

**DEVELOPING ISLAMIC *PSEUDO* ENCYCLOPEDIA AS A TEACHING  
MATERIAL FOCUSING ON THE DIVERSITY OF LIVING  
ENVIRONMENT FOR FOURTH GRADE STUDENTS AT MADRASAH  
IBTIDAIYAH NURUL ISLAM, TULUNGAGUNG**

**THESIS**

**By**

**Filzatun Nafsi  
(12140001)**



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

**June, 2016**

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**THESIS**

*Presented To The Tarbiyah and Teacher Training Faculty As A Partial  
Requirement, For Bachelor Degree In Islamic Education*

**By**

**Filzatun Nafsi  
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ENVIRONMENT FOR FOURTH GRADE STUDENTS AT  
MADRASAH IBTIDAIYAH NURUL ISLAM, TULUNGAGUNG**

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#### THESIS

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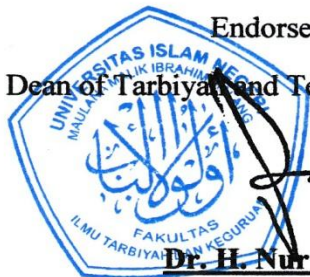
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## DEDICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Alhamdulillah thanks relentless weeks to Allah, the way and proceeding in every step of the struggle for the blessing reach the lofty ideals and a small masterpiece nan simple proof I will offer to:*

**Both parents Abah H. Agus Suwanto and Umi Hj. Dzurrotin A'yun**

*Compassion, peace of mind in every prayer that will never stop that always echoed in every breath, never paid by anything, any form of support to achieve and penetrate the conductive gate success in sight*

**My beloved brother and my handsome Mohammad Adek An'im Falahudin**

*An initial impetus for the better, so you even more and better in the next step in achieving your education ideals blessing*

**For all of my extended family**

*Thanks ceaseless for all the support, encouragement and motivation to be the best. For a future that will best Adam destined by God to be a priest in the world and the here after*

**The whole my teachers, my teachers**

*Blind one thing you were capable of emitting any form of light in the form of science without borders without having to look will lack, to be a better person in all respects dam dream that dream has become a reality*

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*“spirit to fight no effort is futile”*

MOTTO

لِلَّهِ مُلْكُ السَّمَوَاتِ وَالْأَرْضِ وَمَا فِيهِنَّ وَهُوَ عَلَى كُلِّ شَيْءٍ قَدِيرٌ

*Al Ma'idah (5): 120*

*Unto Allah belongeth the Sovereignty of the heavens and earth and whatsoever is therein and He is Able to do all things.*

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Wassalamu'alaikum Wr. Wb.

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## REPRESENTATION LETTER

I hereby certify that in this paper there is no work that have been asked to obtain a degree at a university, and all my knowledge, nor is there a work or opinions ever written or published by others, except that in writing referred to in this text and mentioned in the reference list.

Malang, May 3<sup>rd</sup> 2016



Filzatun Nafsi

## FOREWORD



Praise be to Allah who has bestowed graces, taufiq, guidance and inayahNya, so the authors were able to complete the thesis with the title *"Developing Islamic Pseudo Encyclopedia As A Teaching Materials Focusing On The Diversity Of Living Environment Four Fourth Grade Students At Government Elementary School Nurul Islam, Tulungagung"* appropriately.

Prayers and greetings may remain tercurahkan to Prophet Muhammad SAW, who fights out of the dark ages with the teachings of truth, namely Islam wal faith as it is today.

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Finally the authors hope this article useful, and become treasures of the development of science, especially in the field of research. And may be useful for those who read it, and to educational institutions in order to shape future generations better. May Allah SWT always bestow grace, taufiq, guidance, and Inayah him to us all.

Amen.

Malang, May 3<sup>rd</sup> 2016

Filzatun Nafsi

NIP 12140001

## GUIDELINES FOR ARABIC-LATIN TRANSLITERATION

Arab-Latin transliteration writing in this thesis uses the transliteration guidelines based on a joint decision of the Minister of Education and Culture number. 158 year 1987 and number. 0543/b/U/1987 can be broadly described as follows:

### A. Letter

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	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. Vocal

Vocal (a) length = â

Vocal (i) length = î

Vocal (u) length = û

### C. Vocal Diphthong

أَوْ = aw

أَيُّ = ay

أُو = û

إَيُّ = î

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## ABSTRACT

Filzaton Nafsi, 2016. *Developing Islamic Pseudo Encyclopedia As A Teaching Material Focusing On The Diversity Of Living Environment for Fourth Grade Students at Madrasah Ibtidaiyah Nurul Islam Sumbergempol, Tulungagung*. Thesis, Islamic Primary Teacher Education Program Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim State Islamic University.

Thesis Supervisor: Mokhammad Yahya, MA., Ph.D

---

This research aims to improve the effectiveness of textbook that is used by Elementary School students at *Nurul Islam Tulungagung*. This that I called Islamic Pseudo Encyclopedia is adapted to the development of the curriculum 2013 (core competencies and competency 1 3). This encyclopedia as also integrated with Islamic values to the content on the Natural Sciences.

On developing of teaching material it has several advantages which are 1) Develop teaching materials adapted to the character of students in the fourth grade 2) Adjusted to the development of the themes 3 and the core competency 1 and core competencies 3 that is spiritual and knowledge 3) The material is supplied and prepared systematically 4) instructional materials will lead to motivation in learning a foreign language that is Arabic on each term animal 5) Having an image and color design is attractive 6) Equipped with important information 7) Equipped with additional information on the last page as a summary or reflection. This is what distinguishes this product with another book. One book contains a variety of contents.

This development method using that is used research and development which will produce a product. The design a model of Dick and Carey which consists of 10 steps on each step has a specific goal. The steps of development are as follows: identify the general purpose of learning, implementing learning analysis, recognize behavioral feedback and student characteristics, formulate specific goals of learning, developing test items reference benchmark, develop learning strategies, selecting and developing learning materials, design and implement formative evaluation, and revising the study materials.

The results showed that the development of textbooks Islamic Pseudo Encyclopedia of Animals for the fourth grade can improve students comprehension. The calculations showed that  $t_{hitung}$  lebih is greater than  $t_{tabel}$ , then,  $H_0$  and  $H_a$  accepted. So a this is a significant difference between the some of students who are before and after using the textbook Islamic Pseudo Encyclopedia of Animals. Furthermore, it is easily understood that  $X_2$  is a greater than  $X_1$  ( $1862 > 1569$ ). Suggestion that post-test is better than the pre-test.

The Development of teaching materials in the form Islamic Pseudo Encyclopedia of Animals for the fourth grade limited, so the need for developing in other topic on themes especially on the theme of natural sciences for the fourth grade.

**Keywords:** Development of Instructional Materials Encyclopedia Animals In Islam, Pseudo and Al Quran

## ABSTRAK

Filzaton Nafsi, 2016. *Develompig Islamic Pseudo Encyclopedia As A Teaching Material Focusing On The Diversity Of Living Environment For Fourth Grade Students At Madrasah Ibtidaiyah Nurul Islam Sumbergempol, Tulungagung*. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang.

Pembimbing Skripsi: Mokhamad Yahya, MA., Ph.D

---

Penelitian pengembangan ini bertujuan untuk meningkatkan keefektivitasan siswa di Madrasah Ibtidaiyah Nurul Islam di Tulungagung. Pengembangan disesuaikan dengan kurikulum 2013 pada kompetensi inti 1 dan kompetensi 3. Intregarasi dengan nilai keislaman ayat Al Quran dengan isi pada materi Ilmu Pengetahuan Alam (IPA).

Pada pengembangan bahan ajar ini memiliki beberapa kelebihan diantaranya adalah 1) Pengemabanagn bahan ajar disesuaikan dengan karakter siswa pada kelas IV 2) Disesuaikan dengan pengembangan pada materi tema 3 dan kompetensi inti 1 dan kompetensi inti 3 yaitu spiritual dan pengetahuan 3) Materi yang disediakan disusun dengan sistematis 4) Bahan ajar akan menimbulkan motivasi dalam belajar bahasa asing yaitu bahasa Arab pada setiap istilah hewan 5) Memiliki suatu gambar dan desain warna yang menarik 6) Dilengkapi dengan informasi penting pada setiap isi 7) Dilengkapi dengan informasi tambahan di halaman terakhir sebagai ringkasan atau refleksi. Hal ini yang membedakan dnegan buku yang lain. Satu buku memuat berbagai isi materi yang dapat memberikan

Metode pengembangan ini menggunakan jenis penelitian dan pengembangan (*Reseacrh and Development*) yang akan menghasilkan sebuah produk. Desain yang digunakan adalah model dari Dick and Carey terdiri dari 10 langkah pada setiap langkah mempunyai tujuan yang spesifik. Adapun langkah-langkah pengembangannya adalah sebagai berikut: mengidentifikasi tujuan umum pembelajaran, melaksanakan analisis pembelajaran, mengenal tingkah laku masukan dan karakteristik siswa, merumuskan tujuan khusus pembelajaran, mengembangkan butir tes acuan patokan, mengembangkan strategi pembelajaran, menyeleksi dan mengembangkan bahan pembelajaran, merancang dan melaksanakan evaluasi formatif, dan yaitu merevisi bahan pembelajaran.

Hasil penelitian menunjukkan bahwa ppengembangan buku ajar Pseudo Ensiklopedia Hewan Dalam Islam untuk kelas IV mampu meningkatkan pemahaaman. Hasil perhitungan menunjukkan bahwa  $t_{hitung}$  lebih besar dari pada  $t_{tabel}$ ,  $H_0$  dan  $H_a$  diterima. Sehingga perbedaan yang signifikan antara nilai siswa sebelum dan sesudah menggunakan buku ajar Pseudo Ensiklopedia Hewan dalam Islam. Selanjutnya dari rata-rata diketahui bahwa  $X_2$  lebih besar dari  $X_1$  ( $1862 > 1569$ ). Sehingga menunjukkan bahwa *post test* lebih bagus dari pada *pre test*.

Pengembangan bahan ajar Pseudo Ensiklopedia Hewan dalam Islam untuk kelas IV materinya masih terbatas, sehingga perlu adanya pengembangan pada materi lain khususnya pada tema pada kelas IV.

***Kata kunci:*** *Pengembangan Bahan Ajar Ensiklopedia Hewan Dalam Islam, Pseudo Ensiklopedia, dan Ayat Al Quran*

## مستخلص البحث

يهدف البحث إلى تحسين فعالية التنمية من الطلاب في المدارس الابتدائية نور الإسلام في تولوغ أغوغ . تكييفها تطوير المناهج الدراسية في عام 2013 على الكفاءات الأساسية 1 والكفاءة 3. إبتغراسي مع القيم الإسلامية آيات من القرآن الكريم مع

محتويات و علوم المواد

المشرف : محمد يحيا الماجستير

في وضع هذه المواد لديها العديد من المزايا بما في ذلك 1 تطوير مواد تعليمية تكييف مع طبيعة الطلاب في الصف

2 تكييفها تطوير المواد موضوع 3 و 1 الكفاءات الأساسية و الكفاءات الأساسية

3 ما هو روعي والمعرفة

4 رتبت المواد المقدمة بشكل منتظم . سيؤدي 4 المواد التعليمية إلى الدافع في التعلم

لديه صورة وتصميم ألوان جذابة

اكتملت مع معلومات هامة عن كل محتويات

مجهزة حصول على معلومات إضافية على الصفحة الأخيرة من الموجز. وهذا هو ما

يميز الكتب الأخرى

هذه الإطار النظاري باستخدام هذا النوع من البحث والتطوير التي سوف تنتج المنتج.

تصميم المستخدم هو نموذج ديك و كاري يتكون من 10 خطوات على كل خطوة

لديها هدف محدد . خطوات التطوير هي كما يلي : تحديد الهدف العام للتعليم ،

وتنفيذ التحليل والتعلم، و التعرف على السلوك وخصائص ردود العمل على الطلاب

، أهداف التعلم وضعت خصيصا ، وتطوير استراتيجيات التعلم وتصميم وتنفيذ

التقييم التكويني ، وأن المواد التعليمية المنقحة

وأظهرت النتائج أن تطوير الكتب المدرسية الزائفة موسوعة الحيوانات في الإسلام  
للفصل 4 قادرة على تحسين فهم

تطوير المواد التعليمية الزائفة موسوعة الحيوانات في الإسلام للمواد الفصل 4 كانت  
محدودة ، وبالتالي فإن الحاجة إلى تطوير مواد أخرى ، خصوصا حول موضوع  
الدرجة

أساسي : تطوير مواد تعليمية موسوعة الحيوانات في الإسلام ، فسودا موسوعة و  
القرآن



## **CHAPTER I**

### **INTRODUCTION**

This chapter will focus on introductory explanation on several sub topic as follow: (a) background of the problem. (b) formulation of the problem, (c) purpose of the development, (d) benefits of research, (e) assumption of development, (f) scope of development, (g) product specification, (h) originality of the research, (i) definition of the term, and (j) systematic discussion.

#### **A. Background**

Natural Sciences is a subject that must be studied by students in primary, up to senior high school. Natural Sciences is a branch of concerned with the description, prediction, and understanding of natural phenomena, based observation and empirical evidence<sup>1</sup>. As Sciences that are based on factual, data, and the law of cause and effect, natural sciences is regarded to be more rational and scientific, than social sciences. Natural Sciences are associated with the natural way of finding the natural law, so that the sciences is not only a mastery of knowledge in the form of collecting facts, concepts, or principles, but also a process of discovery.

Natural Sciences can be viewed as a product, a process in terms of attitude development. It means that learning science has dimensions of continous process to develop a final and truest research finding. Natural

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<sup>1</sup> [http://en.m.wikipedia.org/wiki/natural\\_sciences](http://en.m.wikipedia.org/wiki/natural_sciences)  
(diunnduh pada 16 Mei 2016)

Sciences as a product or the product of meaning in learning science, students are invited to take advantage of the natural surroundings as a learning resource. Natural Sciences as a means in the process of natural sciences there are certain stages in generating a new knowledge. Then the natural sciences as an attitude formation means there are at least nine formation of attitudes, especially at the level of primary school or madrasah primary-level<sup>2</sup>. Natural Sciences will be expected to be a vehicle that is able to learn themselves, the natural surroundings in its application in everyday life.

The existence of the curriculum in 2013, a science lesson will be integrated in other subjects. Core competencies in the curriculum 2013 that applies in elementary school, or madrasah is a form of SKL (standard of competence graduate) students after completing a lesson. Core competencies should describe the quality of the balance between the achievement of hard skills and soft skills. Core competencies are designed in four groups of inter-related, namely with regard to religious attitudes (core competency 1), social attitudes (competency 2), knowledge (core competency 3), and the application of knowledge (competency 4)<sup>3</sup>. Basic competencies in the curriculum in 2013 to be a reference in the development of the learning process. Resulting in the development of teaching materials has a core competency 1 (religious) by stating that Islamic values in the form of verse of the Qur'an while the contents adjusted to 3 core

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<sup>2</sup> Sulistyorini Sri, *Model Pembelajaran IPA Sekolah Dasar*, Tiara Wacana, Yogyakarta 2001 hal 10

<sup>3</sup> KOMPETENSI DASAR SD/MI KURIKULUM 2013

competencies (knowledge) which contains material diversity of living things in the environment of students.

Students who are in elementary school SD / MI is a period of growth and development. Similarly, cognitive abilities in science learning they will be able to receive with something concrete or real. Piaget's theory explains that children play an active role in preparing the knowledge of reality. IV class children aged 7-11 years according to this theory is in the Concrete Operational stage that the child will think logically about concrete events and classify objects into different shapes.

Learning of Natural Sciences is one form of learning that a lifting of an object or situation in fact. Learning of Natural Science will emphasize in a learning experience due to be implemented directly through the use and development of process skills. This will support the thinking power of students in the concrete operational period of defining an object with ease. In addition, the learning process so that students easily explore and understand the universe around scientifically. Learning science is directed so that students do the activity or do something that can help to gain a deeper understanding of the natural surroundings and new experiences.

During the learning process of Natural Sciences are using media stationery with a content of which must be memorized. Based on the first observation, the students in understanding or application less because they do not know exactly, or the facts in a case that has been studied and

encouraged only in textbooks available themes. This would be contrary to the stages in childhood which are in the stage of concrete operations. They will not catch the real and abstract things they catch and by rote. They will find it difficult if only to imagine a lesson in Natural Sciences.

At the beginning of the first observation of students in science learning package still only using *KTSP (Kurikulum Tingkat Satuan Pendidikan)*. A few minor things faced by students but the result or the effect will be fatal, if the student is not able to know the good and real. They are only in their imagination only imagine from the contents of a textbook with the contents of the descriptive form. In addition, students are assigned only to memorize the contents of the information that is in the textbooks. They quickly get bored with the media package. So that the information obtained by the students based solely on knowledge of the textbooks they have. Textbooks grip they have not experienced a development they use are.

Teachers will face a difficulty in explaining the learning process is accelerated only in textbooks. This would limit an understanding and information that they receive. Besides the teachers in giving a description will be limited. It is not a media that is more conducive to the delivery of a material depth of Natural Sciences.

In the second observation of students used learning with a theme, on the theme of 3 Matters Living Environment sub-theme 2 Diversity of Living Things in the Environment. Book package is the handle of the main

theme. Book the package has not experienced a development. It can be seen how the relationship or integration between the religious core competencies and the core competencies of knowledge.

Act concerning the organization of some of the standards of competence of graduates of primary and secondary education is Government Regulation of National Education Republic of Indonesia Number 54 Year 2013, namely Article 1 Paragraph 1 is

*“Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah digunakan sebagai acuan utama pengembangan standar isi, standar proses, standar penilaian pendidikan, standar pendidik dan tenaga kependidikan, standar sarana dan prasarana, standar pengelolaan, dan standar pembiayaan”*

Based on the laws above in the preparation of teaching materials and development must comply with the content standards, standardized processes, educational assessment standards, the standards of teachers and education personnel, facilities and infrastructure standards, management standards, and standards of financing. It means teaching materials and the development of SKL shall not exceed the applicable is core competency and basic competency. Madrasah using the primary-level curriculum in 2013 so as to provide an explanation of the teacher sometimes linked in other learning such as morals, jurisprudence and the Al Quran, but not optimal. Resulting in the development of teaching materials is a merger between the general material Natural Sciences diversity of living things in the environment to classify animals based on the type of food that was in

the neighborhood on the theme of Concern to the Environment Beings sub-theme 2 Diversity of Living Things in the Environment and integrated with Al Quran which reinforces the existence of the animal is classified based on the verse.

Based on observations in the field of teaching materials that have been used in the Natural Sciences are written by *Budi Wahyono*, and *Setya Nurachmandani*. The book is still using *KTSP (Kurikulum Tingkat Satuan Pendidikan)*. This book is the only media used in the learning process. Book this package can be shown deficiencies are as follows:

- Visible from the front or the cover looks rigid means less play of colors,
- The contents of the displayed image is still abstract (less obvious)
- Images shown little
- In terms of less color contrast for children age in grade IV
- Aspects contents of many displays some descriptive text, especially in the chapter classifies the animal, based on the type of food.
- Some examples of animals only one shown in drawings.

Other textbooks used is textbooks thematic themes 3 Living Environment Matters which have been issued by the government as a handle students. This book content is very simple to development it is the duty of teachers, especially in linking or integrating with core

competencies related to the religious one. It motivates to give a contribution in the form of a book of this institution of learning science development are integrated with religion.

Teaching materials will be compiled in book form encyclopedia landscape with Pseudo-based and integrated with the Al Quran. Teaching material is structured so that students and teachers would easily understand verses and content of animals are classified by the type of food. The existence of this teaching material will appear more attractive in terms of color and content. Students will be able to see concretely animals in stacking is then amplified by the Al Quran and easy to remember and memorize so that they are able to know, understand in depth, and appreciate these verses. It is set in the Al Qur'an Allah has arranged everything and lead all aspects of human life for the sake of happiness in this world and hereafter good relationships with fellow human beings, other creatures as well relationship to God<sup>4</sup>. In his word in *Surah Al An'am* verse 38:

مَا فَرَّطْنَا فِي الْكِتَابِ مِنْ شَيْءٍ

It means "It is not there we omitted something what is in the Book Quran"

One of the teaching materials developed are pseudo encyclopedia. Pseudo this encyclopedia has meaning books that resembles an encyclopedia, but

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<sup>4</sup> Choiruddin hadziri, *Kandungan Alquran jilid 1*, Gema Insani, Jakarta :2005 hal 2

is limited by the things that distinguishes the encyclopedia widely circulated. We give the term Pseudo Encyclopedia because it has a different development of the encyclopedia. Of course, will have value in the benefits of information and learning, with Pseudo encyclopedia students will easily find out a lot of knowledge and includes a picture and a brief description, the solid that shows images and easily understood by those who have read it. Then the picture presented will also be more concrete, students will easily identify and capture its contents. Content and images must be adjusted with core competencies 1 and 3 competence and basic competences in the curriculum of 2013.

