

**THE DEVELOPMENT OF QURANIC BASED- TEACHING MATERIAL
FOR FOURTH GRADE STUDENTS AT ISLAMIC ELEMENTARY
SCHOOL AS-SALAM MALANG**

THESIS

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SCHOOL DEPARTMENT
FACULTY OF TARBIYAH AND TEACHING TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY OF MALANG**

June, 2015

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THESIS

Submitted to Faculty of Tarbiyah and Teaching Science of Maulana Malik Ibrahim State Islamic University (UIN) of Malang in Partial Fulfillment of The Requirement for The Degree of Bachelor of Primary School Teacher Education Title (S.Pd)

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MALANG**

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APPROVAL SHEET

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LEGITIMATION SHEET

**THE DEVELOPMENT OF QURANIC BASED- TEACHING MATERIAL
FOR FOURTH GRADE STUDENTS AT ISLAMIC ELEMENTARY
SCHOOL AS-SALAM MALANG**

THESIS

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Zulyanti Wulandari (11140136)

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And has been approved by the board of examiners as the requirement for the
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DEDICATION

Alhamdulillahhirabbil 'alamiin,

Thanks to Allah SWT for everything in my life. My deepest gratitude is bestowed to the Almighty, the One Allah SWT

I'm dedicated this research for my beloved parents (Mr. H. Kasiran and Mrs. Hj. Syarofah), who had been struggling in giving me support and praying until I finished all these.

Wholeheartedly mother, wise guidance father. Thy good pleasure present for me, Your advice guidance my life. Your embrace bless my life, and the struggle between your evening prayer droplets. And a verse prayer has embraced me, toward a bright future. Now myself in my studies have been completed. With genuine humility, together with thy good pleasure.

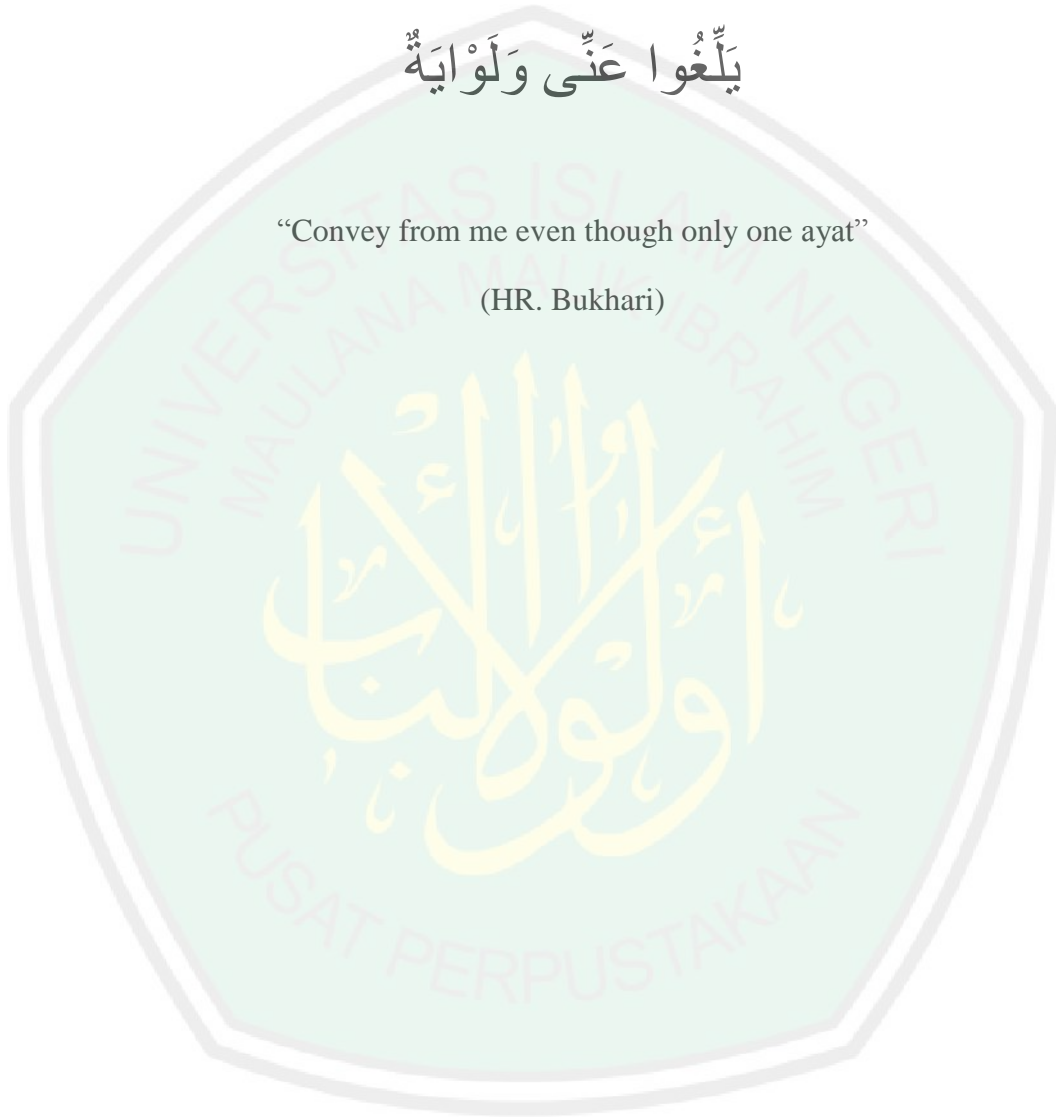
I dedicate this paper to the noblest, father and mother

MOTTO

يَلِّغُوا عَنِّي وَلَوْ آيَةً

“Convey from me even though only one ayat”

(HR. Bukhari)



Dr. H.Abdul Malik Karim Amrullah, M.PdI
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ADVISOR OFFICIAL NOTE

Matter : The Thesis of Zulyanti Wulandari
Append.: 4 (Four) Exemplar

Malang, 12 June 2015

Dear,
The Dean of Tarbiyah And Teaching Science Faculty
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at
Malang

Assalamu'alaikum Wr. Wb

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

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for Fourth Grade Students at Islamic Elementary School
As-Salam Malang

So, as the advisor, we are argue that this thesis has been proposed and tested decent.

So, please to tolerate presence.

Wassalamu'alaikum Wr. Wb.

Advisor,

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STATEMENT LETTER

I certify that the thesis I wrote to fulfill the requirement for *Sarjana Pendidikan* (S.Pd) entitled “*The Development Of Quranic Based-Teaching Material for Fourth Grade Students at Islamic Elementary School As-Salam 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, June 12th, 2015

Zulyanti Wulandari

PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah praise the authors are extended presence to Allah who has given grace, His taufiq and guidance, so that I can finish this thesis with the title *“The Development Of Quranic Based- Teaching Material for Fourth Grade Students at Islamic Elementary School As-Salam Malang”* .

Blessing and greetings is always delegated to The Prophet Muhammad SAW, who has been brought the Islamic religion from the darkness to the lightness.

Writing and preparation of this thesis intended to complete of all activities study at Maulana Malik Ibrahim State Islamic University of Malang as a form of accountability students writers become the student of Maulana Malik Ibrahim State Islamic University of Malang and to comply one of the requirements to obtain a first degree in Bachelor of Education in Maulana Malik Ibrahim State Islamic University of Malang.

The author is fully aware that the limited ability and lack of experience, so many obstacles and difficulties encountered in the preparation of the writer continues the thesis. By the finish of this thesis, the author did not forget to express the thanksto all those who provide direction, guidance in the preparation of the writer continues this thesis, with all humality, say thanks to:

1. Both my beloved parents (Mr. H. Kasiran and Mrs. Hj. Syarofah) who have given motivation, prayer and guidance to learn and always be in the way of Allah.
2. Mr. Prof. Dr. H. Mudjia Rahardjo, M.Si, as the Rector of Maulana Malik Ibrahim State Islamic University of Malang.
3. Mr. Dr. H. Nur Ali, M.Pd, as the Dean of Tarbiyah and Teaching Training Faculty at Maulana Malik Ibrahim State Islamic University of Malang.
4. Mr. Dr. Muhammad Walid, MA, as the Head of Teacher Education for Islamic Primary School Department at Maulana Malik Ibrahim State Islamic University of Malang.
5. Mr. Dr. H. Abdul Malik Karim Amrullah, M.Pd.I, as the thesis supervisor who always guiding me in processing of thesis to be a good result.
6. Mr Dr. Samsul Ulum, MA, and Mr. Nurul Yaqien, M.Pd is willing to be the validator in the assessment of the development of learning subject or development textbook and give suggestion criticism in improving the learning subject.
7. Mr and Mrs lectures at Maulana Malik Ibrahim State Islamic University of Malang who have guided me during learning in this University.
8. Mr. Drs. M. Arief Chusaeni, M.Kpd as the Head Master of Islamic Elementary School As-Salam Malang and the teachers who have allowed the authors to conduct research at the school.

9. Miss. Adna Arum Ambarwati, S.Pd as the fourth grade thematic integrative teacher at Islamic Elementary School As-Salam Malang, who helped the author in conducting the research from start to finish.
10. All of the fourth grade students at Islamic Elementary School As-Salam Malang who helped the research process.
11. The last time on all those who have always supported and motivated me to always be active in the pursuit of learning and optimistic ideals.

No words should be spoken aside gratitude profusely and sincere prayer, may Allah SWT will always bestow grace and matchless reply to all those who have helped up to the completion of this thesis. Aamiin.

The author realizes its full of weaknesses, so that in completing this thesis there are many mistakes and shortcomings. The author expects that there suggestions and criticisms from all walks of life in order to improve this paper. With all humility, the authors hope that this simple thesis can be beneficial for the writer 's own particular and to readers in general. Aamiin

Malang, June 2015

Author

Zulyanti Wulandari
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TRANSLATION GUIDELINES OF ARABIC-LATIN

Writing Arabic-Latin transliteration in this thesis using transliteration guidelines based on the decision of the Minister of Religion Affairs and Minister of Education and Culture, No. 158/1987 and No 0543 b/U/1987 which can be broadly described as follows:

A. Alfabeth

ا	=	A	ز	=	Z	ق	=	Q
ب	=	B	س	=	s	ك	=	K
ت	=	T	ش	=	sy	ل	=	L
ث	=	Ts	ص	=	sh	م	=	M
ج	=	J	ض	=	dl	ن	=	N
ح	=	<u>H</u>	ط	=	th	و	=	W
خ	=	Kh	ظ	=	zh	ه	=	H
د	=	D	ع	=	'	ء	=	,
ذ	=	Dz	غ	=	gh	ي	=	Y
ر	=	R	ف	=	f			

B. Long Vocal

Vocal (a) long = â

Vocal (i) long = î

Vocal (u) long = û

C. Diphthong Vocal

أو = Aw

أي = Ay

أو = û

إي = î

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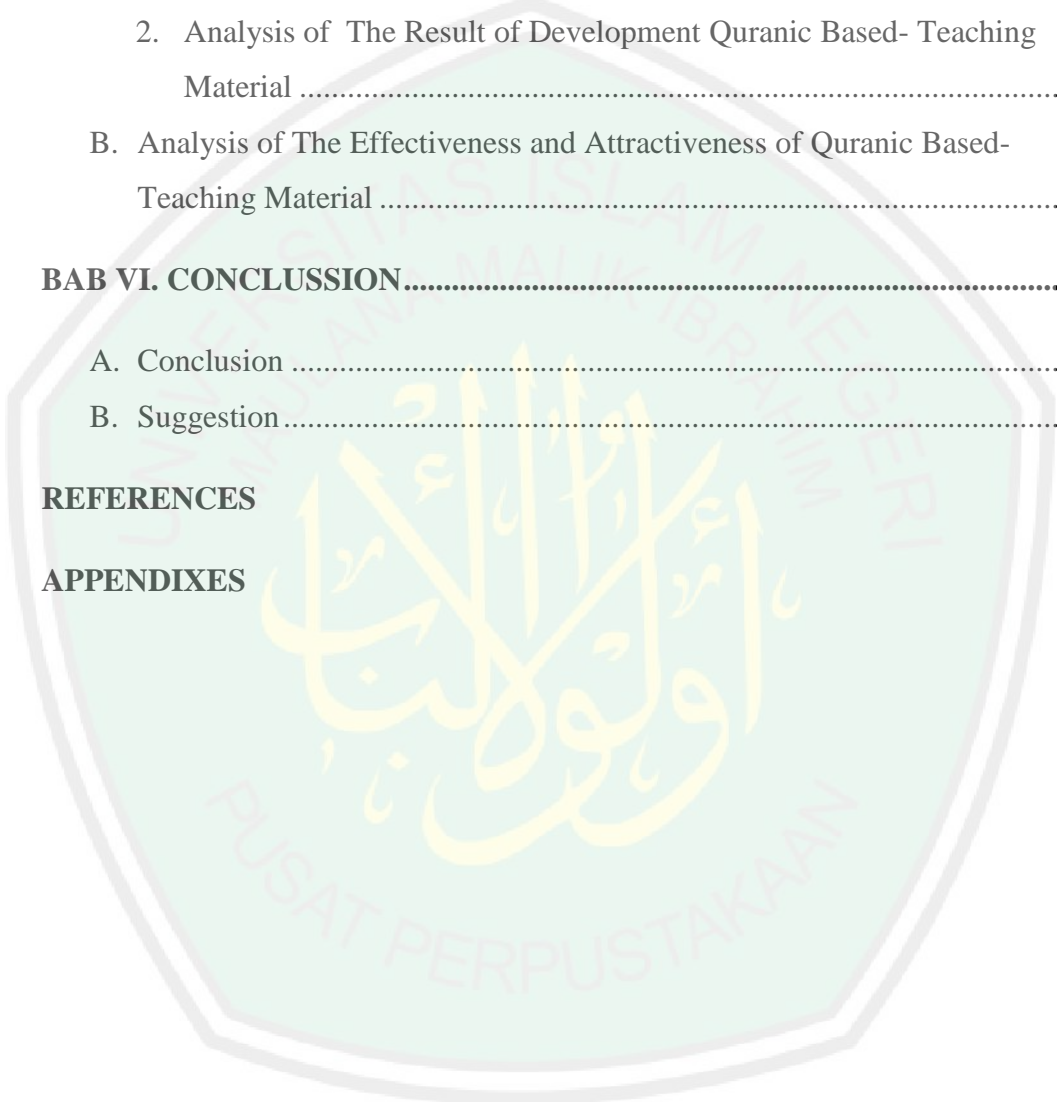
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ABSTRACT

Wulandari, Zulyanti. 2015. The Development of Quranic Based- Teaching Material for Fourth Students at Islamic Elementary School As-Salam Malang. Thesis. Teaching Education Islamic Elementary School Department Faculty Of Tarbiyah And Teaching Training State Islamic University Maulana Malik Ibrahim Of Malang. Advisor: Dr. H. Abdul Malik Karim Amrullah, M.PdI

Thematic integrative is an integrated teaching and learning that used the theme to make integration with the other matter so that can give the new experiences to the students. With the thematic integrative learning expected that the religious value in Al-Quran also can be achieved. There is no one of the Quranic based- teaching material is a problem to get the religious values. So, the researchers developed the teaching material based on Al-Quran.

Method that used in this study is research development. The development is a method to create the product and testing the effectiveness and the attractiveness of it. The model that used in this study is adopted from the Borg and Gall models. Steps of it are: (1) Research and information collecting, (2) Planning, (3) develop preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) Dessimination and implementation.

The result of the validation is 96% for the design, and for the material is 88%. Both of this result showed that the teaching material is valid. Qualification of the effectiveness is 84%. This is showed that the teaching material that developed is attractive. To know the level of effectiveness the researcher did the pretest and posttest and using the t-test to test it. The result showed that the t_{count} is higer than t_{table} $3,17 > 1,67$. This is showed that the teaching material is effective.

Key Words: Development, Teaching Material, Thematic Integrative, Based on Al-Quran.

ABSTRAK

Wulandari, Zulyanti. 2015. *The Development of Quranic Based- Teaching Material for Fourth Students at Islamic Elementary School As-Salam Malang*. Skripsi. Program Studi Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. H. Abdul Malik Karim Amrullah, M.PdI

Pembelajaran tematik integratif adalah pembelajaran yang terpadu yang menggunakan tema untuk mengaitkan beberapa mata pelajaran sehingga dapat memberikan pengalaman yang bermakna kepada siswa. Dengan pembelajaran tematik integratif diharapkan nilai agama yang terdapat pada Al-Quran juga tercantumkan, sehingga nilai akademik tidak terlepas dengan nilai agama pada peserta didik. Tidak adanya bahan ajar yang berbasiskan pada Al-Quran merupakan salah satu masalah yang dapat mengurangi nilai keagamaan yang diharapkan. Untuk mengatasi hal tersebut, maka dalam penelitian pengembangan ini peneliti mengembangkan bahan ajar tematik integratif berbasis Al-Quran.

Metode yang digunakan dalam penelitian ini adalah metode penelitian pengembangan. Pengembangan ini merupakan metode yang digunakan untuk menghasilkan produk tertentu dan menguji keefektifan serta kemenarikan. Model yang digunakan dalam pengembangan bahan ajar ini mengadopsi dari model pengembangan Borg and Gall. Langkah-langkah yang ditempuh adalah: (1) Penelitian dan pengumpulan data, (2) Perencanaan, (3) Pengembangan produk awal, (4) Uji coba awal, (5) Revisi produk awal, (6) Uji coba dan (7) Desiminati dan implementasi.

