

**THE DEVELOPMENT OF AKIDAH AKHLAK LEARNING BOOK IN
THE 7TH GRADE SEMESTER 1 IN THE MATERIAL OF *SIFAT-SIFAT
ALLAH DAN PEMBAGIANNYA* BASED ON SPIRITUAL AND SOCIAL
COMPETENCES IN MTs HIDAYATUL MUBTADIIN MALANG**

SKRIPSI

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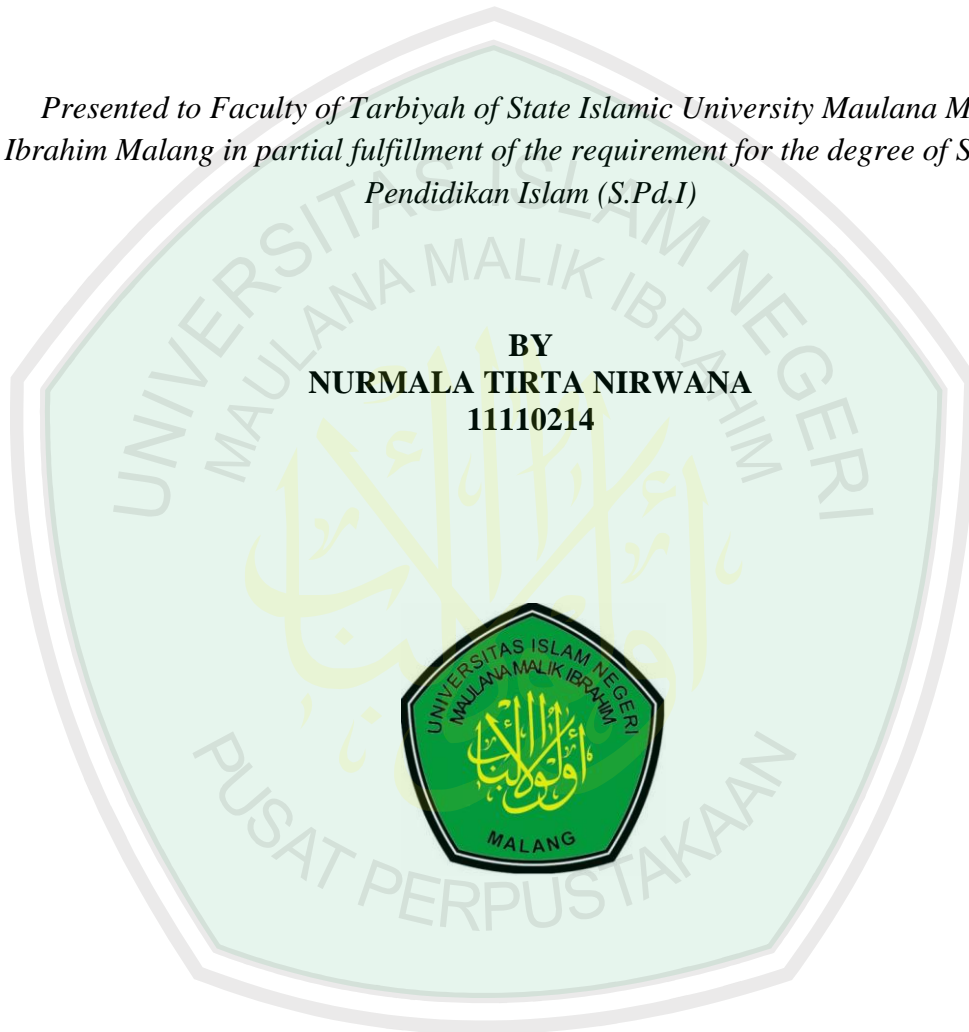


**ISLAMIC EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHING SCIENCES
THE STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM
OF MALANG
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*Presented to Faculty of Tarbiyah of State Islamic University Maulana Malik
Ibrahim Malang in partial fulfillment of the requirement for the degree of Sarjana
Pendidikan Islam (S.Pd.I)*

**BY
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11110214**



**ISLAMIC EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHING SCIENCES
THE STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM
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2015**

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PEMBAGIANNYA* BASED ON SPIRITUAL ANF SOCIAL COMPETENCES IN
MTs HIDAYATUL MUBTADIIN MALANG

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7TH GRADE SEMESTER 1 IN THE MATERIAL OF SIFAT-SIFAT ALLAH
DAN PEMBAGIANNYA BASED ON SPIRITUAL ANF SOCIAL
COMPETENCES IN MTs HIDAYATUL MUBTADIIN MALANG

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DEDICATION SHEET

Bismillahirrahmaanirrahiim...

All Praise due to Allah the All Merciful and the All Compassionate who help me to write a simple work and full of struggle, but with a noble meaning presented for the closest ones, my beloved ones, are:

My Parents, Mr. Slamet and Mrs. Saudah, also My Grandparents, Grandma Busiya and Grandpa Ayyub

Who always utter sincere prayer, outpour everlasting affection, direct and guide my way, and give invaluable motivation so that I can achieve a big dream, Success. May drops of their perspiration constitute me a more responsible figure towards the troubles and obstacles of life. Thanks a lot My Dad, My Mom, My Grandma, and My Grandpa.

My Beloved Young Brother, Muhammad Bagus Setiawan and My Beloved Young Sister, Nur Evita Puspa Nirwana

Who contribute to give me a support and spirit. Hope you can achieve what you dream.

All My Teachers and My Lecturers

Who give me a bright of their knowledge and science so I can make my dreams come true.

My Best Friend and Friends in Arms

Partner Iswatin and Young Brother Alfian, My Beloved *Murabbiah* (Nurul Qomariyah, S.S), *Keluarga Mutiara '45* (*Murabbi/ah, CO, Sekbend*), DJraa Family '45, My Roomates 'room 8 DJraa 45' (Mami Elva, Umi Atik, Tante Nawa, Kakak Ipeh, Dedek Copi, Dedek Pina, Dedek Apina), Miss Mila, Miss Ika, and all my family musyrif/ah in Ma'had Sunan Ampel Al-'Ali (MSAA), my new family miss Eni, miss Ocha, Nunung, and others, and also my all friends in arms PAI 2011. With all of you I carved a beautiful unforgettable memories in the history of my life.

MOTTO

إِنَّ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتِلَافِ اللَّيْلِ وَالنَّهَارِ لَآيَاتٍ لِأُولِي الْأَلْبَابِ
الَّذِينَ يَذْكُرُونَ اللَّهَ قِيَمًا وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ وَيَتَفَكَّرُونَ فِي خَلْقِ
السَّمَوَاتِ وَالْأَرْضِ رَبَّنَا مَا خَلَقْتَ هَذَا بَطْلًا سُبْحَانَكَ فَقِنَا عَذَابَ النَّارِ

“Sesungguhnya dalam penciptaan langit dan bumi, dan silih bergantinya malam dan siang terdapat tanda-tanda bagi orang-orang yang berakal (190) (yaitu orang-orang yang mengingat Allah sambil berdiri atau duduk atau dalam keadan berbaring dan mereka memikirkan tentang penciptaan langit dan bumi (seraya berkata): “Ya Tuhan Kami, Tiadalah Engkau menciptakan ini dengan sia-sia, Maha suci Engkau, Maka peliharalah Kami dari siksa neraka (191).”

“Lo! In the creation of the heavens and the earth and (in) the difference of night and day are tokens (of His Sovereignty) for men of understanding (190), such as remember Allah, standing, sitting, and reclining, and consider the creation of the heavens and the earth, (and say): Our Lord! Thou createds not this in vain. Glory be to Thee! Preserve us from the doom of Fire (191).”

(Q.S. Ali Imran : 190-191)

A.Nurul Kawakip, M.Pd, M.A

The Lecturer of Tarbiyah and Teaching Sciences Faculty

The State Islamic University of Maulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE

Matter : Skripsi of Nurmala Tirta Nirwana
appendixes : 4 (four) Exemplar

Malang, 12 November 2015

Dear,
Dean of Tarbiyah and Teaching Sciences Faculty
The State Islamic University of Maulana Malik Ibrahim Malang
At
Malang

Assalamu'alaikum Wr. Wb.

After carrying out at several times for guidance, both in terms of content, language, and writing techniques, and after reading the following skripsi:

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NIM : 11110214
Jurusan : Islamic Education
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As the advisor, we argue that this skripsi has been proposed and tested decent.
So, please tolerate presence.

Wassalamu'alaikum Wr. Wb.

Advisor,

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CERTIFICATE OF SKRIPSI AUTHORSHIP

I certify that the skripsi I wrote o fulfill the requirement for Sarjana Pendidikan Islam (S.Pd.I) entitled The Development of Akidah Akhlak Learning Book in the 7th Grade Semester 1 in the material of *Sifat-Sifat Allah dan Pembagiannya* based on Spiritual and Social Competences in MTs Hidayatul Mubtadiin Malang is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, November 2015

Nurmala Tirta Nirwana

PREFACE

Bismillahirrohmanirrohim

We say thanks *alhamdulillah* to Allah *Azza wa Jalla* who has been giving us his blessing and his merciful so the author can finish this skripsi well with the entitled:

The Development of Akidah Akhlak Learning Book in the 7th Grade Semester 1 in the material of *Sifat-Sifat Allah dan Pembagiannya* based on Spiritual and Social Competences in MTs Hidayatul Mubtadiin Malang

Sholawat and *salam* have given hopefully remain devoted to our great, our beloved Prophet Muhammad saw, and his family, the lord of moslem in the word who has brought us from the darkness to the lightness.

The author has realizing that writting this skripsi not separated from guidance, a helping hand, and motivation from several parties. Therefore, the author really want to say thanks for:

1. Both of my beloved parents, my Mother Mrs. Saudah and my Father Mr. Slamet who have been strongly struggling, sacrificing, and motivating their sons and daughters. Both of my younger brother and sistes (Muh. Bgus Setiawan and Nur Evita Puspa Nirwana) who never stop supporting me. Unforgetably, my grandparents (Busia and Ayyub) who always pray for me and take care of me until a young lady. Their sweat and tear are witnesses of my success to pass this study.
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4. Mr. Dr. Marno, M.Ag as the Head of Islamic Education program Tarbiyah and Teaching Sciences Faculty UIN Maliki Malang
5. Mr. A. Nurul Kawakip, M.Pd, M.A as advisor who give me guidance patiently until finished this skripsi.
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7. Mr. Drs. Sairozi, S.Pd as the Headmaster of MTs Hidayatul Muftadiin who give researcher to do research and development in this school.
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11. My best friend, Iswatin Chasanah and M. Alfian Rikza who know my heart, and also miss Ocha and miss Eni who always support me.
12. *Keluarga Mutiara 45* who give me happiness and peacefulness, all member of Ma'had Sunan Ampel al-'Ali (MSAA), all advisor of MSAA, all musyrif/ah MSAA, especially my beloved *ustadzah*, Nurul Qomariyah, S.S and DJraa 45 family.

13. All parties who support researcher to finish this skripsi.

May all the support they have given will be rewarded with God's mercies and blessings and be regarded as good deeds that are beneficial *fiddunya wal akhirat*.

The researcher aware of the weakness of this skripsi. Therefore, we hope the criticism and suggestion for this skripsi in order to be better than before. Finally, researcher do apologize for many weakness of this skripsi. Hopefully this skripsi is useful for the author and all parties who read this skripsi.

Malang, 06 November 2015

The Author

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TRANSLATION GUIDELINES OF ARAB LATIN

Translation of Arab Latin in this utilize the translation guidelines based on the agreement between Religion Minister and Educational Minister of Indonesia number 158/1987 and number 0543 b/U/1987. They are:

A. Huruf

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	ذ	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ع	=	,
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Vokal Panjang

Vocal (a) panjang = â

Vocal (i) panjang = î

Vocal (u) panjang = û

C. Vokal Diphthong

أَوْ = Aw

أَيُّ = Ay

أُو = û

إِي = î

ABSTRAK

Nirwana, Nurmala Tirta. 2014. *Pengembangan Buku Ajar Akidah Akhlak untuk Kelas 7 Semester 1 pada Materi Sifat-Sifat Allah dan Pembagiannya berbasis Kompetensi Spiritual dan Sosial di MTs Hidayatul Mubtadiin Malang*. Skripsi. Jurusan Pendidikan Agama Islam. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: A. Nurul Kawakip, M. Pd, M.A

Pengembangan buku ajar Akidah Akhlak merupakan salah satu upaya guna membantu memahami siswa dalam pembelajaran. Melalui buku ajar, diharapkan siswa dapat termotivasi untuk belajar dan menumbuhkan keterampilan siswa bukan hanya ranah kecerdasan intelektual saja, tetapi juga ranah kecerdasan spiritual (akidah) dan sosial (akhlak). Buku ajar yang dapat mendukung proses pembelajaran Akidah Akhlak ialah buku ajar berbasis kompetensi spiritual dan sosial untuk kelas 7 MTs. Materi pokok yang dibahas ialah Sifat-Sifat Allah dan Pembagiannya. Tujuan penelitian ini ialah mengembangkan buku ajar Akidah Akhlak pada materi Sifat-Sifat Allah dan Pembagiannya berbasis kompetensi spiritual dan sosial dengan objek penelitian siswa kelas 7 MTs Hidayatul Mubtadiin Malang.

Bentuk penelitian yang digunakan oleh peneliti adalah deskriptif dengan analisis data secara kualitatif dan kuantitatif. Jenis penelitian ini adalah *Reserch and Development*, yang mengacu pada model Dick and Carrey.

Hasil dari penelitian pengembangan buku ajar berbasis kompetensi spiritual dan sosial dalam mata pelajaran Akidah Akhlak telah memenuhi hipotesis. Berdasarkan uji T membuktikan bahwa buku ajar akidah akhlak dapat meningkatkan hasil belajar. Maka H_0 diterima karena nilai rata-rata antara pretest dan posttest kelas eksperimen ialah nilai posttest > nilai pretest atau $80,83 > 62,17$. Selanjutnya, uji T hasil posttest kelas eksperimen dan kelas kontrol juga membuktikan hipotesis bahwa buku ajar dapat meningkatkan hasil belajar. Rata-rata nilai posttest kelas eksperimen > nilai posttest kelas kontrol, yakni $80,83 > 67,83$. Hal ini menunjukkan bahwa produk yang dikembangkan efektif untuk digunakan dalam proses pembelajaran siswa kelas 7 MTs.

Kata Kunci: *Pengembangan, Buku Ajar, Kompetensi Spiritual dan Sosial, Sifat-Sifat Allah dan Pembagiannya, Kelas 7 MTs.*

ABSTRACT

Nirwana, Nurmala Tirta. 2014. *The Development of Akidah Akhlak Learning Book in the 7th Grade Semester 1 in the material of Sifat-Sifat Allah dan Pembagiannya based on Spiritual and Social Competences in MTs Hidayatul Mubtadiin Malang*. Skripsi. Islamic Education Program. Tarbiyah and Teaching Sciences Faculty. The State Islamic University of Maulana Malik Ibrahim Malang. Advisor: A. Nurul Kawakip, M. Pd, M.A

The development of Akidah Akhlak learning book is an effort to make students understand more in learning process. By learning book, it is hoped that students will be motivated to study and able to have skill not only intellectual intelligent but also spiritual intelligence (akidah) and social intelligence (akhlak). The learning book that can support learning process of *Akidah Akhlak* subject is learning book which based on spiritual and social competences for 7th grade in Islamic Junior High School (*Madrasah Tsanawiyah*). The purpose of this research is to develop Akidah Akhlak learning book in the material of *Sifat-Sifat Allah dan Pembagiannya* based on spiritual and social competences with research object of students 7th grade in MTs Hidayatul Mubtadiin Malang.

The form of this research is descriptive with qualitative and quantitative data analysis. The type of research that is used in this research is Research and Development (R&D) based on model Dick & Carey.

The result of research and development of *Akidah Akhlak* learning book based on the spiritual and social competences gets the hypothesis. Based on T-Test it gives evidence that *Akidah Akhlak* learning book can increase the learning outcome. Therefore, H_0 is received because the mean of value between experiment class of pretest and posttest is that posttest value is more than pretest value or $80,83 > 62,17$. After that, the posttest value of T-Test for experiment and control class is also hypothesized that learning book can increase the learning outcome. The mean of posttest value for experiment class is more than control class, that is $80,83 > 67,83$. It shows that the product that is developed is effective to be used in learning process for students 7th grade of Madrasah Tsanawiyah.

Kata Kunci: *development, learning book, spiritual and social competence, the characteristic of Allah and the elements, class of 7th grade.*

مستخلص البحث

نروانا، نور ملي ترتا . 2015. "تطوير كتاب تعليم العقيدة والأخلاق لدى طلبة الفصل السابع للفصل الدراسي الأول في باب صفات الله وأقسامها على أساس الكفاءة الخلقية والاجتماعية بالتطبيق على المدرسة المتوسطة الإسلامية هداية المبتدئين مالانج". بحث جامعي. قسم التربية الإسلامية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرف: أحمد نور الكواكب الماجستير

تطوير كتاب تعليم العقيدة والأخلاق هو إحدى محاولات المعلمين لمساعدة فهم المعلمين نحو المواد المدروسة. ويرجى بوجود كتاب التعليم أن يتحمس الطلاب ويتطور كفاءتهم الخلقية والاجتماعية. والكتاب التعليمي الذي يدفع عملية تعليم العقيدة والأخلاق هو كتاب التعليم على أساس الكفاءة الخلقية والاجتماعية في الفصل السابع. وأما المواد المدروسة فهي صفات الله وأقسامها. ويهدف هذا البحث إلى تطوير كتاب تعليم العقيدة والأخلاق لدى طلبة الفصل السابع عشر للفصل الدراسي الأول في باب صفات الله وأقسامها على أساس الكفاءة الخلقية والاجتماعية بالتطبيق على المدرسة المتوسطة الإسلامية هداية المبتدئين مالانج.

وأما مدخل البحث الذي استخدمته الباحثة فهي المدخل الوصفي مع تحليل البيانات الكيفية والكمية. وأما نوعه فهي البحث والتطوير بأسلوب ديك و كيري

وأما نتائج تطوير كتاب تعليم العقيدة والأخلاق فقد استوفى فروض البحث. واستناداً إلى اختبار T ، كان كتاب تعليم العقيدة والأخلاق المطور فقد

رقى نتائج التعليم. ففرض " O " مقبول لأن نتيجة المتوسطة بين الاختبار القبلي والاختبار البعدي في الفصل التجريبي هو مع التفصيل: نتيجة الاختبار البعدي (83، 80) أكبر من الاختبار القبلي (17، 62). وبالتالي، كان اختبار T لنتائج الاختبار البعدي في الفصل التجريبي والفصل الضابط دلت على أن الكتاب التعليمي المطور ترقى نتائج التعليم. وأما الوسط لنتائج الاختبار البعدي في الفصل التجريبي أكبر من نتائج الاختبار البعدي في الفصل الضابط ، وهي مع التفصيل : 80،83 أكبر من 67،83. وهذا دليل على أن المنتج المطور فعال استخدامه في عملية التعليم لدى طلبة الفصل السابع بالمدرسة المتوسطة الإسلامية. الكلمات الأساسية: تطوير، كتاب التعليم، الكفاءة الخلقية والاجتماعية، صفات الله وأقسامها، الفصل السابع، المدرسة المتوسطة الإسلامية

CHAPTER I

INTRODUCTION

A. Research Background

One of the religion subjects Islamic Schools is Akidah Akhlak. It is a subject teaches and guides the students to know, understand, and believe in Islamic Faith as well as shape and implement the behavior based on Islamic teaching¹. The subject of Akidah Akhlak can defined also as a subject that teaches someone to be able to understand, believe, and inspires the truth of Islam and be ready to implement it in the daily life.

On the other hand, according to the Ministry of Religious Affair, Akidah Akhlak is a basic and a planned program in preparing the students to know, comprehend, inspire, believe in Allah SWT, and implement it in a good deed in the daily life through guidance program, teaching, training, experience use, role mode, and habitual-making program. In the life of complex society in religion aspect, this program is also directed to the moral shaping in one side, tolerance improvement, and respect among other believers in achieving the unity of the nation².

¹ Proyek Pembinaan Prasarana dan Sarana Perguruan Tinggi Agama/IAIN Jakarta, Direktorat Jenderal Pembinaan Kelembagaan Agama Islam, *Metodik Khusus Pengajaran Agama Islam* (Jakarta: Depag, 1985), cet. II, page 134

² Depag RI, *Kurikulum 2004* (Jakarta: Direktorat Jenderal Kelembagaan Agama Islam), page 17

There are some purposes of Akidah Akhlak subject based on Permenag RI No. 000912 about the Islamic Schools Curriculum 2013, Arabic and Islamic Education which are as follows:

- a. Foster the faith through the transfer, proliferation, and development of knowledge, inspiration, habitual-making, and the experience of the students about Islamic faith so that they become moslems which have fostering faith and belief to Allah SWT.
- b. Creating a good Indonesian and avoiding the bad deed in the daily life either in individual life or social life, as the manifestation of Islamic preaching and values.

Based on the above-mentioned purposes, it can be concluded that Akidah Akhlak subject has some contributions and gives motivation to the students to practice their morals and faiths. It is done in a habitual-making to do a good deed and avoiding a bad deed in the individual and social life, especially in anticipating the negative effects of globalization era and multidimensional crisis which face Indonesia.³

To achieve those purposes, effective strategy of learning Akidah Akhlak subject is needed to maximize the ability of students in getting the achievements, not only in the cognitive aspect, but also in the affective aspect. At least, the students can implement the material of Akidah Akhlak which have been learnt in the daily life. Besides, it is expected that the materials that have been learnt can guide the students in worshipping their

³ Permenag RI number 000912 year 2013 about *Kurikulum Madrasah 2013 Mata Pelajaran Pendidikan Agama Islam dan Bahasa Arab*

God (*hablummimnallah*) and behaving well to the mankind (*hablumminannas*). It is related to the achievement or the improvement of spiritual aspect and social aspect of students.

In fact, to achieve those purposes are not easy. There are still some problems in the process of learning Akidah Akhlak either from the learning strategy or media and source. It is based on the observation and the interview in one of the Islamic schools in Malang, which is MTs Hidayatul Mubtadiin.

Based on the result of the interview, Mr. Ngadiono, S.Pd.I, one of the teachers of Akidah Akhlak in MTs Hidayatul Mubtadiin, stated that there are still some problems in learning Akidah Akhlak.

Siswa-siswi kelas VII MTs Hidayatul Mubtadiin memang cukup antusias dalam mengikuti mata pelajaran akidah akhlak, namun kendalanya terletak pada cara menyampaikan materi yang kurang, sehingga siswa-siswi tak jarang membuat gaduh dikelas. Karena hal tersebut, tidak semua materi bisa diterima oleh siswa. Dan akhirnya, mereka hanya sekedar mengetahui tentang materi saja.⁴

On the other hand, the source and the media of learning used in MTs Hidayatul Mubtadiin are the book of Curriculum 2013 that has been exist, but the book of teaching is not used by the teachers yet.

Buku yang digunakan adalah buku yang telah ada, yakni buku akidah akhlak kurikulum 2013, serta belum pernah mengembangkan bahan ajar lainnya. Jika dilihat dari karakter siswa disini, mereka tertarik dengan buku-buku yang lebih berwarna, bergambar, ringkas, serta tertarik dengan buku-buku yang berisi hal-hal baru.⁵

⁴ Interview with Mr. Ngadiono, S.Pd.I, a teacher of Akidah Akhlak Lesson in MTs Hidayatul Mubtadiin Malang, on 24 August 2015, at 13.00-13.10 WIB.

⁵ Interview with Mr. Ngadiono, S.Pd.I, a teacher of Akidah Akhlak Lesson in MTs Hidayatul Mubtadiin Malang, on 24 August 2015, at 13.10-13.20 WIB.

The achievement or the implementation of the material in the daily life is still weak. The spiritual and the faith aspect of the students are still weak as well.

Spiritual dan sosial siswa pun masih terbelang standar. Spiritual mereka masih pada taraf biasa, sedangkan sosialnya juga pada taraf standar. Belum terlihat perubahan yang signifikan walaupun ada mata pelajaran akidah akhlak di sekolah.⁶

Based on the problems above, it indicates that there should be any effort done by teachers to enhance the quality of learning process and result. One of them is by improving the materials which are used like book of teaching. Book of teaching is considered not enough as well if it is improved on the substance aspect only, but it should be improved the certain basics in it to achieve the purpose of learning Akidah Akhlak obviously, spiritual aspect, and social aspect.