So based on the above researchers want research and development of teaching materials with the title **"Developing Islamic Pseudo Encyclopedia As A Teaching Material Focusing On The Diversity Of Living Environment For Fourth Grade Students At Madrasah Nurul Islam Tulungagung"**

## **B. Problem Formulation**

Based on the background that is mentioned above, the teaching of developing Islamic Pseudo Encyclopedia can be formulated as follow:

- 1) How is the product development of teaching materials in the form of Islamic Pseudo Encyclopedia focusing on the classification of animals based on their food?
- 2) How is the attractiveness of the Islamic Pseudo Encyclopedia focusing on the classification of animals based on the type of food?



- 3) How is the effectiveness of the use of Islamic Pseudo Encyclopedia focusing on the classification of animals based on their food?

### **C. Study Objectives**

Based on the problem of the aforementioned problems, the study aims to:

1. Generate product in the form of Islamic Pseudo Encyclopedia focusing on the classification of animals based on their food,
2. Explain the level of attractiveness of Islamic Pseudo Encyclopedia focusing on the classification of animals based on their food
3. Explain the effectiveness of, the use of Islamic Pseudo Encyclopedia focusing on the classification of animals based on their food

### **D. Significances Of The Study**

This research, researchers expect there are some benefits that can be as follows for researchers and teachers, learners, and institution or school. According the researchers and teachers, we have develop knowledge and practice in the knowledge that has been gained in the lecture bench, as the experience to prepare teaching materials both in the learning process and improve competency in the field of education.

Then according for learners can make it easier to understand the teaching of Natural Sciences with regard to the diversity of living things in the classification of animals based on the type of food that has been explained in the Qur'an as well as contribute the concept of integration of

natural science edition of the animals in the verses of the Koran and the development of the theme 3 Concern to the Environment Living sub-theme 2 Diversity of Living Things in the Environment specially classification of animals their food.

Finally to institution or school giving consideration and determine instructional materials more attractive, appropriate and in accordance with the character of the primary-level Madrasah Islamic values held by students and develop insights and potential students so as to improve the quality of primary-level Madrasah.

#### **E. Scope Limitation Of The Study**

Teaching materials is a learning material systematically arranged. Forms of teaching materials very much, but in this study will be emphasized in the teaching materials in the form of printed/printed. Teaching materials in the form of printed/printed a number of materials prepared in the form of paper that can serve for the purposes of conveying information to students.

Islam-based teaching materials, meaning that in this study a general matter the diversity of living things in the environment in the classification of animals based on food will be integrated with the Al Quran. Quran is acting as reinforcement is an animal that is written in the teaching materials. So that students will understand, appreciate and know the animals that have been created already set in the Al Qur'an that.

## **F. Originality Of The Research**

Originality of research will display the previous research has focused some different problems, different concentrations and some similarities in teaching materials that will be generated. There are two previous studies that have a basis for the development of teaching materials are the same, that encyclopedia. In the previous study in 2009 conducted by the Department of Teacher Education is *Anita Anggraini* Madrasah primary-level class of 2009, entitled Development of Instructional Materials Encyclopedia and CD-Based Learning Content Lifecycle Animals fourth grade at *Madrasah Ibtidaiyah Bahul Ulum, Batu*.

Results of research resulted in a product's life cycle material in the form of an encyclopedia of animals. In addition to books on this previous research also produced a CD it aims to make a difference for students in the learning process and the learning outcomes with the affected media or teaching materials it produces. There are three formulation of the problem presented is not the development of teaching materials such as encyclopedias and CD material life cycle of animals, the effectiveness and attractiveness of the teaching materials and the effects arising from the teaching materials produced.

A second study conducted in 2010 by students of the Department of Teacher Education Madrasah primary-level named *Aprilia Indah Prasanti*. The study entitled Development of Instructional Materials Materials-Based Encyclopedia of Rock and Kind Concept To Improve

Student Class V SDN *Ketawanggede Malang*. Both studies resulted in a product that fits encyclopedia book discussion of rock types, comes with exercises and some concept maps. In this study, there are three formulation of the problem is the lack of teaching materials in the form of a rock encyclopedia, how the level of the attractiveness of a teaching materials are prepared and how the level of understanding of the concept after using the teaching materials.

The purpose of which is discussed in the research is to produce a product of new teaching materials, to determine the attractiveness of teaching materials and to enhance students' understanding of the material life cycle of animals and the type of rock using teaching materials encyclopedia. Preparation of teaching materials are some points of difference are as follows:

- ✓ The material is drawn in class IV semester is the diversity of living things in the classification of animals based on the type of food
- ✓ In integrating the values of Islam are several verses in the Qur'an which strengthen the presence of animals and the type of food
- ✓ Verse Quran besides strengthening as evidence to build understanding in living up to the verse
- ✓ The third objective effectiveness in using the existing teaching materials and keeping the categories that must be achieved
- ✓ In the design have a interest may use color and pictures of animals that look concrete

- ✓ Produced in different forms, namely the shape of the landscape, of course, different from the existing encyclopedia

Some similarities exist in the research, as follows;

- Formulation of the first and second issues, namely in the absence of other teaching materials that support the teaching of Science and how interesting teaching materials prepared for students and teachers.
- Some objectives are arranged in products related to the attractiveness of the teaching materials and students in the use of teaching materials
- Teaching materials are arranged in the form of textbooks in the form of an encyclopedia that displays an image and a lot of important words. Similarities and differences above will prove the authenticity of this research has not been there and still be investigated by researchers. This is a proof that this research is the first thing and show the authenticity of the study.

To make it easier to eat originality can be presented in tabular form as follows:

**Table 1.1 Previous Study and Research Originality**

No	Researcher name, title, Shape research, Publisher and Year	Similarity	Differences	Originality Research
1.	Anita Anggraini, Pengembangan Bahan Ajar Berbasisi Ensiklopedia dan CD Pembelajaran Materi Daur Hidup Hewan kelas IV di Mi Bahrul Ulum, Batu, Skripsi, 2009	<ul style="list-style-type: none"> <li>• Generate a product of teaching materials such as encyclopedias</li> <li>• In two formulation of the problem, namely the level of the attractiveness and effectiveness of the product after use</li> </ul>	<ul style="list-style-type: none"> <li>• The material developed</li> <li>• Other products are produced</li> <li>• The research</li> <li>• objective in product development</li> <li>• The effect of the use of teaching materials used/produced</li> </ul>	<ul style="list-style-type: none"> <li>• Produce a teaching material Pseudo Islamic encyclopedia Diversity of Living Things in the classification of animals based on food</li> <li>• Product shape the</li> </ul>

			<ul style="list-style-type: none"> <li>• Development of a curriculum tailored to 2013</li> </ul>	<p>landscape in the form of teaching materials</p> <ul style="list-style-type: none"> <li>• There is an integration of Islamic values</li> <li>• Tailored to the curriculum in 2013</li> </ul>
2.	<p>Aprilia Indah Prasanti, Pengembangan Bahan Ajar Materi Batuan dan Jenisnya Berbasis Enslikopedia Untuk Meningkatkan Pemahaman Konsep Siswa Kelas V di SDN Ketawanggede Malang, Skripsi, 2010</p>	<ul style="list-style-type: none"> <li>• Produce a product of teaching materials such as encyclopedias</li> <li>• The problems of the level of the attractiveness and effectiveness in the use of products produced</li> </ul>	<ul style="list-style-type: none"> <li>• The material developed</li> <li>• The research</li> <li>• The content and form of products</li> <li>• The purpose and effect of the resulting product after</li> </ul>	<ul style="list-style-type: none"> <li>• Content IPA (Natural Sciences) is simple, yet able to provide an in-depth information</li> <li>• The aim in compiling teaching materials to</li> </ul>

			<ul style="list-style-type: none"> <li>• Development of a curriculum tailored to 2013</li> </ul>	instill spiritual values in reading the Koran and knowledge
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## **G. Definition The Terms**

To avoid misunderstandings and the reader can understand and follow clearly what the researchers mean the researchers will provide an understanding of the terms contained in the title of the proposal in detail. To facilitate understanding of the title in question, the researchers grouped as follows:

### **1) Teaching materials**

Teaching materials is a substance or materials that are arranged systematically used by teachers and students in teaching and learning activities, this is expressed by Pannen (2001)<sup>5</sup>. Teaching materials in the definition of others mentioned are all forms of material used to assist teachers or instructors in implementing the learning process in the classroom. Materials referred to in this study is an encyclopedia that includes the type of handout that it is the edition that animals exist in the verses of the Al Quran.

### **2) Pseudo Encyclopedia**

Pseudo is English term that means approaching, counterfeit or fake<sup>6</sup>. Than encyclopedia is a number of posts that explain that store information comprehensively and quickly understood and to understand the whole branch of science or specialized in one branch of science certain arrayed in parts of the articles with a

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<sup>5</sup> Prastowo Andi, *Panduan Kreatif Membuat Bahan Ajar Inovatif*, Diva Press, Yogyakarta :2012 hal 16-17

<sup>6</sup> M. Echols John, Shadily Hassan, *An English Indonesia Dictionary*, Jakarta, PT Gramedia: 2003 hal 454

topic of discussion on each article arranged alphabetically, category or volume of publications and are generally printed in the form of a series of books which depends on the amount of material included<sup>7</sup>.

This research make Islamic Pseudo Encyclopedia this mean product will be result different with encyclopedia at market. This Islamic Pseudo Encyclopedia only explaining about material in fourth grade at thema diversity living environment specially classification animal based on food.

### **3) Islamic Content**

In Islamic content they are some verses Al Quran. In this some verses Al Quran can explained some animals. It can open students mindset is knowledge and can deeply believe of God. Al Quran is the Muslim holy book which is a way of life and the basic steps of life that governs all things good human relations, with the creation of other beings in all aspects of human life for the sake of happiness in this world and in the hereafter<sup>8</sup>. So in Al Quran all of life can found it.

## **H. Systematics Discussion**

Systematic discussion in development research will be discussed into six chapters, each of which are sub-chapter discussion.

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<sup>7</sup> (<http://id.wikipedia.org/wiki/Ensiklopedia>)

<sup>8</sup> Choiruddin hadziri, *Kandungan Alquran jilid 1*, Gema Insani, Jakarta :2005 hal 2

Chapter I Introduction they are discussing about the background of the problem, formulation of the problem, the development, the benefits of research, development assumptions, range the scope of development, product specifications, originality of research, the definition of the term and systematic discussion.

Chapter II Reader Review they are study of literature that contains study History and theory study consisting of theory. On the theoretical basis provide an underlying strengthening of a material development of teaching materials to be prepared. Written theoretical basis that includes, a study in the development of teaching materials, the content of the materials science in particular is the diversity of animals in the environment in the classification of animals based on food. The content of the contents of the Al Quran that are tailored to the animal to strengthen the content of the material. Frameworks contain a chart or concept shows the way of a procedure in compiling teaching materials. These frameworks have a function to facilitate researchers and readers are more focused and know the steps investigators take. Frameworks will be presented with a thorough means the theory that there will be adapted to the material that has been in making teaching materials.

Chapter III Research Methods' in this research method contained in chapter three that consists of several sub important chapter that kind of research, development models for each researcher will give a difference, procedure development and testing until the study procedure. In the

method of research on researchers with one another will be different, the theory that there will be a basic, yet researchers have the right to take in completing their studies and procedures that will be pursued. So that researchers have the traits/characteristics as proof of the authenticity of the research conducted.

Chapter IV Results is contain exposure to the research data that contains descriptions of teaching materials PSEUDO Encyclopedia Islam Creative Diversity of Living Things in the Environment in Class IV of validation data.

Chapter V Analysis of Results the contains discussion of the analysis of the development of teaching materials, the analysis of the level of the attractiveness and effectiveness of teaching materials PSEUDO Encyclopedia Islam Creative Diversity of Living Things in the Environment in Class IV, and revision of product development. Chapter VI closing that contains the conclusion of development and advice

## CHAPTER II

### LITERATURE REVIEW

In this chapter will discuss relevant about (a) some theory nature of natural sciences (IPA), they are 1) science as process (IPA), 2) IPA as product, 3) IPA as make attitude, (b) scope of material science, (c) material science animal diversity based on food, (d) Al Quran and Animals, (e) value in the Al Qur'an, (f) integration of education in subjects, (g) definition encyclopedia, (h) definition encyclopedia.

#### A. Nature of Natural Sciences (IPA)

On science teaching, there are several processes that must be followed by the student. Learning science is a name that should pass through the process, so that the process produces a product through their ability to think scientifically<sup>9</sup>.

The division in the nature of natural science (IPA) as follows:

##### 1. Science as Process

Science learning proceeds is a thought that scientifically to get something, so that primary school children are able to do a process of learning science by doing research or in other words a simple experiment. Surely a simple experiment is still in its development stages according to which:

- ✓ Observation
- ✓ Classification
- ✓ Interpretation

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<sup>9</sup> Sulistyorini, *Pembelajaran IPA Sekolah Dasar*, Yogyakarta: Tiara Wacana 2007 (hal 9)

- ✓ Prediction
- ✓ Hypothesis
- ✓ Controlling variables
- ✓ Plan and implement research
- ✓ Inference
- ✓ Applications
- ✓ Communication

The tenth stage of indirectly focuses on a process. So that they will gain an experience of its own and developed to obtain a conclusion. IPA focuses on the process as one of the experts that J. Bruner (1961) give reason through a process of experiences students will:

- Can develop intellectual abilities
- Getting intrinsic motivation
- Appreciate how knowledge can be acquired
- Acquire durable memory

## **2. IPA as Product**

IPA as a product intended to get the process of science itself. So often in learning teachers utilize the surrounding natural environment or as an object of study and learning resources and will not be depleted for use in the study.

## **3. IPA as make attitude**

Attitude in learning science, scientific attitude means it is owned and is a characteristic of the IPA. Experts like *Wynne Harlen in Hendro Darmodjo*

(1993) at the primary school age children there are at least nine attitudes that are developed are:

- a) Attitude curious
- b) The attitude of want to get something
- c) The attitude of cooperation
- d) Attitude is not hopeless
- e) Attitude is not prejudiced
- f) The attitude of introspection
- g) The attitude of responsible
- h) free thinking attitude
- i) The attitude of self-discipline

Nine such attitudes can be obtained through the IPA with a process of learning such as experiments, simulations and plunge field. If students do not know then they will ask nicely with his teacher, friend and himself. So that knowledge will indirectly widespread and ignorance of IPA can be minimized.

#### **B. Scope of Material Science**

The material will be compiled is the material in class IV, in 2013. Essentially curriculum 2013 that is written in the form of themes and sub-themes, but its development in the curriculum in 2013 is the duty of teachers and students. On the development of teaching materials was conducted on the theme of 3 Matters Living in the semester, then took this sub-theme 2, namely Diversity of Living Things in the Environment. In the 2013 curriculum is divided into four themes for each semester. It simplified the number of

subjects, simplification is done well against the basic competencies each subject. Simplification is done by removing basic competencies that overlap in one subject and between subjects, as well as the basic competencies that are considered not in accordance with the age of the psychological development of learners<sup>10</sup>.

**Table 2.1 (Kompetensi Inti dan Kompetensi Dasar)**

<b>KOMPETENSI INTI</b>	<b>KOMPETENSI DASAR</b>
<b>1. Menerima, menghargai, dan menjalankan ajaran agama yang dianutnya</b>	<b>1.1 Bertambah keimanannya dengan menyadari hubungan keteraturan dan kompleksitas alam dan jagad raya terhadap kebesaran Tuhan yang menciptakannya, serta mewujudkannya dalam pengamalan ajaran agama yang dianutnya</b>
<b>2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, tetangga, dan guru</b>	<b>2.1 Menunjukkan perilaku ilmiah (memiliki rasa ingin tahu; obyektif; jujur; teliti; cermat; tekun; hati-hati; bertanggung jawab; terbuka; dan peduli lingkungan) dalam aktivitas</b>

<sup>10</sup> Kompetensi Dasar Kurikulum 2013 Kementerian Pendidikan dan Kebudayaan



	<p>sehari-hari sebagai wujud implementasi sikap dalam melakukan inkuiri ilmiah dan berdiskusi</p> <p>2.2 Menghargai kerja individu dan kelompok dalam aktivitas sehari-hari sebagai wujud implementasi melaksanakan penelaahan fenomena alam secara mandiri maupun berkelompok</p>
<p><b>3. Memahami pengetahuan factual dengan cara mengamati [mendengar, melihat, membaca] dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, sekolah, dan tempat bermain</b></p>	<p><b>3.1 Menjelaskan bentuk luar tubuh hewan dan tumbuhan dan fungsinya</b></p> <p>3.2 Mendeskripsikan daur hidup beberapa jenis makhluk hidup</p> <p>3.3 Memahami hubungan antara gaya, gerak, dan energi melalui pengamatan, serta mendeskripsikan penerapannya dalam kehidupan sehari-hari</p> <p>3.4 Membedakan berbagai bentuk energy melalui pengamatan dan mendeskripsikan pemanfaatannya dalam kehidupan sehari-hari</p> <p>3.5 Memahami sifat-sifat bunyi melalui pengamatan dan keterkaitannya dengan indera pendengaran</p>

	<p>3.6 Memahami sifat-sifat cahaya melalui pengamatan dan mendeskripsikan penerapannya dalam kehidupan sehari-hari</p> <p>3.7 Mendeskripsikan hubungan antara sumber daya alam dengan lingkungan, teknologi, dan masyarakat</p>
<p>4. Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis dan sistematis, dalam karya yang estetis dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia</p>	<p>4.15 Menuliskan hasil pengamatan tentang bentuk luar (morfologi) tubuh hewan dan tumbuhan serta fungsinya</p> <p>4.16 Menyajikan secara tertulis hasil pengamatan daur hidup beberapa jenis makhluk hidup.</p> <p>4.17 Menyajikan laporan hasil percobaan gaya dan gerak menggunakan tabel dan grafik</p> <p>4.18 Menyajikan hasil percobaan atau observasi tentang bunyi</p> <p>4.5 Membuat sebuah karya/model yang memanfaatkan sifat-sifat cahaya</p> <p>4.6 Menyajikan laporan tentang sumber daya alam dan pemanfaatannya oleh masyarakat</p> <p>4.7 Menyajikan laporan hasil pengamatan tentang teknologi yang digunakan di kehidupan</p>

	sehari-hari serta kemudahan yang diperoleh oleh masyarakat dengan memanfaatkan teknologi tersebut
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### **C. Material Science Animal Diversity Based on Food**

Animals have many kinds, from the physical aspect there are big and small stature. There is a creeping, creeping things, run and fly. According to the classification of animal based food animals are classified into three kinds, namely herbivores, carnivores and omnivores. Development of teaching materials will develop a variety of animals as well as animals and integrated picture based on the Quran. Below is the classification of animals based on the type of food:

#### **1. Herbivore**

Herbivores are animals whose diet alone only in the form of plants such as grass, leaves, sesame seeds and fruits. In animals this kind for students in the environment will be common. In general, various herbivorous animals have molars with wide and jagged surface. On molar teeth will have this relationship to work to grind the grass, the leaves are hard.

Other types of herbivorous animals that do not have teeth but have a cache, the cache is a function of grinding grass, fruit and leaves are hard. Examples of herbivorous animals eat leaves, grasses, namely goats, horses, cattle and buffalo. Herbivore eating grains are sparrows, canaries, squirrels and

pigeons. While the fruit-eating herbivorous animals are parrots, caterpillars fruit and starlings.

## **2. Carnivores**

Carnivores are meat-eating animals. At this carnivorous animal species have special characteristics that have teeth that serve to cut off and destroy the food. Teeth are composed with a series of small but powerful pick sharpness, serves to bite and cut food. Then the long canine teeth are arranged, large and pointy serve to rip the food. In this type usually owned by a four-legged carnivores.

Carnivorous species of birds have strong nails and beak and sharp. Form on each animal beak adapted to its usefulness. Because the prey be obtained from different places air, land or water. Examples of carnivores species of birds are eagles, hawks kestrel and owls.

## **3. Omnivore**

On the types of animals have some type of teeth and adapted to its function it means the type of omnivore combination between herbivores and carnivores. Have molars, incisors and canines. Has the function of crushing molars, incisors to cut, and the canine teeth serve to tighten food. So have the meanings omnivorous animals eating everything that means either eating plants and meat. Examples omnivorous animals are chickens, ducks, bears and mice.