Hasil Validasi bahan ajar menunjukkan presentase mencapai 96% untuk desain, sedangkan untuk materi yang didapatkan dari guru selaku pengguna pengembang bahan ajar mencapai 88%. Kedua hasil ini menunjukkan kriteria pencapaian yang valid. Kualifikasi keefektivan bahan ajar ini mencapai 84%. Hal ini menunjukkan bahwa bahan ajar yang dikembangkan dapat menarik perhatian siswa. Untuk dapat mengetahui tingkat keefektifan maka peneliti melakukan pretest dan posttest sertamenggunakan uji-t untuk menganalisisnya. Hasil yang didapat menyatakan bahwa t_{hitung} lebih besar dari t_{tabel} , yakni $3,17 > 1,67$. Dengan demikian maka bahan ajar yang dikembangkan sudah efektif untuk digunakan dalam pembelajaran.

Kata Kunci: Pengembangan, Bahan Ajar, Tematik Integratif, Berbasis Al-Quran

مستخلص البحث

وولندري، زليانتي. ٢٠١٥. تطوير المواد التعليمية بناء على القرآن في الصف الرابع في المدرسة الابتدائية الإسلامية السلام مالانج. البحث الجامعي. الشعبة التربية للمدرس المدرسة الابتدائية، كلية علم التربية و التعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور عبد المالك كريم أمرالله، الماجستير.

التعلم مواضيعي التكامل هو التعلم المتكامل باستخدام الموضوع لتعليق بعض المواد الدراسي لإعطاء الخبرات المنتجة للطلاب. بالتعلم مواضيعي التكامل يرحى على وجود نتيجة الدينية مكتوبة على كشف الدرجات، حتى لا يمكن فصلها بين نتيجة الأكاديمية و الدينية في الطلاب. عدم وجود المواد الدراسي بناء على القرآن هي إحدى من المشاكل الموجودة و يكون سببا في انخفاض القيم الدينية المرجوة. لعلاج هذه المشكلة، كان الباحثة تتطور المواد التعليمية المتكاملة الموضوعية مبني على القرآن في هذا البحث التطويري.

الطريقة المستخدمة في هذا البحث هي الطريقة البحث التطويري. التطوير من الطريقة المستخدمة للحصول على الإنتاج واختبار فعالية وجاذبية. النموذج المستخدمة في تطوير هذه المواد الدراسية اتخذت من نماذج بورغ وغال (Borg and Gall). الخطوات المتخذة هي: (١) البحوث وجمع البيانات، (٢) التخطيط، (٣) تطوير المنتج الأولي، (٤) الاختبارات الأولية، (٥) مراجعة المنتجات الأولية، (٦) تجارب و(٧) نشر وتنفيذ.

تظهر أن نتيجة التحقق من صحة حصل على ٩٦ من مائة للشكل، و أما للمواد الموجودة من المدرسين كالمستخدمين التطوير المواد الدراسي حصل على ٨٨ من مائة. التحقق من صحة. تأهيل الفعالية من هذه المواد التعليمية حصل على ٨٤ من مائة. هذا يدل على أن المواد التعليمية المتطورة لجذب انتباه الطلاب. لتكون قادرة على تحديد مستوى فعالية، أجرى الباحثة الاختبار القبلي والبعدي وباستخدام اختبار (ت) لتحليلها. ذكرت النتائج أن ت أكبر من ت الجدول، وهي $3.17 < 1.67$. وهكذا، كانت المواد التعليمية المتطورة فعالة لاستخدامها في التعلم.

كلمات الرئيسية: تطوير، المواد التعليمية، تكاملية الموضوعي، استنادا على القرآن

CHAPTER I

INTRODUCTION

This chapter explained about: A) Background of The Study, B) Problem Statements, C) Objectives of The Study, D) Benefit of The Study, E) Problem Limitations, F) Specifications of The Product, G) Definitions Operational and H) Term Limit, and I) Systematics of writing, the explanation completely, as follows:

A. Background of The study

Education that held in educational institutions, started from the basic education until to the higher education, and even that is also held in formal or non-formal education should be used as the foundation to create a personality of the students and society in commonly. By the held an education, expected the quality of output will be showed in maximal result.

From the statement above, the government has launched the new curriculum, that is a curriculum 2013. Here, known as that curriculum 2013 is promising the generations more productive, creative, innovative, and have a good characters. Good character here is good in a religious as an affective aspect, good in knowledge as a cognitive aspect and good in a skill as a psychomotor aspect.

In the core of competences (KI) that showed in the first component, that every student get and do their religious education, it is have a relationship with the character value will be reach. The characters here are honest, discipline, responsible, polite, caring and confident. This values characteristic will be good

and perfect if we can make an integrated matter with the ayat of Al-Quran. It will be cleared the position of characteristics that will be reach for the next. Because of, as we know that the sciences will be not separated from the Al-Quran.

The expectation from the integrated between sciences and Al-Quran can be applied in every teaching and learning. As we know that the learning is unity of teaching and learning.¹ Where the learning activities more focus in student and teaching have focus in the teacher who will teach the students. Expected several characteristics from the teaching and learning will be showed up. Certainly, it will be occur when the teacher using the teaching material to teach the student.

From the observations, showed that the material in curriculum 2013 it so large. There are goals to reach the character like in the main of competences. But in a fact, the supporting thing is not available. So, it is necessary to arrange the new material teaching that have integrated with the religious education and especially with the ayat of Al-Quran.²

In other reality, in Islamic Elementary School As-Salam Malang have a vision become an Islamic institution, superior and reliable to create the next generation who had an *akhlakul karimah* personality and has an academic achievers and ready to face the challenges of the future. Besides vision above, the mission will be an important thing in this institutions. By the missions to hold a quality basic education, based on Islamic values and hold the guidance, education

¹ Ahmad Susanto, *Teori Belajar dan Pembelajaran di Sekolah Dasar*, (Jakarta: Kencana, 2013), Hlm. 18.

² Wawancara dengan guru kelas IV SDI As-Salam Malang

comprehensively with the goal to create the *akhlakul karimah* in personality. From the vision and mission above, so the weakness from the book that used in Islamic Elementary School As-Salam Malang that no reliable.

From the statement above, the researcher will be make a teaching material development that have integrated with the Al-Quran by the title **“The Development Of Quranic Based- Teaching Material for Fourth Grade Students at Islamic Elementary School As-Salam Malang”**

B. Problem Statement

According to the background above, the researcher make the problems from this research are:

1. How does the availability of the Quranic based- teaching material at Islamic Elementary School As-Salam Malang, especially in the fourth grade?
2. How are the effectiveness and the attractiveness of the Quranic based-teaching material at Islamic Elementary School As-Salam Malang?

C. Objectives of The Study

According to the problem statement above, so the Purposes of this research are:

1. To develop a Quranic based- teaching material at Islamic Elementary School As-Salam Malang, especially in the fourth grade.
2. To know the effectiveness and the attractiveness of the Quranic based-teaching material at Islamic Elementary School As-Salam Malang.

D. Benefit of The Study

Quranic based- teaching material here have the content about the matters in student guide book in curriculum 2013 and have contains ayats of Al-Quran that have an integrated with the theme and sub-theme in teaching and learning, especially in fourth grade. This is very important, because have some benefit for:

1. Researcher, can to add the insight of the knowledge and skills to arrange the teaching material based on Al-Quran.
2. Teachers, as a media in teaching and learning process and to make it easy to teach the students to give the insight of Al-Quran.
3. Students, as a support learning resources that can make it easy to understand the matter and the integration with the Al-Quran.
4. Students, expected can be a reference in a relevant research.

E. Problem Limitations

1. The development of Quranic based- teaching material has limitations in curriculum 2013.
2. The development of this teaching material devoted for fourth grade in third theme by sub-theme “*Sikap Kepahlawanan*”
3. The characters that will be developed her are honest, discipline, responsible, polite, caring and confident.

F. Specifications of the Product

1. There is a ayat of Al-Quran addition in a sub-theme.
2. Ayat of Al-Quran has integration with the suitable sub-theme.
3. Ayat of Al-Quran accompanied with the meaning or using the ayat explicit

4. The laying of design at the beginning of sub-theme.
5. There are images of Muslim children and or Islamic objects in additions.
6. Not only add in ayat of Al-Quran, but also there several evaluation in the end of learning.

G. Definition Operational

1. Development

Development is a process explained the specifications of design in certain physically form. The process of design specification are identification of the problem, identification of the purpose of the learning, development of the strategy or method of learning and evaluation the effectiveness and the attractiveness of the learning.³

This development research is more focus in development of teaching material in fourth grade in third theme and in sub theme “*Sikap Kepahlawanan*”

2. Research Development

The development research is a research that used to create the product, and to test the effectiveness of the product.⁴ The definitions research and development according to Borg and Gall (1982) is a process that used to develop and to validation education product. This research adopted a step in

³ Fitratul Uyun. *Pengembangan Bahan Ajar Pembelajaran Al-quran Hadist dengan Pendekatan Hermeneutik Bagi Kelas 5 Madrasah Ibtidaiyah Negeri (MIN) 1 Malang. Sebagaimana dikutip oleh Adhin Maulidya Nurwiga. Pengembangan Buku Panduan Praktikum IPA untuk Meningkatkan Prestasi Belajar Siswa Kelas V pada Materi Sifat Cahaya dan Alat Optik Kelas di MI Negeri Gedog Kota Blitar.* Skripsi. Fakultas Tarbiyah. 2012. Hlm. 21

⁴ Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R & D.* (Bandung: CV. Alfabeta, 2011), Hlm. 297

cycling. The steps are study about the product research that will be developed, developing product according to the findings, conducting test according to the background the product and do the revise.

In this case, researcher did the observation and interviewed that the result will be supporting thing in this research that is a development of thematic integrative teaching and learning based on Al-Quran.

3. Teaching Material

Teaching material has a meaning as learning material that have a physically characteristics that can be observed and can used it to make easy in learning process. According to Pannen, teaching material is materials or learning materials that arranged systematically and will be used by the teacher and students in teaching and learning process.⁵

Teaching material is all types of materials that used to help the teacher in teaching and learning process at the class. Teaching material here is a written or unwritten type.⁶ Thematic integrative teaching materials based on Al-Quran that will be developed here is teaching material with the written type.

4. Development of Teaching Material

Teaching material development is development sets of matter that arranged systematically in written or unwritten types so that create the environment and conditions that allows for student to learn.⁷

⁵ Fitratul Uyun, *Op.cit.*, Hlm. 21

⁶ Iif Khoiru Ahmadi, Sofan Amri, *Pengembangan & Model Pembelajaran Tematik Integratif*, (Jakarta: PT. Prestasi Pustaka Raya, 2014), Hlm. 156

⁷ Diknas. 2008. *Sosialisasi KTSP*, Diknas

Teaching material should pay attention to the curriculum need and can solving the problem in learn.⁸

The development of teaching material here have the expectation to give the explanations more about the integrated the matter of the study with the ayat of Al-Quran.

5. Thematic Integrative

Thematic integrative is an approach, and it have the main view that in the every learning should be stand in the theme or sub-theme. And every teaching material can not to stand without integrated with the other study.⁹

In this case, the researcher make the integrated ayat of Al-Quran with the subject that has to integrated in theme and sub-theme. The integration ayat of Al-Quran will be teach in every process learning

H. Term Limits

1. Development is a process when we are can improve something that no perfect yet, updating the things that is already to improve.
2. Teaching material is a learning material that composed systematically that used by the teacher and students in learning.
3. Thematic integrative is a learning activity that made with carrying the theme that divided into the sub theme with the materials that customized content.
4. Attractiveness is an adjective that to give an affect to pay attention.
5. Effectiveness is situation that bring the void or use full in use.

⁸ Iif Khoiru Ahmadi, *op.cit.*, Hlm 157-158

⁹ *Ibid.*, Hlm. 221

I. Systematics of Writing

Systematics of writing in this study will be compiled in six chapters, that is chapter I till the chapter VI, references, and appendixes.

In chapter I will be explained about: A) Background of The Study, B) Problem Statements, C) Purpose of The Study, D) Benefit of The Study, E) Problem Limitations, F) Specifications of The Product, G) Definitions Operational, H) Term Limit, and I) Systematics of writing.

In the Chapter II will be explained about: A) Previous Study and B) Review Literature that discuss about: 1) Thematic Teaching and Learning, 2) Sciences and Technology based on Al-Quran, 3) Teaching Material, and 4) Development of Thematic Integrative Teaching Material Based on Al-Quran.

Chapter III will be explained about: A) Method of the development, B) Model of the development C) Procedure of development, and D) Validation of the Product Development, and E) Product Trial

In chapter IV presented the issues related to research findings and data analysis. Those are: A) The development of thematic integrative teaching material based on Al-Quran that contains about: 1) The description of teaching material development result, 2) The presentation of the data validation and B) the effectiveness and attractiveness of the thematic integrative teaching material based on Al-Quran.

Chapter V will be discuss about: A) Analysis of the thematic integrative teaching material Based on Al-Quran, and B) Analysis of the effectiveness and attractiveness thematic integrative teaching material based on Al-Quran.

Chapter VI will discuss about: A) The conclusion of product development, and B) Suggestions about the product development. The suggestion given includes the product utilization suggestion and the continuation of the product development suggestion

The reference is a list that contained in it a title of the book, the author, the publisher, and so on is located in the last and compiled by using the alphabetic. The reference is serves to give the direction to the readers who want to continue the research or just perusing the paper.



CHAPTER II

LITERATURE REVIEW

This chapter will be explained about: A) Previous Study and B) Review Literature that discuss about: 1) Thematic Teaching and Learning, 2) Sciences and Technology based on Al-Quran, 3) Teaching Material, and 4) Development of Thematic Integrative Teaching Material Based on Al-Quran.

A. Previous Study

Associated with the originality of research, the researcher found the thesis about the development of teaching material, especially in development Quranic based- teaching material.

In the previous research with the title “The Development of Sciences Learning Textbook based on Quran 5th Grade Student on The Formation of Soil and The Structure of Earth In Islamic Elementary School “Islamiyah” Kebonsari-Sukun-Malang” by Riska Umami, there is a similarities form with this research that is a development teaching material based on Al-Quran. While, the differences are about the study of curriculum that used the KTSP curriculum, the sub matter of study that is in the structure of the earth and the sub soil of actually in 5th grade , and the model of development that adopted from the Dick and Carrey’s model.¹⁰

Beside of the similarities and the differences, the researcher have some originalities that will be showed the especially characters of this research. The originalities are; the development of thematic integrated teaching materials focus

¹⁰ Riska Umami, *The Development Of Science Learning Textbook Based On The Al-Quran 5th Grade Students On The Formation Of Soil And The Structure Of Earth In Islamic Elementary School “Islamiyah” Kebonsari- Sukun- Malang*, (Skripsi, Malang: Program S1 Uin Maliki Malang, 2013).

at fourth grade; have focus in curriculum 2013; there is a verses of Al-Quran on each sub-theme and learning; using the explicit verse of Al-Quran; and using the model of research development that adopted from the Borg and Gall model.

To understand about it, the researcher will be summarized it in the table as follows:

Table 2.1
The originality research table:

Previous research	Equation	Difference	Originality
The Development Of Science Learning Textbook Based On The Qur'an 5 th Grade Students On The Formation Of Soil And The Structure Of Earth In Islamic Elementary School "Islamiyah" Kebonsari-Sukun- Malang	<ul style="list-style-type: none"> - Research development. - Develop teaching materials based on Al-Quran Development of teaching materials at SD / MI 	<ul style="list-style-type: none"> - Development only in one of material. - The development material in the structure of the earth and the of subsoil class 5 - The development model is adopting model of Dick and Carrey. 	<ul style="list-style-type: none"> - Development of Quranic based-teaching material focus at fourth grade. - Focused in curriculum 2013 - Inclusion of Quranic verses on each sub-theme and learning. - Using the explicit verse of Al-Quran (the meaning of verse is have similarities with the theme or sub theme, its suitable) - Using a development model that adopting from the Borg and Gall model.

B. Review Literature

1. Thematic Teaching and Learning

Teaching and learning is an interactions process between student with the student, student with the resources of learning, and student with the teacher.¹¹ Learning process not only to memorizing but also integrated the concepts to create the understanding. Learning is will be an impression moment when the student learning in direct by using all of their senses. Because of it, the integrations learning will be helped the students both in their psychology or their body.

Before, thematic integrative learning only held in a basic level, and the high level in every study is separate in each other. In implementation of curriculum 2013, thematic integrative learning applied in educational level is present the teaching and learning process be based on the theme and the next it will be combined with the other study.¹²

Thematic integrative learning is an integrated teaching and learning that used theme to connect the several studies so that can give the meaningful experiences to the students. In other side, the definitions of thematic integrative is a teaching and learning process by the connecting several studies matter in a theme.¹³

¹¹ Ibid., Page 90

¹² E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: PT. Remaja Rosdakarya Offset), Hlm. 170

¹³ Iif Khoiru Ahmadi, op.cit., Hlm. 90

According to Sutirjo and Sri Istuti Mamik, thematic integrative learning is an effort to integrate a knowledge, skill, value and attitude in teaching and learning and creative thinking by using the theme. From the explanations above, the thematic integrative learning not only stressing to the students to understand the study in separate ways but understanding the theme and sub-theme. Student will be active and creative.¹⁴

Thematic integrative have several characteristic that explain as follows:

1. Thematic teaching and learning is student center.
2. Give the direct experiences to the students
3. The separation of subject is not clear.
4. Present concepts of various subjects in a learning process.
5. Flexible.
6. Learning outcomes can be developed in accordance with the interests and needs of students.¹⁵

Thematic integrative learning is more using the student's active process, teacher is really be a facilitator. The student's active can be reached from their activity in learning, they looking for the problem solving by their self and they can find it by doing the experiments. They are using their sense to it. Integrative learning, with the based on scientific learning will be created the student's actively in the large system of learning but spread.