The researcher is interested in doing the research and improving the quality of Akidah Akhlak books based on spiritual and social in MTs Hidayatul Mubtadiin Malang. The product which is improved should be based on the students' needs, which is improving the result of learning not only in the cognitive aspect, but also in the spiritual and social aspect.

According to Muhammad Zuhri, spiritual intelligence is a human intelligence which is used to interact with God. The potency of everyone's is

⁶ Interview with Ngadiono, S.Pd.I, a teacher of Akidah Akhlak Lesson in MTs Hidaytul Mubtadiin Malang, on 24 August 2015, at 13.20-13.30 WIB.

really significant and not limited to the genetic, environment, or other materials.⁷

While the social intelligence is someone's intelligence in understanding others or making a relationship with others.

The characteristics of two competences are as follows:

Table 1.1: The Characteristics of Spiritual and Social

Competences	Characteristic
Spiritual	Having a vision, feeling the existence of Allah, worshipping and praying to God, having a patience, tending to do good deed, having an empathy, having a and helping others. (<i>according to Toto Tasmara.</i>)
Social	Being empathizing, behaving prosocial, having a self awareness, being able to solve the problems, having an effective communication, having a situational ability, and having an adjustment ability.

Based on the explanation above, Akidah Akhlak has a strong relationship with both competences, so that the two competences are really relevant in getting the achievement or achieving the learning result of Akidah Akhlak. There are some characteristics of both competences in the materials of Akidah Akhlak learning.

Therefore, to achieve the maximum result either in cognitive or social aspect of the students in learning Akidah Akhlak subject, the researcher decides to do a research entitled with **The Development of Akidah Akhlak**

⁷ Nggermanto, *Quantum Intelligence (Kecerdasan Quantum)* (Bandung: Nuansa, 2005), page 117

Learning Book in the 7th Grade Semester 1 in the material of *Sifat-Sifat Allah dan Pembagiannya* based on Spiritual and Social Competences in MTs Hidayatul Mubtadiin Malang.

B. Research Questions

Based on the background above, the problem formulation in this study are:

1. How is the planning of the development of Akidah Akhlak learning book for 7th grade Madrasah Tsanawiyah based on spiritual and social competences?
2. How is the result of the development of Akidah Akhlak learning book for 7th grade Madrasah Tsanawiyah based on spiritual and social competences?
3. How is the implications of the development of Akidah Akhlak learning book for 7th grade Madrasah Tsanawiyah based on spiritual and social competences?

C. Development Purposes

Based on the problem formulation above, the purpose of this research are:

1. To explain the planning of the development of Akidah Akhlak learning book for 7th grade Madrasah Tsanawiyah based on spiritual and social competences.

2. To describe the result of the development of Akidah Akhlak learning book for 7th grade Madrasah Tsanawiyah based on spiritual and social competences.
3. To understand the implication of the development of Akidah Akhlak learning book for 7th grade Madrasah Tsanawiyah based on spiritual and social competences.

D. Development Benefits

The Benefits of the development of product in this research are:

1. Theoretical Benefits

Give contribution for the educational side about learning book development, especially development of akidah akhlak learning book. In addition, this research also help to develop knowledge of akidah akhlak. So, it can provide an overview of an idea for education practitioners and Islamic Education is proven to be existence.

2. Practical Benefits

Practical usefulness of the research is expected to have uses as follows:

- a. For Teacher: This learning book is expected to utilize by teacher of Madrasah Tsanawiyah (MTs) especially akidah akhlak teacher as learning media. This media is expected to make teacher easy to describe the content.

- b. For Students: With this learning book, hopefully, student interest to learn akidah akhlak, so student can implemented akidah and akhlak in daily life easily.
- c. For Islamic Education Departement: add the reference and learning media in Islamic Education.
- d. For Developers: increase knowledge and real experience to make learning book. it also make developers confidence in creating a product.

E. Product Specifications are Expected

Product that produced in this development research is akidah akhlak learning book of Madrasah Tsanawiyah (MTs). Product that produced in this development research has the following specifications:

- a. This learning book is text book that is suitable for the indicator of spiritual and social competences. This learning book is activity book of students.
- b. This learning book not only consist of the content but also researcher has planning to give activity in akidah akhlak learning book that show about spiritual and social competences.
- c. The researcher show the question that related with the content.
- d. This book use simple and communicative language that is suitable for student character in Madrasah Tsanawiyah so student is not bored to read this book.
- e. Design of this book are various, selecting color, and various font that suitable. So, its comfortable to read and interesting to learned.

- f. Description of this book use paper A4, use font that is suitable for the need, selecting place of picture in this book based on material.

F. Development Importance

Generally, development importance of akidah akhlak learning book to create a new learning book of akidah akhlak based on spiritual and social competences for 7th grade Madrasah Tsanawiyah in 1st semester. In addition, this learning book help akidah akhlak's teacher to do learning process and increase student motivation for join akidah akhlak learning process. Then, this book can develop a competences of student, are spiritual and social. We know that each student has various competences not only intellectual competences that emphasize in material or cognitive aspect, but also implication and implementation are more important in akidah akhlak subject.

Therefore, it can decrease monotonous learning in akidah akhlak through speech or memorizing method only. Based on explanation above, akidah akhlak is not subject that emphasize on understanding material but akidah akhlak is subject which is need implementation in daily life, related to akidah and akhlak of individual, especially for moslem. Thus, the development of learning book based on spiritual and social competences is important to develop.

School can use this media to create learning process and educational result more quality, in particular akidah akhlak subject. This learning book as additional or alternative media for teacher and developed for other lesson that is suitable for the concept of learning book.

G. Assumptions and Limitations

Assumption is the theory or principle that truth no doubt by the time researcher. Assumption in this study are:

- a. From the development of learning book, student not only understand the material of akidah akhlak in cognitive aspect but also can apply the value of akidah akhlak.
- b. With this book, student more interest and motivated to join learning process of akidah akhlak lesson, and also understand the essence of akidah akhlak.
- c. If the media has been tested, proven to be validated well and effectively, able to increase learning result, it can used by teachers in the learning process.

This research also has limitations. Limitations in the development of akidah akhlak learning book, are:

- a. Learning book development is limited for akidah aklak subject for 7th grade student in Madrasah Tsanawiyah.
- b. The development of this learning book only for material in 1st semester, especially, content of *Sifat-Sifat Allah dan Pembagiannya*.
- c. The competences that will develop in this learning book are spiritual and social competences with three indicators namely empathy, dzikir and praying, and also help each other. The competences in this research is mean intelligence.

H. Terms Definition

To make similarity in understanding term that used in this research, need confirmation of term in this research. So that are confirmation of the term:

1. The Development

Development is a process or steps to develop a new product or completing a product that accountable.⁸

2. Learning Contents

Learning media is all material, information, tool, and text that used to help teacher or instructor to do learning and teaching activity. Learning content are written material and non-written material.⁹ Learning content or curriculum is contents of curriculum that have to understood by teacher to achieve the goals of curriculum.

3. The Development of Learning Book

Learning book is reference book that is used by teacher or student consist of learning content to increase knowledge and science of students. Learning book is learning media that is used to explain the content, so the development of learning book is development of a set material that arranged sistematically, either written or non-written until make atmosphere or environment that enable to learn.¹⁰

⁸ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: PT Remaja Rosdakarya, 2007), page 164-165

⁹ Abdul Madjid, *Perencanaan Pembelajaran* (Bandung: PT Rema Rosdakarya, 2007), page 174

¹⁰ Diknas, *Sosialisasi KTSP*, Diknas, 2008

4. Akidah Akhlak

Akidah is conviction and belief, while akhlak is character or behavior. In terminology, akhlak is human behavior, even laudable or blamable character. So akidah akhlak mean that a conviction or belief there is character or behavior, even laudable (*mahmudah*) or blamable (*madzmumah*) characters. The term that used in this research is akidah akhlak subject. Definition of akidah akhlak subject is a subject that learn about divinity, belief, and morals of human. So, in Madrasah Tsanawiyah, student learn akidah akhlak.

5. Spiritual Intelligence

Spiritual intelligence is an intelligence of human which aims to face and solve a problem of sense and value. It means that intelligence to put our life especially our character in wide sense, intelligence appraises that character or life of human is more a meaningful than other.¹¹

6. Social Intelligence

Social intelligence is human ability which is to understand, and execute others, all skill that we need to live better in the world.¹²

I. Previous Research

Associated with the development research, studies done in several previous studies, as following are:

¹¹ Danah Zohar&Marshall, *Op. Cit.*, page 4

¹² Daniel Goleman, *Sosial Intelligence* (Jakarta: Gramedia Pustaka Utama, 2007), page 15

1. Thesis research in Management of Islamic Education departement from the State Islamic University of Maulana Malik Ibrahim Malang written by Ririn Suneti at 2007 entitled *The Development Of Learning Material Of Akidah Akhlak Instructional With Question (Study In Mts Muhammadiyah 1 and SMPN 14 Malang)* that the scope is junior high school.¹³ This research produce product that are student book and student worksheet base on questions. Learning material that is developed to suggest an idea, receive an idea from others, giving question, answer question, and behavior. Instructional base on question use learning material and student book that developed is effective to achieve a goal of Islamic Education that is expected.
2. Thesis research written by Apri Kusmiyati in Tarbiyah and Teaching Faculty from the State Islamic University of Sunan Kalijaga Yogyakarta entitled *The Development of Akidah Akhlak Instructional Modul to Increase Learning Motivation of Student in 10th Grade 2nd Semester in MAN 2 Wates Kulon Progo Yogyakarta*.¹⁴ Research of Apri give the result about describing of akidah akhlak instructional with modul, learning motivation of student, and increasing the learning result with using modul of akidah akhlak.

¹³ Ririn Suneti. *Pengembangan Bahan Ajar Pembelajaran Akhlakul Karimah Dengan Pertanyaan (Studi di Mts Mauhammadiyah 1 dan SMPN 14 Malang)*, Thesis. Study Program of Islamic Education Menegement. UIN Malang. 2007

¹⁴ Apri Kusmiyani. *Pengembangan Modul Pembelajaran Akidah Akhlak dalam Meningkatkan Motivasi Belajar Siswa Kelas X Semester II di MAN 2 Wates Kulon Progo Yogyakarta*. Skripsi. Tarbiyah Science and Teaching Faculty. UIN Sunan Kalijaga Yogyakarta. 2012

3. Thesis research done by Alien Amaliyah at 2013 from Tarbiyah Science and Teaching Faculty of the state Islamic university of Maulana Malik Ibrahim Malang entitled *The Development of Akidah Akhlak Interactive Learning Media by using Macromedia Flash in 8th Grade in MTsN Tumpang*.¹⁵ This research produce a product that is akidah akhlak learning media. The result of this interactive learning media have high validity, effectiveness, and interest base on validation result.

Based on study of previous research, it can concluded that all of research above have similarity. That is develop learning media base on each school need of researcher and subject of development research, that is akidah akhlak.

Some previous research above also have differences with this research, these are research subject, classes, school domain, and form of media development. In above research, each researcher develop product namely modul and learning material. In this research produce one product namely learning book. Learning book that develop by researcher use basic of spiritual and social competences. This book is completed by some activity and practices to achieve implementation of that competences. Thus, previous research is reference of researcher to develop learning book that suitabled to a goal of akidah akhlak lesson.

The following table is the difference in the research which further research:

¹⁵ Alien Amaliyah. *The Development of Akidah Akhlak Interactive Learning Media by using Macromedia Flash in 8th Grade in MTsN Tumpang*. Thesis. Tarbiyah Science and Teaching Faculty. UIN Maliki Malang. 2013

Table 1.2: the Previous Research

No	Researcher Name and Research Year	Equation	Difference	Originality of Research
1.	Ririn Suneti, 2007	1. Developed learning media of akhlak lessons, text book is result of research 2. Use R & D as a research method	1. The product of this research is student book and student worksheet. 2. The product is developed based on question. 3. Research objects in Islamic Junior High School of Muhammadiyah 1 and Junior High School 14 Malang.	1. This research produce learning book 2. Product results are validated in advance by various experts. 3. Learning book in this research use basic of spiritual and sosial competences
2.	Apri Kusmiyati, 2012	1. The result of research is text book of akidah akhlak lesson 2. Develop product about	1. The product of this research is modul 2. The development research to increase learning motivation.	4. Research objects in 7th grade Islamic Junior High School

		material in 2nd semester	3. Research objects in 10th grade of Islamic Senior High School	
3.	Alien Amaliyah, 2013	<ol style="list-style-type: none"> 1. Develop learning media of akidah akhlak lesson. 2. Use R&D as research method. 	<ol style="list-style-type: none"> 1. Product of this research is interactive learning media by using macromedia flash. 2. The school that is place of this research in MTsN Tumpang. 3. This research using 8th grade class. 	

J. Sistematic of Writing

Sistematic of writing in this development research devided into six chapter that one chapter has some subchapter.

CHAPTER I : Introduction: explain about research background, research questions, development purposes, development benefits, product specifications are expected, development importance, assumptions and limitation, terms definition, previous research, and sistematic of writing.

CHAPTER II : Literature Review: explain about some theories, such as theory of learning content development, theory of learning content, theory of akidah akhlak lesson, and theory of spiritual and social intelligence.

CHAPTER III : Research and Development Method: the content is about research type, model development, development procedures, product validation, and product trial.

CHAPTER IV : Research and Development Result: explain about description of the learning book, data validation and data analysis, and product trial.

CHAPTER V : Discussion: the planning, the development result, and the implementation of learning book based on spiritual and social competences.

CHAPTER VI : Closing: conclusion and suggestion

CHAPTER II

LITERATURE REVIEW

A. The Theory of Learning Content Development

1. Definition of Development

Development is the process of translating the design specifications that include the identification physical form. Translation process of design specification include the identification of problem formulation of learning objectives, strategy development or teaching methods and evaluation of effectiveness, efficient and attractiveness of learning.¹⁶ In another sense, the development means a process or step to develop a new product or improve existing products, which can be accounted for.¹⁷

In general, the development can be interpreted premises growth, changes slowly (evolution), and changes gradually. While, in the field of learning technologies, the development has a special meaning.

According to Seels & Richey, development means the process of translating or describing the design specifications into physical form. With the other word, the development means the process of produces learning content.¹⁸

¹⁶ Fitratul Uyun. *Pengembangan Bahan Ajar Pembelajaran Al – Qur'an Hadist dengan Pendekatan Hermeneutik Bagi Kelas 5 Madrasah Ibtidaiyah Negeri (MIN) 1 Malang*. Thesis. Program Studi Pendidikan Guru Madrasah Ibtidaiyah (PGMI). Universitas Islam Negeri Maulana Malik Ibrahim Malang. 2010.

¹⁷ Nana Syaodih, *Op. Cit.*, page 164-165

¹⁸ Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan*. (Jakarta: Kencana, 2010), page 197

2. Models of Development

According to Briggs, model is a set of systematic procedure to realize a process. There are some models in development that can be used as reference for the development of a product in learning process. However, these models cannot be used simultaneously as well. The selected model appropriated to the need of learning in order to produce a product that are useful and effective. This is suitable with that suggested by Muhaimin that development can consistently produce the quality Islamic Education (PAI) learning.

There are models of learning contents development, among other model of J. E. Kemp, model of ADDIE, model of Dick and Carrey, and model of 4-D, and many others. These models will be described as follow:

a. Model J. E. Kemp

Kemp it rest on four basic elements of learning plan. The four basic elements is an answer of question: 1) for whom the program was designed? Learners, 2) what the ability that you want to learn? Purpose, 3) how the content of the lessons can be learned? Method, and 4) how do you determine the level of mastery of the lesson that have been achieved? Evaluation. Each step in the development of model Kemp, there may be mistakes, thus are needed a revision of all the elements contained in the diagram.

In model Kemp, a developer can start the process of development of any component. However, curriculum that prevails in national of

Indonesia is a goal oriented, so that the development process should be started from the goal.

As the advantages of this model is organize the procedure development and not rigid, because teaching development can be started from anywhere. And this disadvantage is no clarity about what is done on measures relating to the provision of teaching and learning activities, as well as the selection and use of learning resources.

Strengths and weakness in using the basic framework of the development of an activity that is perfectly natural. However, more important is the commitment to four basic elements of learning planning raised by Kemp as the basic framework of the development of learning contents.

b. Model ADDIE

One model of the development of learning content that is more generic is model ADDIE. Model ADDIE appeared around the 1990s, developed by Reiser and Mollenda. One of the functions of ADDIE is as orientation in building the equipment and infrastructure program are effective, dynamic, and support the training. The steps of this development model are:

- 1) Analysis. Analysis is doing need analyze, identify the problem, and task analyze.

- 2) Design. The steps in this stage is to formulate learning objectives are SMAR (specific, measurable, applicable, and realistic), arrange the test, determine the learning strategies. This stage should consider other sources. All of them should be in one document called blue-print clearly and systematic
 - 3) Development. Development is the process to realize blue-print from step before. The important step at this stage is doing tested before being implemented.
 - 4) Implementation. Implementation is the real step to realize the learning step that is made. In this step, learning content that is developed should be installed accordance with roles and function to be implemented.
 - 5) Evaluation. Evaluation is the process to see the system
- c. Model Dick and Carrey

This model was developed by Walter Dick and Lou Carrey. The development framework of model Dick and Carrey provide baseline before development process is done. The basic plan of learning content development proposed by Dick & Carrey that has 10 components. As for the ten components, are:

1. Need Analysis
2. Learning Analysis
3. Analysis of Learning and Context
4. General-Special Purpose

5. Develop Instrument
6. Develop the strategy of learning
7. Develop and Choose Learning Contents
8. Plan and Do Formative Evaluation
9. Doing revision
10. Doing Summative Evaluation

This model has advantages, such as there is learning analysis that different with model Kemp. Besides that, this model has detail and clear way so this is easy to follow it, and has complete component. But, this model also has disadvantages, which are not content identify and content analysis so it is difficult to arrange learning objectives and learning design.

d. Model 4-D

Development model of 4-D refer to the theory of Thiagaradjan, Sammel and Semmel (1974). Model 4-D has four steps, are the definition, design, development, and distributing.

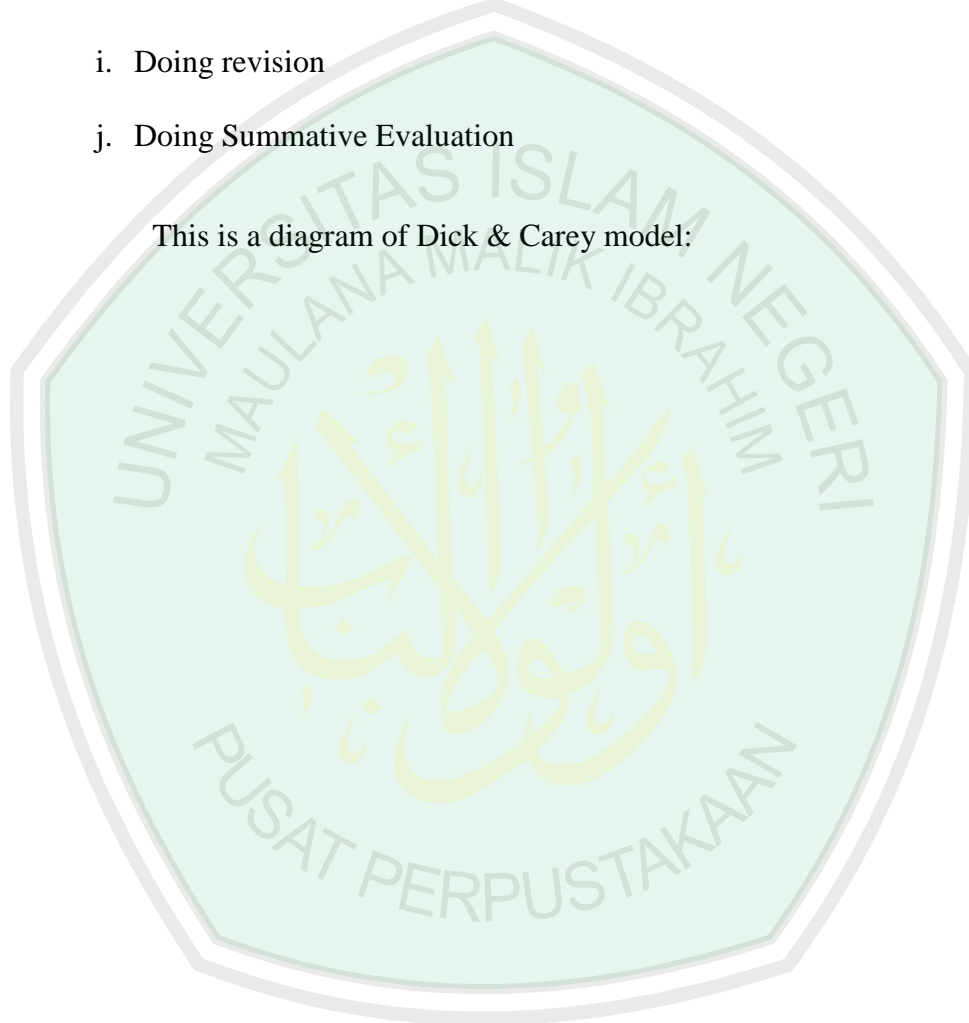
3. The Development Model that Followed

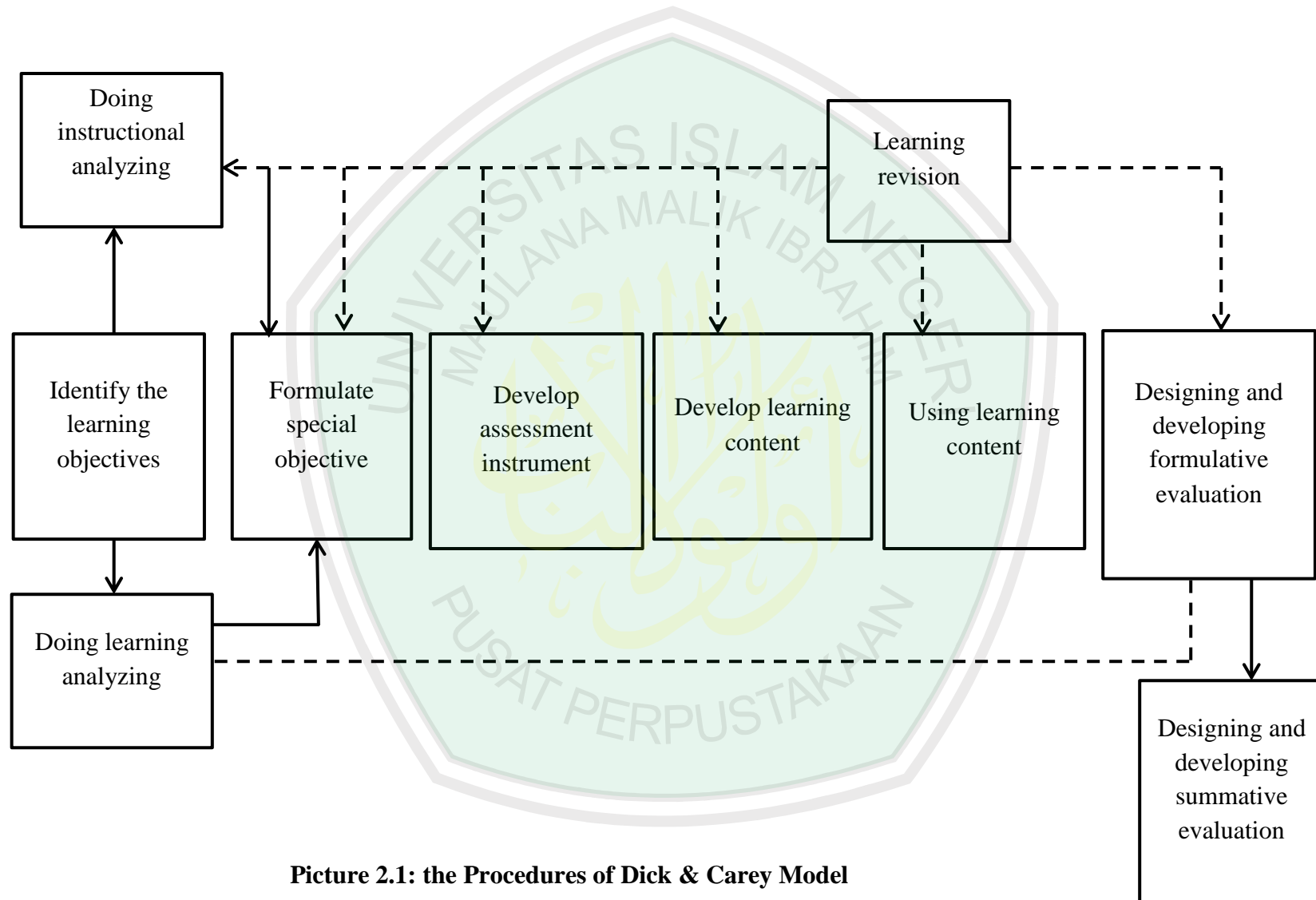
In this research, researcher will use model of Dick and Carrey as reference in research. This model explain ten steps, are:

- a. Need Analysis
- b. Learning Analysis
- c. Analysis of Learning and Context
- d. General-Special Purpose

- e. Develop Instrument
- f. Develop the strategy of learning
- g. Develop and Choose Learning Contents
- h. Plan and Do Formative Evaluation
- i. Doing revision
- j. Doing Summative Evaluation

This is a diagram of Dick & Carey model:





Picture 2.1: the Procedures of Dick & Carey Model

B. The Theory of Learning Content

1. The Nature of Learning Content

Learning content is all contents that is used to help teacher or instructor for doing teaching and learning process. These learning contents could be written or unwritten content. Learning content is information, text which is needed by teacher for design and research of learning implementations.¹⁹ While, according to Pannen, learning content is contents or learning material are arranged systematically, which is used by teacher and student in learning process.²⁰

Based on the technology, learning content is classified into four kinds, they are printed learning content, audio learning content, audio visual learning content, and interactive learning content.

a. Printed Learning content

Those that include in printed learning contents are handouts, books, modules, brochures, and leaflet. If the printed learning content is arranged well, the learning content will give several benefits like as proposed by Steffen Peter Ballstaedt, 1994, they are:

- Written content usually show the table of contents, so making it easier for teacher to show the content that will be learned by students.
- Written content faster to use and can moved easily.