The subject matter in the diversity of living things in the environment developed by classifies or classify animals based on the type of food. The

animals are all around the neighborhood students will be written to direct students to the spiritual competence then presented with the integration with the Al Qur'an. Preparation of the animals is based on the Al Qur'an, indirectly they will know and increase religious knowledge. The animals were been created Allah mentioned in the Al Qur'an. Below are some animal based food and listed in the Al Qur'an:

Table 2.2 D. Al Quran and Animals

No	Hewan	Nama Surat	Nomer surat	Ayat	Potongan Ayat
1.	Anjing	Al Kahfi	18	18	وَكَلْبُهُمْ بَاسِطٌ ذِرَاعَيْهِ بِالْوَصِيدِ ..... <div style="border: 1px solid blue; display: inline-block; padding: 2px;">وَكَلْبُهُمْ</div>
2.	Babi	Al Maidah	5	3	حُرِّمَتْ عَلَيْكُمُ الْمَيْتَةُ وَالْدَّمُ وَلَحْمُ الْخِنْزِيرِ ..... <div style="border: 1px solid blue; display: inline-block; padding: 2px;">الْخِنْزِيرِ</div>
3.	Burung	Al Baqarah	2	57	وَضَلَّلْنَا عَلَيْكُمُ الْغَمَامَ وَأَنزَلْنَا عَلَيْكُمُ الْمَنَّانَ وَالسَّلَوىٰ ط <div style="border: 1px solid blue; display: inline-block; padding: 2px;">الْمَنَّانَ</div>

4.	Belalang	Al Araf	7	133	فَأَرْسَلْنَا عَلَيْهِمُ الطُّوفَانَ وَالْجَرَادَ .....
5.	Burung gagak	Al Maidah	5	31	فَبَعَثَ اللَّهُ غُرَابًا يَبْحَثُ فِي الْأَرْضِ .....
6.	Burung hud hud	An Naml	27	20	وَتَفَقَّدَ الطَّيْرَ فَقَالَ مَا لِيَ لَا أَرَى الْهُدْهُدَ أَمْ كَانَ مِنَ الْغَائِبِينَ
7.	Gajah	Al Fill	105	1	أَلَمْ تَرَ كَيْفَ فَعَلَ رَبُّكَ بِأَصْحَابِ الْفِيلِ
8.	Hemar	Al Lukman	31	19	

					..... إِنَّ أَنْكَرَ الْأَصْوَاتِ لَصَوْتُ الْحَمِيرِ
9.	Ikan	As Shoffat	37	142	فَالْتَقَمَهُ الْحُوتُ وَهُوَ مُلِيمٌ
10.	Katak	Al Araf	7	133	فَأَرْسَلْنَا عَلَيْهِمُ الطُّوفَانَ وَالْجَرَادَ وَالْقُمَّلَ وَالضَّفَادِعَ .....
11.	Keledai	An Nahl	16	8	وَالْخَيْلَ وَالْبِغَالَ وَالْحَمِيرَ لِتَرْكَبُوهَا وَزِينَةً .....
12.	Kuda	An Nahl	16	8	



					وَالْخَيْلَ وَالْبِغَالَ وَالْحَمِيرَ لِتَرْكَبُوهَا وَزِينَةً .....
13.	Lalat	Al Hajj	22	73	..... إِنَّ الَّذِينَ تَدْعُونَ مِنْ دُونِ اللَّهِ لَنْ يَخْلُقُوا ذُبَابًا وَلَوْ اجْتَمَعُوا لَهُ .....
14.	Laba-laba	Al Ankabut	29	41	الْعَنَكَبُوتِ اتَّخَذَتْ بَيْتًا مَثَلُ الَّذِينَ اتَّخَذُوا مِنْ دُونِ اللَّهِ أَوْلِيَاءَ كَمَثَلِ .....
15.	Lebah	An Nahl	16	68	وَأَوْحَىٰ رَبُّكَ إِلَى النَّحْلِ .....
16.	Monyet	Al Baqarah	2	65	

					..... كُونُوا قِرَدَةً خَاسِئِينَ
17.	Nyamuk	Al Baqarah	2	26	..... إِنَّ اللَّهَ لَا يَسْتَحْيِي أَنْ يَضْرِبَ مَثَلًا مَا بَعُوضَةٌ فَمَا فَوْقَهَا
18.	Semut	An Naml	27	18	..... حَتَّىٰ إِذَا أَتَوْا عَلَىٰ وَادِ النََّّمْلِ قَالَتْ نَمَلَةٌ
19.	Sapi	Al Baqarah	2	67	..... وَإِذْ قَالَ مُوسَىٰ لِقَوْمِهِ إِنَّ اللَّهَ يَأْمُرُكُمْ أَنْ تَذْبَحُوا

20.	Serigala	Yusuf	12	13	..... وَأَخَافُ أَنْ يَأْكُلَهُ الذِّئْبُ. وَأَنْتُمْ عَنْهُ غَافِلُونَ.
21.	Ular	At Thoha	26	33	فَأَلْقَاهَا فَإِذَا هِيَ حَيَّةٌ تَسْعَى
22.	Unta	Al Hajj	22	37	أَفَلَا يَنْظُرُونَ إِلَى الْإِبِلِ كَيْفَ خُلِقَتْ

## E. Value in the Al Qur'an

Al Qur'an is the Muslim holy book which is a way of life and the basic steps of life that governs all things good human relations, with the creation of other beings in all aspects of human life for the sake of happiness in this world and in the hereafter<sup>11</sup>.

Development of teaching materials science integrated with the Al Qur'an, due to reinforce students' understanding that natural science is already described in the Al Qur'an and everything has been set this in accordance with paragraph 1 in surah Al Hud that God wrote all the science of life of all creatures in detail<sup>12</sup>.

الرَّكَتِ أَوْ أَحْكَمَتْ آيَاتُهُ ثُمَّ فُصِّلَتْ مِنْ لَدُنْ حَكِيمٍ خَبِيرٍ ﴿١﴾

*Meaning: Alif, Lam, Ra. [This is] a Book whose verses are perfected and then presented in detail from [one who is] Wise and Acquainted.*

Al Qur'an has a role to play in instilling certain values ranging from spiritual and scientific thinking thus, able to keep the things in the world and the afterlife, and more controllable.

Some of the reasons underlying the development of teaching materials is integrated with Al Qur'an because based on observations on the condition of primary school Muslim majority, to improve the spiritual next students to

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<sup>11</sup> Choiruddin hadziri, *Kandungan Alquran jilid 1*, Gema Insani, Jakarta :2005 hal 2

<sup>12</sup> *Ibid hlm 4*

foster appreciation and trust of the animals living beings mentioned in the Al Qur'an. Besides the existence of core competency first was to accept, appreciate, and the teachings of their religion as evidence contained and religious values are more in which the basic competence 1.1 is increased faith to realize the relationship of order and complexity of nature and the universe to the greatness of Allah who created , and make it happen in practice the teachings of their religion.

At the core competence and basic competences 1.1 1 this as the basis of evidence and that the integration of Al Qur'an and teaching materials diversity of living things in the environment is important to know the students and as a form of motivation and innovation in realizing the increasing belief in Allah Almighty.

#### **F. Integration of Education in Subjects**

Curriculum 2013 gave a important role in helping students to show students more character. The existence of core competencies will assist in directing the student to achieve the appropriate character education and basic competencies are achieved. It described some of the functions of integration of character education into subjects, as follows:

- a) Development. It has the function of character education to cultivate more of the nature of faith, devotion in students optimally through guidance, instruction, and training

- b) Investment value. Function character education in this level means a way of life of students pursuing a life in this world and the hereafter
- c) The mental adjustment. This implies that character education is equipping students to adjust to a good school environment, family and community environment both physical and social environment and can change the environment in accordance with the teachings of Islam
- d) Improvements. This implies that the function of character education is able to bring the students to correct for errors, shortcomings and weaknesses, in confidence, understanding, and experience the teachings in everyday life
- e) Prevention. It is a character education has the function of prevention to avoid the negative things that come from the environment or culture
- f) Teaching. Provide the function of the students in the teaching and values in general to students
- g) Distribution. Students will have a special talent that is geared to be developed optimally, so beneficial to himself and others.

On learning in the curriculum in 2013 to implement the planting of the values of character education, in order to run optimally, the existence of cross-core competency and basic competencies, namely the relationship of core competencies 1 and competence 3 it will provide extensive time for

students to understand the material and the basic competencies related, both students will be able to practice the values of effective character education so that students will think critically and analytically in a problem peel.

Selection of themes adapted to the students' characteristics, interests, the environment and the local area. This is done so that learning becomes more enjoyable held that caused the interaction between students, teachers and the environment. But not all the basic competencies and core competencies carried out simultaneously in the learning process because in order to achieve the targets set.

#### **G. Definition Instructional Materials**

Teaching materials is a substance or material that are arranged systematically used by teachers and students in teaching and learning activities, this is expressed by Pannen (2001). Teaching materials in the definition of others mentioned are all forms of material used to assist teachers or instructors in implementing the learning process in the classroom.

Teaching materials have meaning, purpose and eating, so there are some opinions from experts about the meaning or definition of instructional materials. According to the National Centre for Copetency Based Training (2007) states that the teaching materials are all kinds of material used to assist the teacher or instructor in implementing the learning process. Teaching materials intended to written or unwritten. Other experts that the teaching materials is a set of systematic, written or unwritten, so as to create the environment or atmosphere that allows learners to learn.

Teaching materials enable students can learn a competence or basic competence in a coherent and systematic so that the accumulative able to master competencies intact and unified. Teaching materials in it have something collection of information, tools and the required text in the learning process and the implementation of learning.

The above definition of teaching materials will be complemented by the opinions of Pannen (2001) teaching materials is a substance or material that are arranged systematically used by teachers and students in learning activities. We can conclude that the teaching materials are all good material information, tools and text are arranged systematically, featuring a whole thing of competence that will be dominated by learners and premises used in the learning process planning objectives and the review of the implementation of learning.

**a. Characteristics of Subjects**

Made teaching materials should have a characteristic that makes the students to learn independently and acquire mastery in the learning process, namely:

- Provide illustrations and examples of relation with the materials that support learning materials
- Provide the possibility for students to provide feeding to measure mastery of the material
- The material presented in accordance with the atmosphere and context of the task and the environment students



- The language used is simple with the objective students will learn independently and easily understood

#### **b. Types of Instructional Materials**

The classification of teaching material that is based on its shape, how it works, and its nature. Based on the shape there are four kinds of printed material, hearing teaching materials, teaching materials and teaching materials interactive viewing.

##### **Based on the shape**

- printed material/printed are a number of materials prepared in the form of paper that can serve for the purposes of conveying information to students
- teaching materials have heard or audio program that all systems that use radio signals directly that can played or heard by a person or with a group.
- teaching materials point of view heard (audiovisual) that everything impossible audio signal can be combined with the moving pictures sequentially.
- interactive teaching materials (interactive teaching material) which is a combination of two or more media.

##### **Based on how it works**

- teaching materials are not projected
- audio teaching material
- teaching materials video

- teaching materials computer

### **Based on the nature**

By their very nature can be divided into four kinds according to Rowentree and Belawati et al (2003) that print-based instructional materials, advanced, practice or project and human interactions.

- ✓ Print-based instructional materials
- ✓ Teaching materials based technologies
- ✓ Project-based teaching materials or practices
- ✓ Teaching materials based on human interaction

### **c. The function of teaching materials**

The function of teaching materials can be classified by several types of functions for educators, for students, learning strategies are used, individual learning and group learning.

#### **1. For educators**

- ❖ Save time in teaching
- ❖ Teachers as facilitators
- ❖ Creating an effective and efficient learning
- ❖ As a guideline for educators who will direct all the activities in the learning process and the substance of competence which should teach to learners

#### **2. For learners**

- Learners can learn anytime and anywhere

- Assist potential to become independent learners
- Students will learn according to his ability and more fast respectively

### **3. Learning Strategies used**

- ✓ As support materials in teaching and learning process
- ✓ As a source of information for students in learning

### **4. Learning individually**

- As the main media in the learning process
- As a tool used to draw up and oversee the process of learners in obtaining information
- To support learning media

### **5. Learning as a group.**

As a supporter of the main teaching materials as the material integrated with the group learning process

### **6. The purpose of teaching materials**

There are several objectives in teaching materials is as follows

- Assist learners in The work that goes something
- Reduce the tedium of learning
- Facilitate learning for learners
- To make learning more attractive

## **H. Definition Encyclopedia**

The term comes from the Greek encyclopedia that is *Enkyklios paideia*, which means "comprehensive education". Encyclopedia is a number of posts

that explain that store information comprehensively and quickly understood and to understand the whole branch of science or specialized in one branch of science certain arrayed in parts of the articles with a topic of discussion on each article arranged alphabetically, category or volume of publications and are generally printed in the form of a series of books which depends on the amount of material included<sup>13</sup>.

Researchers trying to deduce from the notion of teaching materials and its relation to existing media encyclopedia learning is one form of images and visual media including instructional materials in print form types. Here are some fundamental differences between the instructional media or ordinary books to encyclopedias are as follows:

**Table 2.3 Learning Differences**

**Printed Book and Encyclopedia**

<b>Aspects Difference</b>	<b>The textbook</b>	<b>Encyclopedia</b>
The Material	Longer description and long	Short, clear and concise containing all the information
The Data	The form of use of concept maps and concept material	he content and form of the integration of the main topics

<sup>13</sup> (<http://id.wikipedia.org/wiki/Ensiklopedia>)

Colour	Tend to use one color	Colour full
Integration in a verse of the Qur'an	Only in certain books	Directly at most important points and in accordance topics
Number of pages	More	Less and striking
Image	Little	More and complete with pictures

*Source: processed own*

Encyclopedia previously rarely used in the learning process. This encyclopedia is presented in all fields of science, the teaching materials will be compiled and developed have limitations specified. This encyclopedia as shown in a particular class, limited by theme, and adapted to the core competence and the competence of elementary curriculum teaching materials encyclopedia 2013. We provide a new term in the approach that resembles an encyclopedia of teaching materials with the term "PSEUDO"

### **CHAPTER III**

#### **RESEARCH METHODS**

This chapter will discuss: (A) research methods; (B) model of development; (C) development measures; (D) procedure development; (D) test product.

##### **A. Methods**

This research method is a research and development (Research and Development) which will produce a product in the field of education. Research and development (Research and Development) includes several activities that will produce a product in the form of teaching materials based Pseudo encyclopedia of Islam diversity of living things classification of animal based foods that can be used in teaching and learning in primary school / Madrasah primary-level on the development of thematic learning for science and religion. This research was conducted with the aim to provide new experiences and produce teaching materials that are beneficial for those who use.

The study of thematic class IV at the Madrasah Ibtidaiyah Nurul Islam, Sumbergempol, Tulungagung is the existence of the learning materials are still many deficiencies and weaknesses. Proven in the process of teaching and learning in the classroom the teacher uses only one book package. Development of teachers conducted has not been fullest so that students on thematic lesson just memorize and listening. Whereas in the thematic lessons must have a relationship between core competence with other core competencies.

Based on these observations the researchers tried to develop teaching materials based Pseudo Islamic encyclopedia diversity of living things classification of animal based foods to class IV. So researchers will conduct development research methods described that research and development (Research and Development) is a research method that produces a particular product, and test the effectiveness of the product.<sup>14</sup>

This research requires the process, principles and procedures performed for approaching the problem in the search for answers. Research and development are the analysis and create a product so that it can be used by students. Can then be tested in its effectiveness in the field. Research requires several stages or steps in developing these products, so it requires a preparation and planning with the hope of producing a quality product.

The results of this study provide a solution and a minimal addition to teaching materials previously used. Providing the attractiveness differently so that students are able to develop skills in the field of knowledge and spiritual. The development of results-oriented learning in the form of a product-based teaching materials Pseudo Islamic encyclopedia in the diversity of living things classification of animal based foods in class IV.

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<sup>14</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), hal 297

## **B. Development Model**

Model development in research there are several theories, namely the development model of learning Bord and Gall, Walter Dick and Lou Carey and development Richey and Klein<sup>15</sup>.

Dick and Carey Model consists of 10 steps. At each step has a specific goal. In the ten steps that demonstrated an association interconnected. In the first step involves defining the objectives for the learning program or product, which is often included in the requirements analysis<sup>16</sup>.

The model of Dick and Carey in the development of a lesson intended to be, as follows:

1. In the early stages of the learning process in students could know and do things related to learning materials.
2. Explain the steps or stages in the instructional design plan that will be developed.

Development of Walter Dick and Lou Carey there are ten steps that must be done, but in the development of teaching materials only nine steps summatif evaluation was not performed because outside of the learning system.

## **C. Step Development**

Steps tenth model of Dick and Carey, as follows:

1. Assessneeds to identify a goal
2. Conduct in structional analysis

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<sup>15</sup>Walter Dick and Lou Carey, *The Systematic Design of Instruction* (USA: 1978)

<sup>16</sup> Emzir, *Metode Penelitian Pendidikan Kuantitatif dan Kualitatif* (PT Raja Grafindo Persada, Jakarta). Hlm 276



3. Analyze Learners and Contexts
4. Writing Performance Objectives
5. Develop assessment instrument
6. Develop Instructional Strategy
7. Develop and select instructional materials
8. Design and conduct a formative evaluation of instruction
9. Revise instruction
10. Design and conduct summative evaluation

The stages that exist in the research development, the procedure in accordance with the development of research methods, which is planned to be passed in accordance with the exposure data collection techniques and instruments are planned to be used.

#### **D. Development Procedure**

Procedure development of this research will contain about measures that must be passed by researchers in developing teaching materials in the form of teaching materials based Pseudo encyclopedia Animals in Islam diversity of living things classification of animal based foods in class IV, as supporting a better learning, according to the purpose and expectations of researchers. The development procedure is as follows:

##### **a. Assess Needs to identify a goal**

At this step in learning to identify common objectives with regard to the applicable curriculum at school. Applicable curriculum in schools initially using the SBC and then proceed with the curriculum of 2013. Thus, the development by

identifying learning objectives are generally in line with the core competencies and core competencies 1-3, as follows:

**Table 3.1 Analysis of core competence and basic competences developed**

<i><b>KOMPETENSI INTI</b></i>	<i><b>KOMPETENSI DASAR</b></i>
<i><b>5. Menerima, menghargai, dan menjalankan ajaran agama yang dianutnya</b></i>	<i><b>1.1 Bertambah keimanannya dengan menyadari hubungan keteraturan dan kompleksitas alam dan jagad raya terhadap kebesaran Tuhan yang menciptakannya, serta mewujudkannya dalam pengamalan ajaran agama yang dianutnya</b></i>
<i><b>6. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, tetangga, dan guru</b></i>	<i><b>6.1 Menunjukkan perilaku ilmiah (memiliki rasa ingin tahu; obyektif; jujur; teliti; cermat; tekun; hati-hati; bertanggung jawab; terbuka; dan peduli lingkungan) dalam aktivitas sehari-hari sebagai wujud</b></i>

	<p><i>implementasi sikap dalam melakukan inkuiri ilmiah dan berdiskusi</i></p> <p><i>6.2 Menghargai kerja individu dan kelompok dalam aktivitas sehari-hari sebagai wujud implementasi melaksanakan penelaahan fenomena alam secara mandiri maupun berkelompok</i></p>
<p><i>7. Memahami pengetahuan factual dengan cara mengamati [mendengar, melihat, membaca] dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, sekolah, dan tempat bermain</i></p>	<p><i>3.1 Menjelaskan bentuk luar tubuh hewan dan tumbuhan dan fungsinya</i></p> <p><i>3.2 Mendeskripsikan daur hidup beberapa jenis makhluk hidup</i></p> <p><i>3.3 Memahami hubungan antara gaya, gerak, dan energi melalui pengamatan, serta mendeskripsikan penerapannya dalam kehidupan sehari-hari</i></p> <p><i>3.4 Membedakan berbagai bentuk energy melalui pengamatan dan</i></p>

	<p><i>mendeskripsikan pemanfaatannya dalam kehidupan sehari-hari</i></p> <p><i>3.5 Memahami sifat-sifat bunyi melalui pengamatan dan keterkaitannya dengan indera pendengaran</i></p> <p><i>3.6 Memahami sifat-sifat cahaya melalui pengamatan dan mendeskripsikan penerapannya dalam kehidupan sehari-hari</i></p> <p><i>3.7 Mendeskripsikan hubungan antara sumber daya alam dengan lingkungan, teknologi, dan masyarakat</i></p>
<p><i>8. Menyajikan pengetahuan faktual dalam bahasa yang jelas dan logis dan sistematis, dalam karya yang esteti dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan</i></p>	<p><i>4.15 Menuliskan hasil pengamatan tentang bentuk luar (morfologi) tubuh hewan dan tumbuhan serta fungsinya</i></p> <p><i>4.16 Menyajikan secara tertulis hasil pengamatan daur hidup beberapa jenis makhluk hidup.</i></p> <p><i>4.17 Menyajikan laporan hasil</i></p>

<p><i>berakhlak mulia</i></p>	<p><i>percobaan gaya dan gerak menggunakan table dan grafik</i></p> <p><i>4.18Menyajikan hasil percobaan atau observasi tentang bunyi</i></p> <p><i>4.5 Membuat sebuah karya/model yang memanfaatkan sifat-sifat cahaya</i></p> <p><i>4.6 Menyajikan laporan tentang sumberdaya alam dan pemanfaatannya oleh masyarakat</i></p> <p><i>4.7 Menyajikan laporan hasil pengamatan tentang teknologi yang digunakan di kehidupan sehari-hari serta kemudahan yang diperoleh oleh masyarakat dengan memanfaatkan teknologi tersebut</i></p>
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**b. Conduct instructional analysis**

The next step is to carry out the analysis of learning is by observation when the learning process with the same material. In some of the teacher's explanations

are not structured in discussing the matter IPA. On the thematic learning information submitted only in the book.