¹⁴ Sutirjo dan Sri Istuti Mamik (2004:6) sebagaimana dikutip oleh iif Khoiru Ahmadi, Sofan Amri, *Pengembangan & Model Pembelajaran Tematik Integratif*, ((Jakarta: PT. Prestasi Pustaka Raya, 2014), Hlm. 90

¹⁵ Ibid., Hlm. 192-192

2. Sciences and Technology based on Al-Quran

The knowledge in science begins from the act of doubting something unknown correctly. After doubting something, someone will figure it out, and then will find it out. Knowledge is the work of ratio which is aided by the experiences. That assumption is in line with the views of Amin Abdullah, that science is the result of a historical experience of cooperation-empirical (the five senses and instrument) and the power of abstraction (resourceful minds in formulating and language).¹⁶ Thus, knowledge or science takes place in a world of ratio (intellectual), whereas the belief or faith is only found in heart (spiritual).

All of natural phenomenon which based upon Science and physical science explanation turns out to have a very strong correlation if studied according to the views of the Holy Quran, “A natural phenomenon nowadays is generally only we get the explanation from the theories of physics and Science turns the Quran with amazingly has to explain it away before the theory itself was conceived by Western scientists.”¹⁷

From the explanation above, epistemologically, science and faith is very different although both are inseparable from each other. In Islam, we know the term proposition *naqli* and *aqli* which epistemologically both are far different.

¹⁶ Faqih Yahullah, 2011, *Integrasi Paradigma Antroposentrisme dan Teosentrisme Berbasis Al Al-Quran dengan Materi Konservasi Sumber Daya Alam (Ksda) Air Dalam Pendidikan Biologi*, Skripsi. Hal.100-101, (IAIN Walisongo; Semarang) dalam <http://library.walisongo.ac.id/digilib/files/disk1/103/jtptiain-gdl-faqihyahul-5131-1-fileskr-y.pdf> diunduh pada 14 September 2014 pukul 14.00

¹⁷ Syamril, *Yayasan Kalla Gelar Kajian Sains Dan Teknologi Berbasis Al Al-Quran*, dalam <http://www.yayasankalla.com/yayasan-kalla-gelar-kajian-sains-dan-teknologi-berbasis-al-quran/>, diakses pada 15 September 2014 pkl 18.34.

Related to those belief, Ibn Khaldun classify science into two types, namely *naqliyah* and *aqliyah*. *Naqliyah* science is a science which is based on a revelation like the Quran, Hadith, kalam, fiqh and philosophy. While *aqliyah* is a science which studies based on ratios such as philosophy, medicine, agriculture, geometry, astronomy, and so on.¹⁸

In modern era today, arise Harun Yahya who has written many books about the wonders of the universe and concerned with Al-Qur'an. Ahmad Baiquni consistent in developing science and technology based on the Quran stated in his book entitled Quran, Science and Technology, that "The development of science was precisely ordered by Almighty God, in order that we can understand the verses of the Quran perfectly, while ignoring the science and leave to it displaced is a sin because it ignored the orders and instructions of the divine".

The Quran is the word of God in them an awful lot of the wonders that prove authenticity. One of them is the fact that a number of scientific truths are only able to unfold with the technology of the 20th century was mentioned in the Quran 1400 years ago. Call it such as the Big Bang theory, which states that the universe is always shifting, evolving and getting bigger all the time, so it is concluded that if the nature of the visible universe continues to expand, it means he comes from a speck of matter which then explodes, destroyed to break into the material so much that time all such material

¹⁸ M. Zainuddin, "UIN: Menuju Integrasi Ilmu dan Agama", dalam M. Zainuddin, Roibin, dan Muhammad In'am Esha (eds.), *Memadu Sains dan Agama: Menuju Universitas Islam Masa Depan*, (Malang: UIN Malang, 2004), Hlm. 9

coalesce back into a very small volume and then repeated blasts of yesteryear and so on.¹⁹

The Quran is the word of God revealed through his servant, Prophet Muhammad, A book which has no doubt in it. Here are the opinions or recognition of western people towards marvel and privileges, the miracle of the Quran. The relationship between of the knowledge and Al-Quran according to the text above is can't be separated.

3. Thematic Integrative Teaching Materials

Learning resources are used in a thematic integrative learning are in a written text such as books, magazines, brochures, newspapers, posters and the other information or surrounding environment. While the instructional materials that used can be any books, as a primary source or other support books. For examples there are the journals, research, magazines, newspapers, brochures and teachings and learning tools that related to indicators and basic competencies that have been defined. Other teaching materials that can be used as a supporting example tapes, interactive CDs, web offline, online site, or the other kinds. In these case the teacher to be more creative and active in finding and collecting these teaching materials. Because, the success of the learning is viewed from the knowledgeable of the teacher, high understanding, and the level of creativity in managing the teaching materials themselves.

¹⁹Miftahul Khaer, *Review Atas Penafsiran Ilmiah Terhadap Al-Al-Quran (Bag. 2)* , dalam <http://miftah19.wordpress.com/2010/05/08/review-atas-penafsiran-ilmiah-terhadap-al-qur%E2%80%99an-bag-2/> diakses pada 14 September 2014 pukul 14.00

Teaching materials is one part of the learning resources that help the teacher and students in any learning process. Definition of teaching materials is all forms of materials used to assist teachers in teaching and learning activity. The materials in question can be written or unwritten material.²⁰

According to *Dikmenjur*, teaching materials is a set of materials/substances are arranged in a systematic learning, display the whole figure of competencies which students will learn in learning activities²¹

Grouping teaching materials according to the Faculté de Psychologie et des Sciences de Geneve I'Education University are: Integrated media-written, audiovisual, electronic and interactive-appears in all their under the name of Medienverbund or Mediamix.”²² Media writing, audio-visual, interactive and integrated electronics are then called media verbund (German for integrated media) or media mix.

Bernd Weidenmen, grouped into three major teaching materials, the first is an auditory concerning radio, cassettes, LPs. Both of visual and Flipcart regarding silent film, silent video, computer programs, written materials with and without

²⁰ Ibid., Page. 155

²¹ Ibid.,

²² <http://tecfa.unige.ch/tecfa/general/tecfapeople/peraya.html>//<http://tecfa.unige.ch/tecfa/general/tecfa-people/peraya.html>, *Faculte de Psychologie et des Sciences I'Education University de Geneve*, sebagaimana dikutip oleh iif Khoiru Ahmadi, Sofan Amri, *Pengembangan & Model Pembelajaran Tematik Integratif*, ((Jakarta: PT. Prestasi Pustaka Raya, 2014), Hlm. 157

images. All three are related to the audio-visual talk with images, sound and picture instructions.²³

So some opinions on the above it can be concluded that the material is a set of teaching materials systematically arranged so as to create a learning environment that allows for students.

There are several important thing that include in a teaching material, they are:

1. Directive learn
2. Competencies to be achieved
3. Content or use of the materials
4. Supporting information
5. Exercises
6. Tips work
7. Evaluation
8. Responses to the evaluation results.²⁴

So, from the explanations above can conclude that the teaching material is a tool that systematically compiled so it will be created a learning environment that allows for the students.

According to the statement above, so to make a definitions of the thematic integrative teaching material is everything of materials (informal, tools, or texts)

²³ Bernd Weidenmann, 1994, *Lernen mit Bildmedien*, sebagaimana dikutip oleh iif Khoiru Ahmadi, Sofan Amri, *Pengembangan & Model Pembelajaran Tematik Integratif*, ((Jakarta: PT. Prestasi Pustaka Raya, 2014), Hlm. 157

²⁴ Ibid.,

that compiled systematically, that showed the full of competences that will be mastering by the student through the active involvement and funny, that is not only to make the student to know (learning to know), but also to do (learning to do), be (learning to be), and live together (Learning to live together), holistic and authentic, with the purpose of the planning and learning implementations.

a. The Functions of Teaching Material in a Teaching and Learning Process

Existence of the teaching materials have a number of functions in the thematic integrative learning process. There are two main classifications of the distribution of teaching materials function and according to strategy that used.²⁵

1) According to the parties that utilize the teaching materials

According to the parties to use, the function of teaching materials distinguished in two kinds:

a) The function of teaching material for the teacher:

- Save the teachers time in teaching,
- Changing the role of teachers from a teacher becomes a facilitator.
- Increase the active learning process becomes more effective and interactive.
- Guidelines for the teachers who will direct all activities in the learning process and as the substance of the competencies that should be taught to students.

²⁵ Andi Prastowo, *Pengembangan Bahan Ajar Tematik*, (Jogjakarta: Diva Press, 2013), Hlm. 299-302

- The equipment of achievement evaluation or mastery of learning outcomes.

b) The function of teaching material for the students:

- Students can learn without any teacher or another student friends,
- Students can learn anytime and anywhere they wants,
- Students can learn at the speed of each,
- Students can learn in the order of his own choosing,
- To help the students potential to become independent learners,
- Guidelines for students who will direct all activities in the learning process and the substance of the competencies that should be learned or mastered.

2) According to the learning strategies that used

According to the strategy that used, the function of teaching materials can be divided into three, they are:

- a) The function of teaching materials in classical learning,
- b) The function of teaching materials in individual learning,
- c) The function of teaching materials in the learning group.

b. The benefits of the development of teaching

Benefit or usefulness obtained by conducting the development of teaching materials is:

1) For the teacher:

- Provided the teaching materials in accordance with the demands of the curriculum and the needs of students,
- No depend on textbooks that are sometimes difficult to obtain,
- Teaching materials will be richer, because it was developed using a variety of reference,
- Adding to the wealth of knowledge and experience of the teacher in writing teaching materials,
- Teaching materials will be able to build effective learning communication between teachers and students, because students feel more confident in his teacher,
- Provided the teaching materials that will assist the implementation of learning activities,
- Can be presented as a work that is considered able to increase the number of credit for purposes of promotion,
- Increase the teachers income if the results of his work was published.

2) For the students:

- Learning activities becomes more attractive

- Students get a lot of opportunities for independent learning with the guidance of teachers,
- Students find the easy learning in every competency that must be mastered.

Referring to the explanations above, the developer in developing an thematic integrative teaching material based on Al-Quran will pay attention to the function that actually able to assist students in understanding the material as well as the integration of the Al-Quran.

4. Development of Quranic based- teaching material.

Development in commonly definitions, is a growth, evolution and to improve little by little. The development is a process to create the materials of learning.²⁶ The development of product is needed to teach the students by the easy ways, attractive and fun so that they are can reach the maximal goal of the learning.

In a development there are principles that should be in sequence as follows:

- a. Ranging from easy to understand the difficult one, from the concrete to understand the abstract things.

Students will be easier to understand certain concepts when starting from a simple explanation or something concrete, something

²⁶ Punaji Setyosari. *Metode Penelitian Pendidikan dan Pengembangan*. (Jakarta: Kencana, 2010), Hlm. 197.

that real in their environment. For example, in explaining the concept of the market, then start students were invited to speak about the markets are at their environment. After that, we can bring them to talk about the various types of other markets.

b. Repetition will strengthen understanding

In learning, repetition is necessary for students to understand a concept. In the principle we often hear the saying that 5×2 is better than 2×5 . It means that although the same meaning, the information will be more striking when we inform it repeatedly. But repetition in writing must be presented accurately and varied so as not be bored.

c. Positive feedback will provide reinforcement to the understanding of learners

Positive feedback is important to the student's work. The response given by the teacher to the student will be strengthened for students.

d. The high motivation to learn is one of the critical success factors of learning.

e. Achieving goals is like climbing of the stairs, step by step, eventually will reach a certain height.

f. Knowing the results achieved will encourage the learners to continue to achieve the goal.²⁷

²⁷ Sofan Amri dan Iif Khoiru Ahmadi, *Konstruksi Pengembangan Pembelajaran*, (Jakarta: PT Prestasi Pustakarya, 2010), hlm.160.

In the preparation of teaching materials in this development research should consider the case as a guide for researcher in developing a thematic integrative teaching material based on Al-Quran, they are:

- a. The composition of the display, which is on the order of a simple, brief title, there is a table of contents, clear cognitive structure, summary, and tasks for students.
- b. Easy language, which is about the flow of vocabulary, clear sentences, clear the relationship of the sentences, sentences that used are not too long.
- c. Test the understanding, by judging by others in person, checklists, etc.
- d. Stimulants, regarding whether good views, writing encourages students to think, and can test the stimulant.
- e. Legibility, which is about the eyes (letters used in accordance with the needs of the students in grade IV), the sequence of structured text, easy to read.
- f. Instructional materials, that is about the regarding the selection text, study materials, work sheet.²⁸

²⁸ Iif Khoiru Ahmadi, Sofan Amri. *Pengembangan & Model Pembelajaran Tematik Integratif*. (Jakarta: PT. Prestasi Pustakaraya, 2014), Hlm. 165

CHAPTER III

RESEARCH METHODE

In this chapter will be explained about: A) Method of the development, B) Model of the development C) Procedure of development, and D) Validation of the Product Development, and E) Product Trial

A. Method of the Development

The types of this research is research and development that oriented in a product of education. According to Nana Syaodih Sukmadinata, in her book by the title *Metode Penelitian Pendidikan* that research and development (R&D), is a process or steps to developed a new product or to perfect the old product that can be answered.²⁹

Definitions according to Borg and Gall is a process that used to develop and to validation the education product. The steps of this research are cycling. The steps or process here are study of the product findings, do the test where the product will be use and do a revise to the test result in the field.³⁰

So, this development is a research development in education that hooked with the improvement quality of education.

The product that expanded here has an expectation that will be a media that can solve the gap of information between fulfillment and preparation of the

²⁹ Nana Syaodih Sukmadinata. *Metode Penelitian Pendidikan*. (Bandung: PT. Remaja Rosdakarya. 2007). Hlm. 164

³⁰ Punaji Styosari. *Metode Penelitian Pendidikan dan Pengembangan*. (Jakarta : Kencana. 2010) Hlm. 194-195

teaching material in third theme and in sub-theme *Sikap Kepahlawanan*. So that the researcher wants to extend the thematic integrative based on Al-Quran.

B. Model of the Development Research

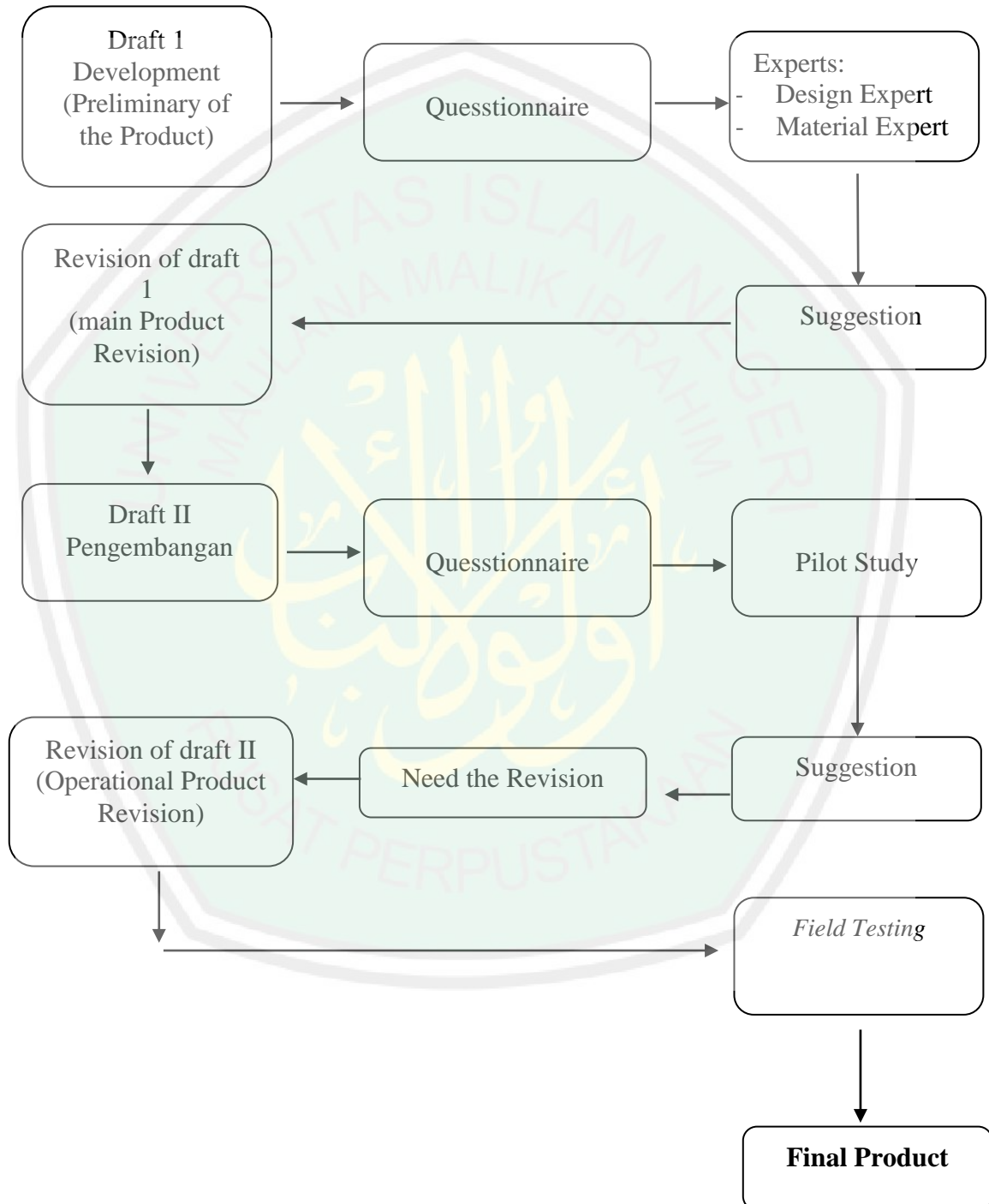
The model of development used here is adopted from the Walter R. Borg and Meredith Damien Gall. The steps in this development are³¹:

- a. Research and information collecting.
- b. Planning
- c. Develop preliminary form of product.
- d. Preliminary field testing.
- e. Main product revision.
- f. Main field testing.
- g. Operational product revision.
- h. Operational field testing.
- i. Final product revision.
- j. Dissemination and distribution.