¹⁹Abdul Majid, *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru* (Bandung: PT Remaja Rosdakarya, 2008), page 173

²⁰Tian Belawati, *Materi Pokok Pengembangan Buku Ajar Edisi ke Satu* (Jakarta: Universitas Terbuka, 2003), page 1.3

- The arrangement offers the convenience broadly creativity for individuals.
- The written content is light in weight and can be read anywhere.
- A good learning content can motivate the reader to doing activity, such as perceive, write, and make a vignette.
- The written content can be enjoyed as a document of great value.
- Readers can adjust the tempo independently.

There is an explanation of some kinds of printed learning content:

- 1) Handout. Handout is written content that prepared by teacher to increase knowledge of the learners. The content of handout is usually taken from some literatures that relevant with the material being taught and the materials should be well posted by the learners.
- 2) Book. Book is the written content containing knowledge that is the result of the author's mind. The contents of this book can obtained from a variety of ways, such as form research, observations, actualizing experience, autobiography, and so on. A good book is written using good language and easy to understand, showed by interesting pictures. The learning book consists of knowledge that is used by the learners for studying.
- 3) Module. Module is one book that is written for the learners in order to learn independently. A module will be meaningful if the learners can use easily. Learning using module enable a learners who has a high speed of learning will be faster completing one or more KD

compared with other learners. Thus, the module describes KD to be achieved by learners, presented using proper grammar, attractive, that is supplemented by illustrations.

- 4) Student Worksheet. Student worksheet is usual called by LKS. LKS is sheets of task that has to done by the learners. LKS is form of instructions, steps to finish a task. LKS can be used by all lessons.
- 5) Brochure. Brochure is written information about an issue that is arranged systematically or printing that only consists of a few pages and folded without bound or leaflets printed which contains a brief description but complete. Thus, brochure can used as learning content, as long as the dish derived from KD that has to master by student. Brochure can make student interest to learn. It should be shown only one KD in order to brochure not thick.
- 6) Leaflet. Leaflet is written printed material that the form is paper that is not folded, but it is not sewed. Usually, leaflet is designed accurately with an illustration and use interest language, brief, easy to understand, in order to make leaflet interesting.
- 7) Wall chart. Wall chart is printed material, usually the form is draft, cycle, and graphic that shows certain position. For example, wall chart about the cycle of animal living thing among snake, mouse, and its environment.

- 8) Photos/pictures. Photos or pictures better meaning than writing. As a learning content, its need to good design to make interesting and appropriate with basic competence

b. Audio Learning Content

Audio learning content is learning content that is designed by using audio, such as cassette, radio, platter, and compact disk audio.

1) Cassette/Platter/Compact

Cassette can save a voice continually to be listened by a learner who use for language learning or music learning. Cassette learning content is cannot independently, in using it need any tool and other material such as tape recorder and teacher's scenario sheet.

2) Radio

A program in radio can planned as learning content, for example: at certain hour, teacher plan a learning program on radio. Teacher can invite the student to listen a live broadcast of a news event or fact.

c. Audio-Visual Learning Content

Audio-visual learning content is designed with using audio visual media like as compact disk, film.

1) Video/film

Generally video program is made in complete design, so that each end of the video presentation the student can master one or more basic competences. We can look the program video good or no base on basic design, for example curriculum analyzing, determining

media, scenario from one program video or film, script, taking picture, and editing process.

2) Person/informant

Person is a learning resource that can be regarded as learning content that can be seen and listened, because with informant/person, student can learn to them because it has special skill. From the skill, person can be used as learning content. As learning content, person or informant cannot stand alone but it should be combined with written content.

d. Interactive Learning Content

Interactive multimedia is combining one or more media (audio, text, pictures, animation, and video) which is manipulated by user to lead the command and natural behavior from certain presentation. At the time, many people use it as a learning content, because it's interesting and make easily for user in learn a certain field. Usually, multimedia learning content is designed completely from use instruction until assessment.

2. The Learning Book

Learning book is one type of educational books. Learning book contains description about certain lesson or subject which is arranged sistematically and has been selected based on specific objectives, learning orientation, and student progress to be asimilated. It is similar to the statement of A.J. Loveriedge (translating Hasan Amin) as follows:

“Learning Book is a school book consisting of content that has been selected on the particular subject, in written form, that fills a certain requirement in learning-teaching process, arranged sistematically to be asimilated.” While, Chambliss and Calfee (1998) describe more detail. Learning book aids student to understand and learn from the things which are read and to understand the world (excluding himself). Learning book has a great strength for changing of students’ mind. Learning book can transfer knowledge and certain value to children.²¹

Meanwhile, the Directorate of General-Secondary Education mentioned that learning book is a collection of writings that is made sistematically about several learning contents and is prepared by author using valid curriculum. The substance in this book is derived from competences that have to be mastered by readers, that is student. Book Center concludes that learning book is one of students’ manual books in certain level as learning media which is related to certain subject. Learning book is a standard book written by the expert in certain field. It is completed by leaning tool (such as record), and used as a supporting of learning program.

National Education Minister Regulation No. 11 in 2005 explain that the learning book, are: 1) references are required to be used in the school that includes learning material in order to increase faith and devotion, 2)

²¹ Leli Purnama. *Pengembangan Buku Ajar Fiqh dengan Pendekatan Kontekstual dalam Peningkatan Prestasi Belajar Siswa Kelas VIII Madrasah Tsanawiyah Negeri Jambewangi Selopuro Blitar*. Skripsi, Islamic Education Departement, Tarbiyah Faculty. UIN Maulana Malik Ibrahim Malang. 2013

character and personality, ability to mastery science and technology, 3) sensitivity and estetic ability, 4) physical potention and health arranged based on national standard education.

Based on the above explanation, the characteristic of learning book are as follows:

- a. Learning book is the school book made for sudents in certain grade.
- b. Learning book consists of selected content.
- c. Learning book is always related to certain lesson or subject.
- d. Learning book is arranged by the expert in the field.
- e. Learning book is written for certain instructional objectives.
- f. Learning book is arranged to support learning program.

From indicators above, learning book has its own characteristic when it is compared to other education book, either in content, arrangement, or functions. In term of content, learning book is a book that consists of explanation of certain subject, for certain grade, and certain period.

Based on arrangement, learning book is a learning content that considers some factors which are as follows:

- a. Learning objectives
- b. Curriculum and structure of education program
- c. Student progress
- d. Condition and facilities of school
- e. Condition of teacher

Based on the function, learning content has several objectives which are:

- a. As a medium of material and program development in education curriculum.
- b. To make an academic task of teacher smoothly.
- c. To achieve learning objectives easily.

In a technical manner, Geene and Pety give ten categories that have to be filled by learning content which has high quality. The ten categories are:

- a. Learning book has to be interesting for student who use it.
- b. Learning book has to give motivation for student who use it.
- c. Learning book should consider the aspect of linguistics, so that it is appropriate with student ability who use it.
- d. Learning book should provide interesting illustration for student who use it.
- e. The content of learning book has to related to other subject.
- f. Learning book should stimulate student activity who use it.
- g. Learning book has to avoid from dim concept and not usual in order to not make student confused.
- h. Learning book has to have a clear point of view.
- i. Learning book has to give stabilization and pressure for children and adult value.

- j. Learning book has to appreciate the differences of users.

As an educational book, learning book has an important role in learning process. With learning book, learning program is done more discipline because teacher, as education organizer, will get content orientation clearly. Hubert and Harl give more score a learning book for teacher which are as follows:

- a. Learning book consists of learning content that makes teacher easy to design a learning content that will be presented in the unit of instruction schedule (weekly, monthly, in semester).
- b. Learning book contains the important issues of one subject. Learning content contains many learning aids, such as picture, scheme, diagram, and map.
- c. Learning book enables the student to learn at home.
- d. Learning book contains a learning content that has been arranged based on certain system and logic.
- e. Learning book makes the teacher free from bustling to look for learning content independently.

For targetted student, learning book will affect students' personalities, although these effects are various. By reading the learning book, the students will be motivated to think and do positively. For example: save the problem that is shown in learning book, do experiment that is

suggested in learning book, or do training that is instructed in learning book. By the constructive impulse, the bad impulse can be decreased.

For parents, learning book has a role. With it, parents can give guidance for their children if they do not understand about lesson in school. From this condition, parents can know the absorbing power of their children to certain learning content. If the absorbing power is less, it will need to be improved. If the absorbing power is good, it will need to be enriched.

Learning book not only for students, but also for teachers. Teachers can use learning book as well. When teachers teach the student, they can consider the content of learning book. Teacher can choose, develop, and present the learning content. All of it is the authority and responsibility of teachers' professionalism.

C. The Theory of Akidah Akhlak Lesson

The definition of akidah akhlak consists of two words, those are *akidah* and *akhlak* which have different sense.

1. The Definition of Akidah

Akidah. a provenance from عقيدة with plural aqoid (عقائد), is something that must be trusted or believed without a doubt.²² Akidah is a fundamental value and principle for humans, as well as itself even

²² Firdaus Al Hisyam, *Kamus Arab Indonesia* (Surabaya: Gita Media Press, 2006), page 458

exceed.²³ Akidah is a fundamental principal in Islamic theory. Shaykh Hasan al Banna stated that akidah is considered as something that should be corrected to be peace of mind that makes the trust net of doubts or hesitations.

Another source defines that akidah, a provenance from *'aqoda-ya'qidu-'aqidan-'aqidatan*, means the conclusion, ties, stands, agreements, and sturdy. According to Syara', akidah is a solid faith toward everything that is mentioned by Qur'an and the authentic Hadeeth related to the three joints aqida Islamiyah, those are :

- a) Godhead, such as nature of Allah SWT, His good name, and others.
- b) Prophetical, such as nature of Prophet, believe to Rosul, and miracle that is given to them, and believe to holy book that is revealed to them.
- c) Renascence, such as: the first; spiritual nature, explain nature that are hidden from eye. Second; afterlife which explains about life in cemetery until hereafter. Third; life in the hereafter.

2. The Definition of Akhlak

Akhlak, aprovenance from Arabic which is the plural of khuluk (خلق), means temperament or disposition. However, term (خلق) contains aspects, that according to (الخلق), which mean character.²⁴ According to the manners of Indonesian's dictionary, on the other hand, it is behavior,

²³ A syihab, *Aqidah ahlus sunnah* (Jakarta: Bumi Aksara, 1998), page 1

²⁴ Firdaus Al Hisyam, *Op. Cit.*, page 230

temperament, character, character implies good manners, wise, and humane.²⁵

Imam al Ghazali, in his book, explains that

الْخُلُقُ عِبَارَةٌ عَنْ هَيْئَةٍ فِي النَّفْسِ رَاسِخَةٌ عَنْهَا تَصْدُرُ الْأَفْعَالِ

بِسُهُولَةٍ وَيُسْرٍ مِنْ غَيْرِ حَاجَةٍ إِلَى فِكْرٍ وَرُؤْيَةٍ

Akhlak is a characteristic in our soul that makes a deed easily, without thinking and consideration.²⁶ While, Ibnu Miskawih explains about akhlak, which is adapted by Mahjudin, as psychological condition of person that supports them to do a deed without thinking and consideration before.

From two definitions above, akidah and akhlak have relationship because akidah or faith and akhlak or morals are both placed in heart. This research is referred to akidah akhlak lesson.

3. The Lesson of Akidah Akhlak

Akidah Akhlak lesson is defined as planned and conscious efforts to prepare the learners to know, understand, inspire, believe to Allah SWT, and realize in noble morals in daily life through the activity of guidance, learning, training, using experience, good models, and habitual. In a life of plural society in the field of religion, education is directed to the act of

²⁵ Mohammad Daud Ali, *Pendidikan Agama Islam* (Jakarta: PT Grafindo Persada, 2004), cet ke-5, page 346

²⁶ Mohammad Nasirudin, *Pendidikan Tasawuf* (Semarang: RaSAIL, 2009), page 32

strengthening aqidah in a side and increasing tolerance and also respecting each other with other religion to create the nation unity.²⁷

Akidah Akhlak lesson in Islamic Junior High School or Madrasah Tsanawiyah (MTs) is one of Islamic Education subjects that is the rise of akidah and akhlak in Islamic Elementary School or Madrasah Ibtidaiyah (MI).

From substansial side, akidah akhlak lesson has contribution to motivate the learners to learn and practice the morals in their habitual to do good morals and avoid a bad moral in daily life. *Al-akhlak Al-karimah* is important to be practiced and habituated by the learners in their life, social, especially to anticipate negative impact of globalization era and multidimensional crisis in Indonesia.²⁸

There are some objectives of Akidah Akhlak lesson according to Permenag RI No. 000912 about Madrasah Curriculum 2013, The Subject of Islamic Education and Arabic Language which are as follows:

- a. Develop akidah through giving, prolifiration, and knowledge development, full comprehension, implementing, habituating, and experience of the learners about Islamic akidah so that they can be a moslem who always increase their faith and godfearing to Allah SWT.
- b. Foster Indonesian people to be good people with good morals and avoid a bad moral in daily life, even in individual or social, as manifestation of Islamic precept and Islamic value.

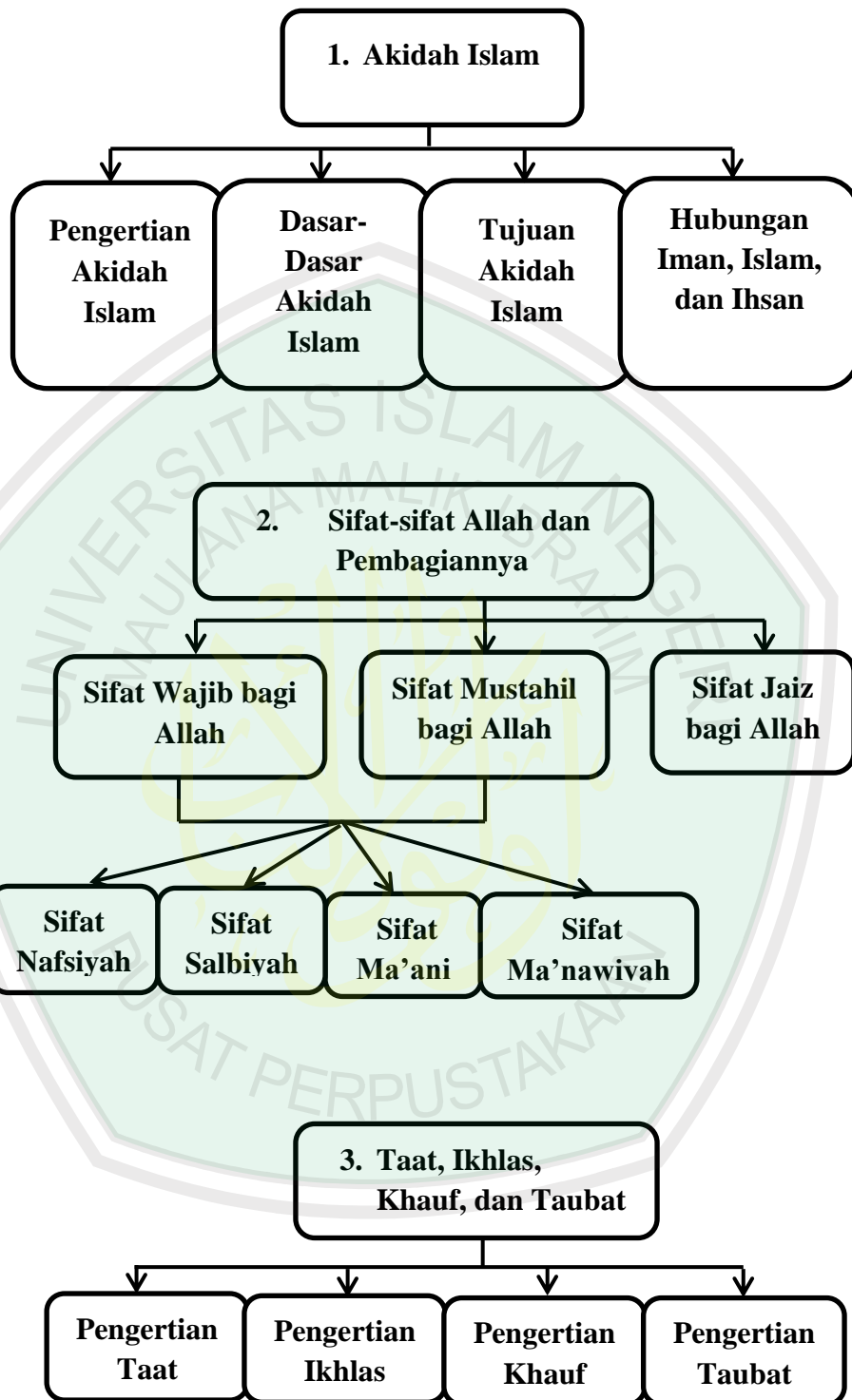
²⁷ Depag RI, *Kurikulum 2004* (Jakarta: Direktorat Jenderal Kelembagaan Agama Islam), page 17

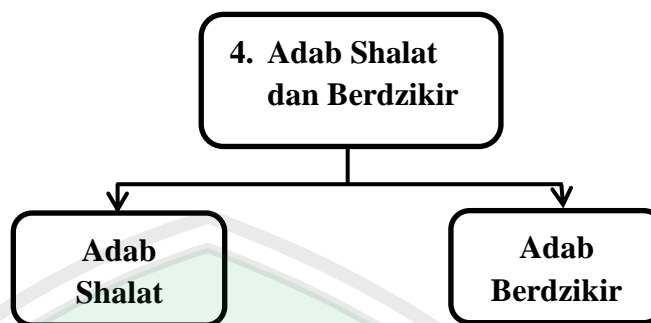
²⁸ Permenag RI no 000912 year 2013 about Kurikulum Madrasah 2013 Mata Pelajaran Pendidikan Agama Islam dan Bahasa Arab

While, the scope of Akidah Akhlak lesson in Islamic Junior High School or Madrasah Tsanawiyah are:

- a. Akidah aspects consist of the basic and purpose of Islam Akidah, God's characteristics, *asmaul husna*, being faithful to Allah, God's holy book, God's messengers, hereafter and *Qada' Qadar*.
- b. Good moral aspects consist of the oneness of God, sincere, obedience, *khauf*, repent, *tawakal*, *ikhtiyar*, patience, *syukur*, *qana'ah*, humble, positive thinking, tolerance and helping, educated, creative, productive, and edolescent social.
- c. Bad moral aspects consist of *kufur*, *riya'*, *nifaq*, *ananiah*, giveness up, *ghadab*, *tamak*, *takabur*, *hasad*, *dendam*, reverenge, *ghibah*, slander, and *namimah*.
- d. Behavior aspects consist of worshipping behavior; praying, reading holy qur'an, praying, being polite to parents, teacher, sister and brother, friend, and neighbour. Others are environmental behavior; polite to animal, plant, polite in public, and road.
- e. Good model aspects consist of Sulaiman and his members, Ashabul Kahfi, Yunus, Ayub. Ashab's Story Abu Bakar ra, Umar bin Khattab, Utsman bin Affan, and Ali bin Abi Thlib.

The contents of Akidah Akhlak in Madrasah Tsanawiyah, are:





Picture 2.2: Akidah Akhlak's Content in MTs 7th Grade Semester I

D. The Theory of Spiritual and Social Intelligence

1. Spiritual Intelligence

According to Zohar and Marshall, spiritual intelligence is an intelligence of human which aims to face and solve a problem of sense and value. It means that intelligence to put our life especially our character in wide sense, intelligence appraises that character or life of human is more meaningful than other.²⁹ According to Danah Zohar, spiritual intelligence is an intelligence that focuses on ourself and relates to wisdom of our ego. This intelligence not only knows the values but also is creative to find the value.

While, Muhammad Zuhri reveals that spiritual intelligence is the human's intelligence that is used to relate to God. The potential aspect of spiritual intelligence of human is big and is not limited by generation factors, environment, or other material.³⁰

²⁹ Danah Zohar&Marshall, *Op. Cit.*, page 4

³⁰ Nggermanto, *Op. Cit.*, page 117

In addition, Toto Tasmara states that spiritual intelligence, which comes from west emphasizes spiritual potential in ourself without fastening upon directionary or strength of God.

From some definitions above, we can conclude that spiritual intelligence is an intelligence which aims to understand about meanings, value, morals, and religion in their life, that is related to God.

There are some indicators of spiritual intelligence which are as follows:

- a. It has vision. It mean that human has a goal of his life on how to look future.
- b. Be closer to Allah. Human who has high spiritual always feels that Allah with us either in good or bad situation.
- c. Always remember Allah (*dzikir*) and Pray to Allah (doa). Dzikir and praying are as motivations for human who has spiritual intelligence.
- d. Patience. Patience is one way to reach a dream and expectation in life.
- e. Doing good attitude.
- f. Has empathy. Empaty is the ability of human to know or understand other.
- g. Broad minded.
- h. Serve and salvation. It is a part of Moslem's image.

While, according to the theory of Danah Zohar and Marshall, the characteristics of spiritual intelligence are:

- a. Ability to be flexible which means the ability to adapt spontaneously and actively to achieve a good result.
 - b. High level intelligence.
 - c. Ability to face and utilize affliction which mean being able to receive and determine attitude in displeasure condition
 - d. Able to face illness. It means that they are able to face and utilize misery and look for the sense or value of that.
 - e. Life quality which is inspired by vision and values. Someone who has high spiritual has understanding about the purpose of their life.
 - f. Reluctance to create disadvantage. Someone who has high spiritual will know if he damage other, he damage himself.
 - g. Holistic minded. Look the relation among anything, look himself, and others.
 - h. Self reflection. Inclined to know basic answes.
 - i. Autonomous. Easy to agin convention.
2. Social Intelligence

There are some figures who reveal the definition of social intelligence. According to Thorndike, social intelligence is the human ability which is to understand, and execute others, all skill that we need to live better in the world.³¹ Meanwhile, Charles Handy states that social intelligence is intelligence which is related to person's ability to understand and make relation with other people.

³¹ Daniel Goleman, *Sosial Intelligence* (Jakarta: Gramedia Pustaka Utama, 2007), page 15

Not only that, Moss and Hunt have a notion that social intelligence is the ability to make relation with others continuously.³² In addition, Vernon defines social intelligence as a knowledge of savings in social, make relation with others, ability to face people that have different background wisely.³³

From several definitions above, it can be concluded that social spiritual is the ability of someone to understand others and make relation. In this fact, conscious or mood used in social dynamics, as knowledge consisting of style in interaction with others, strategy to help and support others to get achievement, appraise others in interaction objectively. Person who has social intelligence means that if he interacts with others and their environment, he always makes a new strategy to increase a quality of relation. Thus, this interaction process is considered as an ability to learn, grow, be mature, and give benefit for others that do an interaction.

