THE DEVELOPMENT OF SCIENCE BASED FIQH TEACHING MATERIAL IN "*FOOD AND DRINK HALAL AND HARAM*" SUBJECT GRADE V MI K. H. A. THOHIR TUMPANG MALANG

THESIS

BY

ELYANA LILA CHOIRUNISA'

11140095

INTERNATIONAL CLASS PROGRAM

TEACHER EDUCATION OF ISLAMIC ELEMENTARY SCHOOL

FACULTY OF TARBIYAH AND TEACHING SCIENCIES

THE STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM OF MALANG

2015

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THE DEVELOPMENT OF SCIENCE BASED FIQH TEACHING MATERIAL IN "*FOOD AND DRINK HALAL AND HARAM*" SUBJECT GRADE V MI K. H. A. THOHIR TUMPANG MALANG

Presented to Faculty of Tarbiyah and Teaching Sciences of Maulana Malik Ibrahim State Islamic University of Malang in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd.)

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THE DEVELOPMENT OF TEACHING MATERIAL OF FIQH BASED ON INTEGRATION OF ISLAMIC-SCIENCE IN FOOD AND DRINK HALAL AND HARAM SUBJECT GRADE V SEMESTER 1 MI K.H. A. THOHIR TUMPANG MALANG

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APPROVAL SHEET

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DEDICATION

Dedicated my thesis for…

- My beloved parents, Mr. Juwari and Mrs. Siti Mariyam who always pray, gives love, gives motivation and gives spirit for me untill i can finish my study
- My beloved brothers, DafaAllamKhakim who always give motivation for me to be the best and do the best.
- My Big Families who always pray for the best and gives spirit to always learn.

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

... إِنَّ اللَّهَ لا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ...

The mean: "...Indeed Allah SWT. will not the change condition of ummah before they change alone..." (Q.S. ar-Ra'd: 11)

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Matter : Thesis of Elyana Lila Choirunisa' Malang, June9st, 2015

Appendixes :4 (Four) Exemplar

Dear,
Dean of the Tarbiyah and Teaching Sciences Faculty
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At
Malang

Assalamu'alaikumWr. Wb.

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

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As the advisor, we argue that this thesis has been proposed for tested decent.
So, please tolerate presence.

Wassalamu'alaikumWr. Wb.

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GUIDELINES FORLATINARABICTRANSLITERATION

WritingArabic-Latin transliterationin this thesisusingtransliterationguidelinesbased onthe joint decisionof the Minister of Religious AffairsandMinistry of Educationand Culture,no.1581987 andno.0543b/U/1987whichcan be broadlydescribed as follows:

A. Alfabeth

ا	=	**a**	ز	=	**z**	ق	=	**q**
ب	=	**b**	س	=	**s**	ك	=	**k**
ت	=	**t**	ش	=	**sy**	ل	=	**l**
ث	=	**ts**	ص	=	**sh**	م	=	**m**
ج	=	**j**	ض	=	**dl**	ن	=	**n**
ح	=	h	ط	=	**th**	و	=	**w**
خ	=	kh	ظ	=	**zh**	?	=	**h**
د	=	d	ع	=	'	ء	=	**,**
ذ	=	dz	غ	=	**gh**	ي	=	**y**
ر	=	r	ف	=	**f**			

B. Long Vocal

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

C. Diphthong Vowel

أو	=	aw
أي	=	ay
أوْ	=	û
أِيْ	=	ĩ

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CERTIFICATE OF THESIS AUTHORSHIP

I certify that the thesis with title *The Development Of Teaching Material Of Fiqh Based On Integration Of Islamic-Science In Food And Drink Halal And Haram Subject Grade V Semester 1 MI K. H. A. Thohir Tumpang Malang*is truly my original work. It does not incorporates any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim for others.

Malang, June 9st, 2015

Elyana Lila Choirunisa'

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ACKNOWLEDGMENT

بسم الله الرحمن الرحيم

Praise author prayed to Allah the Almighty, who has given grace, and His guidance. Only by the power of his thesis with the title "*The Development of Teaching Material of Fiqh Based on Integration of Islamic-Science in Food and Drink Halal and Haram Subject Grade V Semester 1 MI K. H. A. ThohirTumpang Malang*"can be completed on time.