According to the steps above, the researcher will be developed the thematic integrative in third theme and in sub-them *Sikap Kepahlawanan*.

³¹ Borg, Walter R. Educational Research, an introduction. (New York: Longman Inc. 1979), Hlm. 626

According to step above, the simple explanation from the researcher can be seen as follows:



C. Procedure of Development

The procedure of this teaching material development was adopted from the Borg and Gall models above, and the researcher using the 7 phase in the development of the teaching material based on Al-Quran. They are: research and information collecting, planning, develop preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and distribution. The steps of development above will be explained as follows:

According to the approach models system Borg and Gall that the mentioned by the researcher before, so the development procedure in this study is following the steps of Borg and Gall as follows:

1. Research and information collecting

This step is done to search for the data about the curriculum 2013 especially in the thematic learning for elementary school. Then the researcher developed the teaching material base on Al-Quran with the theme *Pahlawanku* in sub theme *Sikap Kepahlawanan*.

Then, analyzed the research context, especially at school where this development research carries out. This context of analysis is direction to the potency of analysis that supporting the development, that is the school that held the learning by using the thematic integrative teaching material. There is an interviewed with the teacher and it will be a basic of the analysis of the written

materials. The result from the data collecting from teacher is information that has integration with the learning and using the thematic teaching learning.

2. Planning

Researcher do several steps in planning steps, the steps that should be done is planning the product that will be produced and designing the development process and product trial. In designing of the product that will be produced, the researcher make several steps, that is a) determined the goal of the product, b) determined who are the user of the product, and c) determined the components and the use of it.

a. Determined the goal of the product

The purpose can be showed from the learning, it will be held by the student in fourth grade.

b. Determined of the user of the product

The product is for the student in fourth grade Islamic Elementary School As-Salam Malang and used the thematic integrative teaching material in learning. While the teacher as a focus of this development is a thematic integrative teacher in fourth grade in Islamic Elementary School As-Salam.

c. The components and the use

Components that integrated in the product is in a physically from the development product. The components of the product that explained by the researcher in a specifications of the development product.

Next, in a planning of product development process step, the researcher used the commonly steps in development. The steps are Preliminary field testing, Preliminary field testing, Revision of the product, Field Testing (pilot study with the revision of it and field testing with the revision of it) and Desiminasi and implementation.

3. Develop Preliminary of the Product

Development draft of the product and evaluation is done by steps:

- a. First step: develop the thematic integrative teaching material based on Al-Quran.

This step, the activity of the researcher are: collecting the relevant materials in the *Pahlawanku* by the sub theme *Sikap Kepahlawanan*.

- b. Second step: compiled the instrument of data collecting

Instrument of data collecting that will be developed have the purposed, that is to collect the data when the validation testing, preliminary field testing, and field testing. The validation testing (preliminary field testing) the data will get from the design expert and material expert by using the questionnaire and interview. To get the data in the preliminary field testing and the actual field testing it is from the interview process and questionnaire.

4. Preliminary field testing

The preliminary field testing here is the validation process to validate the design of thematic integrative teaching material based on Al-Quran. This validation is done by collecting the argument, assessment, and suggestions

from the experts. The purpose of the validation is in order that the developed product has a good validity in macro, its means that the product can include in learning product categories.

5. Main Product Revision

The revision is done according to the result of the validation assessment that was gotten from the experts. This process of revision is creating the development product that has an eligibilities criteria in a macro, it means that according to the experts this product is good to tested in learning.

6. Main Field Testing

a. Pilot Study

This pilot study is done by the small group and conducted by 6 students. The preliminary testing focused in development and improved the material product it is not pay attention in population context.

b. Operational Product Revision

After finding the result of the pilot study, so the result from questionnaire and interview from the student can be processed. The result of the data analysis will be given the conclusion of eligibility the product. Product is worthy or valid if the percentage is reach in 69% and actually it is not need the revision, if under from the percentage so the product should be revision.

c. Field Testing

Field testing is to judge the eligibility of the product in population level. In field testing here, the testing is done by the student in fourth grade in Islamic Elementary School As-Salam in 15 students. Testing it will be done in the

class. The questionnaire is share to the student and teacher to do the assessment and give the suggestions to the product.

d. Final Product Revision

The consummations of the product will be occurring when the data from the field testing show the product is not worthy yet. The consummations product will be done as a last product and have the eligibility level.

7. Desiminasi and implementation

The last step in product development process here is a writing down the results of the study in a thesis form. So it will be known to be clearly written and start from the first step until results are achieved

D. Product Validation

1. Validation Design

Validation design that used in this research is validation to the teaching material integrated Al-Quran. Validations in contents and design of the product. The validation of contents are about contents in over all of the product. The validation has the goal to get the assessment data and advices from validators and it is consist from the score and suggestion, so we are will be knew the valid value from the product.

2. Validations Subject

The validators of this teaching material are contain in two persons from the Maulana Malik Ibrahim State Islamic University of Malang and one of the thematic integrative teacher in fourth grade in Islamic Elementary School As-Salam Malang.

- a. The design expert for the thematic integrative teaching material based on al-quran. The validators of the design in this teaching material development is a person who have the good quality, he is Mr. Nurul Yaqien. He is a lecture in Faculty Of Tarbiyah And Teaching Sciences State Islamic University Maulana Malik Ibrahim Of Malang.
- b. The expert of the content for the thematic integrative teaching material based on al-quran.

The are two person who be a content expert in this development, they are:

1. Mr. M. Samsul Ulum, MA as a lecture at Faculty Of Tarbiyah And Teaching Sciences State Islamic University Maulana Malik Ibrahim Of Malang.
2. Miss. Adna Arum Ambarwati, S.Pd as a thematic teacher in fourth grade at Islamic Elementary School As-Salam Malang.

3. Types of Data

The types of the data that used here is quantitative that taken from the suspension in questionnaire. The first part is the instrument the quantitative data collection. The second are the suggestions from the validators, it will be the qualitative data collections.

4. Instrument Data Collection

Instrument that used to collecting the data is a questionnaire that consist in two part. The first is the quantitative data collection in a form of Likert scale questionnaire by using 5 answer alternative, as follow:

Tabel 3.1
Likert Scale

Value Scale				
1	2	3	4	5

- a. Score 1, very not exact, very not suitable, very not clear, and very not interest, and very not easy
- b. Score 2, if less precise, less fit, less clear, less attractive, less easily
- c. Score 3, if sufficiently precise, appropriate enough, clear enough, attractive enough, quite easy
- d. Score 4, appropriate, appropriate, clear, attractive, easy
- e. Score 5, very precise, very fit, very clear, very attractive, very easy.

For the quantitative data in form a sheet of paper to filling up some advice.

This data is use as judgment to revise the product.

5. Data Analysis Technique

Data analysis techniques that used here to analyze the data from the validation by using the average calculation technique:³²

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

Specification:

P = feasibility

$\sum x$ = number of answer assessment

$\sum xi$ = highest number of answers

To give an intention from the taking a decision in the effectiveness level and the attractiveness level, used criteria achievement level scale as follows:

Table 3.2
Eligibility Criteria³³

Percentage	Qualifications	Eligibility Criteria
85-100	Very valid	Not Revision
69-84	Valid	Not Revision
53-68	Enough Valid	Partial Revision
37-52	Less Valid	Revision
21-36	Very Valid	Total Revision

If the validation scores obtained at least 65, then developed teaching materials that can already be used as teaching materials in learning activities at school.

³² Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2003), Hlm. 313

³³ B. Subali, Idayani dan L. Handayani, “*Pengembangan CD Pembelajaran Lagu Anak untuk Menumbuhkan Pemahaman SAINS Siswa Sekolah Dasar*” *Jurnal*, (Surabaya: Fakultas Ilmu Pendidikan Universitas Negeri Surabaya, 2011)

E. Product Trial

1. Design of Product Trial

In education, design of product can be examined in direct after do the validation and revision phase to get the information the effectiveness and the attractiveness of the teaching material. To test the teaching material can use the one group pretest and posttest design. This one group pretest and posttest design experiment just do in one group without any compare class. This model will be showed the comparison of the experiment.³⁴ So, this product is trial in a fourth grade in Islamic Elementary School As-Salam Malang.

O_1	X	O_2
-------	---	-------

The teaching material can be said effective if the student can reach the minimum criteria in 75. If in held is not reach in score in 75, so the researcher should be re-trial the teaching material to the students so that the teaching material is effective in used.

2. Subject of Product Trial

The subject to test here are the students of Fourth Grade in Islamic Elementary School As-Salam Malang. There are 15 students here as a subject of the product trial of teaching material of thematic integrative based on Al-Quran. The student do the pretest first in the first day. And then, in the next day the researcher do the experiment by using the teaching material thematic integrative based on Al-Quran and did the posttest for the student. The next

³⁴ Suharsimi Arikunto. Manajemen Penelitian. (Jakarta: Rineka Cipta.1995), Hlm. 279

steps are the student did the fulfill of questionnaire to test the effectiveness and attractiveness of the product that developed.

3. Types of Data

The types of data is a quantitative that get from the achievement in test that held to the students. The other data are from the questionnaire that used to knowing the effectiveness and attractiveness of the product that developed.

4. Instrument Data Collection

Instruments that used are the pretest, posttest and questionnaire. Test is use to collecting the data about the value that show the differences of the out comes from the students in a before or after process in learning by using the teaching material that developed. The questionnaire is use to collecting the data about of the effectiveness and attractiveness of the product that developed. The form of this scale is using the Likert scale, with the 5 answer, as follow:

Tabel 3.3

Likert Scale

Value Scale				
1	2	3	4	5

- a. Score 1, very not exact, very not suitable, very not clear, and very not interest, and very not easy
- b. Score 2, if less precise, less fit, less clear, less attractive, less easily
- c. Score 3, if sufficiently precise, appropriate enough, clear enough, attractive enough, quite easy

- d. Score 4, appropriate, appropriate, clear, attractive, easy
- e. Score 5, very precise, very fit, very clear, very attractive, very easy.

For the quantitative data in form a sheet of paper to filling up some advice.

This data is use as judgment to revise the product.

6. Data Analysis Technique

To knowing the percentage of the effectiveness and attractiveness of the teaching material, so the quantitative data as a Likert scale above is analyzed by using the form as follows:³⁵

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

Specification:

P = feasibility

$\sum x$ = scores of the answer

$\sum xi$ = highest scores of the answers

To give an intention from the taking a decision in an effectiveness and the attractiveness level, used criteria achievement level scale as follows:

Table 3.4
Eligibility Criteria³⁶

Percentage	Qualifications	Eligibility Criteria
85-100	Very valid	Not Revision
69-84	Valid	Not Revision

³⁵ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2003), Hlm. 313

³⁶ B. Subali, Idayani dan L. Handayani, "Pengembangan CD Pembelajaran Lagu Anak untuk Menumbuhkan Pemahaman SAINS Siswa Sekolah Dasar" *Jurnal*, (Surabaya: Fakultas Ilmu Pendidikan Universitas Negeri Surabaya, 2011)

53-68	Enough Valid	Partial Revision
37-52	Less Valid	Revision
21-36	Very Valid	Total Revision

If the validation scores obtained at least 65, then developed teaching materials that can already be used as teaching materials in learning activities at school.

The data of pretest and posttest is analyzed by *t-test* to knowing the significance of differences between the using old teaching material and using the teaching material based on Al-Quran that developed. The form that used are³⁷:

$$t = \frac{D}{\sqrt{\frac{d^2}{N(N-1)}}}$$

specifications:

T = t-test

D = Different (X₂-X₁)

d² = Varians

N = amount of the sample

The value from t test above will show the conclusions “if the t_{count} bigger than t_{table} or $t_{count} > t_{table}$,so the teaching material base on Al-Quran that developed are influences to the outcomes of the students.so H_a is accepted and H_o is rejected.

³⁷ Subana dkk. Statistika Pendidikan (Bandung: Pustaka Setia. 2005), Hlm. 131-132

CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

In fourth chapter presented the issues related to research findings and data analysis. Those are: A) The development of Quranic based- teaching material that contains about: 1) The description of teaching material development result, 2) The presentation of the data validation and B) the effectiveness and attractiveness of the Quranic based- teaching material.

A. Development of the Quranic based- teaching material.


1. Description of the teaching material development result

Teaching material from the development result that has been arranged by the researcher is a text book that have focus in thematic learning in theme *Pahlawanku* with sub theme *Sikap Kepahlawanan*. Study of this teaching material is evaluated from two aspects, they are in content aspect and design aspect.

The teaching material that developed contains by pre-introduction section, introduction section, content section and supporting section. The sections will be explained as follow:

The result of teaching material development presented as follows:

Table 4.1
The Descriptions of The Product

Point	Part of the sections and description	Product
A.	Pre Introduction	
1.	<p>Front Cover:</p> <p>The front cover from this teaching material entitled "<i>Pembelajaran Tematik Sikap Kepahlawanan Berbasis Al-Quran</i>" made as attractive as possible, so that the students have a desire and interest of teaching material that have been developed. The front cover contains a picture that corresponds to the sub theme regarding the attitude of heroism with the based on Al-Quran with the moslem pictures. The color that selected for the design is also have a bright colors and can attract the students attention, so students can be motivated in the lessons.</p>	

2.

Back Cover:

The back cover drafted more simply with the same colors in front cover. In this cover is contains about a view information about the contents of teaching material and logo of the institution.

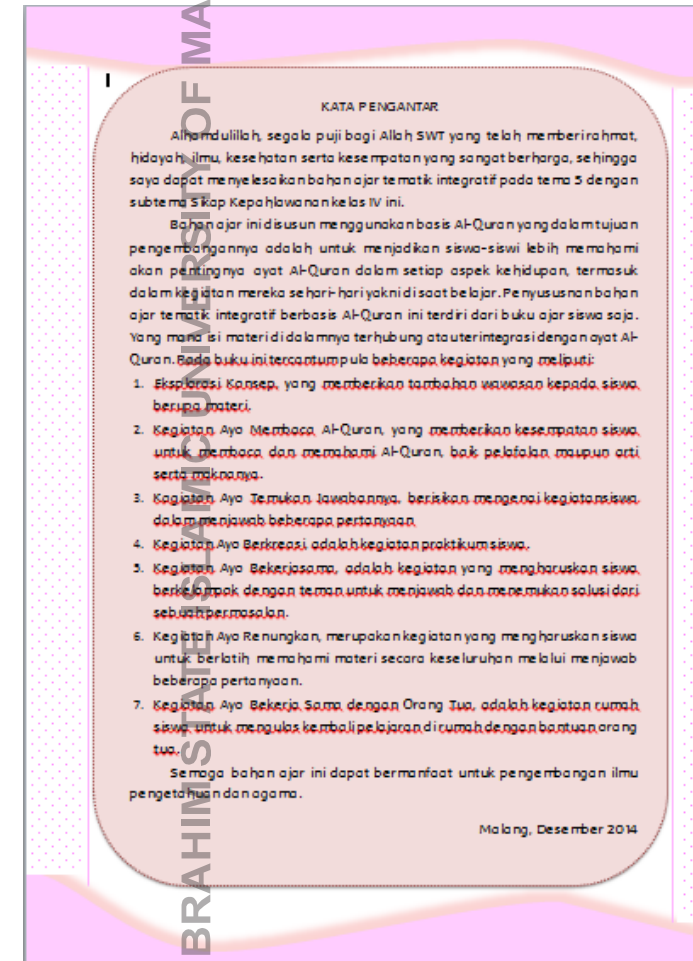
Buku Pembelajaran Tematik Berbasis Al-Quran ini merupakan salah satu bentuk pengembangan bahan ajar yang sebelumnya telah ada. Pengembangan berupa adanya ayat - ayat Al-Quran yang terintegrasi dengan materi akan menambah wawasan siswa dalam kecerdasan spiritualnya. Di dalam buku ini di suguhkan ayat Al-Quran dari Juz 30 dengan tujuan agar siswa lebih dalam memahami isi kandungan ayat Al-Quran. Buku ini di lengkapi dengan gambar islami yang dapat memotifasi siswa untuk tetap berpenampilan dan bersikap islami dalam pembelajaran yang islami. Semoga buku penunjang ini dapat bermanfaat.

