 : Sangat Baik (SB)**  
**Skor 4 : Baik (B)**  
**Skor 3 : Cukup (C)**  
**Skor 2 : Kurang (K)**  
**Skor 1 : Sangat Kurang (SK)**

No	Aspek	Indikator	5	4	3	2	1
1	Pewarnaan	1. Kombinasi warna menarik 2. Warna tidak mengganggu materi		✓			
2	Pemakaian kata dan bahasa	3. Menggunakan bahasa Indonesia yang sesuai dengan ejaan yang benar (EYD) 4. Bahasa yang digunakan mudah dipahami 5. Kata yang digunakan konsisten	✓				
3	Tampilan pada layar	6. Tata letak tiap halaman seimbang 7. Tipe huruf yang digunakan terlihat jelas dan dapat terbaca 8. Kesesuaian warna tampilan dan background		✓			
4	Perintah	9. Perintah – perintah dalam program sederhana dan mudah dipahami 10. Menu dan tombol dapat digunakan secara tepat 11. Penempatan tombol konsisten dan tidak mengganggu tampilan		✓			
5	Desain Tampilan	12. Setiap bagian terhubung dengan baik sehingga program tampak jelas 13. Program dapat dibuka dan ditutup dengan mudah		✓			

**Kesimpulan secara umum tentang Media Pembelajaran Fikih Ibadah**

Belum dapat digunakan	
Dapat digunakan dengan revisi	✓
Dapat digunakan tanpa revisi	

Kritik dan saran untuk perbaikan media pembelajaran Fikih ibadah

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Malang, 21 - 8 - 2017

Validator



(Ahmad Maliki H.)



## Results of Teacher

**LEMBAR INSTRUMEN PENELITIAN**  
(Validasi Ahli Pembelajaran Untuk Media Pembelajaran)

**PETUNJUK PENGISIAN :**

- Berilah tanda ( ✓ ) pada kolom ini sesuai dengan penilaian anda. CD Pengembangan Macromedia Flash materi Fikih Ibadah dalam meningkatkan prestasi belajar siswa kelas X semester I Mata Pelajaran Fikih
- Nilai SB (Sangat Baik), B (Baik), C (Cukup), K (Kurang), SK (Sangat Kurang)
- Apabila penilaian anda K atau SK, maka berilah saran hal-hal yang menjadi penyebab kekurangan atau perlu penambahan sesuatu pada lembar saran.

No	Variabel Kriteria Media Pembelajaran	NILAI				
		SB	B	C	K	SK
1	<b>Aspek Kebenaran Keluasan, dan kedalaman konsep</b>					
	Kebenaran materi pokok		✓			
	Kelogisan dan materi pokok	✓				
	Kesesuaian materi pokok	✓				
	Pengembangan Konsep materi	✓				
	Terdapat informasi baru sesuai dengan pengembangan zaman dalam konsep materi yang diberikan					
2	<b>Kebahasaan</b>					
	Bahasa yang digunakan merupakan bahasa baku	✓				
	Bahasa yang digunakan tidak menimbulkan penafsiran ganda	✓				
	Kebenaran dan kemudahan pemahaman kata	✓				
3	<b>Keterlaksanaan</b>					
	Kemudahan dalam mengoperasikan media pembelajaran	✓				
	Paket belajar mampu mengukur pencapaian kompetensi dasar		✓			
	Jenis kegiatan pembelajaran sesuai dengan kompetensi dasar	✓				
	Kesesuaian bobot evaluasi		✓			
4	<b>Penyajian materi secara menarik</b>	✓				
	<b>Tampilan</b>					
	Tampilan letak		✓			
	Warna dan background		✓			
	Tampilan huruf			✓		
	Tampilan gambar			✓		
	Tampilan animasi		✓			
	Tingkat interaktifitas		✓			
Tampilan suara	✓					

Mont diperbaiki




**LEMBAR SARAN**

Pengembangan Macromedia Flash Materi Fikih Ibadah Dalam Meningkatkan Prestasi Belajar  
Siswa Kelas X Di MAN 1 Gondanglegi

No	Sub Materi	Masukan / Saran
1.		