Not to forget, blessings and greetings may always give tothe Prophet Muhammad, who had been brought to the religion of Islam. Hopefully with finishing thesis with the title "*The Development of Teaching Material of Fiqh Based on Integration of Islamic-Science in Food and Drink Halal and Haram Subject Grade V Semester 1 MI K. H. A. ThohirTumpang Malang*"give benefits to all parties.

With the complete of this report, the writer do not forget to say thank for:

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The authors are aware that in the preparation of this report there are still many mistakes for arrange this thesis, so writer expected critiques and suggestions from all parties to improve the next report.Hopefully,this thesis provides benefits to all parties. Amin YaaRabbalAlamin.

Malang, June 9rt, 2015

Author,

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ABSTRAK

Lila Choirunisa', Elyana. 2015. *The Development of Science Based Fiqh Teaching Material in "Food and Drink Halal and Haram" Subject Grade V MI K.H. A. ThohirTumpang Malang*. Thesis, Teacher Education of Islamic Elementary School, Faculty of Tarbiyah And Teaching Sciencies, The State Islamic University Maulana Malik Ibrahim of Malang. Advisor, Dr. Abdul Malik Karim Amrullah, M.PdI.

According to the information from Mr. Budi in learning of Fiqh especially on grade 5, the students just bring the book LKS. In the book "LKS" the students only get limited material such as understanding about halal and haram of food and drink. Besides, the students have to know more than it, so that the students could deeply understand about food and drink. From that reason, during learning activity the teachers have used variety draw media to extend the materials to give understanding deeply to students. Therefore the need for teaching materials as tools for understand the material that is still simple. Thus, in this research developed science based fiqh teaching materialis textbook that serves to present the learning subject with more depth to the students. Teaching materials developed in the form of textbook or learning modules.

This type of research is the research and development oriented toproduct education by using the development model the Borg & Gall and approach quantitative describe. The development research in education purpose to produce a learning tools that can support learning activities in the classroom and was can increase the effectiveness of learning of student grade 5 MI K.H. A. ThohirTumpang Malang in material food and drinks are halal and haram.

Research results from data validation level product, validation by expert content for the science based fiqh teaching materialis 76% with a valid qualification not need revision. Validation of design expert teaching material of fiqh with the level of validation 93% with a valid qualification is not a revision. Validation from the subject teacher of fiqh with level of validation78% with a valid qualification not need revision. And validation by test subjects at grade 5 MI K.H. A. ThohirTumpang Malang show percentage of 87.08%. Thus it can be said that the products developed include in qualification is valid and do not need revision. The effectiveness of learning to use a product that is developed, it can be seen from the analysis of the test results of students. Pretest results showed an average value of 63,85and posttest 84,70, from the data shows there isincrease understanding of the data 20,85, reinforced with t-test where pretest t_{count} 28.920 and posttest t_{count} 55.563 greater than t_{table} 1,980. Then H_O is rejected and the Hαare received. Thus, the teaching materials of fiqh that have been developed can be said to can improve the effectiveness of learning material on foods and drinks that are halal and haram.

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The data have been obtained from research shows that research and development of this teaching material of fiqhproved can improve the effectiveness learning on the subject of food and drink that are halal and haram. Teaching materials developed in the form of books or learning modules that are proven valid and do not need revisions, so it deserves to be used widely in the field. The presence of this teaching material offiqh in order to facilitate the giving of material on understanding in students. Especially for the students of class 5 MI K.H. A. ThohirTumpang Malang.

Keyword: Teaching Material, Integration, Halal and Haram

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ABSTRAK

Lila Choirunisa', Elyana. 2015. *The Development of Science Based Fiqh Teaching Material in "Food and Drink Halal and Haram" Subject Grade V MI K.H. A. ThohirTumpang Malang*.Skripsi. JurusanPendidikanGuru MadarasahIbtidaiyah. FakultasIlmuTarbiyah Dan Keguruan.UniversitasIslam NegeriMaulana Malik Ibrahim Malang. DosenPembimbing Dr. Abdul Malik Karim Amrullah, M.PdI