PENDIDIKAN GURU MADRASAH IBTIDAIYAH
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG



3. Preface:

The preface is a series of words in teaching material background, the authors hope and contains about content of the teaching material that presented.

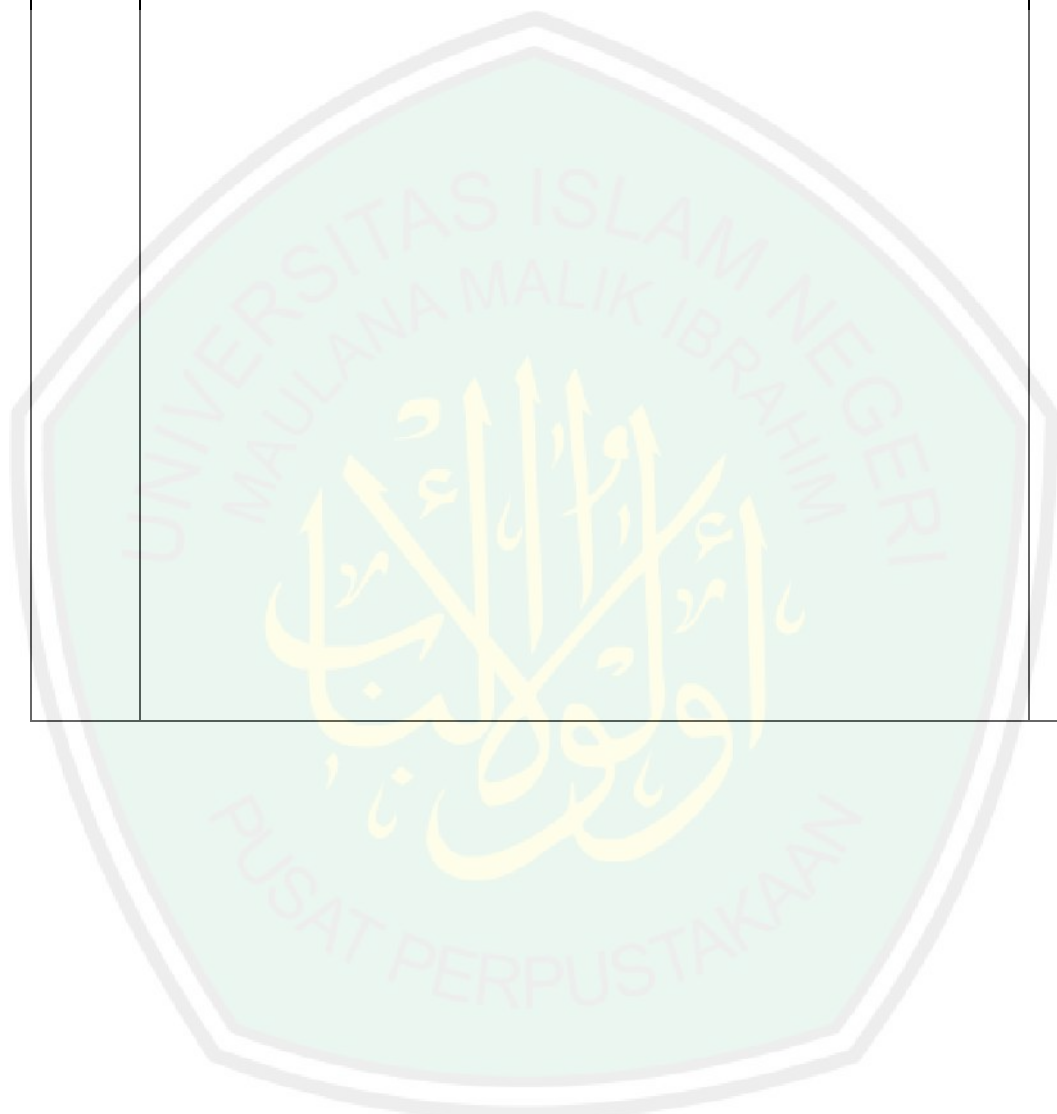


4. Standards of the Graduate Competences:
 This graduation standards contains of information about an existing domain in the secondary level learning.

STANDAR KOMPETENSI LULUSAN

DOMAIN	SD/MI
SIKAP	Memiliki perilaku yang mencerminkan sikap orang beriman, berakhlak mulia, berilmu, percaya diri, dan bertanggung jawab dalam berinteraksi secara efektif dengan lingkungan sosial dan alam di lingkungan rumah, sekolah, dan tempat bermain.
PENGETAHIAN	Memiliki pengetahuan faktual dan konseptual berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian di lingkungan rumah, sekolah, dan tempat bermain.
KETERAMPILAN	Memiliki kemampuan pikir dan tindak yang produktif dan kreatif dalam ranah abstrak dan konkret sesuai dengan yang ditugaskan kepadanya.

KEGIATAN PEMBELAJARAN	KEMPE TENSI YANG DIKEMBANGKAN
<ul style="list-style-type: none"> ✓ Menunjukkan sikap kepatuhan ✓ Mengenal pakhawan tanpa tanda jasa ✓ Menceritakan sosok kepatuhan 	Sikap: Pantang menyerah dan membatu orang lain. Pengetahuan: Sikap kepatuhan Keterampilan: Mencari informasi
<ul style="list-style-type: none"> ✓ Mengenal pakhawan tanpa tanda jasa ✓ Menjumlahkan bilangan bulat ✓ Menentukan periskap 	Sikap: Pantang menyerah dan membatu orang lain Pengetahuan: Bilangan bulat dan periskap Keterampilan: Mencari informasi, penjumlahan dan pengurangan bilangan bulat.
<ul style="list-style-type: none"> ✓ Mengenal sosok Gusni Wijaya ✓ Menjumlahkan dan mengurangkan bilangan bulat ✓ Menunjukkan sikap yang mencerminkan cinta tanah air 	Sikap: Pantang menyerah dan membatu orang lain Pengetahuan: Sifat cahaya Keterampilan: Mencari informasi



5.

Core Competences:

In this section, shown on the core competencies that will be encountered on thematic learning in fourth grade

KOMPETENSI INTI KELAS IV

1. Menerima, menjalankan dan menghargai ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli dan percaya diri dalam berinteraksi dengan keluarga, teman, guru dan tetangganya.
3. Memahami pengetahuan faktual dengan cara mengamati dan menanya berdasarkan rasa ingin tahunya tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, di sekolah dan tempat bermain.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis dan lugus, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.



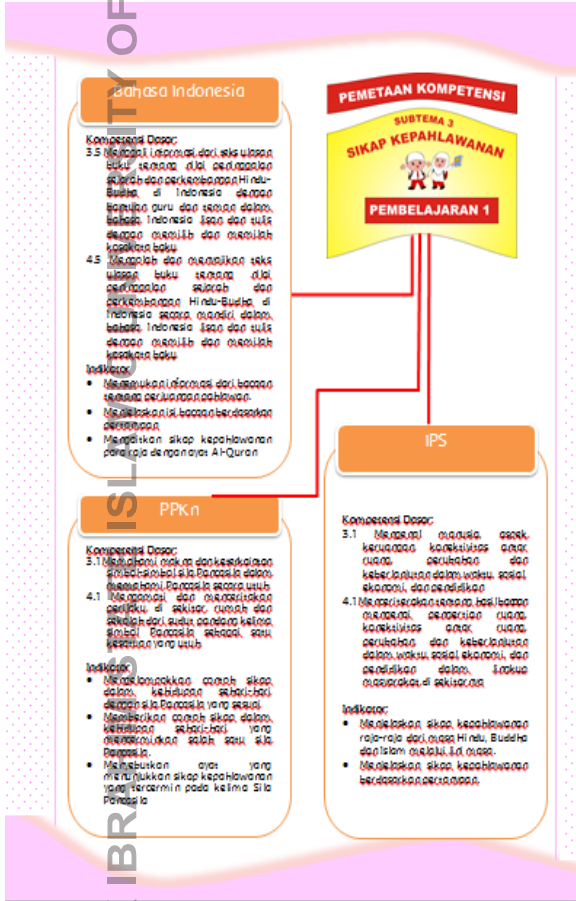
6. Table of Contents:

The table of content is contains a list of pages from the whole part in a teaching material.

DAFTAR ISI

Kata Pengantar.....	i
Daftar Isi.....	ix
Pembelajaran 1.....	1
Pembelajaran 2.....	15
Pembelajaran 3.....	23
Daftar Pustaka.....	




<p>B.</p>	<p>Introduction Section</p>	
	<p>Introduction section is contains of competences mapping that contains of basic competences and indicators.</p>	 <p>The diagram illustrates the mapping of competencies across three subjects: Bahasa Indonesia, PPKn, and IPS. At the top center is a banner for 'PEMETAAN KOMPETENSI' (Competency Mapping) under 'SUBSTEMA 3 SIKAP KEPAHLAWANAN' (Sub-theme 3 Heroic Attitude) for 'PEMBELAJARAN 1' (Learning 1). Three boxes on the left and right list specific competencies and indicators for each subject.</p> <p>Bahasa Indonesia</p> <p>Kompetensi Dasar</p> <p>3.5 Mengaji (membaca dan mendengarkan bacaan) tentang nilai-nilai pendidikan agama dan kebudayaan Hindu-Budha di Indonesia dengan bimbingan guru dan teman sekelas, bahasa Indonesia lisan dan tulis dengan memilih dan memilah kosakata baku</p> <p>4.5 Menjalih dan mengamalkan teks sastra lisan tentang nilai-nilai pendidikan agama dan kebudayaan Hindu-Budha di Indonesia secara mandiri dalam bahasa Indonesia lisan dan tulis dengan memilih dan memilah kosakata baku</p> <p>Indikator</p> <ul style="list-style-type: none"> • Menjabarkan (membaca dan mendengarkan) tentang nilai-nilai pendidikan • Mengaitkan nilai-nilai budaya berdasarkan pendidikan • Mempraktikkan sikap keahlawanan para nabi dan orang-orang Al-Quran <p>PPKn</p> <p>Kompetensi Dasar</p> <p>3.1 Menjalih makna dan kesakabangan nilai-nilai Pancasila secara utuh</p> <p>4.1 Menjalih dan mengamalkan perilaku di sikap orang dan memilah dan sudi tentang kelima sila Pancasila secara utuh, kesakabangan yang utuh</p> <p>Indikator</p> <ul style="list-style-type: none"> • Menjabarkan makna sikap dalam kehidupan sehari-hari dengan sila Pancasila yang sesuai • Mempraktikkan sikap dalam kehidupan sehari-hari yang mengamalkan salah satu sila Pancasila • Menjelaskan arti yang terkandung dalam sikap keahlawanan yang terkandung pada kelima sila Pancasila <p>IPS</p> <p>Kompetensi Dasar</p> <p>3.1 Menjalih kualitas anak, keragaman, keragaman anak, keragaman dan keragaman dalam waktu, sosial, ekonomi, dan pendidikan</p> <p>4.1 Menjalih keragaman hasil karya keragaman, keragaman anak, keragaman dan keragaman dalam waktu, sosial, ekonomi, dan pendidikan dalam konteks kehidupan sehari-hari</p> <p>Indikator</p> <ul style="list-style-type: none"> • Menjabarkan sikap keahlawanan para nabi dan orang-orang Hindu, Budha dan Islam melalui sila Pancasila • Menjabarkan sikap keahlawanan berdasarkan Pancasila



<p>C.</p>	<p>Content Section:</p>	
	<p>This section is contains of materials with the sub theme <i>Sikap Kepahlawanan</i> that integrated with the suitable ayat of Al-Quran.</p>	<div style="background-color: #f0e6ff; padding: 10px; border: 1px solid #ccc;"> <p>1. Saling menghormati kebebasan dalam menjalankan agama sesuai dengan keyakinan masing-masing, merupakan contoh sikap kepahlawanan dari sila pertama dan bersimbakan gambar Bintang. Sila pertama ini juga tercermin dalam ayat Al-Quran, yakni pada surat Al-Ikhlâs:</p> <p>قُلْ هُوَ اللَّهُ أَحَدٌ ۝ اللَّهُ الصَّمَدُ ۝ لَمْ يَلِدْ وَلَمْ يُولَدْ ۝ وَلَمْ يَكُن لَّهُ كُفُوًا أَحَدٌ ۝</p> <p>Artinya:</p> <ol style="list-style-type: none"> 1. Katakanlah (Muhammad): "Dia-lah Allah, Yang Maha Esa" 2. Allah tempat meminta segala sesuatu. 3. Allah tidak beranak dan tidak pula diperanakkan. 4. Dan tidak ada sesuatu setara dengan Dia." <p>2. Saling menyalahi satu sama lain terhadap teman dan saudara, tidak semena-mena terhadap orang lain, dan berani membela kebenaran dan keadilan, merupakan contoh sikap kepahlawanan dari sila kedua. Dibalikannya dengan simbol Rantai.</p> <p>Sila kedua ini tercermin pula pada surat Al-Maidah 2:</p> <p>... وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ۗ وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ ۝</p> <p>Artinya: ... dan tolong-menolonglah kamu dalam (mengerjakan) kebajikan dan takwa, dan jangan tolong-menolong dalam berbuat dosa dan pelanggaran, dan bertakwalah kamu kepada Allah, Sesungguhnya Allah Amat berat siksa-Nya.</p> <p>3. Rela berkorban, cinta tanah air, merupakan contoh sikap kepahlawanan dari sila ketiga. Dengan simbol berupa Pohon Beringin.</p> <p>Tercermin pada surat Al-Hujurat 10:</p> <p>إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ فَأَصْبَحُوا بَيْنَ أَعْيُنِنَا ۖ وَتَقَرَّبْنَا إِلَيْهِمْ لِتُخْرِجُوهُمْ ۚ</p> <p>Artinya: orang-orang beriman itu Sesungguhnya bersaudara. sebab itu damai-lah (perbaikilah hubungan) antara kedua saudaramu itu dan takutlah terhadap Allah, supaya kamu mendapat rahmat.</p> <p>4. Tidak melaksanakan kehendak orang lain, mengutamakan kepentingan negara daripada kepentingan pribadi merupakan contoh sikap kepahlawanan dari sila keempat. Disimbakan dengan Kepala Banteng.</p> <p>Yang terdapat pada surat Al-Mujadilah 11:</p> </div>

At the first learning, the material about attitude of the heroism is taken from the examples of the king in Hindhu-Budha period. This material is delivered to create the students motivation to better know the history.


Pembelajaran 1
التَّعْلِيمُ الْأَوَّلُ



Ketahui perjuangan para pahlawan, sikap apakah yang dapat kamu tiru dari mereka? Apakah sikap kepahlawanan itu hanya ditunjukkan di masa perjuangan melawan penjajah saja?

Adakah takah-takah di masa sekarang yang mencerminkan sikap kepahlawanan? Mari kita cari tahu bersama.

Setelah mengetahuinya, baca dan pahami ayat Al-Quran yang menunjukkan adanya sikap kepahlawanan ya.

 **Ayo Temukan Jawabannya**
جدد عني الإجابة

Marilah kita ulas mengenai perjuangan para takah pada masa kerajaan Hindu, Buddha, Islam dan masa penjajahan? Bagaimana sikap kepahlawanan yang mereka miliki? Carilah jawabannya pada bacaan di bawah ini!

A. Kerajaan Hindu di Indonesia
Raja Mulawarman yang Dermawan

Mulawarman merupakan raja di Kerajaan Kutai, kerajaan Hindu tertua di Nusantara. Mulawarman dianggap raja terbesar Kerajaan Kutai karena di bawah pemerintahannya Kerajaan Kutai mencapai puncak kejayaannya. Kerajaan Kutai berkembang pesat. Hampir seluruh Kalimantan berhasil ditaklukkan.

Hal tersebut diimbangi pula dengan kehidupan rakyatnya yang makmur dan sejahtera. Rakyat hidup tenteram di bawah kekuasaan Raja Mulawarman yang tegas dan bijaksana. Raja Mulawarman terkenal juga sebagai raja yang dermawan. Beliau pernah menyumbangkan 20.000 ekor sapi unuk kaum Brahmana. Beliau juga pernah membagikan perak dan emas kepada rakyatnya. Kebajikan raja Mulawarman membuatnya begitu dicintai oleh rakyatnya. Kebesaran raja Mulawarman banyak diabadikan dalam sebuah prasasti oleh rakyatnya.

Sub tema 3: Sikap Kepahlawanan 2

At the second learning is contains about material attitude of heroism that exist around the students. That delivered from the text, the expected of the students are to review and dig the information from the text. Also delivered the attitude of heroism in the students to solve their practice.

Pembelajaran 2 التعليم الثاني

Mari kita menengenalisasok
pehlawan yang ada disekitar
Kita!
Guru adalah Pahlawan Tanpa
Tanda Jasa. Mari kita gali
informasi mengenai guru
seperti pada bacaan di bawah
ini!



Bacalah teks berikut di dalam hati!

Udin dan teman-temannya sedang belajar bilangan. Ia mengalami kesulitan mengurutkan bilangan bulat. Bu Adna, guru Udin, melihatnya dan segera mendatangi Udin.