Malang, 2 Agustus 2017

  
 MULYONO, S.Pd.I

## PRE TEST

## SOAL Pre-TEST FIKIH IBADAH KELAS X

## SEMESTER 1

Nama :

Kelas :

Absen :

## A. Isilah dengan tanda silang (X) pada jawaban yang paling tepat !

1. Dalam setiap ibadah harus dilandasi dengan sifat....
  - a. Keikhlasan
  - b. Ketawakkalan
  - c. Ketenangan
  - d. Kenyamanan
  - e. Kesempurnaan
2. Ibadah yang dilakukan langsung kepada Allah adalah....
  - a. Hablumminannas
  - b. Hablumminasholihin
  - c. Hablumminaridhollah
  - d. Hablumminnallah
  - e. Hablumminaddin
3. Ibadah Ghairu Mahdah adalah ibadah yang dilakukan dengan cara....
  - a. Sholat
  - b. Ketentuan Allah
  - c. Terserah
  - d. Sebisanya
  - e. Zakat
4. Ibadah yang kita lakukan adalah bentuk....
  - a. Kebutuhan
  - b. Kecintaan
  - c. Ketaatan
  - d. Keinginan
  - e. Kebesaran
5. Salah satu prinsip ibadah dalam islam yaitu....
  - a. Ada perintah
  - b. Punya wudhu
  - c. Islam
  - d. Ridho
  - e. Masuk waktunya
- 6.

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ ﴿٥١﴾

Ayat diatas berisi anjuran untuk...

- a. Hablumminannas
  - b. Mencari ridho Allah
  - c. Menjahui larangan Allah
  - d. Tidak melakukan maksiat
  - e. Hablumminnallah
7. Salah satu contoh perpaduan ibadah jasmani dan rohaniah yaitu....
    - a. Sujud
    - b. Ikhlas
    - c. Sholat
    - d. Zakat
    - e. Haji
  8. "Hai manusia, sembahlah Tuhanmu yang telah menjadikanmu dan orang-orang sebelumnya, agar kamu bertakwa." Merupakan arti tentang ibadah dalam surat....
    - a. Q.S Adz-Dzariyat (51) ; 56
    - b. Q.S Al-baqarah (2) ; 21
    - c. Q.S Al-hajj(22) ; 185
    - d. Q.S Al-a'la (87) ; 12
    - e. Q.S Al-baqoroh (2)

9. Orang yang sudah dibebani melakukan syariat islam adalah....

- a. Muallaf                      c. Sholih                      e. Islam  
b. Mukallaf                      d. Mukmin

10. Hukum yang mengatur hubungan manusia dengan manusia lain disebut...

- a. Fikih                                      c. Muamalat                      e. Fikih Ibadah  
b. Ibadah ghairu mahdah              d. Fikih Sunah

11. Sumber ilmu fikih berasal dari....

- a. Al-qur'an                      c. Istinbat                      e. Al-qur'an dan hadits  
b. Ijtihad                                  d. Perumpamaan

12. Tujuan ibadah adalah ....

- a. Mensucikan Allah                      c. Takut kuasa Allah                      e. Bersyukur  
b. Mensucikan jiwa                      d. Mencari ridho Allah

13. Salah satu tujuan syari'ah adalah *Hifzu ad-din*, yaitu

- a. Menjaga akhlak                      c. Menjaga agama                      e. Menjaga hati  
b. Menjaga lisan                      d. Menjaga pasangan

14. Haji merupakan salah satu contoh dari ibadah...

- a. Muamalah                                  c. Rohaniah                      e. Sunnah  
b. Ghairu Mahdah                      d. Mahdah

15.

يُرِيدُ اللَّهُ بِكُمْ الْيُسْرَ وَلَا يُرِيدُ بِكُمْ الْعُسْرَ

Ayat diatas merupakan salah satu prinsip ibadah dalam islam tentang ....

- a. Adanya waktu pelaksanaan              c. Ibadah karena Allah                      e. Rasa ikhlas  
b. Tidak mempersulit                      d. Tawakkal

**B. Jawablah Pertanyaan dibawah ini dengan tepat!**

1. Lanjutkan dan terjemahkan potongan ayat dibawah ini !

.....إِنَّا لَنَعْبُدُ

2. Jelaskan perbedaan antara Fikih, syari'ah dan ibadah!

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3. Ibadah dibedakan menjadi 2 sebutkan, jelaskan serta beri masing-masing contohnya!