According to Goleman (2007), social intelligence has some elements divided into two kinds, as follows³⁴:

- a. Social awareness refers to spectrum of stretch instantly, know others' feelings, and understand the feel and his thinking to get crucial social condition. There are:
 - 1) Basic empathy: feel each other, feel non-verbal emotion.

³² Hadi Suyono, *Social Intelligence (Cerdas Meraih Sukses Bersama Orang Lain dan Lingkungan)* (Jogjakarta: Aruzz Media, 2007), page 103

³³ *Ibid*

³⁴ Daniel Goleman, *Op. Cit.*, page 114

- 2) Harmonizing others
 - 3) Precision of empathy: understand the mind, and means of other
 - 4) Social understanding: know about social work
- b. Social facility: feel the others feeling, knowing what they think about, not assure rich interaction. Social facility focuses on social awareness which makes interaction possible and effective. Spectrums of social facility are:
- 1) Synchronic: interact smoothly in non verbal level
 - 2) Self presentation: present their selves effectively
 - 3) Influence: make the individual's interaction
 - 4) Attention: pay attention to others' need and do action that is appropriate to that.

Karl Albrecht reveals five keys of social intelligence that are abbreviated into **SPACE** among are³⁵:

- a. Situational awareness: individual's ability in obserbing, looking, and knowing the situation context to find themselves.
- b. Presense: knowledge to catch comprehension of impression and command about others' behavior. It is about individual's ability to conclude using personality, proficiency, and self awareness to look others.
- c. Authenticity: human attitude related to honesty and good attitude with some values in themselves.

³⁵ Hadi Suyono, *Op. Cit.*, page 108

d. Clarity: ability that shows the proficiency of idea, creativity, strong influence to communicate with others or group. Communication includes skill of listening, acceptance of feedback, flexibility to use language, exactness to use metaphore, and ability to explain correcty and briefly.

e. Empathy: ability to achieve a relationship with others in personal level and be flexible to interact with people. Empathy also means to create lucky feeling or give advantages each other in interaction with others.

Based on explanation above, it can be concluded that aspects of social intelligence are:

- a. Emphathy
- b. Pro-social
- c. Self awareness
- d. Understanding of social condition and social ethics
- e. Problem solving skill
- f. Effective communication
- g. Situational ability
- h. Honesty or rightness
- i. Presense

3. The Indicators of Spiritual and Social that are Used

Based on the explanation above, spiritual and social intelligence have many indicators. However, in this research, researcher does not use all

indicators. Researcher only utilizes several indicators due to the limited time.

Therefore, the indicators that will be used in this learning book development are based on spiritual and social intelligence, such as: empathy, *dzikir* and praying, and helping each other. Three indicators above are easy and appropriate to be applied in a book. While, the indicator that is directed to the one of characteristic of social intelligence is empathy. Researcher takes empathy as an indicator because it is strongly related to the indicator of spiritual intelligence.

Thus, the indicators of spiritual and social intelligence used in this research are praying and *dzikir*, empathy, and help each other.

a. Praying and *dzikir*

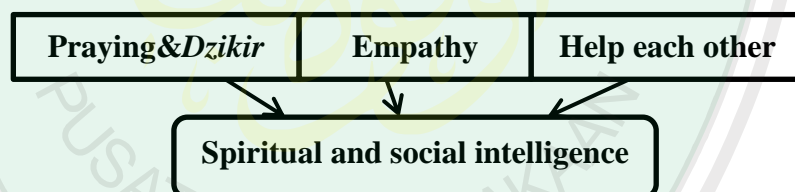
Praying comes from the word '*pray*'. Indonesian dictionary (KBBI) defines that praying has a meaning of expectation, asking, and approbation to God. Therefore, praying is the form of praying to God. On the other hand, *dzikir* comes from the word *dzikir* whose meanings are; 1) approbation to God in repetition, 2) an action in *dzikir*. Therefore, *dzikir* means remembering and mentioning in repetition the name of Allah. From both of the meanings above, it can be concluded that praying and *dzikir* is praying to Allah and remembering Allah with *dzikir*.

b. Empathy

In dictionary of KBBI, empathy means mental condition that makes someone feel or identify himself or herself in same feeling and mind with personal or other group. Empathy is when someone is able to understand other person's feeling.

c. Help each other

In Indonesia, help each other is defined as *menolong*, that is derived from *tolong*, that is identical with the word *bantu*. This word means ask (ask to help). Help each other means: 1) help other to solve the problem (hardship, etc), 2) help to be able to do something, 3) abdicate from the danger, 4) can cure the disease. So, help each other means doing something to help two people or more.



Picture 2.3: Indicators of Spiritual and Social Intelligence (Competences) that are Used

CHAPTER III

RESEARCH METHOD

Explanation of this chapter is about describing research method used in this development research. There are subchapter in 3rd chapter: A) Type of Research, B) Development Model, C) Development Procedures, D) Validation of Product, and E) Product Trial.

A. Type of Research

This research type is development research that oriented on product development in education. It is namely *research and development (R&D)*. Research and development is a process that is used for developing and validating educational product.³⁶

This is consistent with research that will aim to develop a product done by researcher on learning book for *akidah akhlak*, 7th grade. This research will develop an education product, that is *Akidah Akhlak* learning book based on spiritual and social competences and the content is *Sifat-Sifat Allah dan Pembagiannya*.

³⁶ Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Kencana, 2010), page 194

B. Model Development

Model development of this research is Dick & Carey model development. The model consists of ten steps, those are:

1. Needs analysis (to determine the objectives or products of the program to be developed)
2. Analysis of learning (including the skills, processes, procedures, and learning tasks to achieve the learning objectives)
3. Analysis of learning and context (including the ability attitude, baseline characteristics of learning in the learning background)
4. General objective of learning
5. Develop instruments
6. Develop learning strategies
7. Developing and selecting learning materials
8. Design and conduct formative evaluation
9. Make revisions
10. Summative evaluation

C. Development Procedures

Based on the model of learning design system approach of Walter Dick and Lou Carey above, the procedure development in the research development follows the steps instructed in the design model as follows:

1. Needs analysis (to determine the objectives or products of program to be developed)

The action done in the first step is to analyze the students' need to set goals. Researcher examines the situation in the classroom in order to know whether the development of learning book is needed or not. At this stage, planing to observe the 7th grade Hidayatul Mubtadiin Islamic Junior High School of Malang and to interview with Mr. Diono as a teacher of *Akidah Akhlak* lesson.

From the observation and interview, it is discovered that teachers and students of 7th grade in Hidayatul Mubtadiin Islamic Junior High School do not use a learning book based on spiritual and social science. Beside that, according to Mr. Diono as a teacher of *Akidah Akhlak* lesson said that spirituality of students here are standart. So was the social.

Thus, it was determined that they need a media that is able to develop the spiritual and social competence of students in Hidayatul Mubtadiin Islamic Junior High School. And that is a learning book.

2. Analysis of learning (including the skills, processes, procedures, and learning tasks to achieve the learning objectives)

The next step is to conduct an analysis to identify skills that must be faced by the students to achieve the learning objectives.

Characteristics in the *akidah akhlak* learning is to apply four elements in the learning process; attitudes, processes, products, and applications. Therefore, the application of learning with learning book that researchers

arranged to ease the learning process of *akidah akhlak*, accompanied by teachers in *akidah akhlak*.

In the instructional process, student do an activity that can develop spiritual and social competence.

3. Analysis of learning and context (including the ability attitude, baseline characteristics of learning in the learning background)

The next step is to analyze learning and contexts that include the attitude ability, baseline characteristics of learners in a learning setting.

In *Akidah Akhlak* learning, rational thinking is needed to assess the material that is abstract, and to understand the process of learning skills with fun activity and make students active in the learning process. It is used for reducing verbalism in presenting the material in *akidah akhlak* between teachers and students and applying the skills of social processes fellow students in *Akidah Akhlak*.

4. General objective of learning

General learning objective is the formulation of the ability or behavior expected to be held by students after participating in a particular learning program. Ability or behavior must be specifically formulated and operational so that it can be observed and measured. Thus, the level of student achievement in the existing behavior in learning objectives can be measured with a test.

Based on the analysis of the Basic Competence, it is able to formulate learning objectives of 7th grade *Akidah Akhlak* material objects of Characteristics of Allah and Its Devision, as follows:

Basic Competence:

- a. Believe to Allah's *wajib* (obligatory) and *mustahil* (impossibility) characteristic comprising of *nafsiyah* (soul), *salbiyah*, *ma'ani*, and *ma'nawiyah* (meaning), and *jaiiz* (permission) characteristic.
- b. Appearing a behavior in believing God.
- c. Identifying the *wajib* characteristic of Allah those are *nafsiyah*, *salbiyah*, *ma'ani*, and *ma'nawiyah* with the evidence or proposition of *naqli* and *aqliyah*, *mustahil* characteristic and *jaiiz* characteristic.
- d. Serving the fenomenal example of life that appears as an evidence from the *wajib*, *mustahil*, and *jaiiz* characteristic of Allah.

Learning Objectives of the Basic Competence that students can act:

- a. Explain the definition of *wajib* characteristic of Allah.
- b. Explain the definition of *mustahil* charactristic of Allah.
- c. Explain the definition of *jaiiz* characteristic of Allah.
- d. Identify *wajib*, *mustahil*, and *jaiiz* characteristic of Allah.
- e. Identify the evidence or proposition of *naqli* and *aqliyah* of the *wajib*, *mustahil*, and *jaiiz* characteristic of Allah.
- f. Show the behavior in believing characteristic of Allah.
- g. Believe the characteristic of Allah (*wajib*, *mustahil*, *jaiiz*).

- h. Serve the phenomenal life that can be an evidence from the characteristic of Allah (*wajib, mustahil, jaiz*).

5. Develop Instrument

The next step is to develop instrument as a measurement of the expedience of the product developed. This case involves two lecturers of Islamic Education and a teacher of *akidah akhlak* in Hidayatul Muhtadiin Islamic Junior High School.

Based on the general formulation of learning objectives, the researchers also used the test instrument ratings as follows:

- Pre-test (test before the material given to students)
- Post-test (test after the material given to students)

6. Develop Learning Strategies

The move is an effort to select, organize, and develop common learning components and procedures that will be used to teach students so that students can learn easily suitable with the characteristics in achieving the learning objectives that have been set. The main component of learning strategies in the study includes pre-learning activities which seek strategies conditioning and mental readiness when students attend the classes. Core activities, namely the preparation of the material strategies from teachers to students in order to achieve the learning objectives of *akidah akhlak*. In the core activities using strategies that involve students actively in the learning process. Cover activities, i.e. activities providing reinforcement and evaluation of the material that has been presented.

In this step, the researchers chose the strategy of guided inquiry where students seek out and find themselves facing problems and answers through a game media. However, in the learning process, teachers still have to guide students in the learning process.

7. Developing and Selecting Learning Materials

Two main steps of *akidah akhlak* design are development steps and choices of learning material. The product result in the development is learning book for 7th grade in Islamic Junior High School in 1st semester, the material of Characteristic of Allah and Its Devision.

8. Design and conduct formative evaluation

In this stage, the media is designed in accordance with what is developed, which formed *akidah akhlak* learning book based on spiritual and social competence. The book design is adapted to the material and is designed as attractive as possible, so that students are motivated to learn actively in learning activities.

Once this book is complete to design, then do the formative evaluation, that is the test validator. Validator test done by the content expert and design expert; the content expert is a lecturer in Islamic Education, as well as the design expert is a competent lecturer in the field of learning media design. Validity test was conducted to obtain data used in order to revise the learning media that have been generated.

There are three type to do the formative evaluation: the first is prototype trial that done by 1-3 persons, the second, small group tryout trial that done by 6-8 persons, and the third, field tryout trial that done by 15-30 persons (a whole class of learners).

9. Make revisions

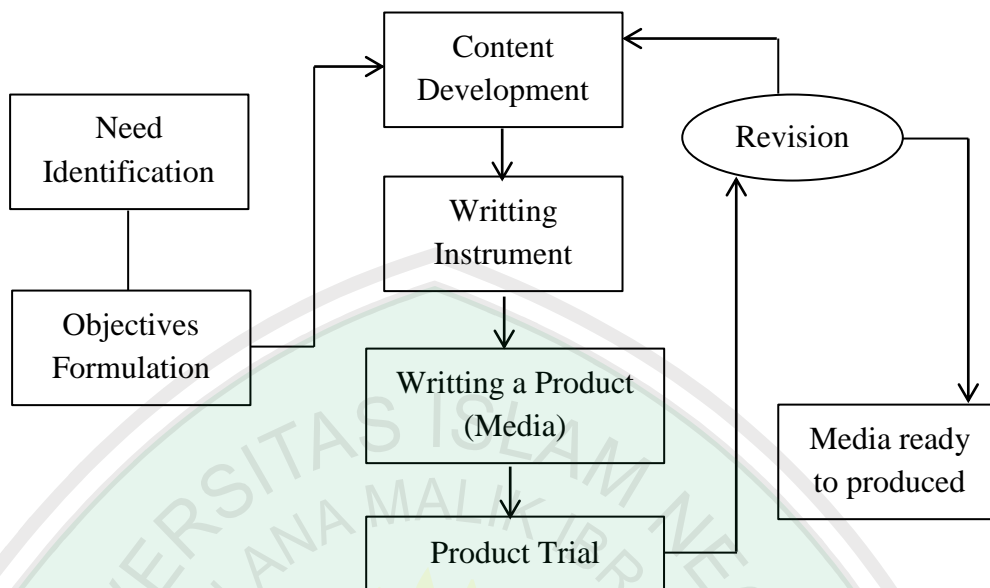
This step contains the revisions product that researcher developed. All data from formative evaluation is collected and then learnt to get the revision to solve students' difficulties in achieving the learning purpose and also to revise the learning for achieving an active and effective learning process.

The book that has been validated is revised to be used for test to student. After the learning book has been tested, it is performed another test for the feasibility learning book. This test is done on two subjects. The first test of the content experts are the teachers of *akidah akhlak* and the second, students as the subjects of research in the form of pre test and post test.

10. Design products and summative evaluation

After that, the researchers produced learning book that have been revised and applied in the process of learning *akidah akhlak*, and observe whether the learning book in the study were able to increase reading interest and make the students better than before.

That is a method to develop learning content:



Picture 3.1: Procedure to Develop a Learning Content

D. Product Validation

1. Validation Design

Validation design used in this research is the development of akidah akhlak learning book validation from lecturers and teachers as a validator products. This validation include content validation and product design. Validation aims to obtain data in the form of assessment and suggestions of validator, so it is known whether or not valid teaching materials that developed and subsequently used as a basis for revision.

2. Subject Validation

Subject validator or validation akidah akhlak learning book consists of two lecturers in Teacher Islamic Education and the teacher of akidah

akhlak lesson in Hidayatul Mubtadiin Islamic Junior High School of Malang.

Each criterion of validators are as follows:

- a. Lecturer Validation for Content of Akidah Akhlak Learning Book
 - ✓ Lecturer Islamic Education in the field of akidah akhlak in Islamic Junior High School
 - ✓ Have written Akidah Akhlak book
 - ✓ Know Akidah Akhlak curriculum in Islamic Junior High School
- b. Validation Lecturer for Design of Akidah Akhlak Learning Book
 - ✓ Lecturer Islamic Education of the course Sources Development and Learning Media
 - ✓ Has experience in designing learning book
 - ✓ Has written learning book and others
- c. Teacher of Akidah Akhlak Lesson
 - ✓ As an experienced teacher who has taught Akidah Akhlak lesson for 5 years
 - ✓ Understand curriculum of Akidah Akhlak lesson in Islamic Junior High School
 - ✓ Understand the content of Akidah Akhlak lesson

Table 3.1: Validator of Akidah Akhlak Learning Book

No	Subject Validation	Validator
1	Content Expert	Ach.Nasichuddin, M.A
2	Design Expert	Ahmad Makki Hasan, M.Pd.I
3	Akidah Akhlak Teacher	Ngadiono, S.Pd.I

3. The Type of Data

Data type obtained from the validation results of learning book that have been developed are two kinds. The first data in the form of quantitative data is obtained from scoring a percentage to determine the feasibility or validity of the media. The second data is qualitative data in the form of validator responses or suggestions.

4. Instrument of Collecting Data

The instrument used to collect the data of this study is a questionnaire that consists of two parts. The first part is a quantitative data collection instrument is a Likert scale questionnaire with five alternative answers, as follows:

- a. Score 1, if it is not very precise, it is not appropriate, it is not obvious, is not very interesting, is not very easy.
- b. Score 2, if less precise, less fit, less clear, less attractive, less easy.
- c. Score of 3, if precise enough, appropriate enough, clear enough, attractive enough, easy enough.
- d. Score 4, if appropriate, precise, clear, interesting, easy.
- e. Score 5 , if very precise, very fit, very clear, very attractive, very easy.

While, the second part is in the form of qualitative data collection instruments charging sheet validator suggestions and comments.

There is an orientation indicator as assessment form about content and design validation as following:

Table 3.2: Instrument Product Validation for Content Expert

No	Indicators	Score (1,2,3,4,5)
1	Kesesuaian dengan kurikulum	
2	Akurasi (ketepatan) dan kebaruan	
3	Kejelasan dan ketepatan bahasa	
4	Menimbulkan/menjaga motivasi siswa	
5	Partisipasi belajar	
6	Kualitas teknik	
7	Bukti efektivitas	
8	Bebas bias (penyimpangan)	
9	Panduan pengguna	
10	Kesesuaian tingkat baca	
11	Kejelasan dalam pengorganisasian (mengaitkan atau menghubungkan) materi	
12	Daftar isi/Indeks	
13	Evaluasi pembelajaran	

Table 3.3: Instrument Product Validation for Design Expert

No	Indicators	Score (1,2,3,4,5)
1	Kejelasan tampilan	
2	Kemudahan dalam memahami pesan	
3	Keterlibatan aktif peserta didik	
4	Fokus perhatian	
5	Penggunaan visual realistik	
6	Penggunaan analogi	
7	Pengorganisasian/penghubungan antar elemen	

8	Pemilihan jenis huruf	
9	Pemilihan bentuk (gambar, penataan, tampilan)	
10	Pemilihan warna	
11	Pemilihan ukuran huruf	
12	Daftar isi/Indeks	
13	Interaksi tampilan dengan peserta didik	

5. Techniques of Data Analysis

Data analysis techniques used to analyze quantitative data validation results with the calculation technique of the average value. Function calculation to determine the final value rankings for the relevant item. The formula for computing the average value of the following:

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

Information :

P = Worthiness

$\sum x$ = Answer Number of Options

$\sum xi$ = Highest Number of Answer³⁷

³⁷ Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*. (Jakarta: Bumi Aksara, 1999) page 112

Table 3.4 : Egibility Criteria Handbook³⁸

Presentase (%)	Kriteria Kelayakan
90 – 100	Very decent, does not need revision
75 – 89	Decent, does not need revision
65 – 74	Decent enough, does not need revision
55 – 64	Less decent, need revision
0 – 54	Not decent, the revised total

Example:

$$x_1, x_2, x_3 = 5, 3, 4; \sum x = 12; \sum xi = 15$$

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

$$= \frac{12}{15} \times 100 = 80\%$$

P = 80% and 80% is decent and dose not revision

If the validation score that met minimum of 65, the media has been developed to be used as a learning media in school activities.³⁹ Results of data analysis in the form of assessment, feedback from the experts is used as an ingredient to revise the products developed.

³⁸ Sugiyono. *Op. Cit.*, page 135

³⁹ Ibid

E. Product Trial

1. Design of Product Trial

In the field of education, such as a product of new teaching methods can be directly tested, after validated and revised. Early stage trials conducted by simulating the use of teaching methods. After simulated, it can be tested on a limited group. Testing is conducted to obtain information on whether a new teaching method that is more effective and efficient as compared to old teaching methods or the other.⁴⁰

For tests conducted with the research design of experimental design with control group (pretest-posttest control group design).⁴¹

Group	Pretest	Treatment	Post test
Experiment	O ₁	X ₁	O ₂
Control	O ₃	X ₂	O ₄

Information :

X₁ = learning to use Akidah Akhlak learning book based on spiritual and social competence

X₂ = learning without using Aidah Akhlak learning book based on spiritual and social competence

O₁ & O₃ = Pretest

O₂ & O₄ = Postest

⁴⁰ Ibid

⁴¹ Ibid

2. Subject of Product Trial

Test subjects that will be taken in this research is 7th grade students who have been given about the material in 1st semester that is suitable for the material learned by the teacher.

3. The Type of Data

Data is information or real material that can become as studies basic (analysis or conclusion).⁴²

The types of data in this learning book development are quantitative data a qualitative data. Quantitative data accumulated with using questionnaire of student conception and test in akidah akhlak learning, there are pretest and posttest.

4. Instrument of Collecting Data

Instrument in this development used to collect data is questionnaire. This questionnaire is addressed to the research subject. Questionnaire is used to get quantitative data for perfection and eligibility of result development product.

In addition, it is also used result learning test to collect data about posttest result that shows ability of student learning process after using akidah akhlak learning book based on spiritual and social competence.

This is a questionnaire of student conception:

⁴² Wahidmurni, *Cara Mudah Menulis Proposal dan Laporan Penelitian Lapangan: Pendekatan Kualitatif dan Kuantitatif (Skripsi, Thesis, dan Disertasi)* (Malang: UM Press, 2008), page 41

Table 3.5: Questionnaire of Student Conception

No	Indicators	Score (1,2,3,4,5)
1	Kemenarikan buku ajar	
2	Kejelasan materi	
3	Kelengkapan materi bahan ajar	
4	Buku ajar dalam membantu siswa untuk berinteraksi dengan guru dan teman dalam pembelajaran	
5	Buku ajar dalam membantu meningkatkan motivasi/semangat siswa dalam belajar	
6	Buku ajar dalam membantu meningkatkan kreativitas dan keaktifan siswa	
7	Kualitas gambar	
8	Penggunaan warna	
9	Penggunaan jenis huruf	
10	Penggunaan bentuk (gambar, penataan tampilan)	
11	Tampilan cover	
12	Kesesuaian soal-soal pada buku ajar dengan materi yang disampaikan guru	
13	Keterkaitan antar materi pada bahan ajar	
14	Keterkaitan antar materi pada bahan ajar	

5. Techniques of Data Analysis

Analysis techniques used to process data from the test results and the product is a descriptive analysis of the content analysis. Both of these techniques are used in accordance with the characteristics of the data obtained from the data collection process as described above desired.

- a. Qualitative data is obtained from questionnaire and development product suggestion addressed to the content expert, students, group of

students as the research subject, and described by means of percentage descriptive technique. Meanwhile, the result of product testing is interpreted, then explained by qualitative.

- b. Quantitative data that is gotten from student's learning result would be analyzed using t-test SPSS 16. Formula of t-test with significance standart 0,05.

Hypothesis of this research and development, as follows:

H₀: Akidah Akhlak learning book can increase the learning result of Akidah Akhlak lesson for 7th grade student in MTs Hidayatul Muftadiin Malang.

H₁: Akidah Akhlak learning book can not increase the learning result of Akidah Akhlak lesson for 7th grade student in MTs Hidayatul Muftadiin Malang.

The result of data analysing about information of akidah akhlak learning that have done in student 7th garde of Hidayatul Muftadiin Islamic Junior High School is used as basic to develop akidah akhlak learning book in 7th grade. While, the result of analysis consists of assessment, idea or suggestion from experts is used as basic material for revision development product.



CHAPTER IV

RESEARCH AND DEVELOPMENT RESULTS

This chapter examines the description of the developed learning book, data validation explanation, and product trial.