**c. Analyze Learners and Contexts**

Class IV is at roughly around the age of 11-12 years as described by Piaget and Bruner that at the age of 11-12 years is a period that began to develop a range of thinking skills. In this step the student in the learning process looks less enthusiastic, but at the fourth grade level concrete thinking is pretty good.

**d. Writing Performance Objectives**

The goal is Islamic Elementary School fourth grade students. The specific objectives in this step will be measured using the scratch test without the use of book development. Tests eventually use development book. As for the specific purpose of learning to use the development of the book is as follows:

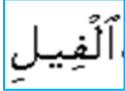
- a) Being able to reach his spiritual goal
- b) Being able to know the Arab language
- c) Being able to show the relationship of general knowledge and religious knowledge
- d) Being able to classify animals based on food

**e. Develop assessment instrument**

Assessment test instruments can be formulated based on the formulation of the specific goals of learning that has been compiled.

A test for a particular purpose, are as follows:

- 1) Apakah yang dimaksud dengan omnivora!

- 2) *Sebutkan hewan merupakan hewan jenis karnivora yang terdapat dalam Al Quran!*
- 3) *Surah dan ayat berapakah yang menjelaskan tentang hewan semut?*
- 4)  *adalah sebutan bagi hewan?*
- 5) *Mengapa harimau merupakan jenis hewan karnivora?*

**f. Develop Instructional Strategy**

This step will look at the implementation in the learning process in the execution plan of instruction. Steps in developing the following:

- a) Event open lesson by knowing the condition of the students, in terms of opening the lesson must use a new thing for motivation in learning
- b) Invites students to illustrate the material to be delivered using the book development
- c) Event delivery of material, if the above steps have been implemented well, getting a good response to the student, then the student will be invited on core activities. The activities of students as follows:
  1. First: students are encouraged to associate the knowledge that has been previously owned by the new knowledge to be learned.
  2. Second: then the teacher gives a description of the subject matter that will be given to students.
  3. Third: one of the students asked to mention the experience he had ever experienced in accordance with the topic of discussion.

4. Fourth: the students were asked to name the animals in Arabic, and the Koran is known
  5. Fifth: the students are divided into groups and asked to use the shared development books
  6. Sixth: the reflection of a student or a teacher.
- d) Activities involving active students in the use of books, so that the learning process there is a process of discussion
- e) The activities cover, in the closing can be given post-test and also feedback to determine the level of understanding and the success of students in the learning process. All students will be given the motivation to continue to study hard.

**g. Develop and select instructional materials**

The next step is the design of textbooks Pseudo Islamic Encyclopedia of Animals in the classification of animals based food material to the fourth grade. The results of these development products in the form of printed material in the form of teaching materials **"Developing Islamic Pseudo Encyclopedia As A Teaching Material Focusing On The Diversity Of Living Environment For Fourth Grade Students At Madrasah Nurul Islam Tulungagung"** This form of teaching materials presented by some media learning according to the needs of students.

**h. Design and conduct a formative evaluation of instruction**

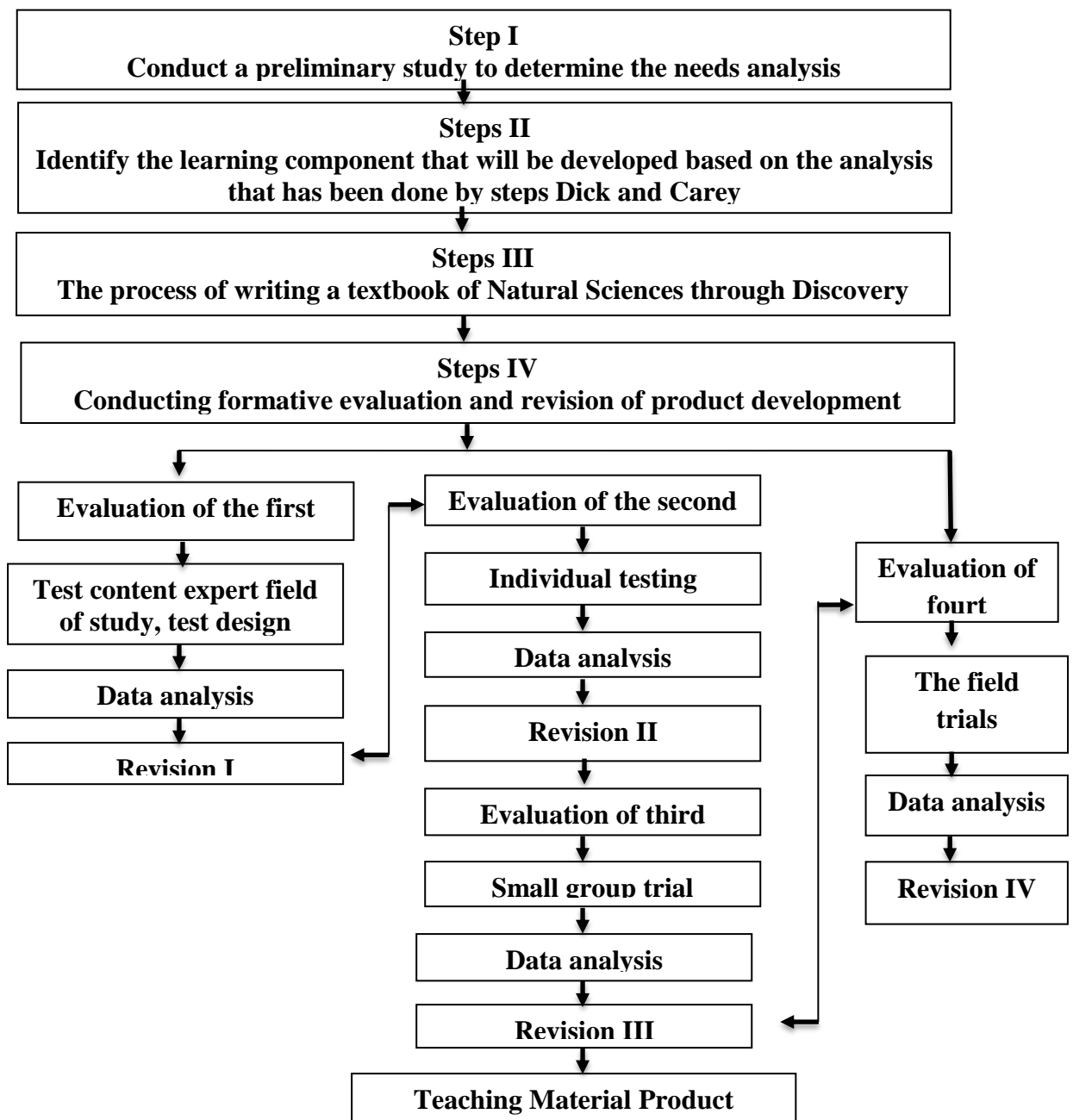
Formative evaluation is done by using two groups evaluation by a group of some experts that the contents of the Koran expert, content expert materials



science, expert language support, expert design, then learning experts for evaluation of the second group are the teaching materials namely learners.

In the second group is divided into three stages, namely one on one, small groups and large groups or field test.

**Picture 3.1: Procedures development and research**



**i. Revise instruction**

This last step according to Dick and Carey is a step in revising the learning materials. Data obtained from the formative evaluation were collected and interpreted to solve the difficulties faced by students in achieving the learning objectives as well as to revise the learning to be more effective and to achieve the learning objectives that have been set.

**j. Design and conduct summative evaluation**

In the ten stages of instructional design at the top, the 10th stage was not implemented. This summative evaluation are outside the learning system model of Dick and Carey. So this development is not in use.

**E. Trial Products**

Product trials aimed to collect data that can be used as a basis for setting the level of the attractiveness, effectiveness of the products that have been produced. Some of the activities undertaken to test in development research are as follows:

**1) Design Trial**

The test is done in order to determine the level of attractiveness of the validity and effectiveness of the product. Validity and attractiveness of the teaching materials are known learning through trial results of analysis of the activities carried out in several stages, namely:

1. Review the content expert Quran
2. Review the material content expert IPA
3. Review by linguists
4. Review by design experts

5. Review by learning experts
6. Test individual
7. Test small group
8. The field trials

In step development will stop at the stage of an individual test, or proceed and test phase of a small group or a field test. It really depends on the urgency and the required data through these trials.

1. The initial phase, is the individual testing (one on one). This individual testing is represented by three students with the following criteria:
  - a) Including the fourth grade students who are still active in Intidaiyah Madrasah Nurul Islam
  - b) Respondents from one on one evaluation consisting of 3 students based on criteria that respondents represent the characteristics of the target group
  - c) The willingness of students as a resource data acquisition in developing teaching materials Pseudo Encyclopedia of Animals in Islam
2. The second stage is a small group trial. Respondents in this trial is 6 students. Determination totally random subjects do represent each participant criteria are included in the category of high, medium and low.
3. The third stage is field trials or large groups. Respondents were drawn from the field trials all students in the fourth grade.

## **2) Subject Test and Step Trial**

Subject trials in the development of teaching materials Pseudo Encyclopedia of Animals in Islam material classification of animal based foods are content expert Quran, expert material content IPA, expert language support, design experts, learning experts, and target users, namely the teachers and students of class IV Government Elementary School Nurul Islam.

### **1. Experts contents Al Quran**

Experts contents of the Al Quran in development research are lecturers who have a minimal educational background Master of Religious Education, Mr. Yuanda Kusuma, M.Ag who master the Al Quran or interpretation.

The steps were performed in the stage of expert reviews the contents of the Qur'an, as follows:

- a) Come content expert Quran
- b) Describe the process of development that has been done
- c) Gives a product that has been developed
- d) Through questionnaires and interviews are asked to related content expert opinion or comment about the quality of teaching materials developed in terms of content

### **2. Experts material content IPA**

IPA material content expert in the research of this development is the faculty that has the educational background of at least Masters of

Education, namely Ahmad Abtokhi, M.Pd who master the Natural Sciences.

The steps were performed in the stage of expert reviews the contents of the IPA, as follows:

- a) Going to the IPA content expert
- b) Describe the process of development that has been done
- c) Gives a product that has been developed
- d) Through questionnaires and interviews are asked to related content expert opinion or comment about the quality of teaching materials developed in terms of content and materials science

### 3. Linguists

Language content expert in development research are lecturers who have a minimal educational background Masters in Education, namely Mrs. Siti Maimunah Annijat, M.Pd who mastered the rules of Indonesian.

The steps were performed in the stage of expert reviews the contents of the Qur'an, as follows:

- a) Come to the contents of the language experts
- b) Describe the process of development that has been done
- c) Gives a product that has been developed
- d) Through questionnaires and interviews are asked to related content expert opinion or comment about the quality of teaching materials developed in terms of language

#### 4. Expert design

Content expert in the design of this development study is a lecturer who is the department head of the department of primary education and have a minimal educational background Masters of Education, Dr. Muhammad Walid, MA master pembelajaran design.

The steps were performed in the stage design expert review, as follows:

- a) Come to design content expert
- b) Describe the process of development that has been done
- c) Gives a product that has been developed
- d) Through questionnaires and interviews are asked to related content expert opinion or comment about the quality of teaching materials developed in terms design book

5. Expert Learning in Government Elementary School fourth grade Nurul Islam Learning experts Government Elementary School fourth grade assigned as testers textbook learning Pseudo Encyclopedia of Animals in Islam. Election experts teaching fourth grade is a grade teacher who has an undergraduate educational background, Mr Khoirul Huda, S.Pd.I

6. The target users of fourth grade teachers and students of Government Elementary School Nurul Islam

- 1) Goal or user of the product development is the fourth grade students Intidaiyah Madrasah Nurul Islam. Target defined as a test subject develop products include:

- a) Master classes in the fourth grade Elementary Madrasah Nurul Islam with the following criteria:
  - 1) The teacher is the class teacher, who teach using the curriculum KTSP and Curriculum 2013
  - 2) The agency gave permission for the activity of product trials textbook Pseudo Animal Encyclopedia of Islam to be developed
  - 3) The willingness of the science teacher as assessor and the product development for the data acquisition source development results.
- 2) Student Government Elementary School fourth grade class of 2015-2016 Nurul Islam.
  - a) The first stage is the individual testing (one on one), this trial is represented by three students with the following considerations:
    1. Is a class IV student of Government Elementary School Nurul Islam
    2. The respondents are determined based on the criteria that respondents can represent the characteristics of learners are capable of good, average, and poor performance. Furthermore, respondents evaluate developers alternately

Individual testing aims to get students' responses and comments regarding the contents of the attractiveness of the teaching materials. The measures undertaken in individual testing, namely:

- a. Developers explain the purpose of the evaluation
  - b. Developers deliver learning teaching materials have been developed and the assessment instrument.
  - c. Developer encourage student representatives from individual testing provides feedback or comment freely associated with teaching materials developed through the instruments provided.
  - d. Developers note comments and gathering student responses and comments
- b) The second stage is a small group trial. Respondents in small group trial is six students. Determination of randomized object that will represent the three criteria which enabled a good student, medium, and low. The steps of this trial include:
  - a. Collecting small group of students and explained the purpose of the trial.
  - b. Developers convey to students about the teaching materials have been developed and the assessment instrument.
  - c. Developers encourages students from small group to give feedback or comment freely associated with teaching materials developed through the instruments provided.
  - d. Noted the comments and gathering student responses and comments related instructional materials are developed,



then dig deeper through the instrument that has been provided.

c) The third stage is a field test (field evaluation), field trials

Respondents were taken from the fourth grade students. The steps in this trial are as follows:

- a. determine the sample
- b. Preparing the infrastructure
- c. Carrying out the test early (pre-test)
- d. Implement learning activities using the book development results
- e. Organizing the final test (post-test)
- f. Collect data using an instrument that has been provided.

### **3) Type Data**

The type of data on the development of this research, in the form of quantitative data and qualitative data<sup>17</sup>. The quantitative data in the form of information obtained by using questionnaires and tests of learning achievement after using the product textbook Pseudo Encyclopedia of Animals in Islam.

Quantitative data were collected through questionnaires and tests, as follows:

- 1) Assessment of content expert Quran, IPA material content expert, expert language support, expert design and instructional design experts about the accuracy of the components of the textbook. The precision components of

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<sup>17</sup>Wahid Murni dan Nur Ali, *Penelitian Tindakan Kelas Pendidikan Agama dan Umum Dari Teori Menuju Disertai Contoh Hasil Penelitian* ( Malang : UM Pres, 2008)

the textbook include: the accuracy of the contents of the Koran and IPA material content, accuracy in oversee the production, use of language, and completeness of other components that can make a textbook becomes effective.

- 2) Assessment of the class teacher and the student pilot to the attractiveness of the textbook.
- 3) The test results of student learning after using textbook development results (outcomes post-test).

Qualitative data, as follows:

- a. Information on thematic learning obtained through interviews with teachers Nurul Islam Islamic Elementary School.
- b. Feedback, comments, and suggestions for improvements based on the results of expert assessment obtained through interviews or consultations with the contents of the Koran expert, content expert IPA, linguists, experts design and learning experts classroom teachers Ibtidaiyah Madrasah Nurul Islam.

#### **F. Instruments Data collection**

The instrument used to obtain a number of expected data will be used as an instrument of data collection in the form of interviews, questionnaires, and tests the acquisition of learning outcomes. The questionnaire was used to collect data about the responses and suggestions and describing all feedback, comments and suggestions of the evaluators obtained from the questionnaire sheet. The questionnaire is required, among other things:

## 1) Questionnaire

Questionnaire to use to obtain quantitative data covering the attractiveness and effectiveness of the textbook. The questionnaire was used to collect data on feedback and suggestions from the test subject is analyzed and used as a revision. Meanwhile, qualitative data can be obtained using open questions directly or interviews. The questionnaire required are as follows:

- a. response assessment questionnaires or content expert Quran
- b. Questionnaire responses expert assessment or the content of IPA
- c. Questionnaire responses assessment or linguists
- d. Questionnaire design expert appraisal or feedback
- e. Questionnaire responses assessment of students through individual testing (one-on-one evaluation)
- f. Questionnaire responses assessment of students through group trial (small evaluation)
- g. Questionnaire responses assessment of students through field trials (field evaluation)
- h. Questionnaire assessment and teacher responses Madrasah Intidaiyah Nurul Islam

The test is used to collect data on the post-test results that show the effectiveness of student learning using a textbook after Pseudo Encyclopedia of Animals in Islam.

## **2) Test the achievement of learning outcomes**

The test is used to collect data on the post-test results that show the effectiveness of student learning after using textbooks Pseudo Islamic Encyclopedia of Animals in classes IV in Government Elementary School Nurul Islam

## **G. Data Analysis Techniques**

There are three techniques of data analysis used to process data is descriptive analysis of the development and test analysis T.

### **1) Analysis of the learning content**

Learning content analysis performed by analysis of core competencies and core competencies 1 3 once using a questionnaire from experts in this case is used to develop the textbook Pseudo Encyclopedia of Animals in Islam to class IV in Government Elementary School Nurul Islam.

### **2) Descriptive analysis**

In the pilot phase, data is collected using a questionnaire assessment questionnaire enclosed and open assessment to provide feedback, suggestions, feedback to more better. The data collected can be grouped according to the type of data and are grouped into two types: quantitative data in the form of figures and qualitative data in the form of words.

Data from the questionnaire is qualitative data were quantified using a scale of five large-scale Linkert then analyzed by calculating the

percentage of item scores on each question in the questionnaire. To determine the percentage can be used the following formula<sup>18</sup>:

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

Description P is the percentage of eligibility

$\sum x$  = a total score of answers validator (real value)

$\sum x_i$  = the total amount of the highest answer score  
(the expected value)

Giving meaning and the decision to revise the textbooks used qualifications that have the following criteria:

**Table 3.2 Qualification Level Eligibility Based on percentage of average**

Percentage (%)	The level of validity	Description
$80 \leq \text{score} \leq 100$	Very Valid	Not Revision
$60 \leq \text{score} < 79$	Valid	Not Revision
$40 \leq \text{score} < 59$	Enough Valid	Partially Valid
$0 \leq \text{score} < 39$	Less Valid	Revision

Textbooks declared valid if it meets the criteria of a score of 80 out of all the elements contained in the questionnaire content expert assessment validation Quran, IPA material content experts, linguists,

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<sup>18</sup> Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2003). Hlm. 313

design experts and learning experts. This study, textbook must be made valid criteria. Therefore, be revised if it is still valid criteria.

### 3) Analysis of Mean (average)

In In field trials, the data collected using questionnaires and achievement tests or Achievement test (test achievement of learning outcomes). Field trial data were collected using the initial test (pre-test) and final test (post-test) in order to determine the result of an improved understanding of the target test subjects are students of class IV before and after using the product development textbooks. Analysis techniques to determine the mean and mean Post-Test Pre-Test with following formula;<sup>19</sup>

$$\text{Mean} = \frac{\sum X}{N}$$

Information:

Mean = Average

$\Sigma x$  = number of the pre-test or post-test

N = number of samples

### 4) Test Analysis T

In field trials, the data collected using questionnaires and achievement tests or Achievement Tset (learning achievement tests). Field trial data were collected using the initial test (pre-test) and final test (post-test) in order to determine the learning outcomes of the pilot group that is

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<sup>19</sup> Drs. H. Zen Amiruddin, M.SI. *Statistik Pendidikan Pendidikan*, (Yogyakarta: Teras: 2010). Hlm.73

the target of fourth grade students before and after using the product development of teaching materials. Data analysis techniques using Dependent Sample Test. Criteria for the test is the test of the Dependent Sample T Test.

The formula that is used with a significance level of 0.05% is:

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

Information:

t = T test

D = Different (x2-x1)

d2 = Variance

N = number of samples

## **CHAPTER IV**

### **RESEARCH AND DEVELOPMENT**

This chapter will present three issues related to the research data of which is (a) a description of teaching materials based Pseudo encyclopedia Animals in Islam material diversity of living organisms in the environment in class IV (b) data validation (c) the results of trials based teaching materials Pseudo encyclopedia animals in Islam material on neighborhood diversity of living beings in the fourth grade. Data were extracted and presented in a sequence based on the feedback received from subject matter experts contents verse of the Qur'an, the expert content of materials science, linguists, design experts and learning experts IPA or thematic then conducted field trials in children classes IV in Government Elementary School Nurul Islam Sumbergempol, Tulungagung.

#### **A. Description Pseudo-Based Instructional Materials Encyclopedia of Animals in Islam Creative Diversity of Living Things in the Environment in Class IV.**

Teaching materials development that has made the book-shaped landscape is shaped encyclopedia student book that collects some of the animals that are classified by the type of food. In connection with the introduction of Curriculum 2013, the core competence 3 integrated knowledge with one core competency by giving Quran underlying their animals on earth, or as a sign of the power of Allah SWT.