4. Sebutkan prinsip-prinsip ibadah dalam islam

5. Bagaimana pendapat kalian ketika melihat seseorang yang sedang sholat melakukan gerakan yang berbeda dengan gerakan sholat yang kalian lakukan sehari-hari, berikan alasan kalian.

SELAMAT MENGERJAKAN



## POST TEST

## SOAL Post-TEST FIKIH IBADAH KELAS X

## SEMESTER 1

Nama :

Kelas :

Absen :

## A. Isilah dengan tanda silang (X) pada jawaban yang paling tepat !

1. Ibadah yang dilakukan langsung kepada Allah adalah....
  - a. Hablumminannas
  - b. Hablumminasholihin
  - c. Hablumminaridhollah
  - d. Hablumminnallah
  - e. Hablumminaddin
2. Dalam setiap ibadah harus dilandasi dengan sifat....
  - a. Keikhlasan
  - b. Ketawakkalan
  - c. Ketenangan
  - d. Kenyamanan
  - e. Kesempurnaan
3. Ibadah yang kita lakukan adalah bentuk....
  - a. Kebutuhan
  - b. Kecintaan
  - c. Ketaatan
  - d. Keinginan
  - e. Kebesaran
4. Salah satu prinsip ibadah dalam islam yaitu....
  - a. Ada perintah
  - b. Punya wudhu
  - c. Islam
  - d. Ridho
  - e. Masuk waktunya
5. Ibadah Ghairu Mahdah adalah ibadah yang dilakukan dengan cara....
  - a. Sholat
  - b. Ketentuan Allah
  - c. Terserah
  - d. Sebisanya
  - e. Zakat
- 6.

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ ﴿٥١﴾

Ayat diatas berisi anjuran untuk...

- a. Hablumminannas
  - b. Mencari ridho Allah
  - c. Menjauhi larangan Allah
  - d. Tidak melakukan maksiat
  - e. Hablumminnallah
7. "Hai manusia, sembahlah Tuhanmu yang telah menjadikanmu dan orang-orang sebelummu, agar kamu bertakwa." Merupakan arti tentang ibadah dalam surat....
    - a. Q.S Adz-Dzariyat (51) ; 56
    - b. Q.S Al-baqarah (2) ; 21
    - c. Q.S Al-hajj(22) ; 185
    - d. Q.S Al-a'la (87) ; 12
    - e. Q.S Al-baqoroh (2)
  8. Salah satu contoh perpaduan ibadah jasmani dan rohaniah yaitu....
    - a. Sujud
    - b. Ikhlas
    - c. Sholat
    - d. Zakat
    - e. Haji
  9. Hukum yang mengatur hubungan manusia dengan manusia lain disebut...

- a. Fikih  
b. Ibadah ghairu mahdah  
c. Muamalat  
d. Fikih Sunah  
e. Fikih Ibadah

10. Orang yang sudah dibebani melakukan syariat islam adalah....  
a. Muallaf  
b. Mukallaf  
c. Sholih  
d. Mukmin  
e. Islam
11. Tujuan ibadah adalah ....  
a. Mensucikan Allah  
b. Mensucikan jiwa  
c. Takut kuasa Allah  
d. Mencari ridho Allah  
e. Bersyukur
12. Sumber ilmu fikih berasal dari....  
a. Al-qur'an  
b. Ijtihad  
c. Istinbat  
d. Perumpamaan  
e. Al-qur'an dan hadits
13. Haji merupakan salah satu contoh dari ibadah...  
a. Muamalah  
b. Ghairu Mahdah  
c. Rohaniah  
d. Mahdah  
e. Sunnah
14. Salah satu tujuan syari'ah adalah *Hifzu ad-din*, yaitu  
a. Menjaga akhlak  
b. Menjaga lisan  
c. Menjaga agama  
d. Menjaga pasangan  
e. Menjaga hati
- 15.

يُرِيدُ اللَّهُ بِكُمْ الْيُسْرَ وَلَا يُرِيدُ بِكُمْ الْعُسْرَ

Ayat diatas merupakan salah satu prinsip ibadah dalam islam tentang ....