A. Description of the Learning Book

The developed Akidah Akhlak learning book that has been made by the researcher is the students' activity book which contains the explanation of *Sifat-Sifat Allah dan Pembagiannya* for 7th Grade of Islamic Junior High School based on spiritual and social competences.

a. Cover (Front and Back Cover)



Picture 4.1: Cover

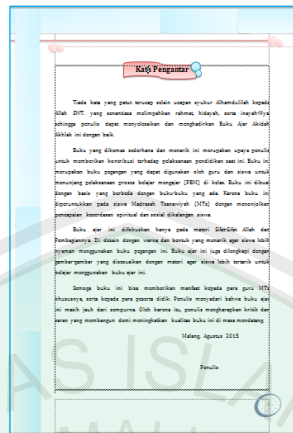
The front cover is designed with the interesting color, picture, and writing and equalized to the design of the book content color. There some parts of Akidah Akhlak learning book on the front and the back cover, which are as follows:

- 1) Developer Name, which is Nurmala Tirta Nirwana, as the identity of the learning book maker.
 - 2) “Akidah Akhlak (Sifat-Sifat Allah dan Pembagiannya)” dan “berbasis kecerdasan spiritual dan sosial” are the titles of the developing learning book and the base of the book.
 - 3) “The Logo of Curriculum 2013” is the curriculum that is taken as the guidance of the materials used in developing the Akidah Akhlak learning book.
 - 4) “Madrasah Tsanawiyah kelas VII” is the book identity chosen as the user.
 - 5) Logo is the identity of the developer institution.
- b. Front Page of the Book (*Halaman Depan Buku*)



Picture 4.2: Front Page

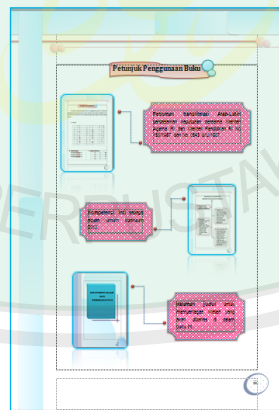
c. Preface (*Kata Pengantar*)



Picture 4.3: Preface Page

Preface of the book contains the words of acknowledgement for those who have helped to finish the book. On the other hand, it also contains the brief explanation of Akidah Akhlak learning book based on spiritual and social competences.

d. Book Usage Guidance (*Petunjuk Penggunaan Buku*)



Picture 4.4: Page of Book Usage Guidance

Book Usage Guidance contains the explanation in using Akidah Akhlak learning book based on spiritual and social competences.

e. The Table of Contents (*Daftar Isi*)

Daftar Isi	
Kata Pengantar	iii
Prakata	iv
Petunjuk Penggunaan Buku	v
Daftar Isi	vi
Daftar Gambar	vii
Daftar Isi	viii
Materi Pokok Pembelajaran	
Bab 1: Manusia	1
Bab 2: Manusia dan Hewan	2
Bab 3: Manusia dan Hewan	3
Bab 4: Manusia dan Hewan	4
Bab 5: Manusia dan Hewan	5
Bab 6: Manusia dan Hewan	6
Bab 7: Manusia dan Hewan	7
Bab 8: Manusia dan Hewan	8
Bab 9: Manusia dan Hewan	9
Bab 10: Manusia dan Hewan	10
Bab 11: Manusia dan Hewan	11
Bab 12: Manusia dan Hewan	12
Bab 13: Manusia dan Hewan	13
Bab 14: Manusia dan Hewan	14
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Bab 98: Manusia dan Hewan	98
Bab 99: Manusia dan Hewan	99
Bab 100: Manusia dan Hewan	100

Picture 4.5: Page of the Table of Contents

The Table of Contents contains the content of the book by showing the pages of the book which make students or readers easy to find the material of the book that is wanted to read.

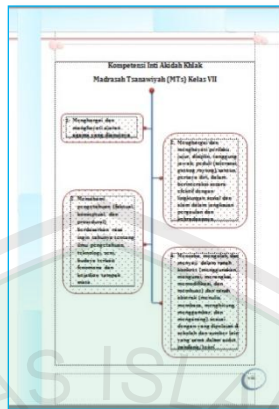
f. the Table of Pictures (*Daftar gambar*)

Daftar Gambar	
Gambar 1	1
Gambar 2	2
Gambar 3	3
Gambar 4	4
Gambar 5	5
Gambar 6	6
Gambar 7	7
Gambar 8	8
Gambar 9	9
Gambar 10	10
Gambar 11	11
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Gambar 94	94
Gambar 95	95
Gambar 96	96
Gambar 97	97
Gambar 98	98
Gambar 99	99
Gambar 100	100

Picture 4.6: Page of the Table of Pictures

The Table of Contents contains the pictures content by showing the pages of the book so that students and readers are easy to use this book.

g. Page of *Kompetensi Inti*



Picture 4.7: Page of *Kompetensi Inti*

Page of *Kompetensi Inti* contains the explanation of main competence that becomes the guidance of Curriculum 2013.

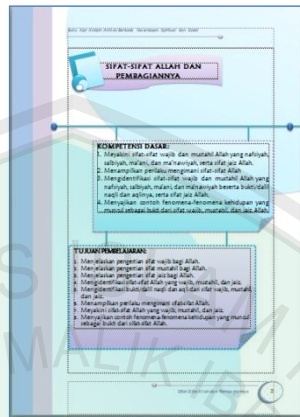
h. Page of Book Title or Theme



Picture 4.8: Page of Book Title

Book Title or Book Theme explains the chosen theme that will be learned in Akidah Akhlak learning book based on spiritual and social competences.

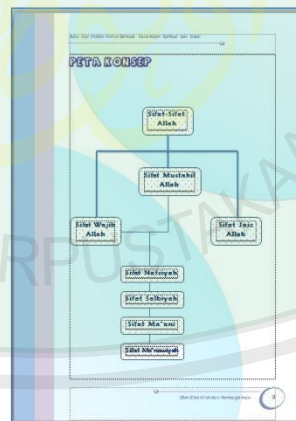
- i. Page of Basic Competence and Learning Objectives (*Kompetensi Dasar dan Tujuan Pembelajaran*)



Picture 4.9: Page of KD and Learning Objectives

This page explains the basic competence and the teaching aims that will be achieved from Akidah akhlak learning book.

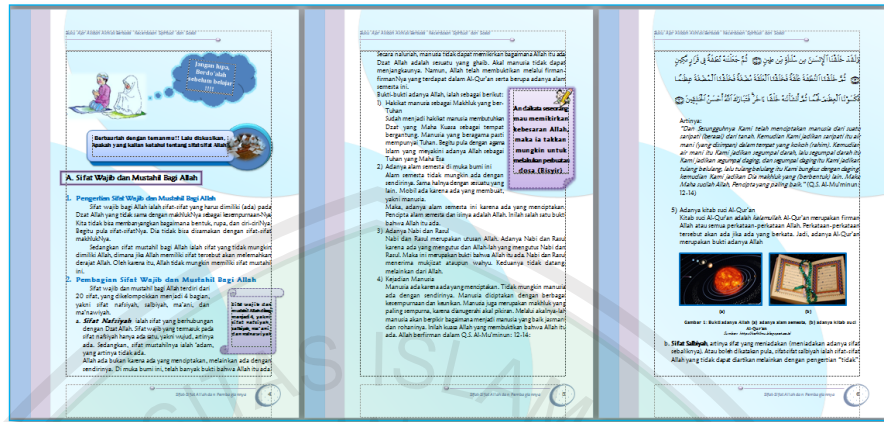
- j. Mind Map



Picture 4.10: Page of Mind Map

Mind Map explains about the sub-materials that will be learned and provided in the chart form. It will make students easier in understanding the lesson.

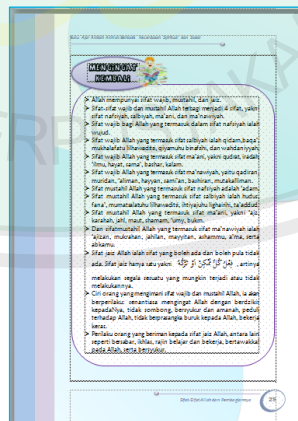
k. Main Contents



Gambar 4.11: the Main Learning Content

Main contents explains about *Sifat-Sifat Allah dan Pembagiannya* widely. The lesson that will be provided in this book covers *sifat wajib dan mustahil Allah* which are divided into two parts: the definition and the category, *jaiz* characteristics of Allah, and the behavior to worship Allah.

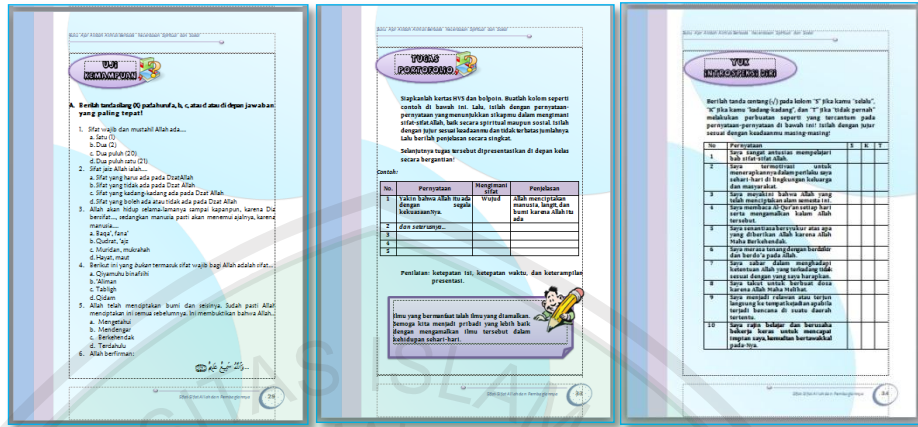
1. Page of *Mengingat Kembali*



Picture 4.12: Page of *Mengingat Kembali*

This page covers the summary of the content to review about the lessons that have been learned previously in brief and clear explanation.

m. Evaluation



Picture 4.13: Evaluation Page

This page provides the exercises which have been correlated with the materials that have been taught. The exercises are multiple choices and description.

In addition, there are *tugas portofolio* column task and *yuk introspeksi diri* as the behavior and personality evaluation (affective and psychomotor).

n. References (*Daftar Pustaka*)



Picture 4.14: References Page

References provides the sources used in this book as the references in developing the lesson.

B. Data Validation and Data Analysis

1. The first phase of Akidah Akhlak Learning Book Content Expert Validation

Table 4.1: The Result of Akidah Akhlak Content Expert

No	Statement	Conversion Scale	Score ($\sum x$)	$\sum xi$
1	<i>Kesesuaian dengan kurikulum</i>	Good	4	5
2	<i>Akurasi (ketepatan) dan kebaruan</i>	Very Good	5	5
3	<i>Kejelasan dan ketepatan bahasa</i>	Good	4	5
4	<i>Menimbulkan/menjaga motivasi siswa</i>	Good	4	5
5	<i>Partisipasi pembelajaran</i>	Good	4	5
6	<i>Kualitas teknik</i>	Good	4	5
7	<i>Bukti efektivitas</i>	Good Enough	3	5
8	<i>Bebas bia (penyimpangan)</i>	Good	4	5
9	<i>Panduan pengguna</i>	Good	4	5
10	<i>Kesesuaian tingkat baca</i>	Good Enough	3	5
11	<i>Kejelasan dala pengorganisasian (mengaitkan atau menghubungkan) materi</i>	Very Good	5	5
12	<i>Daftar isi/indeks</i>	Good	4	5
13	<i>Evaluasi pembelajaran</i>	Good Enough	3	5

Calculation Formula of Validation Value:

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

P = Worthiness

$\sum x$ = Answer Number of Options

$\sum xi$ = Highest Number of Answer

Table 4.2: The Result of Content Expert Validation Value

Validity Value	P (Score)	%
Good Enough	3	23,08 %
Good	8	61,54 %
Very Good	2	15,38 %

Based on both tables above, it can be known that the result of the first validation Akidah Akhlak teaching book material based on spiritual and social quotient is: 23,08% good enough referred to the points number 7, 10, and 13. Then, 61,54% good referred to the points number 1, 3, 4, 5, 6, 8, 9, dan 12. Last, 15,38% very good referred to the points number 2 and 11.

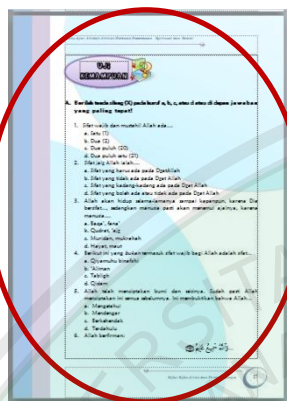
Moreover, the review of criticisms and suggestions from the expert of Akidah Akhlak material is as follows:

Table 4.3: The Criticisms and Suggestions from Content Expert

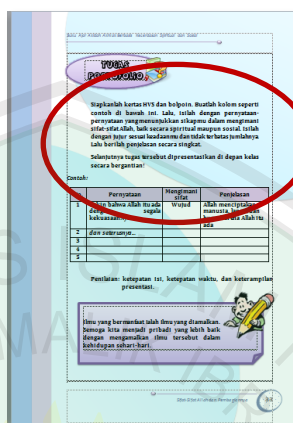
Akidah Akhlak Learning Book Content Expert	Criticism and Suggestion
Ach. Nashichuddin, M.A	1. <i>Dalam hal tampilan media bahan ajar</i>
	✓ <i>Bagus</i>
	2. <i>Dalam hal isi/desain bahan ajar</i>
	✓ <i>Bagus</i>
	3. <i>Lain-lain</i>
	✓ <i>Perlu dilengkapi dengan instrumen penilaian afektif dan psikomotorik.</i>

Based on the table of criticisms and suggestions above, it can be explained that the revision on developing the learning book, especially on

teaching evaluation, is needed. The teaching evaluation is better to be completed with the instrument on affective and psychomotor assessments.



Picture 4.15 : Book before revised



Picture 4.16 : Book after revised

On the above pictures, the before revised book only puts the learning evaluation on the cognitive aspect. Then, the maker of the book revises it by adding the instrument of affective and psychomotor assessments. It is correlated with the assessment on Curriculum 2013 as the guidance of this Akidah Akhlak learning book.

2. The First Phase of Akidah Akhlak Learning Book Content Validation

Table 4.4: The Result of Akidah Akhlak Content Validation

No	Statement	Conversion Scale	Score (Σx)	Σxi
1	Kesesuaian dengan kurikulum	Good	4	5
2	Akurasi (ketepatan) dan kebaruan	Very Good	5	5
3	Kejelasan dan ketepatan bahasa	Good	4	5
4	Menimbulkan/menjaga motivasi siswa	Good	4	5
5	Partisipasi pembelajaran	Good Enough	3	5
6	Kualitas teknik	Good	4	5

7	<i>Bukti efektivitas</i>	Good Enough	3	5
8	<i>Bebas bias (penyimpangan)</i>	Good	4	5
9	<i>Panduan pengguna</i>	Very Good	5	5
10	<i>Kesesuaian tingkat baca</i>	Good	4	5
11	<i>Kejelasan dalam pengorganisasian (mengaitkan atau menghubungkan) materi</i>	Very Good	5	5
12	<i>Daftar isi/indeks</i>	Very Good	5	5
13	<i>Evaluasi pembelajaran</i>	Good Enough	3	5

Calculation Formula of Validation Value:

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

Information :

P = Worthiness

$\sum x$ = Answer Number of Options

$\sum xi$ = Highest Number of Answer

Table 4.5: The Result of Content Validation Value

Validity Value	P (Score)	%
Good Enough	3	23,08 %
Good	6	46,15 %
Very Good	4	30,77 %

Based on both tables above, it can be known that the results of the first validation Akidah Akhlak teaching book material validated by the teacher of Akidah Akhlak are: 23,08% good enough referred to the points number 5, 7, and 13. Then, 46,15% good referred to the points number 1,

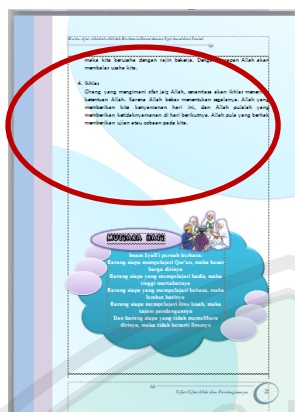
3, 4, 6, 8, and 10. Last, 30,77% very good referred to the points number 2, 9, 11, and 12.

Moreover, the review of criticisms and suggestions from the expert of Akidah Akhlak content, the teacher of Akidah Akhlak lesson, is as follows:

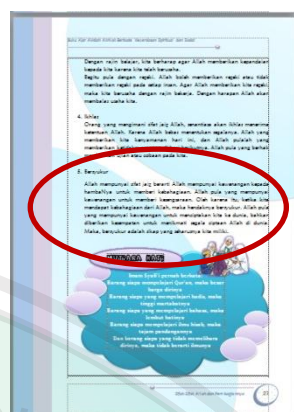
Table 4.6: The Criticisms and Suggestions

Content Expert of Akidah Akhlak Learning Book	Criticism and Suggestion
Ngadiono, S. Pd.I (Akidah Akhlak Teacher in MTs Hidayatul Mubtadiin Malang)	1. <i>Dalam hal tampilan media bahan ajar</i>
	✓ <i>Sudah Bagus</i>
	2. <i>Dalam hal isi/desain bahan ajar</i>
	✓ <i>Dalam hal isi/desain bahan ajar sudah bagus, sudah sesuai dengan yang diharapkan, namun ada sedikit yang harus dibenahi atau direvisi.</i>
	3. <i>Lain-lain</i>
	✓ <i>Ada ulasan materi yang perlu ditambahkan, yakni pada poin D. Perilaku Mengimani Sifat Jaiz ditambah dengan "bersyukur."</i>

Based on the table of criticisms and suggestions above, it can be explained that the teaching book has fulfilled the standard, however, the addition of some points is still needed, which is the addition on D point material. D point material is better to be added with the material of "Thankfulness (bersyukur)" as one of the behaviors in worshipping Allah's *jaiz* characteristics."



Picture 4.17 : Book before revised



Picture 4.18 : Book after revised

From above pictures, the before revised book does not contain the explanation about thankfulness, then, the developer inserts that material into it.

3. The First Phase of Akidah Akhlak Learning Book Design Expert Validation

Table 4.7: The Result of Design Expert Validation

No	Statement	Conversion Scale	Score ($\sum x$)	$\sum xi$
1	<i>Kejelasan Tampilan</i>	Good Enough	3	5
2	<i>Kemudahan dalam memahami pesan</i>	Good	4	5
3	<i>Keterlibatan aktif peserta didik</i>	Good Enough	3	5
4	<i>Fokus perhatian</i>	Less Good	2	5
5	<i>Penggunaan visual realistik</i>	Less Good	2	5
6	<i>Penggunaan Analogi</i>	Good Enough	3	5
7	<i>Pengorganisasian/hubungan antar elemen</i>	Less Good	2	5
8	<i>Pemilihan jenis huruf</i>	Less Good	2	5
9	<i>Pemilihan bentuk (gambar, penataan, tampilan)</i>	Good Enough	3	5
10	<i>Pemilihan warna</i>	Good	4	5
11	<i>Pemilihan ukuran huruf</i>	Good Enough	3	5
12	<i>Pemilihan tekstur buku</i>	Less God	2	5
13	<i>Interaksi tampilan dengan peserta</i>	Good Enough	3	5

<i>didik</i>			
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Calculation Formula of Validation Value:

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

Information :

P = Worthiness

$\sum x$ = Answer Number of Options

$\sum xi$ = Highest Number of Answer

Table 4.8: The result of Design Expert Validation

Validity Value	P (Score)	%
Less Good	5	38,46 %
Good Enough	6	46,15 %
Good	2	15,38 %

Based on both tables above, it can be known that the results of the first design validation of Akidah Akhlak teaching book material are: 38,46 % not good enough referred to the points number 4, 5, 7, 8, and 12. Then, 46,15% good enough referred to the points number 1, 3, 6, 9, 11, and 13. Last, 15,38% good referred to the points number 2 and 10.

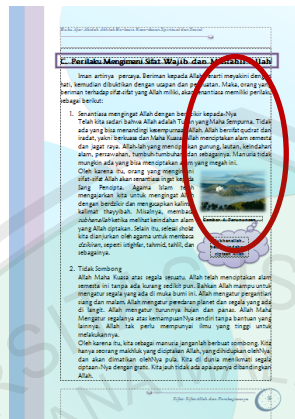
Moreover, the review of criticisms and suggestions from the design expert of Akidah Akhlak material is as follows:

Table 4.9: The Criticisms and Suggestions of Design Expert

Design Expert of Akidah Akhlak Learning Book	Criticism and Suggestion
Ahmad Makki Hasan	1. <i>Dalam hal tampilan media bahan ajar</i>
	-
	2. <i>Dalam hal isi/desain bahan ajar</i>
	<ul style="list-style-type: none"> a. <i>Tulisan “kurikulum 2013” pada cover diganti dengan logo kurikulum 2013.</i> b. <i>Daftar isi hendaknya dipadatkan menjadi satu lembar saja.</i> c. <i>Font pada halaman petunjuk penggunaan pada kolom keterangan diganti dengan font Arial Narrow.</i> d. <i>Font pada header dan footer hendaknya diganti dengan font yang hampir selaras dengan font pada isi materi.</i> e. <i>Penulisan halaman diganti dengan font lain yang lebih cocok.</i> f. <i>Font pada halaman judul diganti.</i>
	3. <i>Lain-lain</i>
	<ul style="list-style-type: none"> a. <i>Pada setiap poin materi diberi kolom kecil yang berisi kata-kata mutiara islami yang berkaitan dengan materi.</i> b. <i>Hendaknya ditambahi halaman sampul.</i>

Based on the table of criticisms and suggestions above about the product design, there are still some things that need to be fixed. The things are the type of the font, the display place, and other additions, such

as wise words column on every material. It aims to distinguish between the developing book and other books.



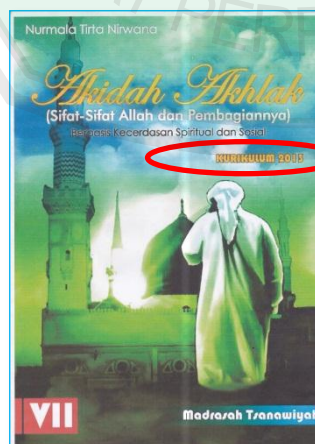
Picture 4.19 : Before revised



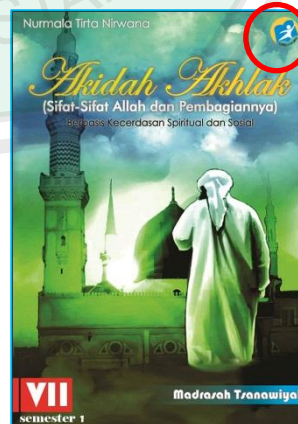
Picture 4.20 : after revised

On the above pictures, the before revised book does not contain wise words columns in sub chapter. Then, based on the suggestion from the design expert, the developer inserts the wise words column on every beginning of the sub chapter material.

Besides, the developer changes the writing of “Curriculum 2013” to the logo of Curriculum 2013 on the front cover, like the below picture.



Picture 4.21 : before revised



Picture 4.22 : after revised

4. Design Validation of Akidah Akhlak Learning Book First Phase

Table 4.10: The Result of Design Validation

No	Statement	Conversion Scale	Score ($\sum x$)	$\sum xi$
1	<i>Kejelasan Tampilan</i>	Very Good	5	5
2	<i>Kemudahan dalam memahami pesan</i>	Very Good	5	5
3	<i>Keterlibatan aktif peserta didik</i>	Good Enough	3	5
4	<i>Fokus perhatian</i>	Very Good	5	5
5	<i>Penggunaan visual realistik</i>	Good	4	5
6	<i>Penggunaan Analogi</i>	Good Enough	3	5
7	<i>Pengorganisasian/hubungan antar elemen</i>	Very Good	5	5
8	<i>Pemilihan jenis huruf</i>	Good Enough	3	5
9	<i>Pemilihan bentuk (gambar, penataan, tampilan)</i>	Good	4	5
10	<i>Pemilihan warna</i>	Very Good	5	5
11	<i>Pemilihan ukuran huruf</i>	Good	4	5
12	<i>Pemilihan tekstur buku</i>	Very Good	5	5
13	<i>Interaksi tampilan dengan peserta didik</i>	Very Good	5	5

Calculation Formula of Validation Value:

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

Information :

P = Worthiness

$\sum x$ = Answer Number of Options

$\sum xi$ = Highest Number of Answer

Table 4.11: The Result Counting of Design Validation

Validity Value	P (Score)	%
Good Enough	3	23,08 %
Good	3	23,08 %
Very Good	7	53,85 %

Based on both tables above, it can be known that the results of the design validation of Akidah Akhlak teacher in MTs Hidayatul Mubtadiin are: 23,08% good enough referred to the points number 3, 6, and 8. Then, 23,08% good referred to the points number 5, 9, and 11. Last, 53,85% very good referred to the points number 1, 2, 4, 7, 10, 12, and 13.