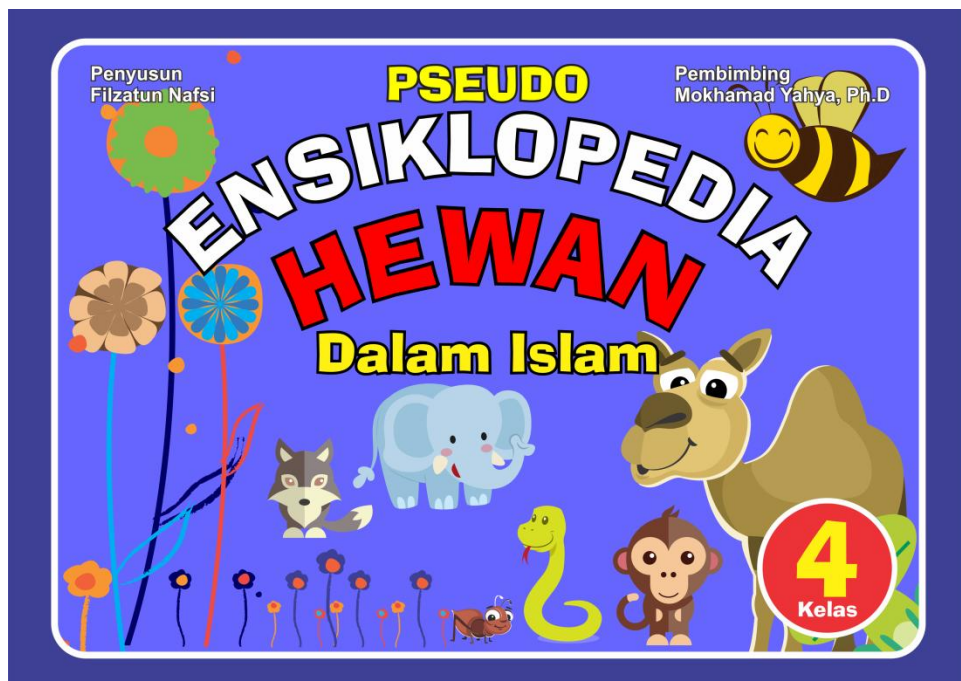
Quran serves to reinforce the spiritual values to understand and know the verses that confirm the presence of animals and the power of God at all creatures. In addition, it be integrated with the subjects of Arabic and the Koran.

#### 1) Section Pre Introduction

This section consists of a cover, preface, excess books, basic Koran, KI, KD and indicators, content and how to use the book, table of contents and concept maps. Here is the explanation:

##### a) Cover the front

**Picture 4.1 Cover the front**



The front cover is designed with colors, images and writing interesting and raises the curiosity of students. The front cover consists of the name of the author (Filzatun Nafsi) and counselors (Mokhamada Yahya, Ph.D). This type of book is developed is pseduo Encyclopedia of Animals in Islam material on neighborhood diversity of living beings in the fourth grade. Used for fourth

grade students of Government Elementary School, background cover are designed to make the appearance of the book interesting and neat impressed. Some pictures of animals on the front cover depicts the contents of the material in the book. This book is used for thematic learning in the first semester of the third theme.

b) Back Cover

**Picture 4.2 Back Cover**



Back cover designed to be simple, but it makes an overview of the contents of the book. On science and excess book. And the purpose of the book is to further the development of learning support in achieving core competencies 1 and 3 core competencies in the curriculum in 2013, especially in the third theme.

c) The foreword

Picture 4.3 The foreword



The foreword is a collection of some of the expectations of the author, background materials development, and thanks to the various parties in helping to prepare these materials.

d) Excess books

**Picture 4.4 Excess Book**



The advantages of this book are of interest in the expose is that the students know and are able to use the book to the maximum. So that the contents of the knowledge contained in the book will have benefits.

e) Basic Quran

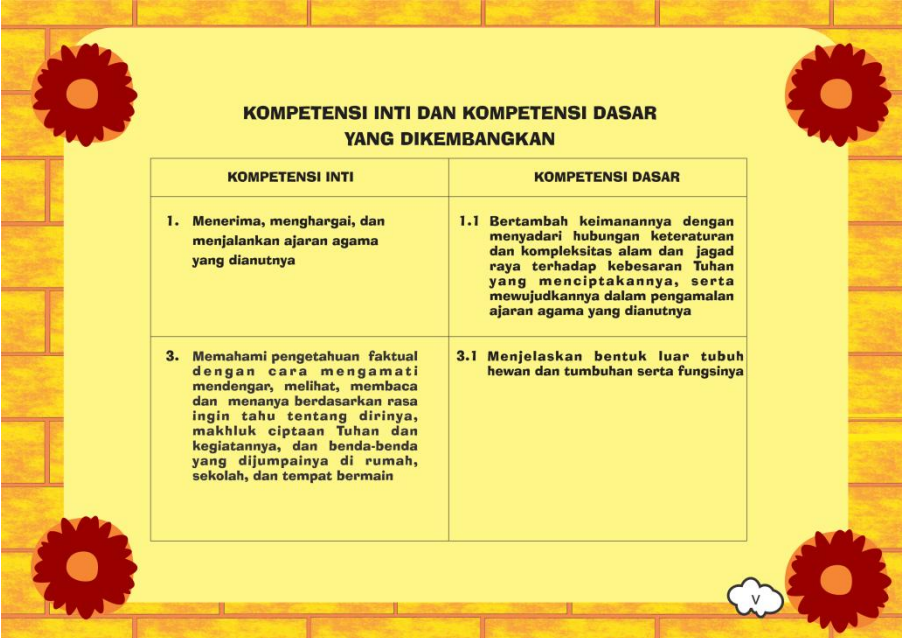
Picture 4.5 Basic Quran



Basic Quran is the basis for the preparation of teaching materials to motivate the preparation of this book. Besides this verse shows the power of God at all creatures without exception.

f) KI and KD

Picture 4.6 KI and KD



KOMPETENSI INTI	KOMPETENSI DASAR
1. Menerima, menghargai, dan menjalankan ajaran agama yang dianutnya	1.1 Bertambah keimanannya dengan menyadari hubungan keteraturan dan kompleksitas alam dan jagad raya terhadap kebesaran Tuhan yang menciptakannya, serta mewujudkannya dalam pengamalan ajaran agama yang dianutnya
3. Memahami pengetahuan faktual dengan cara mengamati mendengar, melihat, membaca dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, sekolah, dan tempat bermain	3.1 Menjelaskan bentuk luar tubuh hewan dan tumbuhan serta fungsinya

Core competencies and core competencies is the basis of the development it is intended that the students and the book is able to know and understand the contents of teaching materials in achieving the learning objectives.



g) How to use the book

Picture 4.7 How to use the book



How to use the book is a key point that should be included in the teaching materials it will ease once students understand and use these materials.

h) Table of Contents

Picture 4.8 Table of Contents

DAFTAR ISI	
Kata Pengantar .....	ii
Landasan Dasar Al-Qur'an Gaya dan Perubahannya .....	iii
Kelebihan Buku .....	iv
SK/KD dan Tujuan Pembelajaran .....	v
Isi dan Pedoman Penggunaan Buku .....	vi
Daftar Isi .....	x
Peta Konsep .....	xii
Anjing .....	1
Babi .....	2
Belalang .....	3
Burung Puyuh .....	4
Burung Gagak .....	5
Burung Hud-hud .....	6
Gajah .....	7
Ikan .....	8
Katak .....	9
Keledai .....	10
Kuda .....	11
Lalat .....	12
Laba-laba .....	13
Lebah .....	14
Mobyet .....	15
Nyamuk .....	16
Semut .....	17
Sapi .....	18
Serigala .....	19
Ular .....	20
Unta .....	21
Info penting .....	22
Dafar Pustaka .....	27

The table of contents is an indication of the contents of the book collection of pages. Table of contents written in alphabetical order, making it easier for students to use these materials.



i) Content

Picture 4.9 Content



The contents of teaching materials is an important collection of materials of animal based on a picture in the book.

j) Important Information

Picture 4.10 Important Information



Complement is a collection of important additional information and wisdom to remind students more knowledge in these materials. So the important information has the story told several animal companions of the Prophet Apostles.

k) Bibliography

Picture 4.11 Bibliography



Contents are of two kinds, namely the table of contents in the form of image information obtained by the source and content of the Latin names of animals.

**B. Validation Product Development Textbook Pseudo-Based Encyclopedia of Animals in Islam Creative Diversity of Living Things in the Environment in Class IV image information obtained by the source and content of the Latin names of animals.**

Validation of textbooks carried out by expert validation content of the material for his IPA content is starting on March 23, 2016 and a second validation is on April 1, 2016. Validation of the material content IPA carried out by experts that one of the professors and the head of the physics department, faculty of science and technology. Then for the validation of the contents of the Koran made

on March 24, 2016. Conducted by one of the lecturers in Islamic Education Department. Rate product development was done with five stages, namely through the IPA material content validation, validation of the contents of the Koran, validation language content, and design expert validation is the validation of learning experts from the school or classroom teachers.

### 1) Results of Validation Expert

The data obtained is quantitative data and qualitative data. Quantitative data comes from a questionnaire with a scale Linkert, while the qualitative data in the form of assessment in the form of advice or criticism from the validator. Data will be analyzed by the average score of each item evaluator's assessment ratings. The questionnaire validation of the content matter experts value scoring criteria are as follows:

**Table 4.1 Qualification Level Eligibility Based on percentage of average**

Percentage (%)	The level of validity	Description
$80 \leq \text{score} \leq 100$	Very Valid	Not Revision
$60 \leq \text{score} < 79$	Valid	Not Revision
$40 \leq \text{score} < 59$	Enough Valid	Partially Valid
$0 \leq \text{score} < 39$	Less Valid	Revision

Questionnaire validation of IPA content expert, expert validation of the contents of the Koran, language, design, and student learning experts, are as follows:

**Table 4.2 Table scale questionnaire**

<b>Answer</b>	<b>Information</b>	<b>Skor</b>
ST	Sangat Tepat	5
T	Tepat	4
CT	Cukup Tepat	3
KT	Kurang Tepat	2
TT	Tidak Tepat	1

Below is a presentation and analysis of data evaluation questionnaire by the content matter experts IPA.

### **1. Validation Expert Fill Material Science**

Product development is submitted to the expert field of natural science in the form of a textbook. The results of expert validation fill material science to product Pseudo Islamic Encyclopedia of Animals In Class IV filed through questionnaire method with questionnaire instrument can be seen in Table 4.3., 4.4., 4.5., 4.6.

#### **a. Quantitative Data**

Quantitative data validation results more matter experts in Table 4.3. as follows:

**4.3 Results Matter Expert Assessment of Natural Sciences of the  
teaching materials Pseudo Encyclopedia of Animals in Islam For  
Class IV.**

<b>No</b>	<b>Question</b>	<b>X</b>	<b>X<sub>1</sub></b>	<b>P (%)</b>	<b>The level of validity</b>	<b>Information</b>
1.	Compliance of the topics on the development of teaching materials is very precise	5	5	100	Valid	Didn't revision
2.	Suitability of the material presented on the development of teaching materials is very precise	4	5	80	Valid	Didn't revision
3.	Suitability core competencies with appropriate indicators	4	4	80	Valid	Didn't revision
4.	The suitability of core competencies with appropriate basic competency	4	4	80	Valid	Didn't revision
5.	Compliance with the contents of a very precise	3	5	60	Enough valid	Didn't revision

	Quran					
6.	Clarity material exposure to very precise	3	4	75	Enough valid	Didn't revision
7.	The accuracy of the content of the material to motivate students very precise	3	5	60	Enough valid	Didn't revision
8.	The accuracy of Quran and its meaning right	3	4	75	Enough valid	Didn't revision
9.	Ease language used in appropriate teaching materials	3	4	75	Enough valid	Didn't revision
10.	The accuracy of the classification of types of food and proper scientific name	3	4	75	Enough valid	Didn't revision
AMOUNT		41	44	93	Valid	Didn't revision

Information:

X : Scores response by validator Ahmad Abtokhi, M.Pd as a subject matter expert

X<sub>1</sub> : Score Highest answers

P : Percentage level of validity

$$P = \frac{\sum x_1}{\sum x} \times 100\%$$

$$= \frac{41}{44} \times 100\%$$

$$= 93\%$$

In the first validation, there are a few things based questionnaire validity, without revision and the results are valid. However, based on the advice of questionnaires and statements of material content IPA validator is usable with minor revisions and ratings to get the 93% vote.

**Table 4.4 Distribution Frequency Matter Expert Level Validation Textbook**

<b>The level of validity</b>	<b>F</b>	<b>%</b>
<b>Valid</b>	4	40
<b>Enough Valid</b>	6	60

Table 4.4., Stated that the expert validation material science to product develop textbook Pseudo Islam's Encyclopedia of Animals In Class IV Government Elementary School Nurul Islam was declared invalid 40%, ie on items 1,2,3, and 4. As for 60 % indicates the validity of which is valid on items 5,6,7,8,9 and 10.

#### **b. Qualitative Data**

The qualitative data gathered from feedback, suggestions and comments from subject matter experts in the natural sciences public statement regarding the teaching materials presented in table 4.5 as follows:



**Table 4.5 Suggestions Matter Expert**

<b>Name Subject Test Expert</b>	<b>Criticism and suggestions</b>
Ahmad Abtokhi, M.Pd	<ol style="list-style-type: none"><li>1. Complete the concept map material</li><li>2. The reduction in animal hemar / donkey wear one</li><li>3. Before bibliography specify important of all material information</li></ol>

In the table above are suggestions and criticisms seem to be some pages to be added. This is to make it easier for students to conclude their use.

**c. Analysis of data**

Data analysis was conducted from the data of the textbook of validation material content. Based on the results of expert assessment of materials science against textbook Pseudo Encyclopedia of Animals in Islam For Class IV as are set out in Table 4.3., It can attainment level textbook as follows:

$$P = \frac{\sum x_1}{\sum x} \times 100\%$$

$$P = \frac{41}{44} \times 100\%$$

$$= 93\%$$

Criticism, suggestions of the expert content of the materials science will be used as a consideration for the perfection of textbooks Pseudo Encyclopedia of Animals in Islam For Class IV. In order to add new information to the students.

#### d. Revised Product

Based on the analysis performed, the revision of the book as follows:

**Table 4.6 Revision Textbook Based Validation Expert Content**

No	The revised points	Before revision	After revision
1.	Repair material concept map	Nothing	
2.	The reduction in animal Himar / donkey wear one		Delete .
3.	Before bibliography specify important of all material information	Nothing	

Revisions or improvements useful for improvers for the perfection of the book will be tested to the learners.

## 2. Validation Expert Matter Content Qur'an

Product development of teaching materials Pseudo Encyclopedia of Animals in Islam For Class IV, collaborated with the Koran. So in the selection of verses in the Qur'an and translation are indispensable validator experts in the field. The results of expert validation fill material science to product Pseudo Encyclopedia Animals In Islam For Class IV filed through questionnaire method with questionnaire instrument can be seen in Table 4.7

### a. Quantitative data

Quantitative data validation results matter experts can be seen in Table 4.7. as follows:

**Table 4.7 Assessment Expert Qur'an against the teaching materials Pseudo Encyclopedia of Animals in Islam For Class IV.**

No	Question	X	X <sub>1</sub>	P (%)	The level of validity	Information
1.	Accuracy main theme verse (paragraph on the last page) is very precise	5	5	100	Valid	Didn't revision

2.	Type the Arabic alphabet used in accordance with Islamic Elementary School fourth grade students are very precise	3	5	60	Enough Valid	Didn't revision
3.	The size of the Arabic alphabet used in accordance with the appropriate Class IV student MI	3	4	75	Enough Valid	Didn't revision
4.	The accuracy paragraph in each animal was spot	5	5	100	Valid	Didn't revision
5.	Accuracy in paragraph very precise cuts	4	5	80	Valid	Didn't revision
6.	Accuracy lafadz Quran and the names of animals very precise	5	5	100	Valid	Didn't revision
7.	layout corresponding paragraph	3	4	75	Enough Valid	Didn't revision
8.	Compliance with animal names lafadz very precise	5	5	100	Valid	Didn't revision
9.	The accuracy of the translation of the paragraph right	3	4	75	Enough Valid	Didn't revision

10.	Compliance with font layout right arab	3	4	75	Valid	Didn't revision
AMOUNT		39	42	92,8	Valid	Didn't revision

Information:

X : Scores response by validator Yuanda Kusuma, M.Ag as a  
subject matter expert

X1 : Score Highest answers

P : Percentage level of validity

$$P = \frac{\sum x_1}{\sum x} \times 100\%$$

$$= \frac{39}{42} \times 100\%$$

$$= 92,8\%$$

**Table 4.8 Distribution of Frequency Rate of validity of Experts Ayat Al Quran**

The level of validity	F	%
Valid	6	60
Enough valid	4	40

Table 4.8., Stated that the expert validation Qur'an verses to product development textbooks Pseudo Encyclopedia of Animals in Islam for Class IV Government Elementary School Nurul Islam was declared invalid 60%, 40% is quite valid. 60% of which is valid on items 1,4,5,6,8,10. While that is valid on items 2,3,7 and 9.

### b. Qualitative Data

Qualitative data contains suggestions or criticisms of the product instructional materials Pseudo Encyclopedia of Animals in Islam For Class IV are as follows:

**Table 4.9, criticism, expert advice contents Quran**

<b>Name Subject Test Expert</b>	<b>Criticism and suggestions</b>
Yuanda Kusuma, M.Ag	<ul style="list-style-type: none"><li>• Can be used without revision</li></ul>

In the above table, it means that the contents of verses in the Qur'an own right and can be used without revision.

### c. Analysis of data

Data analysis was performed starting from the data of the textbook on the validation of content expert Quran. Based on the results of expert assessment of materials science against textbook Pseudo Encyclopedia of Animals in Islam For Class IV as are set out in Table 4.7., It can attainment level textbook as follows:

$$P = \frac{\sum x_1}{\sum x} \times 100\%$$

$$= \frac{39}{42} \times 100\%$$

$$= 92,8\%$$

## 3. Validation Language Indonesian

Product instructional materials Pseudo Encyclopedia Animals In Islam are products such as books. The book in which there are content with Indonesian, of

course, if there is a validation of the language there is a specific purpose to be easy to use. Besides the systematics of the language will be in accordance with the age of the child. Therefore validation darting through the language required. The results of the validation of the language contained in the table 4.10, 4.11. is as follows:

**a. Quantitative data**

Below is the result of the validation of data contained in the Indonesian Pseudo Islam's Encyclopedia of Animals In the fourth grade.

**Table 4.10 Assessment Indonesian expert on teaching materials Pseudo Encyclopedia of Animals in Islam For Class IV.**

No	Question	X	X <sub>1</sub>	P (%)	The level of validity	Information
1.	Clarity of language on the cover of teaching materials Ensyclopedia Animals in Islam righ	4	4	80	Valid	Didn't revision
2.	Ease of language to understand the teaching materials Ensyclopedia Animals in Islam right	4	4	80	Valid	Didn't revision
3.	Compliance punctuation (EYD) in IPA content right	4	4	80	Valid	Didn't revision

4.	The language used appropriate communicative	4	4	80	Valid	Didn't revision
5.	The term alien is written in a different form very precise	4	4	100	Valid	Didn't revision
6.	Accuracy in choosing conjunctive quite right	3	4	75	Enough Valid	Didn't revision
7.	Clarity of writing or typing quite right	3	4	75	Enough Valid	Didn't revision
8.	Consistent use of space and materials appropriate title	4	4	80	Valid	Didn't revision
9.	The attractiveness of the proper use of color paper	4	5	80	Valid	Didn't revision
10.	The attractiveness of the shape of the letter font right	4	5	80	Valid	Didn't revision
AMOUNT		38	42	90	Valid	Didn't revision

Information:

X : Scores response by validator Siti Annijat Maimunah, M.Pd as a subject matter expert

X1 : Score Highest answers

P : Percentage level of validity



$$P = \frac{\sum x_1}{\sum x} \times 100\%$$

$$P = \frac{38}{42} \times 100\%$$

$$= 90\%$$

The results of the validation is 90% means it is sufficiently valid / revision. But for the sake of perfection and goodness of books for use in the field the need for things to be revised.

#### **b. Qualitative Data**

The qualitative data gathered from feedback, suggestions and comments from subject matter experts in the natural sciences public statement regarding the teaching materials presented in the table 4.11, as follows:

**Table 4.11 Suggestions Matter Expert**

<b>Name Subject Test Expert</b>	<b>Criticism and suggestions</b>
Siti Anijat Maimunah, M.Pd	Should use this book can make a tool that can motivate students. Therefore we need teachers' creativity in teaching.

In the table above there are suggestions that means indirectly textbook Pseudo Islam's Encyclopedia of Animals In the fourth grade can be used in the field.

### c. The data Analysis

The following steps are performed after the data which it is presented is to analyze the data. The analysis of data from the data about the textbook of the validity of the results of linguists

Based on the results of expert assessment of the textbook language as listed in the table 4.10., Are used to determine the percentage level of achievement of the textbook as follows:

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

$$P = \frac{38}{42} \times 100\%$$

$$= 90 \%$$

Because already reached 90% of validity and no revision of language, the book is worth to be tested in the field. Comments and suggestions from experts in the language of open questions to be considered to enhance textbook exposure in order to enrich the content of textbooks and refine the material.