- a. Adanya waktu pelaksanaan  
b. Tidak mempersulit  
c. Ibadah karena Allah  
d. Tawakkal  
e. Rasa ikhlas

**B. Jawablah Pertanyaan dibawah ini dengan tepat!**

1. Lanjutkan dan terjemahkan potongan ayat dibawah ini !

.....إِنَّا لَنَعْبُدُ

2. Jelaskan perbedaan antara Fikih, syari'ah dan ibadah!

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3. Ibadah dibedakan menjadi 2 sebutkan, jelaskan serta beri masing-masing contohnya!

.....  
.....  
.....  
.....

4. Sebutkan prinsip-prinsip ibadah dalam islam

.....  
.....  
.....  
.....

5. Bagaimana pendapat kalian ketika melihat seseorang yang sedang sholat melakukan gerakan yang berbeda dengan gerakan sholat yang kalian lakukan sehari-hari, berikan alasan kalian.

.....  
.....  
.....  
.....

SELAMAT MENERJAKAN



**RESULTS of LEARNING**  
**X-BAHASA CLASS as CONTROL CLASS**

NO	NAMA	NILAI		
		KKM	PRE TEST	POST TEST
1	ADINDA ELFA FITRIA	78	40	46
2	ANGGI YULIA RAHMAWATI	78	25	62
3	ANJANA WAHYU MAULADANI	78	40	86
4	ANNISA NAILIR ROHMA	78	54	65
5	ARIF UBAIDILLAH	78	37	62
6	ASTRIANA PUTRI	78	45	76
7	DINI NOVIANTI	78	27	39
8	ELMAULA NUR ARIEZA	78	61	75
9	FIIRDA SALSABILA	78	46	65
10	FITA APRILIA	78	22	52
11	IMELDA IZA AFKARINA	78	52	78
12	KHODAR RAHMAH C	78	50	80
13	KHUSNUL NUR HALIMAH	78	29	51
14	MIFTAHUL JANNAH	78	46	81
15	MUHAMMAD ZIDAN MAULANA	78	58	61
16	MUKTAMAT	78	77	94
17	NAUFALUL FIKRI AMARULLOH	78	64	70
18	NAWAL NUR HUSNAH	78	28	
19	NOFANDA RHOMANTIKA	78	28	54
20	NUROTUL MAGHFIROH	78	38	78
21	NURUL ATIKATUL MAWADAH	78	60	73
22	NUZULUL NASOIHUL IBAD	78	78	71
23	PUTRI APRILIA	78	46	72
24	QISSIISIINA AZZAHRO'	78	53	54
25	QORY DARA LUTHVITA	78	30	27
26	RACHEL QURROTU 'AINI	78	64	88
27	RIFKA ARIFATUL CHORIDAH	78	52	97
28	RIFKA MUDRIKUL MUNA	78	40	72
29	RIO ADAMS	78	47	68
30	RIZZA RAHMADIANI	78	31	61
31	ROFIATUL HIDAYAH	78	52	90
32	SHELLA RAHMATILLAH	78	38	64
33	SHELLY ALIFIA ALFA YULIANA	78	38	77
34	SHELOEMITHA ANISA PUTRI	78	30	60
35	SITI AMINAH	78	23	42
36	SITI LATIFA PUJI LESTARI	78	65	69
37	ULA ROBBITHOTUL ROHMAH	78	37	63
38	WARDAHTUL HASANAH	78	38	61
39	WILDAN TAFTA ZANI	78	57	77
	JUMLAH		1681	2561
	RATA-RATA		43	67