Moreover, the review of criticisms and suggestions, related to the design of teaching book, from the teacher of Akidah Akhlak in MTs Hidayatul Mubtadiin Malang.

Table 4.12: Criticism and Suggestion of Akidah Akhlak Learning Book Design

Ahli Materi Buku Ajar Akidah Akhlak	Kritik dan Saran
Ngadiono, S. Pd.I (Akidah Akhlak Teacher in MTs Hidayatul Mubtadiin Malang)	1. Dalam hal tampilan media bahan ajar
	✓ Dalam hal tampilan bahan ajar sudah bagus dan jelas.
	2. Dalam hal isi/desain bahan ajar
	✓ Perlu memperbaiki tulisan dan susunan tampilan yang kurang tepat, yakni pada halaman Kompetensi Inti.
	3. Lain-lain
	-

Based on the above criticisms and suggestions related to the design of Akidah Akhlak learning book, it shows that there something should be fixed related to the writing and the display which are still inappropriate, which is on the page of Main Competence which its numbers are reverse.

5. The second phase of Akidah Akhlak Learning Book Content Expert Validation

Table 4.13: The Result of Akidah Akhlak Learning Book Content Expert

No	Statement	Conversion scale	Score ($\sum x$)	$\sum xi$
1	<i>Kesesuaian dengan kurikulum</i>	Good	4	5
2	<i>Akurasi (ketepatan) dan kebaruan</i>	Very Good	5	5
3	<i>Kejelasan dan ketepatan bahasa</i>	Good	4	5
4	<i>Menimbulkan/menjaga motivasi siswa</i>	Good	4	5
5	<i>Partisipasi pembelajaran</i>	Good	4	5
6	<i>Kualitas teknik</i>	Good	4	5
7	<i>Bukti efektivitas</i>	Good	4	5
8	<i>Bebas bias (penyimpangan)</i>	Very Good	5	5
9	<i>Panduan pengguna</i>	Good	4	5
10	<i>Kesesuaian tingkat baca</i>	Good	4	5
11	<i>Kejelasan dala pengorganisasian (mengaitkan atau menghubungkan) materi</i>	Good	4	5
12	<i>Daftar isi/indeks</i>	Good	4	5
13	<i>Evaluasi pembelajaran</i>	Good	4	5

Table 4.14: The result of the second Content Expert Validation

Validity Value	P (Score)	%
Good	11	84,62 %
Very Good	2	15,38 %

Based on both tables above, it can be known that the result of the second content expert validation by Mr. Ach. Nashichuddin, M.A is: 84,62% good referred to the points number 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, and 13. Then, 15,38% very good referred to the points number 2 and 8.

Moreover, the review of criticisms and suggestions from the content expert second phase is as follows:

Table 4.15: The Second Criticisms and Suggestion of Content Expert

Content Expert of Akidah Akhlak Learning Book	Criticism and Suggestion
Ach. Nashichuddin, M.A	Buku Ajar Akidah Akhlak sudah layak untuk digunakan dalam pembelajaran Akidah Akhlak di kelas, terutam materi sifat-sifat Allah dan Pembagiannya.

6. Content Validation of Akidah Akhlak Learning Book Second Phase

Table 4.16: The Result of Content Validation Second Phase

No	Statement	Conversion Scale	Score ($\sum xi$)	$\sum xi$
1	<i>Kesesuaian dengan kurikulum</i>	Very Good	5	5
2	<i>Akurasi (ketepatan) dan kebaruan</i>	Very Good	5	5
3	<i>Kejelasan dan ketepatan bahasa</i>	Very Good	5	5
4	<i>Menimbulkan/menjaga motivasi siswa</i>	Very Good	5	5
5	<i>Partisipasi pembelajaran</i>	Very Good	5	5
6	<i>Kualitas teknik</i>	Good	4	5
7	<i>Bukti efektivitas</i>	Good	4	5

8	<i>Bebas bias (penyimpangan)</i>	Good	4	5
9	<i>Panduan pengguna</i>	Very Good	5	5
10	<i>Kesesuaian tingkat baca</i>	Good	5	5
11	<i>Kejelasan dala pengorganisasian (mengaitkan atau menghubungkan) materi</i>	Very Good	5	5
12	<i>Daftar isi/indeks</i>	Good	4	5
13	<i>Evaluasi pembelajaran</i>	Very Good	5	5

Tabel 4.17: The Result of Second Content Validation

Validity Value	P (Score)	%
Good	4	30,77 %
Very Good	9	69,23 %

Based on both tables above, it can be known that the results of the second content validation of Akidah Akhlak learning book are: 30,77 % good referred to the points number 6, 7, 8, and 12. Then, 69,23% good referred to the points number 1, 2, 3, 4, 5, 9, 10, 11 and 13.

Moreover, the review of criticisms and suggestions from the content expert of Akidah Akhlak learning book is as follows:

Table 4.18: The Criticism and Suggestion Content Second Phase

Content Expert of Akidah Akhlak Learning Book	Criticism and Suggestion
Ngadiono, S.Pd.I	<ul style="list-style-type: none"> ✓ Buku cukup menarik dengan warna-warna yang cerah. ✓ Dalam hal tampilan, isi, dan desain dari buku ajar ini bagus dan jelas sehingga memudahkan peserta didik dalam belajar dan peserta didik lebih memahami materi. Buku sudah layak untuk diuji coba pada pembelajaran di kelas.

Based on above criticism and suggestion table, it is explained that elements of book is complete and interesting, so Akidah Akhlak learning book is proper to apply in learning process in the class.

7. Design Expert Validation of Akidah Akhlak Learning Book Second Phase

Table 4.19: The Result of Design Expert Validation Second Phase

No	Statement	Conversion Scale	Skor ($\sum x$)	$\sum xi$
1	<i>Kejelasan Tampilan</i>	Very Good	5	5
2	<i>Kemudahan dalam memahami pesan</i>	Good	4	5
3	<i>Keterlibatan aktif peserta didik</i>	Good	4	5
4	<i>Fokus perhatian</i>	Very Good	5	5
5	<i>Penggunaan visual realistik</i>	Very Good	5	5
6	<i>Penggunaan Analogi</i>	Good	4	5
7	<i>Pengorganisasian/hubungan antar elemen</i>	Very Good	5	5
8	<i>Pemilihan jenis huruf</i>	Very Good	5	5
9	<i>Pemilihan bentuk (gambar, penataan, tampilan)</i>	Very Good	5	5
10	<i>Pemilihan warna</i>	Very Good	5	5
11	<i>Pemilihan ukuran huruf</i>	Very Good	5	5
12	<i>Pemilihan tekstur buku</i>	Good	4	5
13	<i>Interaksi tampilan dengan peserta didik</i>	Good	4	5

Tabel 4.20: The Result of Design Expert Validation Second Phase

Nilai Validitas	P (Skor yang Dicari)	%
Good	5	38,46 %
Very Good	8	61,54 %

Based on describing both tables above, it can be known that the results of the second design expert validation by Mr. Ahmad Makki Hasan are: 38,46 % good referred to the points number 2, 3, 6, 12, and 13. Then, 61,54 % very good referred to the points number 1, 4, 5, 7, 8, 9, 10 and 11.

Moreover, writer will explain criticisms and suggestions second phase from design expert of this learning book.

Table 4.21: Criticism and suggestion of Design Expert Second Phase

Design Expert of Akidah Akhlak Learning Book	Criticism and suggestion
Ahmad Makki Hasan	1. Dalam hal tampilan media bahan ajar
	✓ Tampilan media buku ajar ini sudah menarik dan layak untuk siswa MTs
	2. Dalam hal isi/desain bahan ajar
	✓ Desain sudah menarik dan meliputi hal-hal yang sudah dapat dipertimbangkan.
	3. Lain-lain
	✓ Media buku ajar Akidah Akhlak berbasis kecerdasan spiritual dan sosial ini sudah layak untuk diuji coba untuk pembelajaran Akidah Akhlak di kelas.

8. Design Validation of Akidah Akhlak Learning Book Second Phase

Tabel 4.22: The result of Design Validation Second Phase

No	Statement	Conversion Scale	Score ($\sum x$)	$\sum xi$
1	<i>Kejelasan Tampilan</i>	Very Good	5	5
2	<i>Kemudahan dalam memahami pesan</i>	Very Good	5	5
3	<i>Keterlibatan aktif peserta didik</i>	Good	4	5
4	<i>Fokus perhatian</i>	Very Good	5	5
5	<i>Penggunaan visual realistik</i>	Good	4	5
6	<i>Penggunaan Analogi</i>	Good	4	5
7	<i>Pengorganisasian/hubungan antar elemen</i>	Very Good	5	5
8	<i>Pemilihan jenis huruf</i>	Very Good	5	5
9	<i>Pemilihan bentuk (gambar, penataan, tampilan)</i>	Very Good	5	5
10	<i>Pemilihan warna</i>	Very Good	5	5
11	<i>Pemilihan ukuran huruf</i>	Very Good	5	5
12	<i>Pemilihan tekstur buku</i>	Very Good	5	5
13	<i>Interaksi tampilan dengan peserta didik</i>	Very Good	5	5

Tabel 4.23: The Result of Design Validation Second Phase

Validity Value	P (Score)	%
Good	3	23,08 %
Very Good	10	76,92 %

Based on both tables above, it is explained that the result of design validation second phase done by the teacher of Akidah Akhlak Lesson are: 23,08% good referred to the points number 3, 5, dan 6 and 76,92% very good referred to the points number 1, 2, 4, 7, 8, 9, 10, 11, 12, and 13.

Moreover, the review of criticisms and suggestions, related to the design of learning book, from the teacher of Akidah Akhlak in MTs Hidayatul Mubtadiin Malang.

Table 4.24: Criticism and Suggestion of Design Second Phase

Design Expert of Akidah Akhlak Learning Book	Criticism and Suggestion
Ngadiono, S.Pd.I	1. Dalam hal tampilan media bahan ajar
	✓ Dalam hal tampilan media bagus dan jelas seperti yang telah diharapkan sehingga dapat memudahkan peserta didik dalam belajar, dan lebih memahami materi.
	2. Dalam hal isi/desain bahan ajar
	✓ Isi desain bahan ajar sudah layak.
	3. Lain-lain
-	

Based on above criticism and suggestion table, it is explained that Akidah Akhlak learning book is proper to apply in learning process in the class.

That is comparison between content and design validation result first phase and second phase, as follows:

Table 4.25: The Comparison of Validation Result First and Second Phase

No	Learning Content	Validation Result 1	Validation Result 2
1	Content Expert Validation	Good Enough 23,08 % Good 61,54 % Very Good 15,38 %	Good 84,62 % Very Good 15,38 %
2	Content Validation by Teacher	Good Enough 23,08 % Good 46, 15 % Very Good 30,77 %	Good 30,77 % Very Good 69,23 %
3	Design Expert Validation	Less Good 38,46 % Good Enough 46, 15 % Good 15,38 %	Good 38,46 % Very Good 61,54 %
4	Design Validasion by Teacher	Good Enough 23,08 % Good 23,08 % Very Good 53,85 %	Good 23,08 % Very Good 76,92 %

C. Product Trial

The product trial in this research and development has two purposes, that is product appropriateness experiment and product trial to identify the result of student's Akidah Akhlak learning as implication of this learning book.

1. The Result of Product Appropriateness Trial

The result of product appropriateness trial is done by three phases, are: prototype trial for 3 students, small grup tryout trial for 8 students, and field tryout trial for 30 students. There are the describing of three product trial, as follows:

Table 4.26: The Result of Prototype Trial

No	Statement	X ₁	X ₂	X ₃	Σx	Σxi	P (%)	Conversion Scale	Information
1	<i>Kemenarikan buku ajar</i>	5	3	4	12	15	80	Good	Not revision
2	<i>Kejelasan materi</i>	5	5	5	15	15	100	Very Good	Not revision
3	<i>Kelengkapan materi bahan ajar</i>	5	4	4	13	15	86,7	Good	Not revision
4	<i>Buku ajar dalam membantu siswa untuk berinteraksi dengan guru dan teman dalam pembelajaran</i>	4	5	4	13	15	86,7	Good	Not revision
5	<i>Buku ajar dalam membantu meningkatkan motivasi/semangat siswa dalam belajar</i>	5	5	4	14	15	93,3	Very Good	Not revision
6	<i>Buku ajar dalam membantu meningkatkan kreativitas dan keaktifan siswa</i>	4	5	4	13	15	86,7	Good	Not revision
7	<i>Kualitas gambar</i>	5	3	3	11	15	73,3	Good Enough	Not revision
8	<i>Penggunaan warna</i>	5	4	4	13	15	86,7	Good	Not revision
9	<i>Penggunaan jenis huruf</i>	4	4	3	11	15	73,3	Good nough	Not revision
10	<i>Penggunaan bentuk (gambar, penataan tampilan)</i>	4	5	3	12	15	80	Good	Not revision
11	<i>Tampilan cover</i>	3	4	2	9	15	60	Less Good	Revision
12	<i>Kesesuaian soal-soal pada buku ajar dengan materi yang disampaikan guru</i>	5	5	4	14	15	93,3	Very Good	Not revision
13	<i>Keterkaitan antar materi pada bahan ajar</i>	4	3	4	11	15	73,3	Good Enough	Not revision
14	<i>Kemudahan dalam mengisi soal-soal bahan ajar</i>	5	3	4	12	15	80	Good	Not revision
Total		73	58	52	173	210	82,4	Good	Not revision

Table 4.27: The Result of Small Group Tryout

No	Statement	Product score	Σx	Σxi	P (%)	Conversion Scale	Information
1	<i>Kemenarikan buku ajar</i>	5,4,4,4,4,4,4,4	33	40	82,5	Good	Not Revision
2	<i>Kejelasan materi</i>	4,4,4,4,4,4,4,4	32	40	80	Good	Not Revision
3	<i>Kelengkapan materi bahan ajar</i>	4,4,5,5,5,3,5,4	34	40	85	Good	Not Revision
4	<i>Buku ajar dalam membantu siswa untuk berinteraksi dengan guru dan teman dalam pembelajaran</i>	5,5,3,4,4,2,4,5	32	40	80	Good	Not Revision
5	<i>Buku ajar dalam membantu meningkatkan motivasi/semangat siswa dalam belajar</i>	5,4,4,4,5,5,4,5	34	40	85	Good	Not Revision
6	<i>Buku ajar dalam membantu meningkatkan kreativitas dan keaktifan siswa</i>	5,4,5,5,4,4,3,5	35	40	87,5	Good	Not Revision
7	<i>Kualitas gambar</i>	4,3,5,5,3,3,5,3	34	40	85	Good	Not Revision
8	<i>Penggunaan warna</i>	3,4,5,5,5,3,5,4	34	40	85	Good	Not Revision
9	<i>Penggunaan jenis huruf</i>	5,4,4,4,4,3,5,4	33	40	82,5	Good	Not Revision
10	<i>Penggunaan bentuk (gambar, penataan tampilan)</i>	4,4,5,5,4,3,5,5	35	40	87,5	Good	Not Revision
11	<i>Tampilan cover</i>	2,3,5,5,5,3,4,4	31	40	77,5	Good	Not Revision
12	<i>Kesesuaian soal-soal pada buku ajar dengan materi yang disampaikan guru</i>	5,4,4,4,3,3,5,5	33	40	82,5	Good	Not Revision
13	<i>Keterkaitan antar materi pada bahan ajar</i>	4,4,3,3,4,4,4,4	30	40	75	Good	Not Revision
14	<i>Kemudahan dalam mengisi soal-soal bahan ajar</i>	5,4,4,4,4,3,4,4	32	40	80	Good	Not Revision
Total			462	560	82,5	Good	Not Revisio

Table 4.28: The Result of Field Tryout

No	Statement	Product Score	Σx	Σxi	P (%)	Conversion Scale	Information
1	<i>Kemenarikan buku ajar</i>	4,4,2,4,4,4,4,5,4,5,4,4, 5,5,4,5,3,3,3,5,5,4,5, 5	113	125	90,4	Good	Not Revision
2	<i>Kejelasan materi</i>	5,4,3,5,5,5,5,3,5,5,5,5, 4,3,5,4,3,4,5,5,4,4,5,4, 5	110	125	88	Good	Not Revision
3	<i>Kelengkapan materi bahan ajar</i>	3,5,4,5,3,4,5,4,4,5,5,5, 5,4,4,4,4,4,4,5,4,3,5,5, 4	107	125	85,6	Good	Not Revision
4	<i>Buku ajar dalam membantu siswa untuk berinteraksi dengan guru dan teman dalam pembelajaran</i>	4,4,4,4,5,4,4,5,5,4,5,4, 4,5,3,4,3,3,5,5,5,3,5,4, 3	104	125	83,2	Good	Not Revision
5	<i>Buku ajar dalam membantu meningkatkan motivasi/semangat siswa dalam belajar</i>	5,5,5,4,4,5,5,4,5,4,5,5, 5,3,5,3,4,5,5,5,5,4,5,2, 3	110	125	88	Good	Not Revision
6	<i>Buku ajar dalam membantu meningkatkan kreativitas dan keaktifan siswa</i>	5,5,5,4,3,4,5,3,5,5,4,4, 5,3,5,3,4,4,5,5,4,4,4,3, 3	104	125	83,2	Good	Not Revision
7	<i>Kualitas gambar</i>	4,3,4,5,4,3,4,5,5,5,3,4, 5,3,4,4,3,5,5,5,4,2,2,3,	91	125	72,8	Good	Not Revision

		5					
8	<i>Penggunaan warna</i>	5,3,3,5,5,3,4,5,4,5,4,4, 3,5,5,4,4,3,4,5,5,3,5, 4	105	125	84	Good	Not Revision
9	<i>Penggunaan jenis huruf</i>	5,4,5,4,4,2,4,5,5,5,4,5, 5,4,5,4,3,5,5,5,4,5,4, 3	109	125	87,2	Good	Not Revision
10	<i>Penggunaan bentuk (gambar, penataan tampilan)</i>	5,4,3,5,5,4,4,5,4,4,4,5, 5,4,4,3,5,5,5,5,4,3,4,3, 4	106	125	84,8	Good	Not Revision
11	<i>Tampilan cover</i>	4,4,4,4,4,2,2,5,4,4,4,5, 5,3,3,4,4,3,5,3,3,3,3, 4	92	125	73,6	Good	Not Revision
12	<i>Kesesuaian soal-soal pada buku ajar dengan materi yang disampaikan guru</i>	5,5,5,4,5,4,4,4,5,5,5,4, 5,5,5,4,4,4,5,5,4,5,5,3, 4	113	125	90,4	Good	Not Revision
13	<i>Keterkaitan antar materi pada bahan ajar</i>	5,4,4,5,4,2,5,4,5,4,4,5, 5,3,5,3,3,4,5,5,4,4,5,3, 4	104	125	83,2	Good	Not Revision
14	<i>Kemudahan dalam mengisi soal-soal bahan ajar</i>	4,4,4,5,5,5,4,4,5,5,5,4, 4,4,4,4,3,3,4,5,5,4,4,5, 5	108	125	86,4	Good	Not Revision
Total			1476	1750	84,3	Good	Not Revision

The three tables above are the explanations of product worthiness trial result, which is through prototype, small group tryout, and field tryout. There is only one bad point from the prototype trial result, which is point 11, so that it should be revised. The whole worthiness trial result is good with its percentage is 82,4%. Thus, from the prototype trial result, the book is not totally revised.

While, for the small group field trial, all points is good so that it is not revised. The whole result is good by percentage 82,5% and there is no any revision. Besides, the field tryout trial is tested for 30 students which results the percentage 84,3% good and not need revision.

Criticism and suggestion from every trial respondent is ,collected through questionnaire, accepted and made as a consideration to make a better teaching book.

These are worthiness trial result comparisons among prototype, small group tryout, and field tryout.

Table 4.29: The Comparison of Product Trial Result

No	Appropriateness Product Trial	Percentage	Information
1	Prototype	82,4 %	Not Revision
2	Small Group Tryout	82,5 %	Not Revision
3	Field Tryout	84,3 %	Not Revision

2. Result of Student's Learning

Result of Students' Learning is made as the consideration of learning book implication which has been developing to know whether or not akidah akhlak learning book based on spiritual and social competence can improve the result of students' learning in content of Sifat-Sifat Allah dan Pembagiannya.

The intended learning result is the result of students' learning in both control class and experiment class. Control class is the class which does not use akidah akhlak learning book based on spiritual and social competence, while experiment class is the class which get a new treatment by using akidah akhlak learning book based on spiritual and social competence. Both classes employ the same material and the same time allocation.

a. Differences Test (T Test) of Pretest and Posttest Result of Experiment Class

Table 4.30: Mean Pretest and Posttest

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	62.17	30	14.662	2.677
	Posttest	80.83	30	6.833	1.248

Based on the above table, it can be known that the mean between pretest students' results and posttest students' result of

experiment class have different result, which pretest shows 62,17 and posttest shows 80,83 or posttest > pretest ($80,83 > 62,17$). Thus, it can be concluded that there is an improvement in students' learning result after getting a new treatment, which is by using akidah akhlak learning book based on spiritual and social competence.

Table 4.31: The Result of T-Test Pretest and Posttest Experiment Class

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-18.667	16.863	3.079	-24.963	-12.370	-6.063	29	.000

From the tale of trail result, it can be known that the mark of t-count (*t hitung*) is -6,063 by its significance 0,000. Because sig. is < 0,05, so it can be concluded that there is a significant difference between pretest and posttest learning result in experiment class.

- b. Difference Test (T Test) of Control Class Posttest and Experiment Class Posttest

Table 4.32: Mean Posttest Control Class and Experiment Class

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Kontrol	67.83	30	7.154	1.306
Eksperimen	80.83	30	6.833	1.248

The difference test result shows that mean posttest of experiment class is bigger than the posttest of control class, which is $80,83 > 67,83$.

Table 4.33: The Result of T-Test Posttest Control and Experiment Class

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Kontrol - Eksperimen	-13.000	11.033	2.014	-17.120	-8.880	-6.454	29	.000

From the table of difference test result between experiment class posttest result and control class posttest result, it can be seen that the mark of t count is -6,454 by its significance 0,000. Because

sig. is $< 0,05$, so it can be concluded that there is a significant difference between experiment class and control class.

Hypothesis of the research and the development which have been done are:

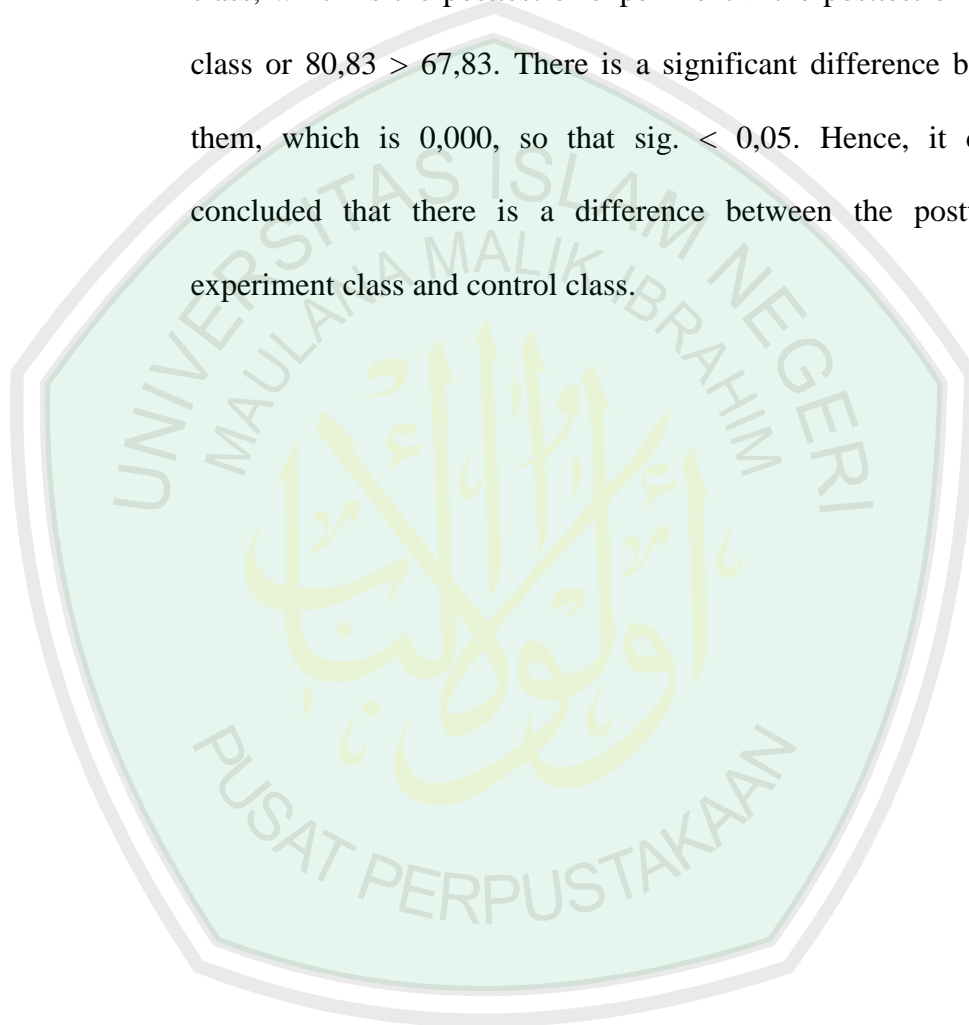
H₀: Akidah akhlak learning book based on spiritual and social competence can improve the students' learning outcome in Akidah Akhlak subject in 7th Grade of MTs Hidayatul Mubtadiin Malang.