### d. Revised Product

Based on the analysis performed, the revision of the book as follows:

Textbook      Revision      Based      Validation      Expert      Indonesian  
Point needs to be revised, namely the back cover of a lot of writing is wrong that needs to be a reduction in writing. Before the revision as follows:

Before revision

Picture 4.12 Before revision back cover



After revision

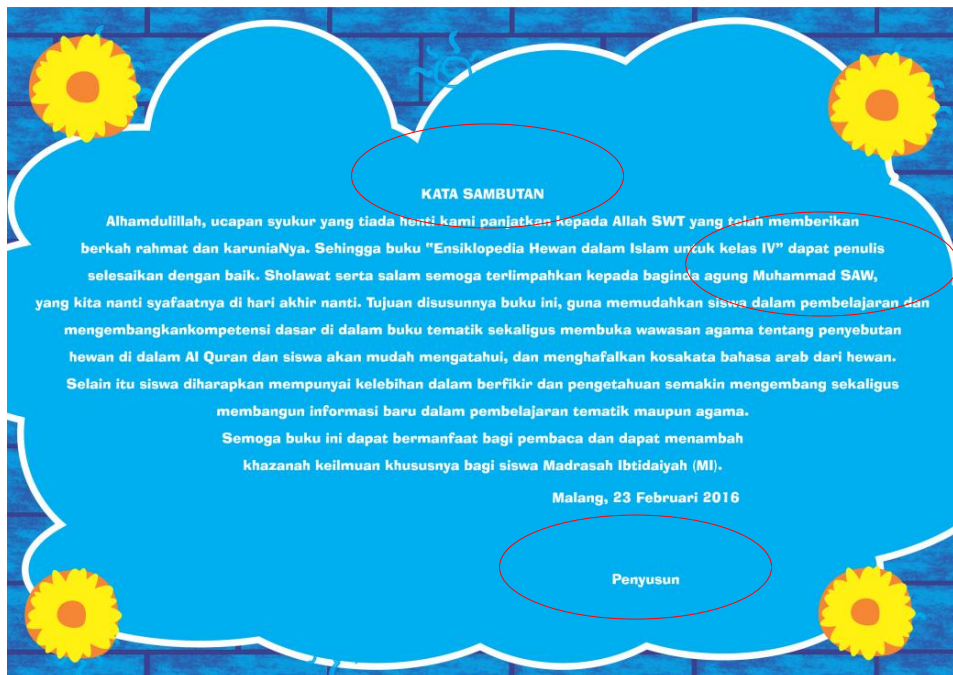
**Picture 4.13 After revision**



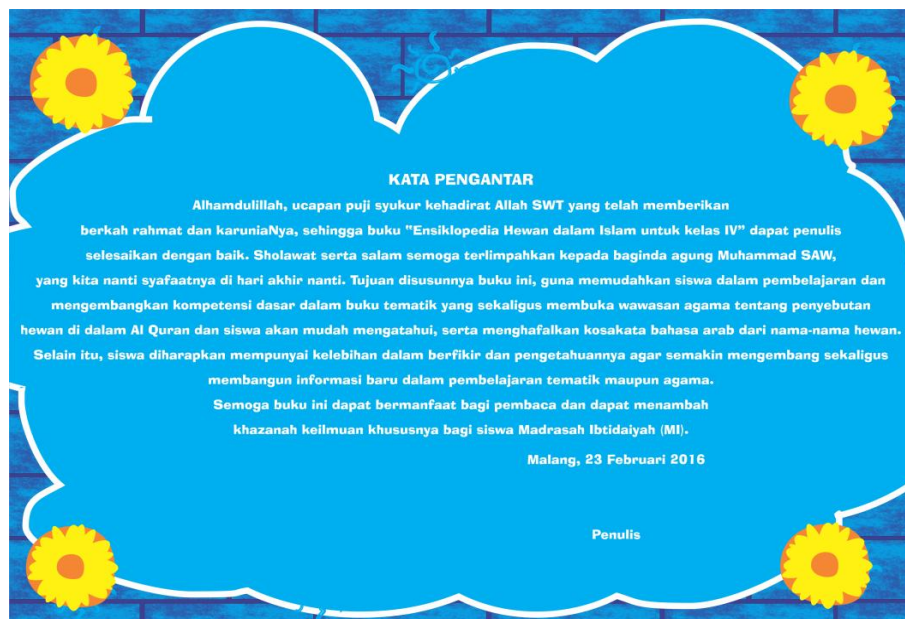
a) Consistent in using the word “Penulis”

Before revision

Picture 4.14 Before revision



Picture 4.15 After revision



Revisions or improvements useful for improvers for the perfection of the book will be tested to the learners.

#### **4. Validation Design Books**

Product development is left to the experts learn is in the form of a textbook.

##### **a. Quantitative data**

Exposure descriptive design expert validation results Pseudo book Encyclopedia of Animals in Islam for class IV filed through questionnaire method with questionnaire instrument can be seen in Table 4.12.

**Table 4.12 Results of Design Expert Assessment of the teaching materials**

##### **Pseudo Encyclopedia of Animals in Islam For Class IV.**

<b>No</b>	<b>Question</b>	<b>X</b>	<b>X<sub>1</sub></b>	<b>P (%)</b>	<b>The level of validity</b>	<b>Information</b>
1.	Design a cover conformed to the content of the material is very precise	5	5	100	Valid	Didn't revision
2.	The font used in accordance with the fourth grade students are very precise MI	5	5	100	Valid	Didn't revision
3.	The size of the font used in	5	5	100	Valid	Didn't revision

	accordance with MI Class IV student was spot					
4.	Figure according to very precise material	5	5	100	Valid	Didn't revision
5.	The images used to attract students and highly precise real	5	5	100	Valid	Didn't revision
6.	Picture precise image layout	4	5	80	Valid	Didn't revision
7.	The layout is very appropriate verse	5	5	100	Valid	Didn't revision
8.	The size of the image on the right book	4	5	80	Valid	Didn't revision
9.	The color of the book is very appropriate to attract students	5	5	100	Valid	Didn't revision
10.	Layout in a very precise fascinating book	5	5	100	Valid	Didn't revision
AMOUNT		48	50	96	Valid	Didn't revision

Information:

X : Scores response by validator Dr. Muhammad Walid, M.A as a  
subject matter expert

X1 : Score Highest answers

P : Percentage level of validity

$$P = \frac{\sum x_1}{\sum x} \times 100\%$$

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

$$= 96\%$$

**Table 4.13 Frequency Distribution Level Design Validation Books**

<b>The level of validity</b>	<b>F</b>	<b>%</b>
<b>Valid</b>	<b>10</b>	<b>100</b>

Table 4.11 and 4.13 shows the data from design validation to product development textbooks Pseudo Encyclopedia of Animals in Islam to assert the validity of the fourth grade of 96%.

#### **b. Qualitative Data**

The qualitative data gathered from feedback, suggestions, and comments textbook design experts Pseudo Encyclopedia of Animals in Islam to the fourth grade in a public statement regarding the textbook presented in Table 4.14, as follows:

**Table 4.14 Suggestions to the Textbook Design Experts**

<b>Name Subject Test Expert</b>	<b>Criticism and suggestions</b>
Dr. Muhammad Walid, M.Pd	It would be better if the image size that can be equated and consistency considered



	to be more interesting
--	------------------------

According to the table above criticism and suggestions, it appears that there is a need in the revision that is the image size for more consistent or uniform.

### c. The data Analysis

The following steps are performed after the data which it is presented is analyzing data. Data analysis was conducted from data on textbook of results validation design experts.

Based on the results of expert assessment of the design of the textbook as 4. 14 in the table, it can be calculated by the percentage level of achievement of the textbook as follows:

$$P = \frac{\sum x_1}{\sum x} \times 100\%$$

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

$$= 96\%$$

The results of the percentage level of validity book design is 96% means that the book is valid. Comments and suggestions from experts in the design of open questions to be considered to enhance textbook exposure in order to enrich the content of textbooks and refine the material.

#### d. Revised Product

Based on the analysis performed, the revision of the book as follows:

**Table 4.15 Textbook Revision Based Validation Expert Content**

No	The revised points	Before Revision	After Revision
1.	Consistent font size and image		
2.	The use of picture books are too small		

Revisions or improvements useful for improvers for the perfection of the

book will be tested to the learners.

## 5. Validation Expert Learning

Product development is left to the experts learn is in the form of a textbook.

### a. Quantitative data

Exposure descriptive results of the validation learning experts Pseudo book Encyclopedia of Animals in Islam for class IV filed through questioner method with questionnaire instrument can be seen in Table 4.16.

**Table 4.16 Results Learning Expert Assessment of the teaching materials**

**Pseudo Encyclopedia of Animals in Islam For Class IV.**

No	Question	X	X <sub>1</sub>	P (%)	The level of validity	Information
1.	Conformity formulation of the problem in the development of teaching materials is very precise	4	5	80	Valid	Didn't revision
2.	Suitability of the material presented in a very precise material development	4	5	80	Valid	Didn't revision
3.	Compliance of the theme, the core competence and basic competences very	4	5	80	Valid	Didn't revision

	precise					
4.	Conformity systematic describing the content and verse of the Qur'an is very precise	5	5	100	Valid	Didn't revision
5.	Clarity material exposure to very precise	5	5	100	Valid	Didn't revision
6.	The accuracy of materials presented provide very precise motivation to students	5	5	100	Valid	Didn't revision
7.	Ease language students is very appropriate to digest	5	5	100	Valid	Didn't revision
8.	The accuracy in cutting verse by very precise material	5	5	100	Valid	Didn't revision
9.	The accuracy of the classification of types of food, and the scientific name is very appropriate	5	5	100	Valid	Didn't revision
10.	The accuracy of Quran and its meaning is very precise	5	5	100	Valid	Didn't revision

AMOUNT	47	50	94	Valid	Didn't revision
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Information:

X : Scores response by validator Khoirul Huda, S.Pd.I as a subject matter expert

X1 : Score Highest answers

P : Percentage level of validity

$$P = \frac{\sum x_1}{\sum x} \times 100\%$$

$$P = \frac{47}{50} \times 100\%$$

$$= 94\%$$

**Table 4.17 Frequency Distribution Level Design Validation Books**

The level of validity	F	%
Valid	10	100

Table 4.16 and 4.17 shows the results data validation learning experts on product development textbooks Pseudo Encyclopedia of Animals in Islam to class IV.

#### **b. Qualitative Data**

The qualitative data gathered from feedback, suggestions, and comments textbook design experts Pseudo Encyclopedia of Animals in Islam to the fourth grade in a public statement regarding the textbook presented in Table 4.18, as follows:

**Table 4.18 Suggestions to the Textbook Design Experts**

<b>Name Subject Test Expert</b>	<b>Criticism and suggestions</b>
Khoirul Huda, S.Pd.I	Is good enough, the book is very interesting and can be used for learning.

**c. Analysis of data**

The following steps are performed after the data presented is analyzing data. Data analysis was conducted from data on textbook of results validation learning experts.

Based on the results of expert assessment of the design of the textbook as at 4.17 in the table, it can be calculated by the percentage level of achievement of the textbook as follows:

$$P = \frac{\sum x_1}{\sum x} \times 100\%$$

$$P = \frac{47}{50} \times 100\%$$

$$= 94\%$$

The results of the percentage level of validity book design is 94% means that the book is valid. Feedback, comments and suggestions of expert learning in an open question to be considered to enhance textbook exposure in order to enrich the content of textbooks and refine the material.

**2) Field Trial Results**

Validation data obtained from the results of tests on a textbook on Islamic Elementary School fourth grade students of Nurul Islam of April 18, 2015. The

products developed are submitted for field trials in thematic learning natural science in the form of a textbook. Product development submitted to field test include:

**a. Trial one on one**

**1) Presentation of data**

The trial is represented by a relatively three correspondent with the criteria of the correspondent is correspondent upper, middle and correspondent correspondent below. The exposure of quantitative data from field test results as follows:

**Table 4.19 Assessment Individual Trial (One On One)**

No	Question	$x_1$	$x_2$	$x_3$	$\sum x$	$\sum x_i$	P (%)	The Level Of Attractiveness	information
1	Textbook Pseudo Encyclopedia of Animals in Islam can help students learn.	5	5	5	15	15	100	Very Interesting	Didn't revision
2	The use of textbooks Pseudo Encyclopedia of Animals in Islam can give encouragement in learning students.	5	5	5	15	15	100	Very Interesting	Didn't revision
3	Textbook Pseudo Encyclopedia of Animals in	5	5	5	15	15	100	Very Interesting	Didn't revision

	Islam easier for students to understand the material lesson.								
4	Pseudo textbook exercises Encyclopedia of Animals in Islam easy.	4	4	5	14	15	93,3	Very Interesting	Didn't revision
5	Typeface and font size are textbook Pseudo Encyclopedia of Animals in Islam facilitate students in reading.	5	5	4	14	15	93,3	Very Interesting	Didn't revision
6	The word used in accordance with conditions of the students.	5	5	5	15	15	100	Very Interesting	Didn't revision
7	Instructions contained in the textbook Pseudo Islamic Encyclopedia of Animals in easy to understand.	5	4	5	14	15	93,3	Very Interesting	Didn't revision
8	The language used in textbooks Pseudo Encyclopedia of Animals in Islam easy to understand.	5	4	5	14	15	93,3	Very Interesting	Didn't revision
9	Exercises easy to understand.	5	4	5	14	15	93,3	Very	Didn't



								Interesting Valid	revision
10	Use of Textbooks Pseudo Encyclopedia of Animals in Islam requires the help of others	5	5	5	15	15	100	Very Interesting	Didn't revision
<b>Amount</b>		<b>49</b>	<b>46</b>	<b>49</b>	<b>145</b>	<b>150</b>	<b>96,6</b>	<b>Very Interesting</b>	<b>Didn't revision</b>

Information:

x1 : respondent 1 is a Government Elementary School fourth grade  
students named Malta Hasninah Mahbubab

x2 : respondent 2 is a Government Elementary School fourth grade  
students named Nafisatul Wahidah

x3 : respondent 3 is a Government Elementary School fourth grade  
students named Muhammad Ardhi Mubarak

$\Sigma x$  : total number of scores answer evaluator (real value)

$\Sigma x_i$  : score the ultimate answer.

P : percentage level of validity

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

The qualitative data gathered from feedback, suggestions and comments individual testing in the open questions with regard to products that have been tested textbook is as follows:

1. Display color teaching media book is very interesting, very clear picture and verse to read.
2. The size and typeface enough.
3. The material in this textbook is quite clear, at the same verse the Arabic language and the important information to increase knowledge

## 2) Analysis of Data

Quantitative data on the results of the assessment of individual trials in Table 4.19 The next step is to analyze the data. Percentage rate of achievement of instructional media on individual testing is as follows:

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

$$P = \frac{145}{150} \times 100\%$$

$$= 96,6 \%$$

Data analysis has a percentage of 96.6% and converted to a percentage scale conversion tables 96.6% level of achievement so that the level of achievement were very good in qualifying, so it is not necessary revisions. Feedback, comments and suggestions from respondents on individual testing in the open questions will be taken into consideration to enhance textbook.

According to the table 4.19, on the assessment of individual testing textbooks to product development textbooks Pseudo Encyclopedia of Animals in

Islam in a thematic learning can be assessed very well with the percentage reaching an average of 96.6% of the established criteria. Results of votes individual testing on each component as analyzed quantitatively in the analysis of statistics for individual testing can be interpreted as follows:

1. Number 1 shows that by fourth grade students, textbook Pseudo Encyclopedia of Animals in Islam can facilitate the learning with validity of 100% percent.
2. Number 2 shows that by fourth grade students, the use of textbooks Pseudo Encyclopedia of Animals in Islam can give enthusiasm in learning with validity of 100% percent.
3. Number 3 shows that by fourth grade students, textbook Pseudo Encyclopedia of Animals in Islam is easily understood percent validity of 93.3%.
4. Number 4 shows that by fourth grade students, about to exercise Pseudo book Encyclopedia of Animals in Islam is easy with percent validity of 93.3%.
5. Number 5 indicates that by fourth grade students, font and size of letters contained in the textbook Pseudo Encyclopedia of Animals in Islam readable percent validity of 93.3%.
6. Number 6 shows that by fourth grade students, for studying Pseudo book Encyclopedia of Animals in Islam does not find the words that are difficult with validity of 100% percent.

7. Number 7 indicates that by fourth grade students, the instructions contained in the textbook Pseudo Encyclopedia of Animals in Islam is easily understood percent validity of 93.3%.
8. Number 8 shows that by fourth grade students, the language used in textbooks Pseudo Encyclopedia of Animals in Islam is understood percent validity of 93.3%.
9. Number 9 shows that by fourth grade students, practice questions easily understood percent validity of 93.3%.
10. Number 10 indicates that the fourth grade students, textbook helps to work with friends and environment with validity of 100% percent.

**Table 4. 20 Frequency Distribution Rate Test Validity Individual (One On One) Against Pseudo Book Encyclopedia Animals In Islam**

<b>The Level Of Attractiveness</b>	<b>F</b>	<b>%</b>
<b>Very Interesting</b>	10	100

Table 4.19. and 4.20., said data validation results of individual trials (one on one) to product development textbooks Ensyclopedia Animals in Islam material diversity of animals based on food grade elementary school is 100% declared invalid, on items 1,2,3,4, 5,6,7,8,9 and 10.

### **3) Revised Product Development**

Based on the evaluation of individual trials with an average level of achievement of 96.6%, the product development textbooks do not merit a revision or improvement. But feedback, comments and suggestions from respondents on individual testing in the open questions will be taken into consideration to enhance product development textbooks so produced will become even better.

#### **b. Small group trial**

##### **1) Presentation of data**

This small group trial represented 6 correspondence with the criteria of the correspondent is 2 correspondent top, 2 middle and 2 correspondent correspondent bottom.

The exposure of quantitative data from field test results are as outlined in the following table:

**Table 4.21 Assessment Testing Small Group Against Pseudo Book Encyclopedia Animals In Islam**

No	Question	$x_1$	$x_2$	$x_3$	$x_4$	$x_5$	$x_6$	$\sum x$	$\sum x_i$	P (%)	The Level Of Attractiveness	Information
1	Textbook Pseudo Encyclopedia of Animals in Islam can help students learn.	5	5	5	5	5	5	30	30	100	Very Interesting	Didn't Revision
2	The use of textbooks Pseudo Encyclopedia of Animals in Islam can give encouragement in learning students.	5	5	5	5	5	4	29	30	96,6	Very Interesting	Didn't Revision
3	Textbook Pseudo Encyclopedia of Animals in Islam easier for students to understand the material lesson.	5	5	5	5	5	5	30	30	100	Very Interesting	Didn't Revision
4	Pseudo textbook exercises Encyclopedia of Animals in Islam easy.	5	5	5	5	5	5	30	30	100	Very Interesting	Didn't Revision
5	Typeface and font size are textbook Pseudo Encyclopedia of Animals in Islam	5	5	5	5	5	5	30	30	100	Very Interesting	Didn't Revision

	facilitate students in reading.											
6	The word used in accordance with conditions of the students.	5	5	5	5	3	5	28	30	93,3	Very Interesting	Didn't Revision
7	Instructions contained in the textbook Pseudo Islamic Encyclopedia of Animals in easy to understand.	5	5	5	5	5	5	30	30	100	Very Interesting	Didn't Revision
8	The language used in textbooks Pseudo Encyclopedia of Animals in Islam easy to understand.	5	5	5	5	5	4	29	30	96,6	Very Interesting	Didn't Revision
9	Exercises easy to understand.	5	5	5	5	5	5	30	30	100	Very Interesting	Didn't Revision
10	Use of Textbooks Pseudo Encyclopedia of Animals in Islam requires the help of others	5	5	5	5	5	5	30	30	100	Very Interesting	Didn't Revision
Jumlah		50	50	50	50	47	42	296	300	98,2	Very Interesting	Didn't Revision

**Information:**

x1 : respondent 1 is a Government Elementary School fourth grade students Nurul Islam named Madina Lailatun Nikmah

x2 : respondent 2 is a Government Elementary School fourth grade students Nurul Islam was named Muhammad Andri Masrofi

- x3 : 3 respondents were students of class IV Elementary Madrasah Nurul Islam named Eka Surya Septia Ning
- x4 : 3 respondents are Islamic Elementary School fourth grade students Nurul Islam named Rain Angelicea Tumbuwn
- x5 : respondent 3 is a Government Elementary School fourth grade students named Muhammad Nurul Islam Khoirul Mufid
- x6 : respondent 3 is a Government Elementary School fourth grade students Nurul Islam named Ahmad Lathoiful Minan



$\Sigma x$  : total number of scores answer evaluator (real value)

$\Sigma x_i$  : score the ultimate answer.

P : percentage level of validity

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

The qualitative data gathered from feedback, suggestions and comments small group trial in open questions with regard to products that have been tested textbook is as follows:

1. Display color and size of the book is very interesting
2. Textbook Pseudo Encyclopedia of Animals in Islam is very helpful for learning Grade 4, that Quran and the Arabic language vocabulary add insight
3. Pseudo Book Encyclopedia of Animals in Islam have important information that is quite interesting

## **2) Analysis of Data**

Quantitative data on the results of the assessment small group trial which it is presented in Table 4.19 The next step is to analyze the data. Percentage rate of achievement of textbooks in small group trial are as follows:

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

$$P = \frac{296}{300} \times 100\%$$

= 98,2 %

Table-scale conversion percentage of 98.2% achievement rate is at a very good qualification means that teaching materials do not need revision. Opinion comments and suggestions from respondents on a small group trial in open-ended questions will be taken into consideration to enhance textbook.