MenurutinformasidariBapak Budi dalambelajarFiqihterutama di kelas 5, siswahanyamembawabuku LKS. Dalambuku "LKS" siswahanyamendapatkanterbatasbahansepertipemahamantentang halal dan haram makanandanminuman. Selainitu, siswaharustahulebihdariitu, sehinggasiswadapatsangatmemahamitentangmakanandanminuman. Dari alasanitu, selamakegiatanbelajar guru telahmenggunakanberbagai media menarikuntukmemperpanjangbahan-bahanuntukmemberikanpemahaman yang mendalamkepadasiswa. Olehkarenaituperluuntukmengajarbahansebagaialatuntukmemahamimateriitumasihsederhana. Dengandemikian, dalampenelitianinimengembangkanbahan-bahanpengajaranFiqhberbasisintegrasiilmu Islam. MengajarbahanFiqhberbasisintegrasiilmu Islam adalahbuku yang berfungsiuntukhadirbelajarsubjekdenganlebihmendalamkepadasiswa. Material pengajarandikembangkandalambentukbukuataubelajarmodul.

Jenispenelitianadalahpenelitiandanpengembangan yang berorientasipadapendidikanprodukdenganmenggunakan model pembangunan Borg &empedudanpendekatankuantitatifmenggambarkan. Penelitianpengembanganpendidikantujuanuntukmenghasilkanalatbelajar yang dapatmendukungkegiatanpembelajaran di kelasdandapatmeningkatkanefektivitasbelajarsiswakelas 5 MI K.H. A. Thohirmasih Malang di bahanmakanandanminuman yang halal dan haram.

hasilpenelitiandari data tingkatkevalidanprodukyaitu, validasiolehahliisiuntukbahan ajar Fikihberbasisintegrasiislamsainsadalah 76% dengankualifikasi valid tidakperlurevisi. validasiahlidesainbahan ajar fikihdengantingkatkevalidan 93% dengankualifikasi valid tidakrevisi. validasidari guru matapelajaranfikihdengantingkatkevalidan 78% dengankualifikasi valid tidakperlurevisi. sertavalidasiolehsubjekujicobapadakelas 5 MI K.H. A. ThohirTumpangMalangmenunjukkanpersentasesebesar 87,08%. dengandemikiandapatdikatakanbahwaproduk yang

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dikembangkantermasukdalamkualifikasi valid dantidakperlurevisi. keefektifanpembelajaranmenggunakanproduk yang dikembangkan, dapatdilihatdarianalisishasiltessiswa. hasil pretest menunjukkan rata-rata nilaisebesar 63,85 dan posttest sebesar 84,7, dari data tersebutmenunjukkanterdapatpeningkatanpemahamansebesar20,85, data tersebutdiperkuatdenganuji t dimanathitung pretest 28.920 danthitung posttest 55.563 lebihbesardarittabel 1,980. maka H0 ditolakdan Ha diterima. dengandemikian, bahan ajar fikih yang telahdikembangkandapatdikatakanmampumeningkatkankeefektifanpembelajaranpada materimakanandanminuman yang halal dan haram .

Data yang telahdiperolehdaripenelitianmenunjukkanbahwapenelitianpengembanganbahan ajar fikihiniterbuktidapatmeningkatkankeefektofanpembelajaranpadapokokbahasanmakan andanminuman yang halal dan haram. bahan ajar yang dikembangkanberupabukuataumodulpembelajaran yang terbukti valid dantidakperlurevisi, sehinggalayakuntukdipergunakansecaraluas di lapangan. adanyabahan ajar fikihinigunamempermudahdalampemberianpemahamanmateripadasiswa. Khususnyabagisiswakelas 5 MI K.H. A. ThohirTumpang Malang.

Kata kunci: Bahan Ajar, Integrasi, Halal dan Haram

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ملخص البحث

ليلا خير النساء إيليانا. 2005. تطوير مواد الدراسية الفقهية بأساس علوم الإسلام عن الحلال والحرام في المأكولات والمشروبات في الفصل الخامس المستوى الأولى للمدرسة الإبتدائية K.H. A. Thohir تومفانج بمالانج. تربية المعلم للمدرسة الإبتدائية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. المشرف: الدكتور عبد المالك كريم أمرالله الماجستير.