Dengan sabar Bu Adna menjelaskan kembali materi sampai Udin benar-benar paham. Saat mengerjakan soal pun Udin diperhatikan olehnya. Namun Udin masih kebingungan. Ternyata ada satu soal yang belum Udin kuasai. Akhirnya Udin mendatangi gurunya saat istirahat. Bu Adna sangat baik. Dengan sukarela ia membantu Udin memecahkan soal tersebut.

Alhamdulillah, Udin benar-benar kagum terhadap gurunya.

Material in the third learning is more emphasis to the attitude of heroism that has been demonstrated by the figure in Indonesia.

UNIVERSITY OF MALANG

MAULANA MALIK IBRAHIM

Pembelajaran 3
التَّعْلِيمُ الثَّابِتُ

Untuk menjadi pahlawan tidak perlu menunggu hingga dewasa. Dengan berusaha melakukan yang terbaik, kamu bisa menjadi pahlawan. Mari kita simak perjuangan teman kalian ini.

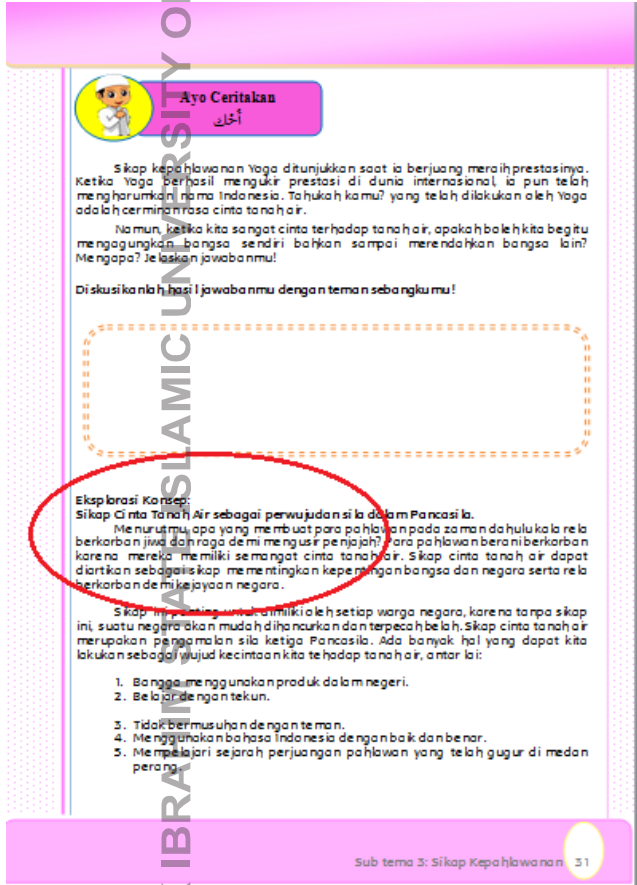
Asah Bacalah
اقْرَأْ

Gusnadi Wiyaga – Prestasi di Tengah Keterbatasan

Gusnadi Wiyaga berumur 15 tahun. Ia berasal dari keluarga sederhana yang tinggal di Dusun Waringin Maguwarharjo, Sleman, Yogyakarta. Ayahnya adalah seorang tukang sol sepatu dan ibunya adalah seorang ibu rumah tangga. Kondisi perekonomian orang tua yang kekurangan tidak membuatnya patah semangat untuk berprestasi.

Yoga panggilan akrabnya, berhasil meraih medali perak Olimpiade Sains Nasional (OSN) 2011 di Manado. Hasil ini mengantarkan Yoga mewakili Indonesia di International Competitions and Assessment for Schools (ICAS) wilayah Asia Pasifik tahun 2011.

Sub tema 3: Sikap Kepahlawanan 24

D.	Supporting Section	
1.	<p>Exploration of the concept:</p> <p>In the exploration of the concept section is contains of material summaries that can be a references for the students to learn.</p>	 <p>Ayo Ceritakan أخبرك</p> <p>Sikap kepahlawanan Yaga ditunjukkan saat ia berjuang meraih prestasinya. Ketika Yaga berhasil mengukir prestasi di dunia internasional, ia pun telah mengharumkan nama Indonesia. Tahukah kamu? yang telah dilakukan oleh Yaga adalah cerminan rasa cinta tanah air.</p> <p>Namun, ketika kita sangat cinta terhadap tanah air, apakah boleh kita begitu mengagungkan bangsa sendiri bahkan sampai merendahkan bangsa lain? Mengapa? Jelaskan jawabanmu!</p> <p>Diskusikanlah hasil jawabanmu dengan teman sebangkumu!</p> <p>Explorasi Konsep: Sikap Cinta Tanah Air sebagai perwujudan sila dalam Pancasila. Menurutmu, apa yang membuat para pahlawan pada zaman dahulu rela berkorban jiwa dan raga demi mengusir penjajah? Para pahlawan berani berkorban karena mereka memiliki semangat cinta tanah air. Sikap cinta tanah air dapat diartikan sebagai sikap memertingikan kepentingan bangsa dan negara serta rela berkorban demi kejayaan negara.</p> <p>Sikap ini penting dimiliki oleh setiap warga negara, karena tanpa sikap ini, suatu negara akan mudah dihancurkan dan terpecah belah. Sikap cinta tanah air merupakan pengamalan sila ketiga Pancasila. Ada banyak hal yang dapat kita lakukan sebagai wujud kecintaan kita terhadap tanah air, antara lain:</p> <ol style="list-style-type: none"> 1. Bangsa menggunakan produk dalam negeri. 2. Belajar dengan tekun. 3. Tidak bermusuhan dengan teman. 4. Menggunakan bahasa Indonesia dengan baik dan benar. 5. Mempelajari sejarah perjuangan pahlawan yang telah gugur di medan perang. <p>Sub tema 3: Sikap Kepahlawanan 31</p>

2. Let's Consider and Cooperation with the Parents:

Let's Consider, is a section in a last part of each lessons. It's consist an individual exercises.

This part not only in Let's Consider point, but also there is other part namely is Cooperation with the Parent. This part is consist of the exercises for the student to be solved with their parents at home.



Ayo Rungka
حي علي التفكير

1. Apa yang telah kamu pelajari tentang materi hari ini?
2. Sikap kepahlawanan apa saja yang bisa kita tiru dan amalkan dari para pahlawan terdahulu?
3. Apa yang membuat Pak Gimn bangga dengan pekerjaannya?
4. Sebutkan sikap kepahlawanan yang dimiliki oleh para raja dari masa Hindu, Budha dan Islam!
5. Sebutkan surat Al-Quran apa sajakah yang menjelaskan mengenai sikap kepahlawanan!
6. Jelaskan hubungan surat Al-'Ashy dengan sikap kepahlawanan yang telah kamu pelajari!
7. Jelaskan hubungan surat Al-Humazah dengan sikap kepahlawanan yang telah kamu pelajari!
8. Sebutkan kembali ayat Al-Qura yang mencerminkan Pancasila Sila ke 4!
9. Sebutkan contoh sikap kepahlawanan yang tercermin dari sila-sila Pancasila!
10. Sikap kepahlawanan yang kita tunjukkan dengan menolong sesama manusia merupakan contoh dari pengamalan sila keberapa Pancasila?
11. Bagaimana sikapmu ketika mempelajari materi hari ini?
12. Sikap kepahlawanan apa yang sudah kamu lakukan hari ini dan kepada siapa saja telah kamu terapkan?

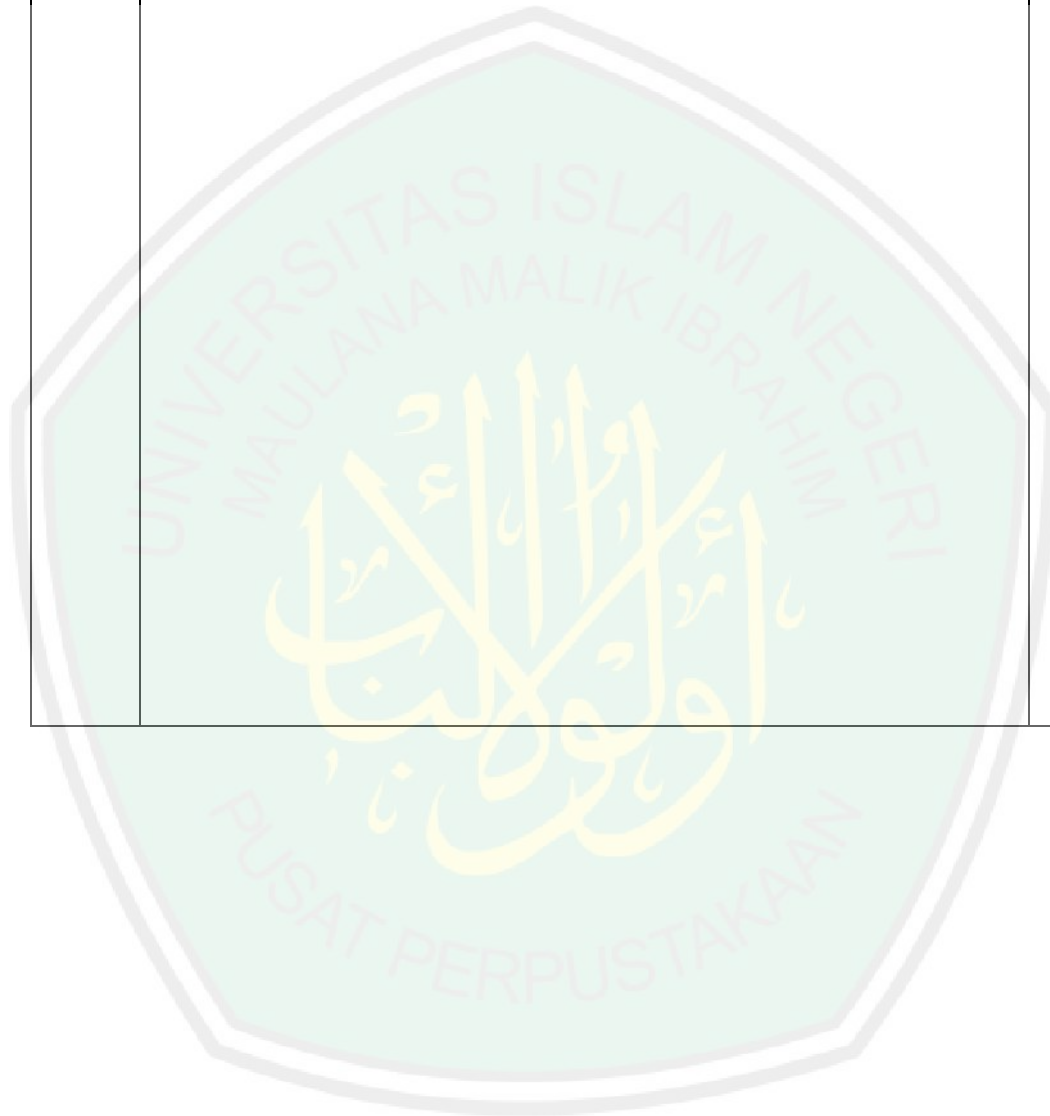
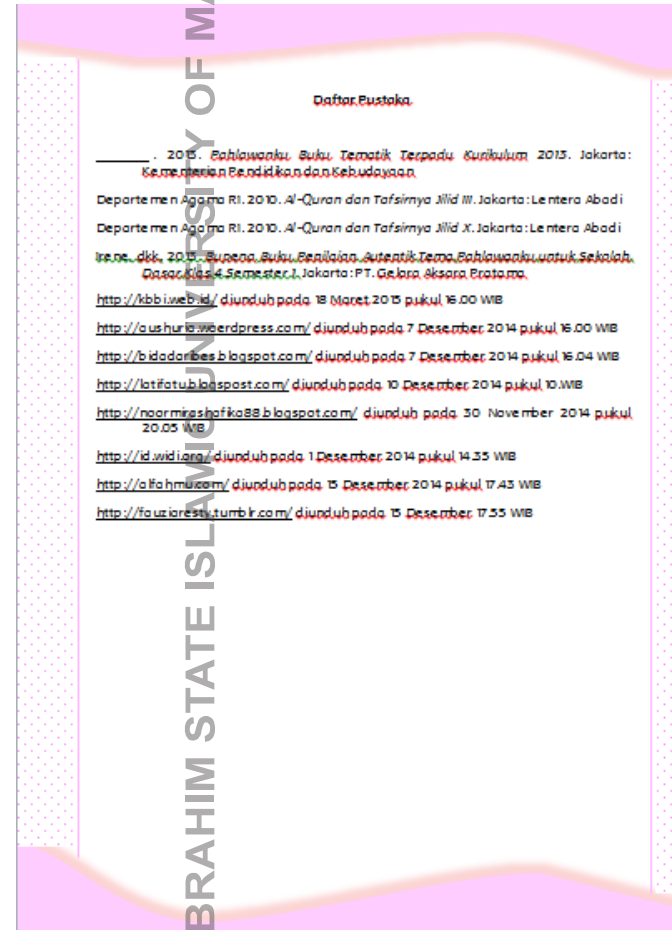


Ayo Bekerja Sama Bersama Orang Tua
التعاون مع والدي

1. Ceritakan tentang Pak Gimn kepada orang tuamu.
2. Sertakan pula ayat Al-Qurannya dan bacakan di hadapan orang tuamu.
3. Minta pendapat orang tuamu terhadap sikap kepahlawanan yang Pak Gimn lakukan.

3. Bibliography:

Bibliography is a book list or other sources that used by the author as a preparation of the Quranic based- teaching material. The students and parents can look for the sources from list in this section.



2. Validation of the Data

Data validation through the learning material was gotten from the result of evaluation that done by 3 validators those are 2 material expert validations and a design expert validation.

The obtained data are qualitative and quantitative. Quantitative data was gotten from assesment of questionnaire using Likert scale, while qualitative data is in the form of an additional assesment or suggestion from the validator. Questionnaire for validator experts and criteria of giving score are as follows:

Tabel 4.2
Scoring Criteria Questionnaire of Material Expert, Media Expert and Students

Percentage	Level of Validity	Description
85-100	Very valid	Not Revision
69-84	Valid	Not revision
53-68	Enough Valid	Partial Revision
37-52	Less Valid	Revision
21-36	Very Less Valid	Total Revision

Here is the presentation of data analysis from the experts by using the questionnaire along with criticism and the suggestions.

a. Design Validation

The development product that submitted to the design expert is a textbook that integrated with the Al-Quran. The descriptive results from the design expert to the development of Quranic based- teaching material that asked by using the questionnaire. The validation of teaching material was done on April 2015 and was done to Mr. Nurul Yaqien, M.Pd as a lecture at Faculty Of Tarbiyah And Teaching

Sciences State Islamic University Maulana Malik Ibrahim Of Malang. The result of assessment and respond of design expert can be seen as follows:

1) Quantitative data

Quantitative data validation results of design experts by Mr. Nurul Yaqien, M.Pd can be seen in the table as follows:

Tabel 4.3
Assessment Data of Quranic based- teaching material in Fourth Grade by Design Expert

No	Statements	X	Xi	P(%)	Level of Validity	Description
1.	The effectiveness of Quranic based- teaching material	4	5	80	Valid	Not Revision
2.	The suitability of cover pictures with the theme of thematic integrative teching material based on Al-Quran	4	5	80	Valid	Not Revision
3.	Introduction layout in thematic integrative teching material based on Al-Quran Layout	5	5	100	Very Valid	Not Revision
4.	Mapping layout in thematic integrative teching material based on Al-Quran Layout	4	5	80	Valid	Not Revision
5.	Content layout of thematic integrative teching material based on Al-Quran	5	5	100	Very Valid	Not Revision
6.	The type of font that used in thematic integrative teching material based on Al-Quran	4	5	80	Valid	Not Revision
7.	Suitability font that used in thematic integrative teching material based on Al-Quran.	4	5	80	Valid	Not Revision
8.	Accuracy the placement of	5	5	100	Very	Not

	ayat Al-Quran in thematic integrative teching material based on Al-Quran.				Valid	Revision
9.	Space in typing in thematic integrative teching material based on Al-Quran.	4	5	80	Valid	Not Revision
10.	Usage of the picture that used to motivated the students in thematic integrative teching material based on Al-Quran.	4	5	80	Valid	Not Revision
Analyze		48	50	86%	Sangat Valid	Not Revision

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

$$P = \frac{48}{50} \times 100$$

$$P = 96\%$$

Description:

P : percentage of feasibility

$\sum x$: total score answer evaluator (real value)

$\sum xi$: total score the highest response (value of expectation)

Based on the above calculation, the observations which done by the material experts reach 96%. If compared with table criteria of propriety, therefore this score is included in very valid criteria.