H₁: Akidah akhlak teaching book based on spiritual and social quotient cannot improve the students' learning outcome in Akidah Akhlak subject in 7th Grade of MTs Hidayatul Mubtadiin Malang.

The T-test proves that Akidah akhlak teaching book based on spiritual and social competence can improve the students' learning outcome or H₀ is accepted because the mean between the pretest and posttest of experiment class is posttest mark $>$ pretest mark or $80,83 > 62,17$. The significant differences between them are $0,000$, so that sig. $< 0,05$. Thus, it can be concluded that there is a difference between the learning result before and after getting a new treatment in experiment class.

Then, T-test of posttest result between control class and experiment class also shows that Akidah akhlak learning book

based on spiritual and social quotient can improve the students' learning outcome or H_0 is accepted because the mean between posttest of experiment class is bigger than the posttest of control class, which is the posttest of experiment $>$ the posttest of control class or $80,83 > 67,83$. There is a significant difference between them, which is 0,000, so that sig. $<$ 0,05. Hence, it can be concluded that there is a difference between the posttest of experiment class and control class.



CHAPTER V

DISCUSSION

A. The Planning of the Development of Akidah Akhlak Learning based on Spiritual and Social Competences

Akidah akhlak lesson has some contribution to the students to practice their morals and faiths. So that, effective strategy of learning Akidah Akhlak subject is needed to maximize the ability of student in getting the achievement not only in the cognitive aspect but also in the affective aspect. In fact, there are still some problems in Akidah Akhlak learning process.

Researcher do the need analysis to plan this research. Researcher do the interview and observation. Researcher doing interview to a teacher of Akidah Akhlak subject in MTs Hidayatul Mubtadiin. Beside that, researcher doing the observation. Researcher observe the learning process of Akidah Akhlak in a class. So, researcher join a learning process of Akidah Akhlak subject in a class.

Based on the observation and the interview in one of Islamic school in Malang, which is MTs Hidayatul Mubtadiin, there are some problem in Akidah Akhlak learning process. One problem of Akidah Akhlak learning process about how teacher explain the material in the class. Student make noisy because Akidah Akhlak learning process not interesting. The media of learning used in MTs Hidayatul Mubtadiin only book of Curriculum 2013

that has been exist. Teacher never develop a learning content by himself. While, is it very needed to improve mind and knowledge of students. Beside that, spiritual and social of student in MTs Hidayatul Mubtadiin are still weak as well. It make the implementation of the material in the daily life is still weak.

Based on explanation above, researcher consider to do the development of Akidah Akhlak learning book. Researcher planned well to make this learning book. Therefore, researcher do the research and development the learning book because of this background.

It is appropriate with *firman* Allah in Q.S Ali Imran: 190.

إِنَّ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافِ اللَّيْلِ وَالنَّهَارِ لَآيَاتٍ لِّأُولِي

الْأَلْبَابِ ﴿١٩٠﴾

Mean:

“Lo! In the creation of the heavens and the earth and (in) the difference of night and day are tokens (of His Sovereignty) for men of understanding.” (Q.S. Ali Imran: 190)

This verse explain that we have to open-minded, especially in education side as the researcher background. This point also referred to the teachers to improve their ability to develop education side. For example, develop learning book to improve learning result of student.

B. The Development Result of Akidah Akhlak Learning Book based Spiritual on and Social Competences

The development of Akidah Akhlak learning book based on spiritual and social competence is conducted based on the problem background exist in the field. The problem that triggers the researcher to conduct and develop this research is because there is still not an Akidah Akhlak learning book based on spiritual and social competence yet that can support the success of students' learning in the cognitive and affective aspects. Based on the interviews which have been done by the researcher, it is obtained that the students like MTs are more interested in using the colorful and the full-picture learning book in order that they are easy to understand the lesson of Akidah Akhlak. On the other hand, the students of MTs Hidayatul Mubtadiin do not achieve the standard social and spiritual competence yet after studying Akidah Akhlak. Thus, the researcher aims to develop the learning book of Akidah Akhlak.

The research and the development are done by the researcher to know the developing product worthiness validation and to know the effect of using Akidah Akhlak learning book based on social and spiritual competence toward the students' learning result in the 7th Grade of MTs Hidayatul Mubtadiin.

Moreover, the procedures of developing this Akidah Akhlak learning book is by using the procedure proposed by Dick & Carey, which are: First, the researcher analyzes the needs; Second, the researcher analyzes the learning process; Third, the researcher analyzes the learning process and the

context; Fourth, the researcher determines the specific and the general purposes; Fifth, the researcher develops the instrument; Sixth, the researcher develops the learning strategy; Seventh, the researcher develops and selects the learning material; Next, the researcher designs and makes a formative evaluation; Then, the researcher makes a product revision; Last, the researcher makes a summative evaluation.

The materials which are developed by the researcher are, the material of Akidah akhlak learning book in the 7th Grade semester 1, in Chapter 2 which is about *Sifat-Sifat Allah dan Pembagiannya*. In this learning book, the content about *Sifat-Sifat Allah dan Pembagiannya* is divided into 4 sub chapters, which are A) *Sifat Wajib dan Mustahil bagi Allah*, B) *Sifat Jaiz Allah*, C) *Perilaku Mengimani Sifat Wajib dan Mustahil Allah*, and D) *Perilaku Mengimani Sifat Jaiz Allah*.

Afterwards, in the phase of product validation, the researcher makes a validation to some material and design experts, covering one lecturer of Akidah Akhlak, one lecturer of learning book design, and the teacher of Akidah akhlak subject in MTs Hidayatul Mubtadiin who validates the material and the design. The person who is chosen as the validator is the lecturer of Maulana Malik Ibrahim State Islamic University of Malang.

The conversion scale which is used by the researcher to decide the product assessment in questionnaire is interval mark on level, which are score 5 with a very good enough product, score 4 with a good product, score 3 with a good enough product, score 2 with a not good product, and score 1 with a

very not good product. For the criteria from very good to good enough, there is nothing to be revised, while for the criteria from not good to very not good, the revision of the book is needed.

The validation result assessment uses the mark interval in the percentage form. The assessments are as follows: 90-100% has a very good criteria and no revision, 75-89% has a good criteria and no revision, 65-74% has a good enough criteria and no revision, 55-64% has a not good criteria and revision needed, and 0-54% has a very not good criteria and revision needed totally.

Based on the result of research and the development explained in Chapter IV shows that the product which is developed by the researcher before being implemented in the field has fulfilled the valid criteria to be used in the learning process. The explanation of the product validation result of Akidah Akhlak learning book based on social and spiritual competence which has been developed by the researcher is as follows:

The learning book which has been developed by the researcher, the first phase of product validation has a validity criteria as follows: The material of Akidah Akhlak learning book by the material expert is 23,08% good enough, 61,54% good, and 15,38% very good. The material of Akidah Akhlak by the subject teacher is 23,08% good enough, 46,15% good, and 30,77% very good. The design of learning book by the design expert is 38,46% not good, 46,15% good enough, and 15,38% good. The design of learning book by the subject teacher is 23,08% good enough, 23,08% good, and 53,85% very good.

Table 5.1: The Validation Result First Phase

No	Learning Content	Validation Result 1
1	Content Expert Validation	Good Enough 23,08 % Good 61,54 % Very Good 15,38 %
2	Content Validation by Teacher	Good Enough 23,08 % Good 46, 15 % Very Good 30,77 %
3	Design Expert Validation	Less Good 38,46 % Good Enough 46, 15 % Good 15,38 %
4	Design Validasion by Teacher	Good Enough 23,08 % Good 23,08 % Very Good 53,85 %

Then, the last product validation has a validity criteria as follows: the material of Akidah Akhlak by the material expert is 84,62% good and 15,38% very good. The material of Akidah Akhlak by the subject teacher is 30,77% good and 69,23% very good. The design of learning book by the design expert is 38,46% good and 61,54% very good. The design of learning book by the subject teacher is 23,08% good and 76,92% very good.

Table 5.2: The Validation Result Second Phase

No	Learning Content	Validation Result 2
1	Content Expert Validation	Good 84,62 % Very Good 15,38 %
2	Content Validation by Teacher	Good 30,77 % Very Good 69,23 %
3	Design Expert Validation	Good 38,46 % Very Good 61,54 %
4	Design Validasion by Teacher	Good 23,08 % Very Good 76,92 %

On the other hand, the product validity test is also conducted in the research object, which is in the experiment class, in the 7th grade in MTs Hidayatul Mubtadiin Malang. There are three product validity tests, covering prototype test which is 82,4% good and no revision needed, small group tryout with 82,5% good and no revision, and field tryout test with 84,3% good and no revision needed.

Table 5.3: The Result of Product Trial

No	Appropriateness Product Trial	Percentage	Information
1	Prototype	82,4 %	Not Revision
2	Small Group Tryout	82,5 %	Not Revision
3	Field Tryout	84,3 %	Not Revision

Based on the validity criteria which is obtained from the validation result of expert team and the product validity test in the school, it can be stated that the product of Akidah Akhlak learning book based on social and spiritual competence is eligible to be implemented further in the school to know the effectiveness of the learning book in its contribution to improve the students' learning result.

C. The Implementation of Learning Book based on Spiritual and Social Competences

The development of Akidah Akhlak learning book based on spiritual and social competence, after being validated by the expert team and getting product validity criteria which valid to be implemented in the field, thus the

researcher implements the product in the 7th Grade in MTs Hidayatul Mubtadiin Malang. The implementation is done to know the product effectiveness and give effect on students' learning result.

In the process of implementation or test, the researcher employs two classes: 7B as the experiment class and 7A as the control class. The experiment class is the class which uses the developed learning book, while the control class is the class which does not get the treatment. The product test result in the experiment class give the significant effect. The result of students' learning in the experiment class is higher than the result of the control class students which does not get the treatment.

Based on the T-test, it shows that Akidah Akhlak learning book based on spiritual and social competence in the experiment class can improve the students' learning result in Akidah Akhlak subject. Thus, H_0 is accepted because the average score between pretest dan posttest of the experiment class is $\text{posttest} > \text{pretest}$ or $80,83 > 62,17$. The significance of the difference between posttest and pretest is 0,000, so that $\text{Sig.} < 0,05$. Hence, it can be concluded that there is a difference between the learning result before and after getting the new treatment in the experiment class.

Then, the posttest T-test between the control class and the experiment class also proves the hypothesis that Akidah Akhlak learning book based on social and spiritual competence can improve the students' learning result in Akidah Akhlak subject in the 7th Grade of MTs Hidayatul Mubtadiin Malang or H_0 is accepted. It is because that the average score between the posttest of

the experiment class is higher than the posttest of the control class. The posttest score of the experiment class > The posttest score of the control class, which is $80,83 > 67,83$. The significance of the difference between the posttest of the experiment class and the posttest of the control class is 0,000. So that $\text{Sig.} < 0,05$. Thus, it can be concluded that there is a difference between the posttest result between the experiment and the control class.

Based on the product test which gives the effect on improving students' learning result, therefore in this case, it proves that Akidah Akhlak learning book based on social and spiritual competence is effective to be used in the learning process in the 7th grade of Mts. Henceforth, the development of learning book as what is done by the researcher is highly needed to be conducted to help students in achieving the success in the learning process, either in the cognitive or in the affective and personality aspects. The innovation in developing the learning book which can improve all aspects of students' competences is really needed.

CHAPTER VI

CLOSING

A. Conclusion

1. The planning of the development of Akidah Akhlak Learning Book based on Spiritual and Social Competence is need analysis and arranged based on research bakcground in MTs Hidayatul Mubtadiin Malang. In need analysis, researcher doing observation and interview.
2. The result of this research and development is Akidah Akhlak learning book. Based on the validation of the expert, this book is valid and not revision. The result of first and second validation as follow:

No	Learning Content	Validation Result 1	Validation Result 2
1	Content Expert Validation	Good Enough 23,08 % Good 61,54 % Very Good 15,38 %	Good 84,62 % Very Good 15,38 %
2	Content Validation by Teacher	Good Enough 23,08 % Good 46, 15 % Very Good 30,77 %	Good 30,77 % Very Good 69,23 %
3	Design Expert Validation	Less Good 38,46 % Good Enough 46, 15 % Good 15,38 %	Good 38,46 % Very Good 61,54 %
4	Design Validaiion by Teacher	Good Enough 23,08 % Good 23,08 % Very Good 53,85 %	Good 23,08 % Very Good 76,92 %

Beside that the result of prototype trial is 82,4%, small group tryout is 82,5%, and field tryout is 84,3%.

3. Based on T Test, it can be known that Akidah Akhlak learning book based on spiritual and social competence can improve the learning result of Akidah Akhlak lesson or H_0 is accepted because the mean between the pretest and posttest of experiment class is posttest mark > pretest mark or

80,83 > 62,17. The significant differences between them are 0,000, so that sig. < 0,05. Thus, it can be concluded that there is a difference between the learning result before and after getting a new treatment in experiment class. Beside that, posttest of experiment class > posttest of control class, that is 80,83 > 67,83. The significant differences between them are 0,000, so that sig. < 0,05. Hence, it can be concluded that there is a difference between the posttest of experiment class and control class.

B. Suggestion

There are some suggestions related to the development of Akidah Akhlak learning book based on spiritual and social competence, are:

1. Akidah Akhlak Learning Book based on Spiritual and Social Competence still has weakness. Therefore, the use must be supported by another sources.
2. The development product is better to be developed with another material in one semester completely.
3. This development product is better to be developed by using spritual intellegence character and social with wide indicator.
4. This development product in better to be developed with some new innovations.

Validator Identity

THE IDENTITY OF EXPERT VALIDATOR

NO.	NAME	POSITION	EVALUATOR
1.	Ach. Nasichuddin, M. A	The Lecturer of FITK, Islamic Education Departement (PAI), UIN Maliki Malang	Content Expert of Akidah Akhlak
2.	Ahmad Makki Hasan, M.Pd.I	The Lecturer of FITK, Arabic Language Education (PBA), UIN Maliki Malang	Design Expert of learning media
3.	Ngadiono, S.Pd.I	The Teacher of Akidah Akhlak subject in MTs Hidayatul Mubtadiin Malang	Content and Design Expert of Akidah Akhlak learning book

Validation Instrumen of Content Expert

INSTRUMEN VALIDASI MATERI BUKU AJAR AKIDAH AKHLAK (MATERI SIFAT-SIFAT ALLAH DAN PEMBAGIANNYA)

A. Pengantar

Sehubungan dengan dilaksanakannya penelitian dan pengembangan buku ajar akidah akhlak berbasis kompetensi sosial dan spiritual kelas 7, maka peneliti bermaksud mengadakan validasi materi pada buku ajar tersebut. Validasi tersebut merupakan bagian tahapan dalam prosedur pengembangan bahan ajar.

Berdasarkan penjelasan di atas, peneliti memohon kesediaan Bapak/Ibu sebagai ahli materi buku ajar untuk mengisi angket di bawah ini. Tujuan dari pengisian angket adalah mengetahui kesesuaian materi buku ajar dengan kurikulum mata pelajaran akidah akhlak. Hasil dari penilaian produk yang dikembangkan melalui angket ini akan digunakan sebagai bahan evaluasi penyempurnaan isi materi buku ajar supaya dapat dikatakan layak untuk dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya peneliti mengucapkan terima kasih atas perhatian dan kerjasama Bapak/Ibu sebagai ahli materi dalam pengembangan buku ajar.

Nama :

NIP :

Instansi :

Pendidikan :

Alamat :

B. Petunjuk Pengisian Angket

- 1) Sebelum Bapak/Ibu mengisi angket dimohon untuk membaca dan memahami materi bahan ajar yang dikembangkan.
- 2) Berilah tanda cek (√) pada salah satu item sesuai dengan penilaian yang dianggap paling tepat.
- 3) Keterangan makna dari angka pilihan adalah sebagai berikut:

Skor	Keterangan
5	Sangat Baik
4	Baik
3	Cukup Baik
2	Kurang Baik
1	Sangat Kurang Baik

C. Pertanyaan Angket

NO	Pertanyaan	Keterangan				
		1	2	3	4	5
1	Kesesuaian dengan kurikulum					
2	Akurasi (ketepatan) dan kebaruan					
3	Kejelasan dan ketepatan bahasa					
4	Menimbulkan/menjaga motivasi siswa					
5	Partisipasi belajar					
6	Kualitas teknik					
7	Bukti efektivitas					
8	Bebas bias (penyimpangan					
9	Panduan pengguna					
10	Kesesuaian tingkat baca					
11	Kejelasan dalam pengorganisasian (mengaitkan atau menghubungkan) materi					

12	Daftar isi/Indeks					
13	Evaluasi pembelajaran					
Jumlah						

D. Kritik dan Saran

1) Dalam hal tampilan media bahan ajar

2) Dalam hal isi desain bahan ajar

3) Lain-lain

Malang, 2015

NIP:

Validation Instrumen of Design Expert

INSTRUMEN VALIDASI DESAIN BUKU AJAR AKIDAH AKHLAK (MATERI SIFAT-SIFAT ALLAH DAN PEMBAGIANNYA)

A. Pengantar

Sehubungan dengan dilaksanakannya penelitian dan pengembangan buku ajar akidah akhlak berbasis kompetensi sosial dan spiritual kelas 7, maka peneliti bermaksud mengadakan validasi desain pada buku ajar tersebut. Validasi tersebut merupakan bagian tahapan dalam prosedur pengembangan bahan ajar.

Berdasarkan penjelasan di atas, peneliti memohon kesediaan Bapak/Ibu sebagai ahli materi buku ajar untuk mengisi angket di bawah ini. Tujuan dari pengisian angket adalah mengetahui kesesuaian materi buku ajar dengan kurikulum mata pelajaran akidah akhlak. Hasil dari penilaian produk yang dikembangkan melalui angket ini akan digunakan sebagai bahan evaluasi penyempurnaan isi materi buku ajar supaya dapat dikatakan layak untuk dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya peneliti mengucapkan terima kasih atas perhatian dan kerjasama Bapak/Ibu sebagai ahli materi dalam pengembangan buku ajar.

Nama :

NIP :

Instansi :

Pendidikan :

Alamat :

B. Petunjuk Pengisian Angket

- 4) Sebelum Bapak/Ibu mengisi angket dimohon untuk membaca dan memahami materi bahan ajar yang dikembangkan.
- 5) Berilah tanda cek (√) pada salah satu item sesuai dengan penilaian yang dianggap paling tepat.
- 6) Keterangan makna dari angka pilihan adalah sebagai berikut:

Skor	Keterangan
5	Sangat Baik
4	Baik
3	Cukup Baik
2	Kurang Baik
1	Sangat Kurang Baik

C. Pertanyaan Angket

NO	Pertanyaan	Keterangan				
		1	2	3	4	5
1	Kejelasan tampilan					
2	Kemudahan dalam memahami pesan					
3	Keterlibatan aktif peserta didik					
4	Fokus perhatian					
5	Penggunaan visual realistik					
6	Penggunaan analogi					
7	Pengorganisasian/penghubungan antar elemen					
8	Pemilihan jenis huruf					
9	Pemilihan bentuk (gambar, penataan, tampilan)					
10	Pemilihan warna					
11	Pemilihan ukuran huruf					

12	Pemilihan tekstur buku					
13	Interaksi tampilan dengan peserta didik					
Jumlah						

D. Kritik dan Saran

1) Dalam hal tampilan media bahan ajar

2) Dalam hal isi desain bahan ajar

3) Lain-lain

Malang, 2015

NIP:

Questionnaire for Students

ANGKET TANGGAPAN SISWA TERHADAP BUKU AJAR AKIDAH AKHLAK BERBASIS KOMPETENSI SPIRITUAL DAN SOSIAL

Keterangan:

Skala penilaian/tanggapan				
1	2	3	4	5
Sangat tidak baik	Kurang baik	Cukup baik	Baik	Sangat baik

A. Berilah tanda silang (√) pada alternatif jawaban yang dianggap paling sesuai.

No	Kriteria	Nilai				
		1	2	3	4	5
1.	Kemenarikan buku ajar					
2	Kejelasan materi					
3	Kelengkapan materi bahan ajar					
4	Buku ajar dalam membantu siswa untuk berinteraksi dengan guru dan teman dalam pembelajaran					
5	Buku ajar dalam membantu meningkatkan motivasi/semangat siswa dalam belajar					
6	Buku ajar dalam membantu meningkatkan kreativitas dan keaktifan siswa					
7	Kualitas gambar					
8	Penggunaan warna					
9	Penggunaan jenis huruf					
10	Penggunaan bentuk (gambar, penataan tampilan)					
11	Tampilan cover					
12	Kesesuaian soal-soal pada buku ajar dengan materi yang disampaikan guru					
13	Keterkaitan antar materi pada bahan ajar					
14	Kemudahan dalam mengisi soal-soal bahan ajar					

Pretest

SOAL-SOAL LATIHAN 1

A. Pilihlah salah satu jawaban yang paling tepat!!!

1. Sifat wajib dan mustahil Allah berjumah...
 - a. Dua puluh satu (21)
 - b. Dua (2)
 - c. Dua puluh (20)
 - d. Satu (1)
2. Sifat wajib Allah SWT. ialah...
 - a. Sifat yang sebaiknya ada pada Dzat Allah
 - b. Sifat yang diwajibkan atas Dzat Allah
 - c. Sifat yang pasti ada pada Dzat Allah
 - d. Hal-hal yang mengharuskan Allah SWT. untuk memilikinya
3. Sedangkan, sifat salbiyah ialah...
 - a. Sifat yang boleh ada atau tidak ada pada Allah
 - b. Sifat yang berhubungan dengan dzat Allah
 - c. Sifat yang meniadakan sifat sebaliknya
 - d. Sifat yang boleh ditinggalkan Allah
4. Surat Al-Ikhlâs menunjukkan bahwa Allah memiliki sifat...
 - a. Baqa'
 - b. Mutakalliman
 - c. Wahdaniyyah
 - d. Wujud
5. Ihtiyajuhu lighairihi mempunyai arti membutuhkan orang lain. Allah mustahil mempunyai sifat tersebut, karena Allah bersifat...
 - a. Ta'addud
 - b. Qiyamuhu binafsihi
 - c. Mukhalafatu lillahwaditsi
 - d. Mumatsalatuhu lillahwaditsi
6. Sifat ma'nawi dan sifat ma'nawiyah mempunyai keterkaitan yang erat. Berikut adalah pasangan sifat ma'nawi dan sifat ma'nawiyah yang benar ialah...
 - a. Iradah, Muridan
 - b. 'Ilmu, Mutakalliman
 - c. 'Ilmu, Hayyan
 - d. 'Umy, Mayyitan
7. Berikut adalah sifat mustahil Allah yang termasuk sifat nafsiyah ialah...
 - a. Hudus
 - b. 'Adam
 - c. Karahah
 - d. Abkamu
8. Al-Qur'an berisi firman-firman Allah yang dahulu telah diwahyukan kepada Nabi Muhammad saw. melalui Malaikat Jibril. Hal ini membuktikan bahwa Allah memiliki sifat...
 - a. Bashar
 - b. Sama'
 - c. Quadrat
 - d. Kalam
9. Allah akan hidup selama-lamanya sampai kapanpun, karena Dia bersifat..., sedangkan manusia pasti akan menemui ajalnya, karena manusia...
 - a. Baqa', fana'
 - b. Mutakalliman
 - c. Muridan, mukrahan
 - d. Wujud

- b. Qudrat, 'ajz
10. Allah berfirman: d. Hayat, maut

قُلْ هُوَ اللَّهُ أَحَدٌ

Ayat tersebut membuktikan bahwa Allah bersifat...