**X-IPS 2 CLASS as EXPERIMENT CLASS**

NO	NAMA	NILAI		
		KKM	PRE TEST	POST TEST
1	ADELA PUTRI ANGGREINI	78	29	79
2	ADELIA RAHMAN	78	26	78
3	ADNAN FARHAN ARRIFA'I	78	68	83
4	AHMAD KOSIM	78	48	81
5	AHMAD ZAENAL ABIDIN	78	29	79
6	ALMANI'ATU FIDDINIYAH	78	51	82
7	ANALISA JUHRIA	78	39	86
8	ANDHIKA CAHYA SUPRANA	78	52	79
9	CLARISSA NOVITA SAFITRIANA	78	46	87
10	DIMAS HAPIT MALIK	78	35	79
11	ELLENHANA NUR AGUSTINA	78	51	80
12	FARKHAN SAUQI NOUVAL	78	32	79
13	FIRDIATUL NUZULA	78	47	80
14	HANI NISBACHUL HUDA	78	43	87
15	IMROATUS SHOLEHAH	78	55	80
16	LIYA KHUMAIRO	78	43	84
17	M IZUL HAQ ZAMANI	78	43	78
18	MOCHAMMAD MUSTOFA NOER	78	48	79
19	MOHAMMAD IQBAL DEWA PRATAMA	78	34	78
20	MUHAMMAD GAMA PRATAMA	78	42	80
21	MUHAMMAD RUSHDAN MAULANA	78	23	82
22	NANDA DESTA APSARI	78	28	84
23	NUR AIDAH FITRIANA	78	42	85
24	NUR WULAN HAJIANTI	78	38	85
25	RAHMAT SURYO NUGROHO	78	39	80
26	RIDHA AMALIA HUSNA	78	54	87
27	RIZKI AYU FARIDA	78	31	85
28	SHELLYDA MARGATAMA PRASANTI	78	59	92
29	SILFI INTAN PRAMATA	78	23	86
30	SITI INAYATUL ISTIKHAROH	78	32	88
31	SITI NURSAYYIDAH	78	30	87
32	TRIA RAHMA MAHFIROH	78	50	85
33	YUNITA ROHMAH	78	26	78
34	ZAHRANI AKMALUDDIN FADIANSAH	78	25	85
	JUMLAH		1361	2807
	RATA-RATA		40	83

LEARNING MATERIAL DEVELOPMENT

**-FIKIH DAN IBADAH DALAM ISLAM-**  
**-Madrasah Aliyah Kelas X-**

Menu Pembelajaran Fiqih untuk kelas X Madrasah Aliyah

INFORMASI KOMPETENSI MATERI REFERENS PROFIL EVALUASI

**Informasi**

Starters	Informasi	Kompetensi	Home
Exit	Referensi	Evaluasi	Back-Next

**Kompetensi**

KI	KD	INDIKATOR
KI-3		Menahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemasyarakatan, kebangsaan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

**Kompetensi**

KI	KD	INDIKATOR
3.1		Memahami konsep Fiqh dalam Islam
4.1		Menyajikan konsep Fiqh Islam

**Kompetensi**

KI	KD	INDIKATOR
3.1.1		Siswa dapat memahami konsep Fiqh dalam Islam
3.1.2		Siswa dapat menjelaskan ruang lingkup Fiqh
4.1.1		Siswa dapat menjelaskan macam-macam ibadah dan karakteristiknya
4.1.2		Siswa dapat mempraktekan ibadah berdasar aturan Fiqh
4.1.3		Siswa mampu menjelaskan perbedaan Fiqh Syar'iah dan ibadah

**Materi**

**Pengantar**

Keistimewaan Fiqh sebagai sumber hukum-hukum syari'at yang mengatur perbuatan dan perkataan mukallaf memiliki keterikatan yang kuat dengan ibadah yang kita lakukan sehari-hari. Pentingnya mempelajari fikih agar ibadah yang dilakukan berpedoman pada syariat yang telah ditentukan, sehingga nantinya tidak keluar dari ajaran Islam yang benar.

**Materi**

**FIKIH IBADAH**

**FIKIH**

**A. PENGERTIAN FIKIH**

Fikih secara etimologis adalah pemahaman yang mendalam.

Fikih adalah ilmu tentang hukum syara' yang bersifat praktis yang diperoleh melalui dalil yang kompetitif/fikih mendefinisikan fikih sebagai kumpulan hukum syariah (yang akan diterapkan) yang berorientasi dalam Islam.

Setelah memahami definisi fikih, maka cara terbaik sebagai rujukan serta hukum fikih adalah ilmu syaria. Ilmu fikih adalah disiplin dengan cakupan keilmuan yang luas, mencakup disiplin keislaman yang meliputi ilmu dalil-hukum, bahasa, logika, dan diarahkan dengan cara tertentu.