2) Qualitative Data

The qualitative data results of expert design by Mr. Nurul Yaqien, M.Pd is as follows:

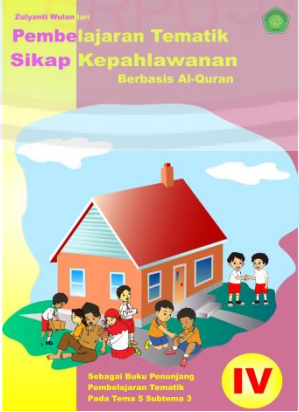
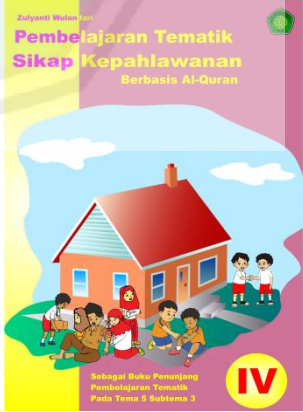
Tabel 4.4
Criticism and Suggestions

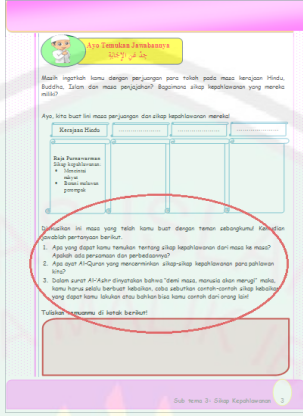
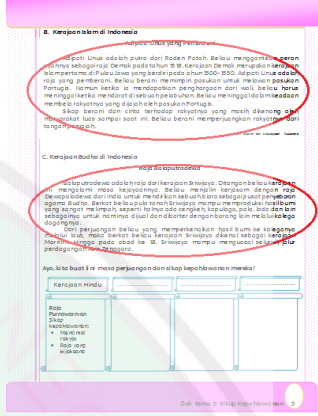
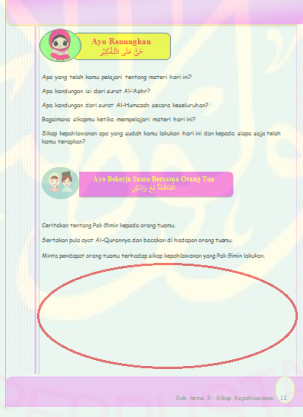
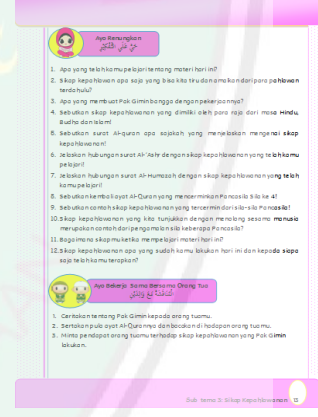
Space and font consistently, please.

All of the data, both of the quantitative and qualitative data from the expert will be a foundations to revise the product for improving the teaching material before field trial to the students.

From the qualitative data of design expert, through the open ended question about the deficiency of teaching material will be presented as follows:

Tabel 4.5
Review and Assessment

Components	Description	Suggestion
Front page	Cover is not showed the Muslim pictures yet. 	The picture must be showed the character of the theme. 

<p>Font</p>	<p>Font that used is not the suitable font for the student in fourth grade.</p> 	<p>Font that used is heading in k-13 teaching material, that is <i>Baar Metanoia</i> font.</p> 
<p>Empty space</p>	<p>It is so much the empty space.</p> 	<p>Use the empty space with the maximum content. Give the addition content to full it.</p> 

b. Material Validation

The development product that submitted to the material expert is a textbook that integrated with the Al-Quran. The descriptive results from the design expert to the development of Quranic based- teaching material that asked by using the questionnaire. The validation of teaching material was done on December 2014 and was done to Miss. Adna Arum Ambarwati, S.Pd as a thematic teacher in fourth grade

at Islamic Elementary School As-Salam Malang. The result of assessment and respond of design expert can be seen as follows:

1) Quantitative Data

Quantitative data validation results of design experts by Miss. Adna Arum Ambarwati, S.Pd can be seen in the table as follows:

Tabel 4.6
Assessment Data of Quranic based- teaching material in Fourth Grade by Material Expert

No	Pernyataan	X	Xi	P(%)	Tingkat Kevalidan	Ket.
1.	Relevancy level teaching material with Quranic based- teaching material.	5	5	100	Very Valid	Not Revision
2.	Suitability ayat Al-Quran in Quranic based- teaching material	5	5	100	Very Valid	Not Revision
3.	Suitability of the indicator with basic competences in curriculum 2013	5	5	100	Very Valid	Not Revision
4.	Suitability of the picture	3	5	60	Quite Valid	Partial Revision
5.	Suitability of the content with the 2013 learning.	5	5	100	Very Valid	Not Revision
6.	Systematics of the content with the placement of ayat.	5	5	100	Very Valid	Not Revision
7.	Coverage ayat Al-Quran in learning.	5	5	100	Very Valid	Not Revision
8.	Difficulty of language.	3	5	60	Quite Valid	Partial Revision
9.	The effectiveness teaching material to motivated the students.	4	5	80	Valid	Not Revision
10.	Evaluation can be easured the students ability.	4	5	80	Valid	Not Revision
Analyze		44	50	88%	Very Valid	Not Revision

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

$$P = \frac{44}{50} x 100$$

$$P = 88 \%$$

Description:

P : percentage of feasibility

$\sum x$: total score answer evaluator (real value)

$\sum xi$: total score the highest response (value of expectation)

Based on the above calculation, the observations which done by the material experts reach 88%. If compared with table criteria of propriety, therefore this score is included in very valid criteria.

2) Qualitative Data

The qualitative data results of material expert by Adna Arum Ambarwati, S.Pd is as follows:

Tabel 4.7
Criticism and Suggestions

Need the pictures additions to give motivation the students in learning and adjusted with the ayat Al-Quran.

All of the data, both of the quantitative and qualitative data from the expert will be a foundations to revise the product for improving the teaching material before field trial to the students.

From the qualitative data of material expert, through the open ended question about the deficiency of teaching material will be presented as follows:

Tabel 4.8
Review and Assessment

Component	Description of the Data	Suggestion
Picture in content	The pictures still not suitable yet with the sub theme.	Take some picture that showed the theme and attractive one. It will be motivate the student in learning.

c. Material Validation

The development product that submitted to the material expert is a textbook that integrated with the Al-Quran. The descriptive results from the design expert to the development of Quranic based- teaching material that asked by using the questionnaire. The validation of teaching material was done on May 2015 and was done to Mr. M. Samsul Ulum, MA as a lecture at Faculty of Tarbiyah and Teaching Sciences State Islamic University Maulana Malik Ibrahim of Malang. The result of assessment and responses of design expert can be seen as follows:

1) Quantitative Data

Quantitative data validation results of design experts by Mr.Dr. M. Samsul Ulum, MA can be seen in the table as follows:

Tabel 4.9
Assessment Data of Quranic based- teaching material in Fourth Grade by Material Expert

No	Statements	X	Xi	P(%)	Level of Validity	Description
1.	Relevancy level teaching material with Quranic	3	5	60	Enough Valid	Partial Revision

	based- teaching material.					
2.	Suitability ayat Al-Quran in Quranic based- teaching material	3	5	60	Enough Valid	Partial Revision
3.	Suitability of the indicator with basic competences in curriculum 2013	3	5	60	Enough Valid	Partial Revision
4.	Suitability of the picture	4	5	80	Valid	Not Revision
5.	Suitability of the content with the 2013 learning.	3	5	60	Enough Valid	Not Revision
6.	Systematics of the content with the placement of ayat.	4	5	80	Valid	Revision
7.	Coverage ayat Al-Quran in learning.	4	5	80	Valid	Not Revision
8.	Difficulty of language.	4	5	80	Valid	Not Revision
9.	The effectiveness teaching material to motivated the students.	4	5	80	Valid	Not Revision
10.	Evaluation can be measured the students ability.	3	5	60	Enough Valid	Partial Revision
Analyze		35	50	70%	Enough Valid	Partial Revision

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

$$P = \frac{35}{50} x 100$$

$$P = 70 \%$$

Description:

P : percentage of feasibility

$\sum x$: total score answer evaluator (real value)

$\sum xi$: total score the highest response (value of expectation)

Based on the above calculation, the observations which done by the material experts reach 70%. If compared with table criteria of propriety, therefore this score is included in no revision.

2) Qualitative Data

Qualitative data from the material expert by Mr. Dr. M. Samsul Ulum, MA as follows:

Tabel 4.10
Criticism and Suggestions

- No need to impose the ayat in accordance with the theme
- Ayat Al-Quran should be suitable with basic competences
- Several material is showed unresolved with the competence/indicators

All of the data collected both quantitative and qualitative from material experts will be used as a reference to revise for improving teaching materials before trial to the students.

From the qualitative data in the form of a material experts statement, through the open questions regarding the deficiency of the teaching material will be explain as follows:

Tabel 4.11
Review and Assessment

Components	Description of the Data	Suggestion
The suitability of ayat Al-Quran	Ayat is less suitable with the theme.	Ayat of Al-Quran is adapted to the material just in order to be more suitable with the sub theme.
Suitability of material; with the standard	The explanation of the basic competences is not	The material should be selected and sort according

competence and indicator	appears in material yet.	to the basic competences in curriculum 2013, based on government regulation.
--------------------------	--------------------------	--

B. Effectiveness and Attractiveness of The Quranic Based- Teaching Material

Data of the effectiveness and attractiveness is obtained through by the field testing that held in twice on a class, it is in small group testing and large group testing. The small group trial is done by 6 students from the fourth grade with the criteria 2 students in high level, 2 students in middle level, and 2 students in low level. In this field testing researcher get the data from questionnaire to knowing the attractiveness only.

In the field testing for large group is did by using the questionnaire to knowing the attractiveness of teaching material and did the pretest and posttest to knowing the effectiveness of the Quranic based- teaching material. The exposure of it can be seen on the table as follows:

1. Pilot Study

Field trial in small group is contains of 6 students in fourth grade at Islamic Elementary School As-Salam Malang. This trial is done in once meeting. The result from this trial is to knowing the attractiveness of the teaching material that has been developed. It can be seen as follows:

Tabel 4.12
Assessment Data of Quranic based- teaching material in Pilot Study

Subject of R & D	Statement of Questionnaire										ΣX	ΣXi	%
	1	2	3	4	5	6	7	8	9	10			
X_1	5	5	5	4	5	5	5	5	5	5	49	50	98
X_2	5	5	5	5	5	5	5	5	5	5	50	50	100
X_3	5	5	5	4	5	5	4	3	5	5	46	50	92
X_4	5	4	4	4	5	5	3	4	5	5	44	50	88
X_5	5	4	4	5	4	4	2	1	4	3	36	50	72
X_6	5	5	5	4	5	4	3	5	5	4	45	50	90
Σx	30	28	28	26	29	28	22	23	29	27	270	300	540
Σxi	30	30	30	30	30	30	30	30	30	30	300	300	6
%	100	93,3	93,3	86	96	93,3	73,3	76	96	90	90	100	90

Description:

X_1 = Student fourth grade at Islamic Elementary School As-Salam Malang, namely
 Aisyah Nuriy Arina

X_2 = Student fourth grade at Islamic Elementary School As-Salam Malang, namely
 M. Hasan Fadhilah

X_3 = Student fourth grade at Islamic Elementary School As-Salam Malang, namely
 Hikmah Poetry Salma

X_4 = Student fourth grade at Islamic Elementary School As-Salam Malang, namely
 M. Ibrahim Daud

X_5 = Student fourth grade at Islamic Elementary School As-Salam Malang, namely
 Arum Lailatul Andrianti

X_6 = Student fourth grade at Islamic Elementary School As-Salam Malang, namely
 Abdul Aziz

Here is the percentage of the effectiveness teaching material:

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

$$P = \frac{270}{300} \times 100$$

$$P = 90 \%$$

Description:

P : percentage of feasibility

$\sum x$: total score answer evaluator (real value)

$\sum xi$: total score the highest response (value of expectation)

Based on the calculation above, it's showed that the assessment of questionnaire from the field testing in small group by 6 students in fourth grade of Islamic Elementary School As-Salam reached 90%. If matched with the criteria table it is showed that the teaching material is very attractive.

2. Field testing

Field testing are contains from the all of students in fourth grade at Islamic Elementary School As-Salam Malang it's consist of 14 students. The method are used here are the questionnaire method to knowing the attractiveness of teaching material and pretest-posttest method to knowing the effectiveness of teaching material. The result can be seen as follows:

a) The Attractiveness of the Quranic based- teaching material

Tabel 4.13
Assessment Data of Quranic based- teaching material in Field Testing

Subject of R & D	Statement of Questionnaire										ΣX	ΣX_i	%
	1	2	3	4	5	6	7	8	9	10			
X ₁	5	5	5	4	5	5	5	5	5	5	49	50	98
X ₂	5	5	5	5	5	5	5	5	5	5	50	50	100
X ₃	5	5	5	4	5	5	4	3	5	5	46	50	92
X ₄	5	4	4	4	5	5	3	4	5	5	44	50	88
X ₅	5	4	4	5	4	4	2	1	4	3	36	50	72
X ₆	5	5	5	4	5	4	3	5	5	4	45	50	90
X ₇	5	5	5	5	4	3	2	3	4	5	41	50	82
X ₈	1	2	1	2	4	4	2	3	2	3	24	50	48
X ₉	5	5	5	5	5	5	5	5	5	5	50	50	100
X ₁₀	5	5	5	4	5	5	5	2	5	4	45	50	92
X ₁₁	5	5	5	5	5	5	3	1	5	5	44	50	88
X ₁₂	3	4	5	2	2	3	4	1	1	5	30	50	60
X ₁₃	5	5	5	5	5	5	5	1	5	5	41	50	82
X ₁₄	5	4	5	4	4	3	5	4	4	5	43	50	86
Σx	64	63	64	58	63	61	53	43	60	64	588	700	1178
Σxi	70	70	70	70	70	70	70	70	70	70	700	700	14
%	91	90	91	82	90	87	75	61	85	91	84	100	84

Description:

X₁ = Student fourth grade at Islamic Elementary School As-Salam Malang, namely

Aisyah Nuriy Arina

X₂ = Student fourth grade at Islamic Elementary School As-Salam Malang, namely

M. Hasan Fadhilah

X₃ = Student fourth grade at Islamic Elementary School As-Salam Malang, namely

Hikmah Poetry Salma

X₄ = Student fourth grade at Islamic Elementary School As-Salam Malang, namely

M. Ibrahim Daud

- X₅ = Student fourth grade at Islamic Elementary School As-Salam Malang, namely
Arum Lailatul Andrianti
- X₆ = Student fourth grade at Islamic Elementary School As-Salam Malang, namely
Abdul Aziz
- X₇ = Student fourth grade at Islamic Elementary School As-Salam Malang, namely
Almer Rafly Khansa
- X₈ = Student fourth grade at Islamic Elementary School As-Salam Malang, namely
Dhamar Al-Fajri
- X₉ = Student fourth grade at Islamic Elementary School As-Salam Malang, namely
Hulwah Aisyah
- X₁₀ = Student fourth grade at Islamic Elementary School As-Salam Malang, namely
Hilya Aulia Safina
- X₁₁ = Student fourth grade at Islamic Elementary School As-Salam Malang, namely
M. Aysar Ahnaf
- X₁₂ = Student fourth grade at Islamic Elementary School As-Salam Malang, namely
M. Medio Sya'bana
- X₁₃ = Student fourth grade at Islamic Elementary School As-Salam Malang, namely
Maryam Qonita
- X₁₄ = Student fourth grade at Islamic Elementary School As-Salam Malang, namely
Ruqo'iyah
- X₁₅ = Student fourth grade at Islamic Elementary School As-Salam Malang, namely
Fina Lailatul Afianti

Here is the percentage of the attractiveness teaching material from the questionnaire, as follows:

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

$$P = \frac{588}{700} \times 100$$

$$P = 84\%$$

Based on the calculation above, it showed that the assessment of questionnaire from the field testing in large group by 14 students in fourth grade of Islamic Elementary School As-Salam Malang reached 84%. If matched with the criteria table it's showed that the teaching material is attractive.

b) The Effectiveness of the Quranic based- teaching material

The data to knowing the effectiveness teaching material was gotten from the pretest and posttest method that held in three times. In a first met was done in pretest and explained the material in a first lessons. In second met just for the explained the material in second lessons. In the third met, it's was done by the explained the material and gave the posttest. This treatment was given to the students in fourth grade at Islamic Elementary School As-Salam that consist of 14 students to knowing the effectiveness of the teaching material based on Al-Quran. The result from pretest and posttest can be seen as follows:

Table 4.14
Data of the Pretest and Posttest

No	Name	Value		Minimum Criteria	Descriptions	
		Pretest	Posttest		Passed	Not Passed
1.	Abdul Aziz	45	75	75	√	
2.	Aisyah Nriy Arina	70	90	75	√	
3.	Almer Rafly Khansa	65	75	75	√	
4.	Damar Al-Fajri	65	70	75		√
5.	Hulwah Aisyah	65	75	75	√	
6.	Hikmah Poetry. S	65	75	75	√	
7.	Hilya Auliya Safina	65	85	75	√	
8.	M. Hasan Fadhillah	70	80	75	√	
9.	M. Aysar Ahnaf	30	60	75		√
10.	M. Ibrahim Daud	45	70	75		√
11.	M. Medio Sya'ban	50	60	75		√
12.	Maryam Qanita	65	80	75	√	
13.	Ruqo'iyah	65	75	75	√	
14.	Arum Lailatul. A	50	75	75	√	
Amount		795	1045			
Mean		56,78	74,64			

The students who are not passed in learning:

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

$$P = \frac{4}{14} x 100$$

$$P = 28,57\%$$

The students who are passed in learning:

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

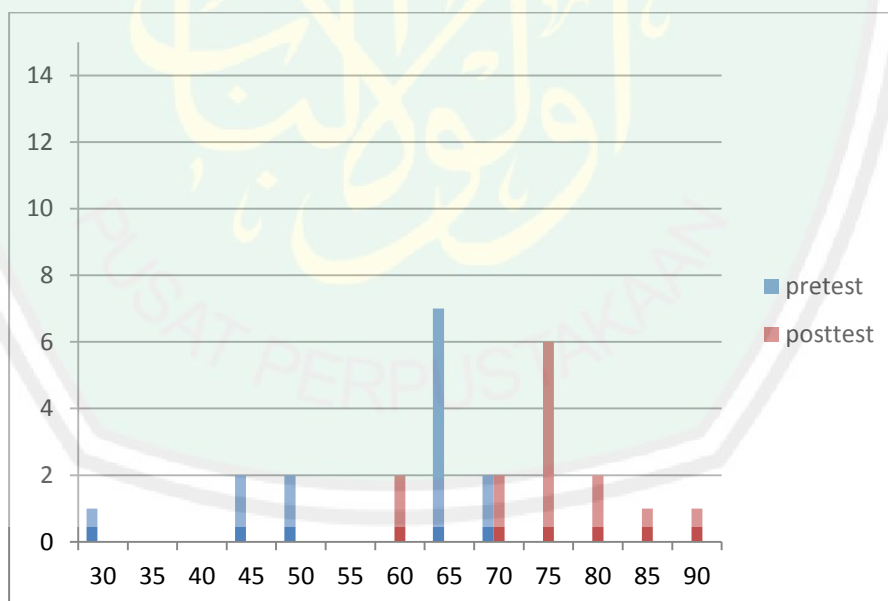
$$P = \frac{10}{14} x 100$$

$$P = 71,42\%$$

So, according to the standardize of learning at school that he student should be reach the value in 75 so that the learning is effective. From the table above, all of the student are no reach the standardize yet in pretest. In other said, all the students still in under of the standardize. But in posttest 10 from the 14 students have reached the standardize of learning. So the level of achievement that passed is reached in 71,42%, it means that the learning by using the thematic teaching material based on Al-Quran is effective.