According to the table 4.21, on the valuation textbook small group trial of the product development textbooks Pseudo Encyclopedia of Animals in Islam can be considered very good with the percentage reaching an average of 98.2% of the specified criteria. Results of the assessment test small groups on each component as analyzed quantitatively in the analysis of small group trial can be interpreted as follows:

1. Number 1 shows that by fourth grade students, textbook Pseudo Encyclopedia of Animals in Islam can facilitate the learning with validity of 100% percent.
2. Number 2 shows that by fourth grade students, the use of textbooks Pseudo Encyclopedia of Animals in Islam can give enthusiasm in learning with validity of 96,6% percent.
3. Number 3 shows that by fourth grade students, textbook Pseudo Encyclopedia of Animals in Islam is easily understood percent validity of 100%.
4. Number 4 shows that by fourth grade students, about to exercise Pseudo book Encyclopedia of Animals in Islam is easy with percent validity of 100%.

5. Number 5 indicates that by fourth grade students, font and size of letters contained in the textbook Pseudo Encyclopedia of Animals in Islam readable percent validity of 100%.
6. Number 6 shows that by fourth grade students, for studying Pseudo book Encyclopedia of Animals in Islam does not find the words that are difficult with validity of 93.3% percent.
7. Number 7 indicates that by fourth grade students, the instructions contained in the textbook Pseudo Encyclopedia of Animals in Islam is easily understood percent validity of 100%.
8. Number 8 shows that by fourth grade students, the language used in textbooks Pseudo Encyclopedia of Animals in Islam is understood percent validity of 96,6%.
9. Number 9 shows that by fourth grade students, practice questions easily understood percent validity of 100%.
10. Number 10 indicates that the fourth grade students, textbook helps to work with friends and environment with validity of 100% percent.

**Table 4.22 Frequency Distribution Rate Test Validity Small Group**

<b>The level of validity</b>	<b>F</b>	<b>%</b>
<b>Very Interesting</b>	10	100

Table 4.21, and 4.22., Shows data from a small group of validation trials to product development textbooks Pseudo Encyclopedia of Animals in Islam for the fourth grade Elementary Madrasah Nurul Islam is a 100% declared invalid.

### **3) Revised Product Development**

Based on the results of the assessment small group trial with an average level of achievement of 98.6%, the product development textbooks do not need to get revisions or improvements. However feedback, comments and suggestions from respondents on a small group trial in open-ended questions will be taken into consideration to enhance product development textbooks so produced will become even better.

#### **c. The field trials**

##### **1) Presentation of Data**

This field trial is represented by the entire Islamic Elementary School fourth grade students of Nurul Islam. The exposure of quantitative data from field test results are as outlined in the following table:

**Table 4.23 Assessment Testing Small Group Against Pseudo Book Encyclopedia Animals In Islam**

No	Question	The scores given by the respondents 1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23	$\sum x$	$\sum x_1$	Perse n (%)	The Level Of Attractiveness	Information
1	Textbook Pseudo Encyclopedia of Animals in Islam can help students learn.	5, 4, 5, 5, 5, 5, 3, 5, 5, 4, 4, 4, 4, 5, 5, 5, 3, 5, 5, 5, 5, 5, 4	105	115	91,3%	Very Interesting	Didn't Revision
2	The use of textbooks Pseudo Encyclopedia of Animals in Islam can give encouragement in learning students.	5, 4, 5, 5, 5, 4, 5, 5, 5, 5, 5, 4, 5, 5, 4, 5, 5, 5, 5, 5, 3, 5, 5	109	115	94,7 %	Very Interesting	Didn't Revision
3	Textbook Pseudo Encyclopedia of Animals in Islam easier for students to understand the material lesson.	5, 5, 5, 5, 5, 5, 5, 5, 4, 3, 4, 5, 5, 5, 5, 5, 3, 5, 5, 5, 5, 5, 4	108	115	94 %	Very Interesting	Didn't Revision

4	Pseudo textbook exercises Encyclopedia of Animals in Islam easy.	5, 5, 3, 5, 5, 4, 5, 5, 5, 5, 4, 4, 3, 5, 4, 5, 3, 5, 4, 5, 5, 5, 5	107	115	93 %	Very Interesting	Didn't Revision
5	Typeface and font size are textbook Pseudo Encyclopedia of Animals in Islam facilitate students in reading.	5, 5, 5, 5, 5, 4, 5, 5, 5, 5, 5, 5, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5	113	115	98 %	Very Interesting	Didn't Revision
6	The word used in accordance with conditions of the students.	5, 5, 5, 5, 5, 5, 3, 5, 5, 5, 5, 5, 3, 5, 5, 5, 3, 5, 5, 5, 5, 2, 4	102	115	88,6%	Very Interesting	Didn't Revision
7	Instructions contained in the textbook Pseudo Islamic Encyclopedia of Animals in easy to understand.	5, 5, 5, 5, 5, 5, 5, 4, 4, 5, 5, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5	112	115	97,3 %	Very Interesting	Didn't Revision
8	The language used in textbooks Pseudo Encyclopedia of Animals in Islam	5, 5, 5, 5, 5, 5, 5, 4, 4, 4, 4, 5, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5	110	115	95,6 %	Very Interesting	Didn't Revision

	easy to understand.						
9	Exercises easy to understand.	5, 5, 3, 5, 5, 5, 5, 5, 4, 5, 5, 4, 3, 5, 5, 5, 3, 5, 4, 5, 5, 5, 5	106	115	92 %	Very Interesting	Didn't Revision
10	Use of Textbooks Pseudo Encyclopedia of Animals in Islam requires the help of others	5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 2, 4, 5, 5, 5, 5, 5, 2, 5, 5, 5, 5	107	115	93%	Very Interesting	Didn't Revision
<b>Amount</b>			<b>1.076</b>	<b>1.150</b>	<b>93,5 %</b>	<b>Very Interesting</b>	<b>Didn't Revision</b>

**Information:**

**Table 4.24**

**Respondents Field Trial Against Pseudo Book Encyclopedia Animals In  
Islam**

<b>Respondents</b>	<b>Respondents Name</b>
1	Adela Wulan Januarristy
2	Ahmad Lathoiful Minan
3	Eka Surya Septia Ningsih
4	Lana Elma Khosidona
5	Madina Lailatun Nikmah
6	Malta Hasninah Mahmubah
7	Mohammad Khoirul Mufid
8	Muhammad Andri Masrofi
9	Mohammad Ardhi Mubarak
10	Muhammad Farid Febriansyah
11	Muhammad Isron Firdaus
12	Muhammad Raihan Azizi
13	Muhammad Zamil Irsyudin
14	Nabila Apriliani Ananda Putri
15	Nasifsatul Wahidah
16	Naylatul Firdaus



17	Nur Fadila Lisnawati
18	Rain Anggelicea Tumbuwn
19	Rizki Saputro
20	Roby Zidney
21	Siti Musyawaroh
22	Stevhani Putri Ferdina
23	Yustio Hudallil Muttaqin

$\Sigma x$  : total number of scores answer evaluator (real value)

$\Sigma x_i$  : score the ultimate answer.

P : percentage level of validity

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

The qualitative data gathered from feedback, comments and suggestions in the field trials open questions with regard to the products of teaching materials that have been tested are as follows:

1. Display a good and interesting books have been easy to learn
2. This book is very interesting to learn a lot of new information on the get.

## 2) Analysis of Data

Quantitative data from field trial results of votes on the table 4.23 next step is to analyze the data. The percentage level of achievement textbook on field trials are as follows:

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$
$$P = \frac{1,076}{1,150} \times 100\%$$
$$= 93,5 \%$$

Each option 1, has a percentage of 92.6% and after conversion with a conversion table scale percentage rate of 92.6% in the achievement of excellent qualifications so that the textbook does not need revision.

Feedback, comments and suggestions from respondents in field trials in the open questions will be taken into consideration to enhance textbook.

According to the table 4.23, on the assessment of the textbook field trials to product development textbooks Pseudo Encyclopedia of Animals in Islam is considered very good with the percentage reaching an average of 93.5% of the specified criteria. The results of field trials votes on each component as analyzed quantitatively in the analysis of statistical demonstration field trials can be interpreted as follows:

1. Number 1 shows that by fourth grade students, textbook Pseudo Encyclopedia of Animals in Islam can facilitate the learning with validity of 91,3% percent.

2. Number 2 shows that by fourth grade students, the use of textbooks Pseudo Encyclopedia of Animals in Islam can give enthusiasm in learning with validity of 94,7% percent.
3. Number 3 shows that by fourth grade students, textbook Pseudo Encyclopedia of Animals in Islam is easily understood percent validity of 94%.
4. Number 4 shows that by fourth grade students, about to exercise Pseudo book Encyclopedia of Animals in Islam is easy with percent validity of 93%.
5. Number 5 indicates that by fourth grade students, font and size of letters contained in the textbook Pseudo Encyclopedia of Animals in Islam readable percent validity of 98%.
6. Number 6 shows that by fourth grade students, for studying Pseudo book Encyclopedia of Animals in Islam does not find the words that are difficult with validity of 88,6% percent.
7. Number 7 indicates that by fourth grade students, the instructions contained in the textbook Pseudo Encyclopedia of Animals in Islam is easily understood percent validity of 97,3%.
8. Number 8 shows that by fourth grade students, the language used in textbooks Pseudo Encyclopedia of Animals in Islam is understood percent validity of 95,6%.
9. Number 9 shows that by fourth grade students, practice questions easily understood percent validity of 92%.

10. Number 10 indicates that the fourth grade students, textbook helps to work with friends and environment with validity of 93% percent.

**Table 4.25 Frequency Distribution Rate Validity Field Trial Against Textbook Pseudo Encyclopedia of Animals in Islam**

<b>The Level Of Attractiveness</b>	<b>F</b>	<b>%</b>
<b>Very Interesting</b>	10	100

Table 4.23. and 4.25., show data from field trials validation to product development textbooks Pseudo Encyclopedia of Animals in Islam for the fourth grade Elementary Madrasah Nurul Islam is 100% declared valid.

### **3) Revised Product Development**

Based on the evaluation field trials with the achievement level of the average of 93.5%, the product development textbooks do not need to get revisions or improvements. But comments and suggestions from respondents in field trials in the open questions will be taken into consideration to enhance product development textbooks so produced will become even better.

### **4) Presentation of data pre-test and post-test**

Table grades pre-test and post-test were obtained from the fourth grade students during the field test are as follows:

**Table 4.26 Assessment Field Trial of the pre-test and post-test**

<b>No</b>	<b>Name</b>	<b><i>Pre-test</i></b>	<b><i>Post-test</i></b>
1	Adela Wulan Januarristy	80	90
2	Ahmad Lathoiful Minan	75	100
3	Eka Surya Septia Ningsih	43	73
4	Lana Elma Khosidona	80	90
5	Madina Lailatun Nikmah	65	65
6	Malta Hasninah Mahmubah	75	95
7	Mohammad Khoirul Mufid	56	65
8	Muhammad Andri Masrofi	65	53
9	Mohammad Ardhi Mubarak	78	80
10	Muhammad Farid Febriansyah	65	55
11	Muhammad Isron Firdaus	66	85
12	Muhammad Raihan Azizi	50	68
13	Muhammad Zamil Irsyudin	70	90
14	Nabila Apriliani Ananda Putri	65	90
15	Nasifsatul Wahidah	75	80
16	Naylatul Firdaus	75	70
17	Nur Fadila Lisnawati	65	88
18	Rain Anggelicea Tumbuwn	75	95
19	Rizki Saputro	50	85
20	Roby Zidney Azkiya Al Fawaz	73	90

21	Siti Musyawaroh	73	100
22	Stevhani Putri Ferdina	85	95
23	Yustio Hudallil Muttaqin	65	60

The table above, it can be seen by looking average which indicates that the average pre-test score was 68 and the average post-test score was 81.

Viewed posttest mean that is larger (81%) than the average value of the pre-test (68%), which indicates that there is an increase in students' acquisition of 13% after learning to use a textbook product development results. So we can say that the textbook Pseudo Encyclopedia of Animals in Islam for thematic learning the material classification of animals based on food and are Arabic and Quran proved to be significantly effective in improving student learning outcomes of the thematic at Government Elementary School fourth grade students of Nurul Islam.

### **5) Test Analysis T**

Data value of pretest and post-test are then analyzed by two-sample t-test (Paired Sample T Test). This analysis technique is used to determine whether there is the effect of a treatment that is imposed on groups of objects. It is an indicator of whether there is influence, if there is a difference between cognitive understanding of learners between before and after using the media developed.

Based on Table 4.26. sought whether the textbooks developed can enhance students' understanding or not. The steps of the T test as follows:

- a. The first step is to make  $H_a$  and  $H_o$  in sentences

Ha = There are differences in the understanding of students who can be seen from the difference between the values obtained before and after uses textbooks can discovery method.

H0 = No difference in the understanding of the students' understanding that can be seen from the difference between the values obtained before and after using the textbook can discovery method.

b. The second step is to look for  $t_{hitung}$  with formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{d^2}{N(N-1)}}} \quad \text{And } db = N - 1 = 23 - 1 = 22 \text{ Students}$$

c. The third step is to determine the criteria

Ha acceptable if  $t_{hitung}^2 < t_{tabel}^2$

Ho refused if  $t_{hitung}^2 > t_{tabel}^2$

d. The fourth step is the calculation

**Table 4.27.**  
**Calculation Table Test t**

<b>No</b>	<b>Name</b>	<b><i>Pre- test</i> (X<sub>1</sub>)</b>	<b><i>Post- test</i> (X<sub>2</sub>)</b>	<b>(X<sub>1</sub>-X<sub>2</sub>)</b>	<b>d</b>	<b>d<sup>2</sup></b>
1	Adela Wulan Januarristy	80	90	-10	10	100
2	Ahmad Lathoiful Minan	75	100	-25	25	625
3	Eka Surya Septia Ningsih	43	73	-30	30	900
4	Lana Elma Khosidona	80	90	-10	10	100
5	Madina Lailatun Nikmah	65	65	0	0	0
6	Malta Hasninah Mahmubah	75	95	-20	20	400
7	Mohammad Khoirul Mufid	56	65	-9	9	81
8	Muhammad Andri Masrofi	65	53	12	12	144
9	Mohammad Ardhi Mubarak	78	80	-2	2	4
10	Muhammad Farid Febriansyah	65	55	10	10	100
11	Muhammad Ison Firdaus	66	85	-19	19	361
12	Muhammad Raihan Azizi	50	68	-18	18	324
13	Muhammad Zamil Irsyudin	70	90	-20	20	400
14	Nabila Apriliani Ananda	65	90	-25	25	625



	Putri					
15	Nasifsatul Wahidah	75	80	-5	5	25
16	Naylatul Firdaus	75	70	5	5	25
17	Nur Fadila Lisnawati	65	88	-23	23	529
18	Rain Anggelicea Tumbuwn	75	95	-20	20	400
19	Rizki Saputro	50	85	-35	35	1225
20	Roby Zidney Azkiya Al Fawaz	73	90	-17	17	289
21	Siti Musyawaroh	73	100	-27	27	729
22	Stevhani Putri Ferdina	85	95	-10	10	100
23	Yustio Hudallil Muttaqin	65	60	-5	5	25
<b>Total</b>		<b>1569</b>	<b>1862</b>	<b><math>\Sigma d = 357</math></b>		<b><math>\Sigma d^2 = 7511</math></b>

$$\begin{aligned}
 \bar{D} &= \frac{\Sigma d}{n} \\
 &= \frac{357}{22} \\
 \bar{D} &= 16,2
 \end{aligned}
 \qquad
 \begin{aligned}
 t &= \frac{\bar{D}}{\sqrt{\frac{d^2}{N(N-1)}}} \\
 &= \frac{16,2}{\sqrt{\frac{7511}{23(23-1)}}} \\
 &= \frac{16,2}{\sqrt{\frac{7511}{23(22)}}} \\
 &= \frac{16,2}{\sqrt{\frac{7511}{682}}}
 \end{aligned}
 \qquad
 \begin{aligned}
 &= \frac{16,2}{\sqrt{11,0}} \\
 &= \frac{16,2}{3,316} \\
 &= 4,88
 \end{aligned}$$

e. The fifth step is to compare  $t_{hitung}^2$  and  $t_{tabel}^2$

$$t_{hitung} = 4,88$$

$$t_{tabel} = 1,714$$

f. Conclusion

The result of the above calculation shows that  $t_{hitung}$  greater than  $t_{tabel}$  then,  $H_0$  and  $H_a$  accepted. So a significant difference between the value of students before and after using the textbook Pseudo Encyclopedia of Animals in Islam. Furthermore, from an average of mind that  $X_2$  greater than  $X_1$  ( $1862 > 1569$ ), so it shows that the post-test better than the pre-test. It shows that the textbook Pseudo Encyclopedia of Animals in Islam can improve student learning outcomes in Government Elementary School fourth grade Nurul Islam

## **CHAPTER V**

### **DISCUSSION**

This chapter describes the study of product development. Exposure assessment of data product development is divided into four subjects, namely: 1) Analysis of Product Development; 2) Analysis of Results Validation Expert; 3) Analysis and Data Validation Testing Products Textbook 4) Revised results for Product Development and 5) Analysis of the attractiveness and effectiveness of Product Development.

#### **A. Analysis of Development of Teaching Material**

Development of textbooks Pseudo Animal Encyclopedia of Islam in the fourth grade classification of animals based food material is based on the fact that the unavailability of textbooks that have a corresponding specification criteria curriculum development in 2013 that between 1 core competencies and core competencies 3.

The results of this development is intended to enhance the understanding of the results and the relationship between the core competency 1 and 3 core competencies in the curriculum in 2013, namely the spiritual ability and knowledge with their ability Quran and the Arabic language in the book Pseudo Encyclopedia of Animals in Islam.

Procedure development of this textbook there are several phases, as follows:

1. Phase analysis needs to determine the purpose of the product to be developed.

2. Analysis of learning by identifying the skills possessed and developed the student in achieving the learning objectives.
3. Analyze the learning process by identifying learning media in achieving the learning objectives.
4. The purpose of specialized learning by formulating ability and behavior expected of students after using the product development.
5. Develop instruments that are based on specific objectives by providing about pre test and post-test consisted of ten multiple choice questions and five essays.
6. Developing strategies in the learning process by using a product development so that students easily understand in order to achieve the learning objectives that have been set.
7. Develop and selecting instructional materials with the results of product development in the form of printed material such as books teaching Pseudo Encyclopedia of Animals in Islam to lesson thematic themes 3 material classification of animals based on food in fourth grade Elementary Madrasah Nurul Islam.
8. Design and conduct formative evaluation in two groups, the experts and the evaluation of the use of textbooks. Evaluation experts includes expert testing material content IPA to obtain the truth of the material, experts test the contents of the Quran to obtain the truth of the verse and meaning in accordance with the animal, design expert to get the design in accordance with the conditions of students, linguists to get the truth of the language

used in instructional materials and learning experts to get the level of difficulty of the material with students. The second group is the one on the book cover on the test, small groups and large groups that are field testing.

9. revision by examining data from formative evaluation.
10. Evaluation summulatif by producing textbooks revised in learning to apply and see the level of the attractiveness and effectiveness.

### **B. Analysis of Results Validation Expert**

The results of the validation of some experts and field trials converted on a scale percentage based on the provisions of the level of validity as well as the basis for a decision to revise the textbooks used mainly the following qualification criteria:

**Table 5.1 Qualification Level Eligibility Based on percentage of average**

<b>Percentage (%)</b>	<b>The level of validity</b>	<b>Description</b>
$80 \leq \text{score} \leq 100$	Very Valid	Not Revision
$60 \leq \text{score} < 79$	Valid	Not Revision
$40 \leq \text{score} < 59$	Enough Valid	Partially Valid
$0 \leq \text{score} < 39$	Less Valid	Revision

### **1. Analysis Data Validation Expert Content**

Based on the conversion scale which will be specified in the questionnaire product assessment questionnaire, as follows:

- a. Score 1 for imprecise, vague, not motivated, do not fit

- b. Score 2 for less precise, less obvious, less motivated, less appropriate
- c. Score 3 for quite right, quite obviously, is quite motivating, quite appropriate
- d. Score 4 for a precise, clear, motivating, according
- e. Score 5 for very precise, very clear, very motivated, very appropriate

Exposure data from expert validation of the contents of textbooks Pseudo IPA Encyclopedia of Animals in Islam to class IV in Government Elementary School as follows:

**a. Expert Content Content Content First IPA**

Based on the exposure data in table 4.3 as follows:

- 1) compliance of the topics on the development of teaching materials is very precise
- 2) Suitability of the material presented on the development of teaching materials is very precise
- 3) Suitability core competencies with appropriate indicators
- 4) The suitability of core competencies with appropriate basic competency
- 5) Compliance with the contents of a very precise Quran '
- 6) Clarity material exposure to very precise
- 7) The accuracy of the content of the material to motivate students very precise
- 8) The accuracy of Quran and its meaning right
- 9) Ease language used in appropriate teaching materials

10) The accuracy of the classification of types of food and proper scientific name

The above questionnaire filled out by professors of physics, materials science as a content expert, calculated the percentage level of validity textbook as follows:

$$P = \frac{\sum x_1}{\sum x} \times 100\%$$

$$P = \frac{41}{44} \times 100\%$$

$$= 93\%$$

Based on the above results, the obtained results the percentage of 93%. In accordance with a conversion table scale, the percentage level of achievement of 93% are in the valid qualifications so that the textbook does not need to be revised.