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**FIKIH**

**B. Ruang lingkup Fikih**

Ruang lingkup pada ilmu fikih adalah semua hukum yang berkaitan, sekaligus untuk diamalkan oleh setiap mukallaf (orang yang sudah dibaligh / alih) tanggung jawab melaksanakan ajaran syaria' Islam dengan tanda-tanda seperti bulugh, barakah, sabar, lisan)

Objek ilmu Fikih :

- a. hubungan manusia dengan Allah (ibadah)
- b. hubungan manusia dengan manusia (muamalat)

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**FIKIH**

beberapa firman Allah tentang Fikih : surat al-tauba ayat 122

﴿ وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْتَابُوا كَلِمَةَ كُفْرًا قَدَرُوا مِنْ كُلِّ قَوْمٍ بِمَا عَلَيْهِمْ مَدِينَةٌ ۚ وَاتَّقُوا اللَّهَ ۗ وَبَشِّرِ الصَّالِحِينَ إِذَا وَقَعُوا فِي عَزَابٍ مِنْهُمَا خِيفَةٌ أَوْ كَانُوا فِي شَكٍّ مِنْهُمْ سَأَلُوا فَخَبَّرَهُمْ رَبُّهُمْ بِذُنُوبِهِمْ وَإِذْ رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ ﴾

Artinya :  
 Tidak sepatutnya bagi muslimin itu pergi semua ibadan perang. Mengapa tidak pergi dari tiap-tiap golongan di mana mereka beberapa orang untuk memperdikan pengembalian mereka kepada Allah dan untuk memberi peringatan kepada kaumnya apabila mereka telah kembali kepadanya, supaya mereka itu dapat menjaga dirinya.

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**FIKIH**

Sejarah fikih ada 5, yaitu :

1. Periode nabi (610-632 M)
2. Periode sahabat (632-662 M)
3. periode ijihad dan kemajuan
4. Periode inqilab (abad ke 4 hijriyah/ 12 masehi)
5. Periode kebangkitan kembali (abad 19 masehi-sekarang)

**IBADAH**

Kata "ibadah" (عِبَادَة - عِبَادَة - عِبَادَة) berasal dari bahasa Arab yang diambil dengan arti, menurut, mengikat, berbakti, berkhidmat, tunduk, jatuh, mengesakan dan merendahkan diri. Sedangkan secara istilah ibadah adalah setiap aktivitas manusia yang dilakukan ikhlas hanya untuk mengahap ridha Allah swt, penuh rasa cinta dan sesuai dengan aturan Allah dan Rasul-Nya. Ibadah adalah semua bentuk pekerjaan yang bertujuan memperoleh ridha Allah dan mendapatkan pahala dari-Nya di akhirat.

Dalam al-Qur'an surat ad-Dhuhr ayat 56

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ ﴿٥٦﴾

Artinya "dan aku tidak menciptakan jin dan manusia melainkan supaya mereka mengabdikan kepada-Ku."

**IBADAH**

Macam-macam Ibadah :

Ibadah Mahdhah      Ibadah Ghairu Mahdhah

**IBADAH**

Ibadah Mahdhah adalah ibadah yang harus berbentuk praktik atau perbuatan yang menghubungkan antara hamba dan Allah melalui cara yang telah ditentukan dan diatur atau dicontohkan oleh Rasulullah.

Manusia tidak berhak menciptakan bentuk ibadah jenis ini, ibadah jenis ini diwajibkan oleh para fuqaha dengan perkataan Al-Ibadah atau Al-Ubadiyah.

Contohnya yaitu : Shalat, Puasa, Zakat, Aqiqah, Qurban dan Haji

**IBADAH**

Ghairu mahdah adalah segala jenis peribadatan kepada Allah dalam pengertian luas, ibadah ini para fuqaha diistilahkan dengan al-muamalah (hubungan sesama manusia) dan manusia dengan alam yang memiliki ibadah. Ibadah ini tidak ditentukan cara dan syarat secara detail, diserahkan kepada manusia sendiri. Islam hanya memberi perintah dan anjuran itu dan prinsip prinsip umumnya saja.