According to the table above, the result of pretest and posttest can be seen in the graphic as follows:

Chart 4.1
Chart of Pretest-Posttest Result



From the chart above, data of the pretest showed that the minimum outcomes is reach in 30, and in the posttest showed that the minimum outcomes in 60. It means that the result of the posttest is better than pretest. According to the data above, it's showed that the mean of the each test that is in the pretest 56,78 while the posttest

value is 76,64. The mean of posttest is higher than the pretest, with dispute in 17,86. This case showed there is a difference after used the teaching material. According to the value, so the Quranic based- teaching material is effective to use in learning.

From the pretest and posttest data above will be analyzed by using the t-test formula with the standard significance 0,05 to strengthened the effectiveness of using the Quranic based- teaching material. This is technique used to knowing the effect from the treatment. The steps of analyzed by using t-test formula are:

Step 1: Arranged Ha and Ho

Ha = There are differences outcomes between after and before using the Quranic based- teaching material.

Ho = There are no differences outcomes between after and before using the Quranic based- teaching material.

Step 2: Look for the t_{count} by the formula :

$$t = \frac{D}{\sqrt{\frac{d^2}{N(N-1)}}$$

Descriptions:

t = t test

D = Different (X2-X1)

d^2 = variances

N = amount of sample

Step 3: Determined the t-test criteria

- a. If the value of t_{count} smaller than the t_{table} it so the significant, it means that H_0 is accepted and H_a is rejected.
- b. If the value of t_{count} bigger than the t_{table} it so the significant, it means that H_0 is rejected and H_a is accepted.

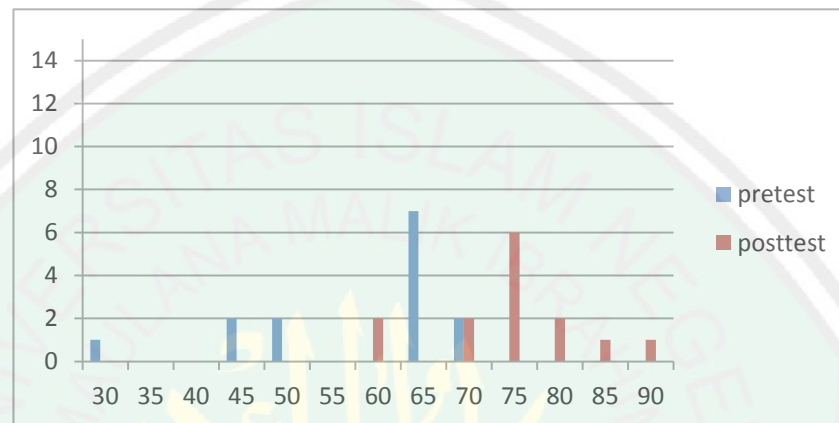
Step 4: Determined the statistic value in pretest and posttest through the t-test formula.

Tabel 4.15
Data of the Pretest and Posttest by using the t-test formula

No	Name	Value		D	d^2
		Pretest	Posttest		
1.	Abdul Aziz	45	75	30	900
2.	Aisyah Nriy Arina	70	90	20	400
3.	Almer Rafly Khansa	65	75	10	100
4.	Damar Al-Fajri	65	70	25	625
5.	Hulwah Aisyah	65	75	10	100
6.	Hikmah Poetry Salma	65	75	10	100
7.	Hilya Auliya Safina	65	85	20	400
8.	M. Hasan Fadhillah	70	80	10	100
9.	M. Aysar Ahnaf	30	60	30	900
10.	M. Ibrahim Daud	45	70	25	625
11.	M. Medio Sya'ban	50	60	10	100
12.	Maryam Qanita	65	80	15	225
13.	Ruqo'iyah	65	75	10	100
14.	Arum Lailatul Andrianti	50	75	25	625
Jumlah		795	1045	240	5300

According to the table above, the result of pretest and posttest can be seen in the graphic as follows:

Chart 4.2
Chart of Pretest-Posttest Result



From the chart above, data of the pretest showed that the minimum outcomes is reach in 30, and in the posttest showed that the minimum outcomes in 60. It means that the result of the posttest is better than pretest. According to the data above, it's showed that the mean of the each test that is in the pretest 56,78 while the posttest value is 76,64. The mean of posttest is higher than the pretest, with dispuete in 17,86, with the total of D (Different) = 240 and d^2 (variances) = 5300. So, here is an analysis of the data by using the t-test formula:

$$t = \frac{D}{\sqrt{\frac{d^2}{N(N-1)}}}$$

$$t = \frac{17,1}{\sqrt{\frac{5300}{14(14-1)}}}$$

$$t = \frac{17,1}{\sqrt{\frac{d^2}{N(N-1)}}}$$

$$t = \frac{17,1}{\sqrt{\frac{5300}{182}}}$$

$$t = \frac{17,1}{\sqrt{29,1}}$$

$$t = \frac{17,1}{5,39}$$

$$t = 3,17$$

Step 5: Compare the t_{count} and t_{table}

By the calculated standard of the specification (α) 0,05 and the amount of respondents in 14 student, so that the t_{table} is 1,761.

$$t_{\text{count}} = 3,17; t_{\text{table}} = 1,761$$

$$t_{\text{count}} > t_{\text{table}}$$

$$3,17 > 1,671$$

Step 6: Conclusion

From the calculation above, it's showed that the $t_{\text{count}} > t_{\text{table}}$, its showed in $3,17 > 1,671$. So the conclusion is H_0 is rejected, because there are differences of the outcomes from the students after used the Quranic based- teaching material. This showed that the teaching material is affective to use in learning at fourth grade.

BAB V

DISCUSSION

This chapter will discuss about: A) Development analysis of the Quranic based- teaching material, and B) Analysis of the effectiveness and attractiveness Quranic based- teaching material.

A. Development Analysis of The Quranic based- teaching material

1. Description of the Development Quranic based- teaching material

The development of thematic integrative teaching material based on Qur'an founded on the reality that before the learning textbook which has specification learning based on Al-Qur'an was not available. So that the purpose of development result is just for fulfil the availability of learning textbook which can increase level of effectiveness, and attractiveness of thematic integrative teaching material based on Al-Quran for Islamic Elementary School in reaching the education result which has decided in curriculum.

In thematic learning based on Al-Quran, the students was learned subject that already exists in a book published by the government, that is a thematic book on Quranic based- teaching material. Here, the authors just added the explicit ayat of Al-Quran that considered to be in accordance with the sub theme. By the explicit ayat of Al-Quran students are expected to be able to learn the ayat by their self, so that they can apply the thematic

learning with sub theme *Sikap Kepahlawanan* according to the ayat of Al-Quran.

Procedure of this development is developed through several stages, they are: 1) research and initial data collection, 2) planning, 3) development of the initial product format, 4) field testing initial, 5) revision and 6) field testing and 7) disseminations and implementation of the product to the research result.

Product development has done assessment by some expert in thematic learning that is a lecture and teacher in fourth grade at Islamic Elementary School As-Salam Malang, and design expert. Assessment aspects are the feasibility of components, the accuracy of material, the effectiveness and attractiveness teaching material. The result of assessment from the experts will be repair materials before the field testing, in small group and large group.

The result of this teaching material is a textbook with thema *Pahlawanku* and sub theme *Sikap Kepahlawanan*. These teaching material based on Al-Quran are intended to increase the students insight about the ayat of Al-Quran that integrated in sub theme. Moreover, it also gave the motivation to the students because the preparation of learning materials is packaged as attractive as possible with the interest colors.

Teaching material based on Al-Quran that developed it has some advantages and disadvantages. The advantages of these teaching material

including: 1) There is additional material, 2) Several material is integrated with the ayat of Al-Quran, 3) Ayat of Al-Quran that integrated are selected in explicit ayat, so the students can learn the material by their self.

2. Analysis of The Result Validation of Development Teaching Material

The development of the thematic integrative based on Al-Quran has been validated by the design expert and material experts that used in the field testing. The result from the several validators will be conversion in percentage scale based on validity level and as a guideline to revise the teaching material, and next is using the qualifying criteria assessment to see the validity data with the level of achievement as follows:

Tabel 5.1
Qualification of validity level based on percentages

Percentage	Level of Validity	Description
85-100	Very valid	Not Revision
69-84	Valid	Not Revision
53-68	Enough valid	Partial Revision
37-52	Less valid	Revision
21-36	Very less valid	Total Revision

a. Analysis of The Data Validation Design Expert

The result of the validation expert showed that the Quranic based-teaching material is very valid to use in a fourth grade in thematic integrative learning. These teaching material has a valid criteria because of the design are interest and the pictured that used in the teaching material is suitable with the sub theme, layout is very attractive, font in

the teaching material is accordance with the font in a Quranic based-teaching material textbooks.

b. Analysis of The Data Validation of Material Expert

The material validator here is a teacher in fourth grade who applied the thematic integrative learning and the lecture content expert in Al-Quran. The result of the validation from the teacher showed that the teaching material that developed are very valid. The validity of this teaching material was gotten from level of relevance with the core competences, standard competences and indicator in Quranic based-teaching material, material of ayat Al-Quran has been accordance with the sub theme, the language that very easy to understand by the students, and the evaluation in the last section has been measure the ability of the student.

The second material validator is a lecture in State Islamic University Maulana Malik Ibrahim Of Malang., in this validation he has been measure the level of validity in Al-Quran view that integrated with the material in sub theme *Sikap Kepahlawanan*. In this assessment, the material validator still made a statement that the teaching material is need the revision in several section or need the partial revision. Here, the researcher lists the real data by the consequences that the teaching material should be revision first before do the field testing. The expectation from

the validator is the authors reduce the ayat that integrated with the sub theme, because it is not an Al-Quran learning, so that need the suitability.

B. Analysis of The Effectiveness and Attractiveness Quranic based- teaching material

In level of effectiveness and attractiveness, the researcher did the field testing in twice, in teaching material field testing in pilot study and teaching material field testing in large group (field testing). In pilot study, the data collected to test the attractiveness through the questionnaire. Even though, in field testing the data collected is to know the attractiveness and the effectiveness of the teaching material. To find out it more detail about of the description above, then the described as follows.

1. Pilot Study

Field testing in small group was intended to see the result of the attractiveness teaching material that developed. The field testing is executed in once met by using the questionnaire. This testing was done by 6 students in fourth grade at Islamic Elementary School As-Salam, with the 2 students in high criteria, 2 students in middle criteria and 2 students in low criteria. The result showed that the teaching material is reaches 90% and it means that the teaching material is attractive to use in learning.

The attractiveness of this Quranic based- teaching material according to the six of the students is because the teaching material based on Al-Quran can be facilitated to the students in their learning, the teaching material can give the

motivation more, the an evaluation in the last section can measure the student ability. In other view, font that used in this teaching material is accordance with the students need. The language can help the students to understand of the material well, because it used the language that is easily understood. With an additional explicit ayat of Al-Quran, the students can learn by their self. With the result from field testing in small group above, it's proved that the teaching material developed is very attractive and not need the further revision, so that the researcher is conducting the field testing in large group in the next meeting.

2. Field Testing

Field testing here is conducted in large group was intended to see the result of the attractiveness and the effectiveness teaching material that developed. The field testing is executed in three times met by using the questionnaire to test the attractiveness of teaching material and pretest-posttest to test the effectiveness of the teaching material. Field testing in large group was done by all of the students in fourth grade in Islamic Elementary School As-Salam Malang. The result showed that the teaching material is reaches 84% it means that the teaching material is attractive to use in learning.

The attractiveness of this Quranic based- teaching material according to the six of the students is the teaching material based on Al-Quran can be facilitated to the students in their learning, the teaching material can give the motivation more, the an evaluation in the last section can measure the student ability. In other view, font that used in this teaching material is accordance

with the students need. The language can help the students to understand of the material well, because it used the language that is easily understood. With an additional explicit ayat of Al-Quran, the students can learn by their self. With the result from field testing in small group above, it's proved that the teaching material developed is very attractive and not revision.

In field testing to test the effectiveness of the teaching material also held on to the all of students in fourth grade in Islamic Elementary School As-Salam Malang. According to table 4.14 about value of the pretest and posttest it showed that mean of pretest is 56,78 and mean in posttest is 74,64. By this value, that the posttest is higher than the pretest in 17,86.

According to the standardize of learning at school that he student should be reach the value in 75 so that the learning is effective. From the table above, all of the student are no reach the standardize yet in pretest. In other said, all the students still in under of the standardize and in posttest 10 from the 14 students have reached the standardize of learning in other said is passed. So the level of students achievement who not passed is reached in 28,57% and in passed is reached in 71,42%, it means that the learning by using the thematic teaching material based on Al-Quran is effective.

The effectiveness of Quranic based- teaching material is confirmed by t-test analysis and showed that the $t_{count} = 3,17$ is bigger than the $t_{table} = 2,451$, so H_0 is rejected and H_a is accepted, so there is a significant difference between

the result of student learning before and after using Quranic based- teaching material.



CHAPTER VI

CONCLUSION

This chapter will discuss about: A) The conclusion of product development, and B) Suggestions about the product development. The suggestion given includes the product utilization suggestion and the continuation of the product development suggestion.

A. Conclusion

According to the product development and the value of the assessment to the Quranic based- teaching material in fourth grade at Islamic Elementary School As-Salam Malang will be explained as follows:

1. The development of teaching material is a textbook with the focus in thematic integrative learning in fourth grade in sub theme *Sikap Kepahlawanan*. This teaching material have been validated by some experts, they are a material expert and design expert. Result of the validation Quranic based- teaching material has a high level of validity according to the material validator in fourth grade at Islamic Elementary School As-Salam Malang as a user of teaching material.
2. The Quranic based- teaching material that developed has a level of attractiveness and effectiveness. The attractiveness was gotten from the questionnaire in small group and large group testing field that conducted by the fourth grade students at Islamic Elementary School As-Salam Malang. According to the percentage in small group testing field is reaches 90% and in

large group testing field is reaches 84%, so this teaching material is attractive for the research respondents.

From the table 4.14, all of the student are no reach the standardize yet in pretest. In other said, all the students still in under of the standardize. But in posttest 10 from the 14 students have reached the standardize of learning. So the level of achievement that passed is reached in 71,42%, it means that the learning by using the thematic teaching material based on Al-Quran is effective.

The result of research about the effectiveness of Quranic based- teaching material was gotten from pretest and posttest that conducted by the all of the fourth grade at Islamic Elementary School As-Salam Malang that tested by using the achievement test that showed the mean of pretest value in 56,78 and mean of posttest in 74,64. This is confirmed by t-test analysis and showed that the $t_{\text{count}} = 3,17$ is bigger than the $t_{\text{table}} = 2,451$, so H_0 is rejected and H_a is accepted, so there is a significant difference between the result of student learning before and after using Quranic based- teaching material. The Quranic based- teaching material is effective to use.

B. Suggestion

The teaching material that have been developed are expected to support the learning process in thematic integrative learning in fourth grade at Islamic Elementary School As-Salam Malang. The suggestion that delivered about the product development are about the product utilization and the continuation of

the product development. The suggestion about product utilization are this teaching material can be used as one of the teaching materials and serve as a supporting teaching material in thematic integrative teaching material learning.

The suggestion for the continuation of the product development that developed is can be a reference for the teacher and developer, for the next is accordance to the students need and their characteristic. The next suggestion is a teaching material that have been developed only have a focus in sub theme *Sikap Kepahlawanan*, so that need the further development in next other sub theme.



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