#### **b. The second content expert Fill Fill Quran**

Based on the exposure data in the table 4.7 are as follows:

- 1) Accuracy main theme verse (paragraph on the last page) is very precise
- 2) Type the Arabic alphabet used in accordance with Islamic Elementary School fourth grade students are very precise
- 3) The size of the Arabic alphabet used in accordance with the appropriate Class IV student MI
- 4) The accuracy paragraph in each animal was spot

- 5) Accuracy in paragraph very precise cuts
- 6) Accuracy lafadz Quran and the names of animals very precise
- 7) layout corresponding paragraph
- 8) Compliance with animal names lafadz very precise
- 9) The accuracy of the translation of the paragraph right
- 10) Compliance with font layout right arab

The above questionnaire filled by lecturers PAI, as experts Quran, can be calculated percentage of the level of validity textbook as follows:

$$P = \frac{\sum x_1}{\sum x} \times 100\%$$

$$P = \frac{39}{42} \times 100\%$$

$$= 92,8\%$$

Based on the above results, the obtained results a percentage of 92.8%. In accordance with a conversion table scale, the percentage of the achievement level of 92.8% are in the valid qualifications so that the textbook does not need to be revised.

## **2. Validation Data Analysis Language**

Based on the conversion scale set out in the questionnaire product assessment questionnaire, are as follows:

- a. Score 1 for very imprecise
- b. Score 2 for less precise
- c. Score 3 for quite right
- d. Score 4 for the right



- e. Score 5 for extremely precise

Exposure linguists to textbook Pseudo Encyclopedia of Animals in Islam,  
as follows:

- 1) Clarity of language on the cover of teaching materials  
Encyclopedia Animals in Islam right
- 2) Ease of language to understand the teaching materials  
Encyclopedia Animals in Islam right
- 3) Compliance punctuation (EYD) in IPA content right
- 4) The language used appropriate communicative
- 5) The term alien is written in a different form very precise
- 6) Accuracy in choosing conjunctive quite right
- 7) Clarity of writing or typing quite right
- 8) Consistent use of space and materials appropriate title
- 9) The attractiveness of the proper use of color paper
- 10) The attractiveness of the shape of the letter font right

Questionnaire responses were filled by lecturers Indonesian Government  
Elementary School Teacher Education Programs (primary education) as a linguist,  
can be calculated percentage of the level of validity textbooks and instructional  
media as follows:

$$P = \frac{\sum x_1}{\sum x} \times 100\%$$

$$P = \frac{38}{42} \times 100\%$$

$$= 90\%$$

Based on the above results, the obtained results the percentage of 90%. In accordance with a conversion table scale, the percentage of the achievement level of 90% are in the valid qualifications so that the textbook does not need to be revised.

### **3. Data Analysis Design Validation**

Based on the conversion scale set out in the questionnaire product assessment questionnaire, are as follows:

- a. Score 1 for very imprecise
- b. Score 2 for less precise
- c. Score 3 for quite right
- d. Score 4 for the right
- e. Score 5 for extremely precise

Exposure to textbook design experts Pseudo Encyclopedia of Animals in Islam, as follows:

- a. Design experts

Based on the data in the table 4:13 explanation is as follows:

- 1. Design a cover conformed to the content of the material is very precise
- 2. The font used in accordance with the fourth grade students are very precise  
MI
- 3. The size of the font used in accordance with MI Class IV student was spot
- 4. Figure according to very precise material
- 5. The images used to attract students and highly precise real

6. Picture precise image layout
7. The layout is very appropriate verse
8. The size of the image on the right book
9. The color of the book is very appropriate to attract students
10. Layout in a very precise fascinating book

Questionnaire responses were filled by faculty chair of the Department of Government Elementary School Teacher Education (primary education) as a media design experts, can be calculated percentage of the level of validity textbooks and instructional media as follows:

$$\begin{aligned}
 P &= \frac{\sum x_1}{\sum x} \times 100\% \\
 P &= \frac{48}{50} \times 100\% \\
 &= 96\%
 \end{aligned}$$

Based on the above results, the obtained results the percentage of 96%. In accordance with a conversion table scale, the percentage level of achievement of 96% are in the valid qualifications so that the textbook does not need to be revised.

#### **4. Analysis of Data Validation Expert Learning**

Based on the conversion scale set out in the questionnaire product assessment questionnaire, are as follows:

- a. Score 1 for very imprecise
- b. Score 2 for less precise

- c. Score 3 for quite right
- d. Score 4 for the right
- e. Score 5 for extremely precise

Exposure to textbook learning experts Pseudo Encyclopedia of Animals in Islam, as follows:

- 1) Conformity formulation of the problem in the development of teaching materials is very precise
- 2) Suitability of the material presented in a very precise material development
- 3) compliance of the theme, the core competence and basic competences very precise
- 4) Conformity systematic describing the content and verse of the Qur'an is very precise
- 5) Clarity material exposure to very precise
- 6) The accuracy of materials presented provide very precise motivation to students
- 7) Ease language students is very appropriate to digest
- 8) The accuracy in cutting verse by very precise material
- 9) The accuracy of the classification of types of food, and the scientific name is very appropriate
- 10) The accuracy of Quran and its meaning is very precise

Questionnaire responses were filled by the class teacher of Islamic elementary schools as learning experts, can be calculated percentage of the level of validity textbooks and instructional media as follows:

$$P = \frac{\sum x_1}{\sum x} \times 100\%$$

$$P = \frac{47}{50} \times 100\%$$

$$= 94\%$$

Based on the above results, the obtained results the percentage of 94%. In accordance with a conversion table scale, the percentage level of achievement of 94% are in the valid qualifications so that the textbook does not need to be revised.

### **C. Analysis of Data Validation Testing Products Textbook**

According to the table 4.19., 4.21., And 4.23 questionnaire responses were filled by the target subject of a trial that is the whole fourth grade students in Government Elementary School Nurul Islam, which is divided into three phases, namely, 1) individual testing, 2) small group trial, 3) a large group trial / field trial. The field trial assessment on each component as analyzed quantitatively for field trials can be interpreted as follows:

- a. Ease of learning using textbooks Pseudo Encyclopedia of Animals in Islam obtained ratings with a percentage of 91.3%. This shows that textbooks can help students learn.
- b. The use of textbooks Pseudo Encyclopedia of Animals in Islam can encourage student learning assessment with a percentage of 94.7%. This shows that this textbook, can encourage in student learning.

- c. Textbook Pseudo Encyclopedia of Animals in Islam it easier for students to understand the lessons obtained ratings with a percentage of 94%. This shows that this textbook, allows students to understand the lesson.
- d. Pseudo textbook exercises Encyclopedia of Animals in Islam easily ratings with a percentage of 93%. This proves that this textbook exercises easy to solve.
- e. Font and size of letters contained in the textbook Pseudo Encyclopedia of Animals in Islam facilitate students in reading assessment with a percentage of 98%. It shows this textbook is very easy to read.
- f. The word used in accordance with the conditions, the development of students' assessment results a percentage of 88.6%. It shows this textbook use words that are very relevant to students.
- g. Instructions contained in the textbook Pseudo Islamic Encyclopedia of Animals in easily understandable ratings with a percentage of 97.3%. It shows this textbook, easy to understand and use.
- h. The language used in textbooks Pseudo Islamic Encyclopedia of Animals in easily understandable ratings with a percentage of 95.6%. It shows this textbook uses language that is easily understood.
- i. Exercises easy to understand ratings with a percentage of 92%. This suggests there are textbook exercises are easy to do.
- j. Use of Textbooks Pseudo Encyclopedia of Animals in Islam does not require the help of others in use ratings with a percentage of 93%. This proves this textbook can be used without the help of others

According to the table 4.23., Feedback questionnaires filled out by all students in the fourth grade totaling 23 Government Elementary School student Nurul Islam, can be calculated with the percentage level of validity textbook as follows:

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

$$P = \frac{1,076}{1,150} \times 100\%$$

$$= 93,5 \%$$

Based on the calculation above, the obtained results percentage at 93.5%. In accordance with a conversion table scale, the percentage of the achievement level of 93.5% are in the valid qualifications so that the textbook does not need to be revised. This suggests that the textbook Pseudo Encyclopedia of Animals in Islam is good and deserves to be used in the learning process.

Overall results of the validation, both of validation experts, Government Elementary School fourth grade teacher Nurul Islam and the results of field trials against textbook Pseudo Encyclopedia of Animals In Government Elementary School fourth grade Islam Nurul Islam material classification of animals based diet showed good results or valid. Then generally the product development textbooks have met the eligibility and does not need to be revised or repairs. However, if there is input, suggestions and opinion submitted by validator open questions in the questionnaire, attempted realized as well as possible so that the resulting product development the better.

## D. Revision of Product Development

Revision of Product Development Of Matter Experts

Revised development of textbooks based on comments and suggestions on the table 4.5 are presented as follows:

### 1. Revision of Product Development Of Matter Experts

- a. Map concept of material content to be there, before the revision of the concept map material content yet

Picture 5.1 After revision





- b. In animals *hemar* replaced by donkey

Picture 5.2 Before revision

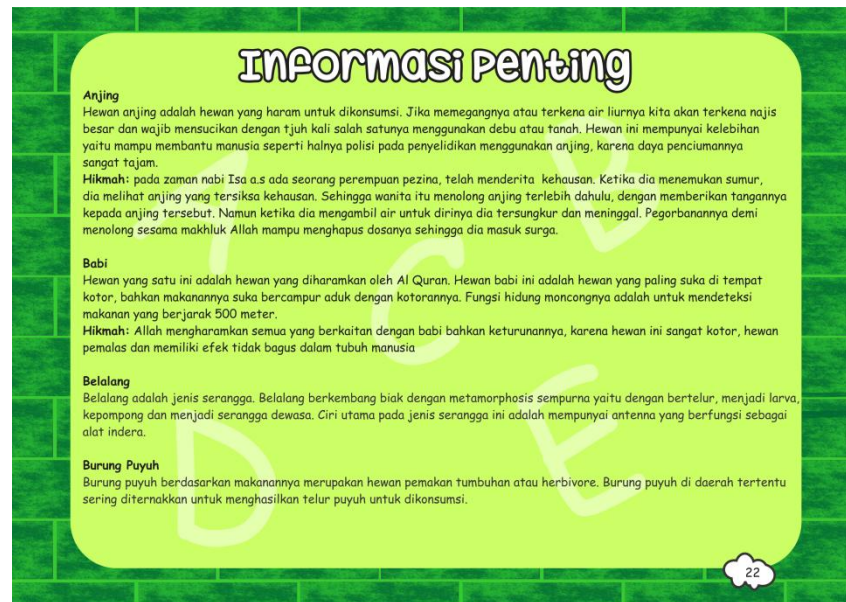


Picture 5.3 After revision



- c. There are important or additional information on the page before the bibliography.

**Picture 5.4 After revision**



## 2. Revision of Product Development by Expert Linguist

Revised development of textbooks based on the comments and suggestions

at 4:16 tables are presented as follows:

- b) Avoid writing incorrect and extravagance sentences

Picture 5.5 Before revision



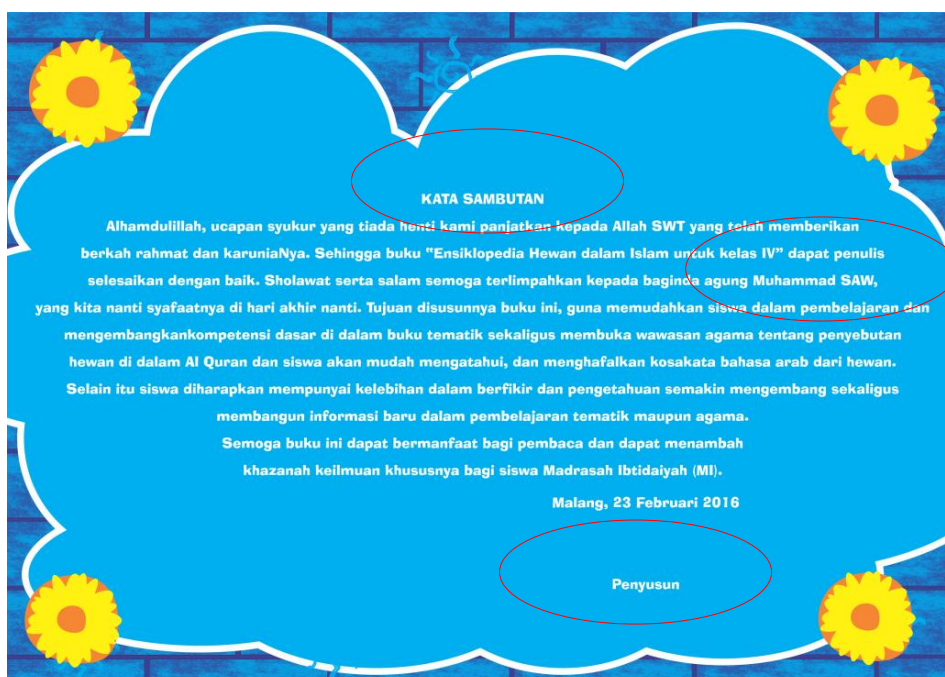
Picture 5.6 After revision



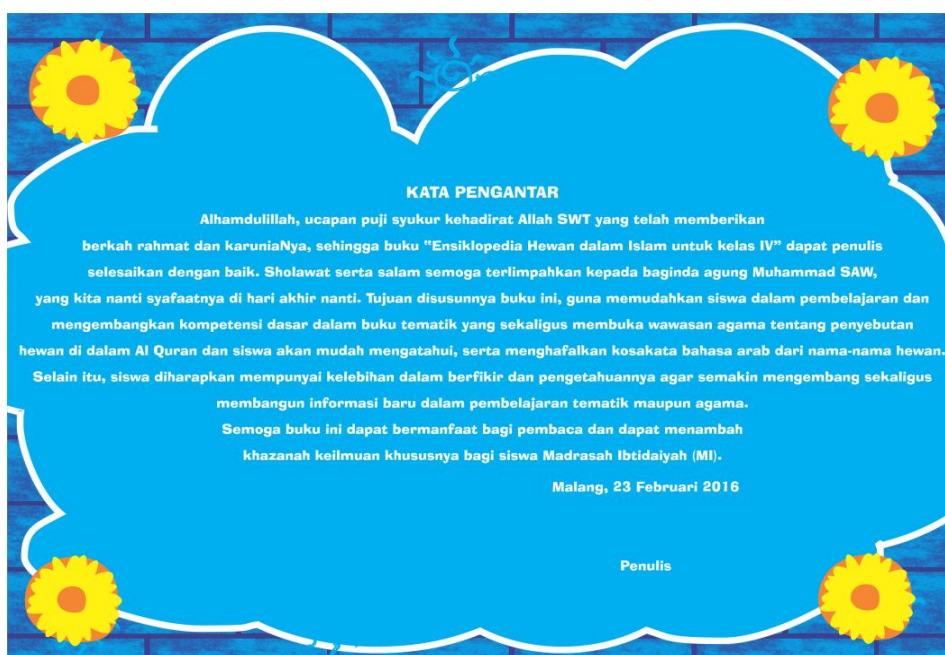


- c) Consistent in using the word “Penulis”

Picture 5.7 Before revision



Picture 5,8 After revision



### 3. Revised Product Development by Design Textbook

Revised development of textbooks based on the comments and suggestions at 4:16 tables are presented as follows:

- a) Consistent size of letters and images on a page whales

**Picture 5.9 Before revision**



Picture 5.10 After revision



b) Picture books cover image is too small

Picture 5.11 Before revision



Picture 5.12 After revision



## E. Analysis of the effectiveness and attractiveness of the Textbook

### Pseudo Encyclopedia of Animals in Islam

In the learning process and is supported by the applicable curriculum is the curriculum of 2013. Motivating each teacher to be more creative in developing materials and potential students. Achievement of learning objectives determined by a learning process in every element of learning must support.

1 core competencies and competency 3 is a competency to be achieved by the students so that the need for the development of materials that are interrelated. So that the creativity and knowledge of students will increase and rich.

Application of Pseudo textbook Islamic Encyclopedia of Animals in the classification of animals based food material in class IV Nurul Islam Islamic

elementary schools will help students in getting new information. The presence of Al Quran and the Arabic language content will open up creative and knowledge of students. So that the textbook will cover a wide range of knowledge.

Textbook Pseudo Islamic Encyclopedia of Animals in the classification of animals based food material is a material development that develop in theme 3. The book value added at the end before the closing contained important information that is unbiased, scientific names, then wisdom animal stories in the womb of the Quran.

Textbook Pseudo Islamic Encyclopedia of Animals in the classification of animals based food material has the attractiveness level Government Elementary School fourth grade students Nurul Islam because complete by the color, the clarity of the text, and images of animals is consistent with the assessment and learning process in the classroom.



## **CHAPTER VI**

### **CONCLUSION**

#### **A. Conclusion**

Based on the development process and the results of the tests as explained in the previous chapters, several conclusion can be dvelun regarding this Islamic Pseudo Encyclopedia for fourth grade Elementary Students at Madrasah Ibtidaiyah Nurul Islam Tulungagung.

1) This research and development of Islamic Pseudo Encyclopedia has been validated by the expert and tested through individual, small group and field trial. The result of it can be summerized as follow:

- a) The response and validation of their expert toward results of the development of this Pseudo Encyclopedia of Animals in Islam are very good. This is based on this assessment of the validity of this textbook which is 93%.
- b) The response and validation from the expert Al Quran material toward of the development of this Pseudo Encyclopedia of Animals in Islam is also very good based on this assessment that is 92.8%.
- c) The feedback and validation results from the expert in Indonesia language toward the development of this Pseudo Encyclopedia of Animals in Islam has showed that this material is very good based on her assessment that is 90%.

- d) The response and validation on the design expert to the development of Pseudo Encyclopedia of Animals in Islam of is very well based on his validity that is up to 96%.
- e) The response from the expert of learning showed the very good validation toward development of Pseudo Encyclopedia of Animals in Islam that is based on an assessment that reaches 94%

The development of an effective textbook can motivate students as it has happened with the products of this Pseudo Encyclopedia of Animals in Islam for fourth grade elementary students on the classification of animals based on their food materials. The results of this development can positively contributed to the availability of the thematic textbook. This textbook has been developed in accordance with the core competencies and core competencies 1 3 between the spiritual and knowledge ability. So that this book contains many new and important information.

- 2) The attractiveness and effectiveness of this product under ably can help improve students' understanding in learning madrasah.

The product that is resulted from the development of this textbook has the following specifications:

- a. Specification product generated in this development is that the media in the form of a textbook (printed material)
- b. The contents of this book come with a Latin name and some characteristics of each animal
- c. The contents are based on the classification of animal food

- d. Equipped with the Quran and the Arabic specially from the names of animals
  - e. Textbook emphasizes understanding and gives new information
  - f. This book has a colorful physical appearance and this makes the students get motivated to learn
  - g. There is important information and new knowledge about animals that are discussed
  - h. Equipped with the Al Quran wisdom of the animal that is according to the story in the Qur'an
  - i. The textbook is based on a systematic encyclopedia that is written means alphabetically
  - j. The displayed image is very clear and is equipped with a translation of the Al Quran
- 3) The effectiveness development of textbooks can be done by improving the understanding of field trials that measured by Pre test and post test to achieve the learning outcomes. The results of the analysis of the results Pre test and post test indicate that the average in the post-test reached 81% whereas in Pre test is only 68%. This indicates an increase in students' achievement of 13% after used this product development.

## **B. Suggestions**

The suggestions can be divided into two categories namely the product itself, and further development of the product. In detail, these suggestions can be explained as follows:

## **1. Suggestions for the purposes of product utilization**

In order to function this Pseudo Islamic Encyclopedia of Animals in Islamic for fourth grade elementary students, these two suggestion need to be paid attention:

- a. This Pseudo Encyclopedia of Animals in Islam should be used as one of the alternatives to thematic learning
- b. The use of this textbook should follow the instructions in under to be and well understood

## **2. Suggestions for further development**

From further development on this product these suggestions are critical to be understood.

Therefore, it is suggested for those who are interested to further develop this product:

- a. This Pseudo Islamic Encyclopedia of Animals in Islam for fourth grade students on classification of animals based on their food material, can be widened in terms of material. For examples the integration of more than two subjects in addition to core competencies such as Indonesian, mathematics and social sciences.
- b. Textbooks guide to perform activities should be more self-sufficient both in the classroom and outside the classroom.

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