- a. Wahdaniyyah c. Mutakalliman
b. Qadiran d. Qidam
11. Yang termasuk sifat ma'nawi dibawah ini ialah...
a. Baqa' c. Muridan
b. Iradat d. 'Aliman
12. Tidak menyekutukan Allah merupakan cerminan atau perilaku mengimani sifat...
a. وحدانية c. حيا
b. قيامه بنفسه d. بصيرا
13. Berikut adalah perilaku orang yang mengimani sifat-sifat Allah, kecuali...
a. Bersabar atas segala pemberian Allah
b. Membaca Al-Qur'an serta mengamalkannya
c. Rajib belajar dan bekerja
d. Pasrah tanpa berusaha
14. Sifat wajib dan mustahil Allah yang benar di bwah ini, ialah...
a. Muridan x mukrahan c, bashiron x abkamu
b. Qadiran x jahilan d, hayyan x jahilan
15. Allah berfirman dalam Q.S. Al-Hujurat ayat 16:

وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ

Ayat di atas menjelaskan bahwa Allah bersifat...

- a. Hayat c. Qudrah
b. 'Ilmu d. Kalam

Selamat
Mengerjakan!!!

Posttest

SOAL-SOAL LATIHAN 2

A. Pilihlah salah satu jawaban yang paling tepat!!!

1. Sifat wajib dan mustahil Allah yang termasuk sifat ma'nawiyah berjumlah...
 - a. Dua puluh satu (21)
 - b. Dua (2)
 - c. Tujuh (7)
 - d. Satu (1)
2. Sifat jaiz Allah ialah....
 - a. Sifat yang harus ada pada Dzat Allah
 - b. Sifat yang tidak ada pada Dzat Allah
 - c. Sifat yang kadang-kadang ada pada Dzat Allah
 - d. Sifat yang boleh ada atau tidak ada pada Dzat Allah
3. Surat Al-Ikhlâs menunjukkan bahwa Allah memiliki sifat...
 - a. Baqa'
 - b. Wahdaniyyah
 - c. Mutaklliman
 - d. Wujud
4. Berikut ini yang *bukan* termasuk sifat wajib bagi Allah adalah sifat...
 - a. Qiyamuhu binafsihi
 - b. 'Aliman
 - c. Tabligh
 - d. Qidam
5. Allah telah menciptakan bumi dan seisinya. Sudah pasti Allah menciptakan ini semua sebelumnya. Ini membuktikan bahwa Allah...
 - a. Mengetahui
 - b. Mendengar
 - c. Berkehendak
 - d. Terdahulu
6. Allah bersifat *mukhalafatu lillahawaditsi*, yang artinya...
 - a. Menyerupai yang baru (makhluk)
 - b. Berbeda dengan makhluk
 - c. Berdiri sendiri
 - d. Lebih dari satu
7. Berikut adalah bukti bahwa Allah itu wujud, *kecuali*...
 - a. Adanya Al-Qur'an sebagai firman Allah
 - b. Adanya alam semesta
 - c. Adanya Nabi dan Rasul
 - d. Allah mengetahui gerak gerak hambaNya
8. Rahma selalu belajar setiap hari dengan semangat. Karena ia tahu bahwa Allah bisa memberikan kepandaian atau kebodohan. Rahma yakin bahwa Allah mempunyai sifat kewenangan, yakni...
 - a. Sifat mustahil

Pretest and Posttest Result of Experiment Class

No	Subject	Pretest	Posttest
1	Achmad Arifin	55	85
2	Ahlam Dita Putri	40	85
3	Ahmad Athif Fikri	45	90
4	Ahmad Fiki A	95	85
5	Alfina Nafa	85	80
6	Alfonsho Ady Reklansha	40	80
7	Dewi Safira Roihana	65	70
8	Faiz Fauziah	50	80
9	Himatul Aliyah	65	75
10	Inda Hikmah Anzili	75	90
11	Kharismatul Khusna	60	95
12	Miftaakhur Rohmah	55	75
13	Mochamad Septian Putra	95	75
14	Mohamad Feri Ardiansyah	70	75
15	Muchamad Irfan F	65	75
16	Muhammad Fadly Arifin	85	75
17	Natasyah Ginantidiva A.	60	75
18	Radika Safita Putri	55	75
19	Rezaudia Septiantoro	65	75
20	Ruli Dwi Saputra	55	75
21	Wahyu Mufida	55	95
22	Wanda Diah Ratna Sari	70	85
23	Windi Diah Ratna Sari	65	80
24	Sandy Rema Nur Cahya	40	70
25	Arga Dwi Sandi	50	80
26	Widya Silvia	75	80
27	Hasbin S. Lamén	65	85
28	Rizki Purnomo	60	85
29	Yusuf Ibrahim	55	85
30	Vania Laila	50	90

Research Documentation



Prototype trial



Small group tryout trial



Field tryout trial

Pretest-posttest

Curriculum Vitae

CURRICULUM VITAE



Name : Nurmalita Tirta Nirwana
TTL : Bondowoso, 10 Mei 1991
Address : Kajar Selat Rt 14 Rw 06, Kec. Tenggarang,
Bondowoso
Email : akhwatsuccessdwinner@gmail.com
Telp : 085791450810

Education Stages:

- A. Formal Education
 1. TK At-Taqwa Bondowoso
 2. MI At-Taqwa Bondowoso
 3. SMP Negeri 1 Bondowoso
 4. SMA Negeri 1 Bondowoso
 5. UIN Maulana Malik Ibrahim Malang
- B. Non-Formal Education
 1. Ma'had Sunan Ampel Al-'Aly (MSAA) UIN Maliki Malang
 2. English Course Logico & Mr. Bob, Pare, Kediri

Organisation Experiences:

1. PMR SMP Negeri 1 Bondowoso (member)
2. Remaja Muslim (REMUS) SMA Negeri 2 Bondowoso (coordinator Sie Kajian)
3. AICS (Association International Class Student) Faculty of Tarbiyah and Teaching Sciences (FITK)
4. JDFI Ma'had Sunan Ampel Al-'Aly UIN Maliki Malang (*pengurus sie khitobah*)

5. Musyrifah Ma'had Sunan Ampel Al-'Aly UIN Maliki Malang
 - 2012-2013 member of language division
 - 2013-2014 coordinator of language division
 - 2014-2015 coordinator of Khadijah Al Kubra Dormitory
6. Forum Lingkar Pena (FLP) Ranting UIN Maliki (member)
7. UIN Malang Mengajar



Validator Identity

THE IDENTITY OF EXPERT VALIDATOR

NO.	NAME	POSITION	EVALUATOR
1.	Ach. Nasichuddin, M. A	The Lecturer of FITK, Islamic Education Departement (PAI), UIN Maliki Malang	Content Expert of Akidah Akhlak
2.	Ahmad Makki Hasan, M.Pd.I	The Lecturer of FITK, Arabic Language Education (PBA), UIN Maliki Malang	Design Expert of learning media
3.	Ngadiono, S.Pd.I	The Teacher of Akidah Akhlak subject in MTs Hidayatul Mubtadiin Malang	Content and Design Expert of Akidah Akhlak learning book

Validation Instrumen of Content Expert

INSTRUMEN VALIDASI MATERI BUKU AJAR AKIDAH AKHLAK (MATERI SIFAT-SIFAT ALLAH DAN PEMBAGIANNYA)

A. Pengantar

Sehubungan dengan dilaksanakannya penelitian dan pengembangan buku ajar akidah akhlak berbasis kompetensi sosial dan spiritual kelas 7, maka peneliti bermaksud mengadakan validasi materi pada buku ajar tersebut. Validasi tersebut merupakan bagian tahapan dalam prosedur pengembangan bahan ajar.

Berdasarkan penjelasan di atas, peneliti memohon kesediaan Bapak/Ibu sebagai ahli materi buku ajar untuk mengisi angket di bawah ini. Tujuan dari pengisian angket adalah mengetahui kesesuaian materi buku ajar dengan kurikulum mata pelajaran akidah akhlak. Hasil dari penilaian produk yang dikembangkan melalui angket ini akan digunakan sebagai bahan evaluasi penyempurnaan isi materi buku ajar supaya dapat dikatakan layak untuk dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya peneliti mengucapkan terima kasih atas perhatian dan kerjasama Bapak/Ibu sebagai ahli materi dalam pengembangan buku ajar.

Nama :

NIP :

Instansi :

Pendidikan :

Alamat :

B. Petunjuk Pengisian Angket

- 1) Sebelum Bapak/Ibu mengisi angket dimohon untuk membaca dan memahami materi bahan ajar yang dikembangkan.
- 2) Berilah tanda cek (√) pada salah satu item sesuai dengan penilaian yang dianggap paling tepat.
- 3) Keterangan makna dari angka pilihan adalah sebagai berikut:

Skor	Keterangan
5	Sangat Baik
4	Baik
3	Cukup Baik
2	Kurang Baik
1	Sangat Kurang Baik

C. Pertanyaan Angket

NO	Pertanyaan	Keterangan				
		1	2	3	4	5
1	Kesesuaian dengan kurikulum					
2	Akurasi (ketepatan) dan kebaruan					
3	Kejelasan dan ketepatan bahasa					
4	Menimbulkan/menjaga motivasi siswa					
5	Partisipasi belajar					
6	Kualitas teknik					
7	Bukti efektivitas					
8	Bebas bias (penyimpangan					
9	Panduan pengguna					
10	Kesesuaian tingkat baca					
11	Kejelasan dalam pengorganisasian (mengaitkan atau menghubungkan) materi					

12	Daftar isi/Indeks					
13	Evaluasi pembelajaran					
Jumlah						

D. Kritik dan Saran

1) Dalam hal tampilan media bahan ajar

2) Dalam hal isi desain bahan ajar

3) Lain-lain

Malang, 2015

NIP:

Validation Instrumen of Design Expert

INSTRUMEN VALIDASI DESAIN BUKU AJAR AKIDAH AKHLAK (MATERI SIFAT-SIFAT ALLAH DAN PEMBAGIANNYA)

A. Pengantar

Sehubungan dengan dilaksanakannya penelitian dan pengembangan buku ajar akidah akhlak berbasis kompetensi sosial dan spiritual kelas 7, maka peneliti bermaksud mengadakan validasi desain pada buku ajar tersebut. Validasi tersebut merupakan bagian tahapan dalam prosedur pengembangan bahan ajar.

Berdasarkan penjelasan di atas, peneliti memohon kesediaan Bapak/Ibu sebagai ahli materi buku ajar untuk mengisi angket di bawah ini. Tujuan dari pengisian angket adalah mengetahui kesesuaian materi buku ajar dengan kurikulum mata pelajaran akidah akhlak. Hasil dari penilaian produk yang dikembangkan melalui angket ini akan digunakan sebagai bahan evaluasi penyempurnaan isi materi buku ajar supaya dapat dikatakan layak untuk dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya peneliti mengucapkan terima kasih atas perhatian dan kerjasama Bapak/Ibu sebagai ahli materi dalam pengembangan buku ajar.

Nama :

NIP :

Instansi :

Pendidikan :

Alamat :

B. Petunjuk Pengisian Angket

- 4) Sebelum Bapak/Ibu mengisi angket dimohon untuk membaca dan memahami materi bahan ajar yang dikembangkan.
- 5) Berilah tanda cek (√) pada salah satu item sesuai dengan penilaian yang dianggap paling tepat.
- 6) Keterangan makna dari angka pilihan adalah sebagai berikut:

Skor	Keterangan
5	Sangat Baik
4	Baik
3	Cukup Baik
2	Kurang Baik
1	Sangat Kurang Baik

C. Pertanyaan Angket

NO	Pertanyaan	Keterangan				
		1	2	3	4	5
1	Kejelasan tampilan					
2	Kemudahan dalam memahami pesan					
3	Keterlibatan aktif peserta didik					
4	Fokus perhatian					
5	Penggunaan visual realistik					
6	Penggunaan analogi					
7	Pengorganisasian/penghubungan antar elemen					
8	Pemilihan jenis huruf					
9	Pemilihan bentuk (gambar, penataan, tampilan)					
10	Pemilihan warna					
11	Pemilihan ukuran huruf					

12	Pemilihan tekstur buku					
13	Interaksi tampilan dengan peserta didik					
Jumlah						

D. Kritik dan Saran

1) Dalam hal tampilan media bahan ajar

2) Dalam hal isi desain bahan ajar

3) Lain-lain

Malang, 2015

NIP:

Questionnaire for Students

ANGKET TANGGAPAN SISWA TERHADAP BUKU AJAR AKIDAH AKHLAK BERBASIS KOMPETENSI SPIRITUAL DAN SOSIAL

Keterangan:

Skala penilaian/tanggapan				
1	2	3	4	5
Sangat tidak baik	Kurang baik	Cukup baik	Baik	Sangat baik

A. Berilah tanda silang (√) pada alternatif jawaban yang dianggap paling sesuai.

No	Kriteria	Nilai				
		1	2	3	4	5
1.	Kemenarikan buku ajar					
2	Kejelasan materi					
3	Kelengkapan materi bahan ajar					
4	Buku ajar dalam membantu siswa untuk berinteraksi dengan guru dan teman dalam pembelajaran					
5	Buku ajar dalam membantu meningkatkan motivasi/semangat siswa dalam belajar					
6	Buku ajar dalam membantu meningkatkan kreativitas dan keaktifan siswa					
7	Kualitas gambar					
8	Penggunaan warna					
9	Penggunaan jenis huruf					
10	Penggunaan bentuk (gambar, penataan tampilan)					
11	Tampilan cover					
12	Kesesuaian soal-soal pada buku ajar dengan materi yang disampaikan guru					
13	Keterkaitan antar materi pada bahan ajar					
14	Kemudahan dalam mengisi soal-soal bahan ajar					

Pretest

SOAL-SOAL LATIHAN 1

A. Pilihlah salah satu jawaban yang paling tepat!!!

1. Sifat wajib dan mustahil Allah berjumah...
 - a. Dua puluh satu (21)
 - b. Dua (2)
 - c. Dua puluh (20)
 - d. Satu (1)
2. Sifat wajib Allah SWT. ialah...
 - a. Sifat yang sebaiknya ada pada Dzat Allah
 - b. Sifat yang diwajibkan atas Dzat Allah
 - c. Sifat yang pasti ada pada Dzat Allah
 - d. Hal-hal yang mengharuskan Allah SWT. untuk memilikinya
3. Sedangkan, sifat salbiyah ialah...
 - a. Sifat yang boleh ada atau tidak ada pada Allah
 - b. Sifat yang berhubungan dengan dzat Allah
 - c. Sifat yang meniadakan sifat sebaliknya
 - d. Sifat yang boleh ditinggalkan Allah
4. Surat Al-Ikhlâs menunjukkan bahwa Allah memiliki sifat...
 - a. Baqa'
 - b. Mutakalliman
 - c. Wahdaniyyah
 - d. Wujud
5. Ihtiyajuhu lighairihi mempunyai arti membutuhkan orang lain. Allah mustahil mempunyai sifat tersebut, karena Allah bersifat...
 - a. Ta'addud
 - b. Qiyamuhu binafsihi
 - c. Mukhalafatu lillahwaditsi
 - d. Mumatsalatuhu lillahwaditsi
6. Sifat ma'nawi dan sifat ma'nawiyah mempunyai keterkaitan yang erat. Berikut adalah pasangan sifat ma'nawi dan sifat ma'nawiyah yang benar ialah...
 - a. Iradah, Muridan
 - b. 'Ilmu, Mutakalliman
 - c. 'Ilmu, Hayyan
 - d. 'Umy, Mayyitan
7. Berikut adalah sifat mustahil Allah yang termasuk sifat nafsiyah ialah...
 - a. Hudus
 - b. 'Adam
 - c. Karahah
 - d. Abkamu
8. Al-Qur'an berisi firman-firman Allah yang dahulu telah diwahyukan kepada Nabi Muhammad saw. melalui Malaikat Jibril. Hal ini membuktikan bahwa Allah memiliki sifat...
 - a. Bashar
 - b. Sama'
 - c. Quadrat
 - d. Kalam
9. Allah akan hidup selama-lamanya sampai kapanpun, karena Dia bersifat..., sedangkan manusia pasti akan menemui ajalnya, karena manusia...
 - a. Baqa', fana'
 - b. Mutakalliman
 - c. Muridan, mukrahan
 - d. Wujud

- b. Qudrat, 'ajz
10. Allah berfirman: d. Hayat, maut

قُلْ هُوَ اللَّهُ أَحَدٌ

Ayat tersebut membuktikan bahwa Allah bersifat...

- a. Wahdaniyyah c. Mutakalliman
b. Qadiran d. Qidam
11. Yang termasuk sifat ma'nawi dibawah ini ialah...
a. Baqa' c. Muridan
b. Iradat d. 'Aliman
12. Tidak menyekutukan Allah merupakan cerminan atau perilaku mengimani sifat...
a. وحدانية c. حيا
b. قيامه بنفسه d. بصيرا
13. Berikut adalah perilaku orang yang mengimani sifat-sifat Allah, kecuali...
a. Bersabar atas segala pemberian Allah
b. Membaca Al-Qur'an serta mengamalkannya
c. Rajib belajar dan bekerja
d. Pasrah tanpa berusaha
14. Sifat wajib dan mustahil Allah yang benar di bwah ini, ialah...
a. Muridan x mukrahan c, bashiron x abkamu
b. Qadiran x jahilan d, hayyan x jahilan
15. Allah berfirman dalam Q.S. Al-Hujurat ayat 16:

وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ

Ayat di atas menjelaskan bahwa Allah bersifat...

- a. Hayat c. Qudrah
b. 'Ilmu d. Kalam

Selamat
Mengerjakan!!!

Posttest

SOAL-SOAL LATIHAN 2

A. Pilihlah salah satu jawaban yang paling tepat!!!

1. Sifat wajib dan mustahil Allah yang termasuk sifat ma'nawiyah berjumlah...
 - a. Dua puluh satu (21)
 - b. Dua (2)
 - c. Tujuh (7)
 - d. Satu (1)
2. Sifat jaiz Allah ialah....
 - a. Sifat yang harus ada pada Dzat Allah
 - b. Sifat yang tidak ada pada Dzat Allah
 - c. Sifat yang kadang-kadang ada pada Dzat Allah
 - d. Sifat yang boleh ada atau tidak ada pada Dzat Allah
3. Surat Al-Ikhlâs menunjukkan bahwa Allah memiliki sifat...
 - a. Baqa'
 - b. Wahdaniyyah
 - c. Mutaklliman
 - d. Wujud
4. Berikut ini yang *bukan* termasuk sifat wajib bagi Allah adalah sifat...
 - a. Qiyamuhu binafsihi
 - b. 'Aliman
 - c. Tabligh
 - d. Qidam
5. Allah telah menciptakan bumi dan seisinya. Sudah pasti Allah menciptakan ini semua sebelumnya. Ini membuktikan bahwa Allah...
 - a. Mengetahui
 - b. Mendengar
 - c. Berkehendak
 - d. Terdahulu
6. Allah bersifat *mukhalafatu lillahawaditsi*, yang artinya...
 - a. Menyerupai yang baru (makhluk)
 - b. Berbeda dengan makhluk
 - c. Berdiri sendiri
 - d. Lebih dari satu
7. Berikut adalah bukti bahwa Allah itu wujud, *kecuali*...
 - a. Adanya Al-Qur'an sebagai firman Allah
 - b. Adanya alam semesta
 - c. Adanya Nabi dan Rasul
 - d. Allah mengetahui gerak gerak hambaNya
8. Rahma selalu belajar setiap hari dengan semangat. Karena ia tahu bahwa Allah bisa memberikan kepandaian atau kebodohan. Rahma yakin bahwa Allah mempunyai sifat kewenangan, yakni...
 - a. Sifat mustahil

- b. Sifat wajib
 - c. Sifat jaiz dan wajib
 - d. Sifat jaiz
9. Apapun yang diperbuat manusia tidak terlepas dari penglihatan Allah karena Allah bersifat...
- a. قدام
 - b. بقاء
 - c. بصر
 - d. وجود
10. Allah bersifat ..., yakni bebas berkehendak atas kemauannya sendiri, sehingga mustahil Allah bersifat...
- a. Iradat, karaha
 - b. Qudrat, 'ajz
 - c. Hayyan, mayyitan
 - d. 'Ilmu, jahl
11. Yang termasuk sifat salbiyah di bawah ini, ialah...
- a. Wujud
 - b. 'Ilmu
 - c. Kalam
 - d. Qiyamuhu binafsihi
12. Yang termasuk sifat ma'nawiyah dibawah ini, kecuali...
- a. A'ma
 - b. Ashammu
 - c. Umy
 - d. Mukrahan
13. Allah mendengar setiap do'a-do'a hambaNya, walaupun do'anya tidak keras-keras. Hal ini membuktikan bahwa Allah Maha Mendengar atau...
- a. Bashiran
 - b. Sami'an
 - c. Mutakalliman
 - d. Qadiran
14. Allah berfirman dalam Q.S. Al-Hujurat ayat 16:

...وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ ﴿١٦﴾

Ayat di atas menjelaskan bahwa Allah bersifat...

- c. Hayat
 - d. 'Ilmu
 - c. Qudrah
 - d. Kalam
15. Berikut adalah perilaku orang yang mengimani sifat-sifat Allah, kecuali...
- a. Bersabar atas segala pemberian Allah
 - b. Membaca Al-Qur'an serta mengamalkannya
 - c. Rajib belajar dan bekerja
 - d. Pasrah tanpa berusaha

Pretest and Posttest Result of Experiment Class

No	Subject	Pretest	Posttest
1	Achmad Arifin	55	85
2	Ahlam Dita Putri	40	85
3	Ahmad Athif Fikri	45	90
4	Ahmad Fiki A	95	85
5	Alfina Nafa	85	80
6	Alfonsho Ady Reklansha	40	80
7	Dewi Safira Roihana	65	70
8	Faiz Fauziah	50	80
9	Himatul Aliyah	65	75
10	Inda Hikmah Anzili	75	90
11	Kharismatul Khusna	60	95
12	Miftaakhur Rohmah	55	75
13	Mochamad Septian Putra	95	75
14	Mohamad Feri Ardiansyah	70	75
15	Muchamad Irfan F	65	75
16	Muhammad Fadly Arifin	85	75
17	Natasyah Ginantidiva A.	60	75
18	Radika Safita Putri	55	75
19	Rezaudia Septiantoro	65	75
20	Ruli Dwi Saputra	55	75
21	Wahyu Mufida	55	95
22	Wanda Diah Ratna Sari	70	85
23	Windi Diah Ratna Sari	65	80
24	Sandy Rema Nur Cahya	40	70
25	Arga Dwi Sandi	50	80
26	Widya Silvia	75	80
27	Hasbin S. Lamén	65	85
28	Rizki Purnomo	60	85
29	Yusuf Ibrahim	55	85
30	Vania Laila	50	90

Research Documentation



Prototype trial



Small group tryout trial



Field tryout trial

Pretest-posttest

Curriculum Vitae

CURRICULUM VITAE



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Education Stages:

- A. Formal Education
 1. TK At-Taqwa Bondowoso
 2. MI At-Taqwa Bondowoso
 3. SMP Negeri 1 Bondowoso
 4. SMA Negeri 1 Bondowoso
 5. UIN Maulana Malik Ibrahim Malang
- B. Non-Formal Education
 1. Ma'had Sunan Ampel Al-'Aly (MSAA) UIN Maliki Malang
 2. English Course Logico & Mr. Bob, Pare, Kediri

Organisation Experiences:

1. PMR SMP Negeri 1 Bondowoso (member)
2. Remaja Muslim (REMUS) SMA Negeri 2 Bondowoso (coordinator Sie Kajian)
3. AICS (Association International Class Student) Faculty of Tarbiyah and Teaching Sciences (FITK)
4. JDFI Ma'had Sunan Ampel Al-'Aly UIN Maliki Malang (*pengurus* sie khitobah)

5. Musyrifah Ma'had Sunan Ampel Al-'Aly UIN Maliki Malang
 - 2012-2013 member of language division
 - 2013-2014 coordinator of language division
 - 2014-2015 coordinator of Khadijah Al Kubra Dormitory
6. Forum Lingkar Pena (FLP) Ranting UIN Maliki (member)
7. UIN Malang Mengajar