**IBADAH** *Carutnya ibadah yaitu ibadah*

**Bekerja** **Membantu** **Solekah** **Belajar**

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١٥﴾

*Artinya: Allah akan mengangkat orang-orang yang beriman di antaranmu dan mengangkat yang diberi ilmu sehingga derajat yang Allah Maha Mengetahui apa yang kamu kerjakan.*

**IBADAH** *Tujuan ibadah*

adalah untuk membersihkan dan menyucikan jiwa dengan mengamal dan mendekatkan diri kepada Allah swt. Serta mengharapakan ridho dari Allah Swt. Sehingga ibadah di samping untuk kepentingan yang bersifat ukhrawi juga untuk kepentingan dan kebaikan bagi diri sendiri keluarga serta masyarakat yang bersifat duniawi. seperti di surat al-mu'minun : 115

أَفْحَسِبُّ أَنَّ مَا خَلَقْنَاكُمْ عَبَثًا وَأَنْكُمْ إِلَيْنَا لَا تُرْجَعُونَ ﴿١١٥﴾

*Artinya: Maka apakah kamu mengira, bahwa sesungguhnya kami menciptakan kamu secara sia-sia hanya saja dan bahwa kamu tidak akan dikembalikan.*

**IBADAH** *syariat pengalaman ibadah :*

ibadah hanya dilakukan dengan sempurna apabila memenuhi syarat berikut :

1. Dilakukan dengan ikhlas, semata-mata untuk mencari ridho Allah. (al-baqarah ayat 8)
2. Dilakukan dengan benar mengikuti petunjuk syariat Allah.

**IBADAH** *Kedudukan ibadah dalam agama Islam:*

1. Tujuan pokok Allah menciptakan jin dan manusia (adz-dzariyat ayat 56)
2. Merupakan hak Allah atas hambaNya
3. Merupakan kewajiban manusia paling pokok dalam hidup (al-isra ayat 23)
4. Merupakan seruan pokok para rasul (an-nahl ayat 36)

Perbedaan Fikih, Syariat dan Dzahir

	Etimologi	Terminologi
<b>Syariat</b>	Ilmu tentang hukum yang ditetapkan oleh Allah SWT. Syariat adalah hukum yang ditetapkan oleh Allah SWT. Syariat adalah hukum yang ditetapkan oleh Allah SWT.	Ilmu tentang hukum yang ditetapkan oleh Allah SWT. Syariat adalah hukum yang ditetapkan oleh Allah SWT. Syariat adalah hukum yang ditetapkan oleh Allah SWT.
<b>Fikih</b>	Ilmu tentang hukum yang ditetapkan oleh Allah SWT. Fikih adalah hukum yang ditetapkan oleh Allah SWT. Fikih adalah hukum yang ditetapkan oleh Allah SWT.	Ilmu tentang hukum yang ditetapkan oleh Allah SWT. Fikih adalah hukum yang ditetapkan oleh Allah SWT. Fikih adalah hukum yang ditetapkan oleh Allah SWT.
<b>Dzahir</b>	Ilmu tentang hukum yang ditetapkan oleh Allah SWT. Dzahir adalah hukum yang ditetapkan oleh Allah SWT. Dzahir adalah hukum yang ditetapkan oleh Allah SWT.	Ilmu tentang hukum yang ditetapkan oleh Allah SWT. Dzahir adalah hukum yang ditetapkan oleh Allah SWT. Dzahir adalah hukum yang ditetapkan oleh Allah SWT.

**Evaluasi**

1 2 3 4 5 6 7 8 9 10

**Evaluasi**

1

Sebutkan 3 perbedaan ibadah mahdhoh ?

**Evaluasi**

2

Perbedaan Dzahir mahdhoh dan ghairi mahdhoh ?

**Evaluasi**

Bagaimana ibadah itu disebut ibadah ghairu mahabbah?

**Evaluasi**

Sebutkan perbedaan fikih dan syari'at?

**Evaluasi**

5 ruang lingkup syariat?

**Profil**

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Jatuh dari mengejar mimpi  
 itu biasa, tapi jangan  
 jatuh terus bangkit lagi



**Referensi**

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**DOCUMENTATION**

X-BAHASA CLASS as CONTROL CLASS





**X-IPS 2 CLASS as EXPERIMENT CLASS**





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