بالإضافة إلى معلومة الأستاذ بودي أن التلاميذ في الفصل الخامس يحملون LKS فقط. يستطيع أن ينال التلاميذ الفهم عن الحلال والحرام في المأكولات والمشروبات من ذلك الكتاب محصورةً. سوى ذلك، يحتاج التلاميذ المعلومة أكثر من ذلك حتى يفهمون عن المأكولات والمشروبات. من تلك الحجة، يستخدم المعلّم بعض الوسائل الجذابة لإفهام التلاميذ دقةً طوال عملية التعليم. استخدام هذه المواد الدراسية مازل بسيطة. فلذلك، يطوِّر هذا البحث المواد الدراسية الفقهية بأساس علوم الإسلام. أما المواد الدراسية المتطوَّر بشكل الكتاب.

هذا البحث من أنواع البحث المتطور والكمي التخصص في التعليم باستخدام شكل بورغ Borg. يهدف هذا البحث ليحصل على الوسائل التعليم ليساعد عملية التعليم في الفصل و لترقية فعالية تعلُّم التلاميذ في الفصل الخامس للمدرسة الإبتدائية K.H. A. Thohir تومفانج بمالانج عن الحلال والحرام في المأكولات والمشروبات.

أما نتيجة البحث حسب بدرجة التأييد، التأييد مِن مَن الذي ماهر للمواد الدراسية الفقهية بأساس علوم الإسلام وهي 76% باستحقاق التأييد. التأييد من مخطِّط للمواد الدراسية الفقهية بأساس علوم الإسلام ودرجة التأييد 93% باستحقاق التأييد. التأييد من المعلّم في المادة الفقهية ودرجة التأييد 78% باستحقاق التأييد. التأييد مِن المختبِر

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في الفصل الخامس للمدرسة الإبتدائية K.H. A. Thohir تومفانج بمالانج ودرجة التأييد 87،08%. وبهذا، النتاج المتطوَّر من استحقاق التأييد. فعالية التعليم تستخدم النتاج المتطوَّر حسب بنتائج اختبار التلاميذ. تدل النتائج قبل الإختبار أن القيم 63،85% وبعد الإختبار 84،7%. كان ترقية الفهم من تلك البيانات وهي 20،85%، تُؤيد هذه البيانات بـt uji حيث النتائج قبل الإختبار 28،920 و t_{hitung} بعد الإختبار 55،563 أكبر من t_{tabel} 1،980. فِ Ho مرفوض وHa مقبول. بالإضافة إلى ذلك، مواد الدراسية الفقهية المتطورة تستطيع لترقية فعالية التعليم عن الحلال والحرام في المأكولات والمشروبات.

تدل هذه البيانات أن البحث المتطور للمواد الدراسية الفقهية تستطيع لترقية فعالية التعليم في موضوع الحلال والحرام في المأكولات والمشروبات. المواد الدراسية بشكل الكتاب أو دليل التعليم التأييد حتى استخدام كل الناس في الميدان. كان المواد الدراسية في علم الفقه لتسهيل فهم التلاميذ والخاصة لتلاميذ في الفصل الخامس المستوى الأولى للمدرسة الإبتدائية K.H. A. Thohir تومفانج بمالانج.

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CHAPTER I

INTRODUCTION

A. Background of study

Curriculum 2013 is a curriculum that uses an integrated thematic approach to learning. Integrative thematic learning is a learning approach that integrates a variety of competencies and some subjects to the same themes. The implementation of Curriculum 2013, especially in Malang has implemented with some steps. In the last year, only for grade 1 and 4, then this year add with grade 2 and 5. The next year add more for grade 3 and 6.

The integration does in two ways, those are integration of attitudes, skills and knowledge in the learning process and the integration of the basic concepts related. Theme arrangement means of the basic various concept, because of that the students does not learning the basic concept partially.. Thus the learning gives meaning to the students as reflected in the variety of themes available.[1]

Teaching material is the main product has required by the teacher. It is can help teach in the classroom. Teaching material not only in form media of learning but also there are many kinds of media that can be created, one of them is a textbook. It is useful for teachers to convey the content easily. Learning does not only dotted on teachers, environmental, facilities,

[1] Mahanani. *http://www.m-edukasi.web.id/2013/05/pembelajaran-tematik-integratif.html* diakses 16.9.2014 pkl 10:34

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infrastructure and motivate but also an important consideration in learning. But lately teaching materials discussed and creatived with effectively for finish learning.

Research development is one of the processes which is used to develop and validate educational products.[2] A textbook being developed to explore and integrate a content of discussion. That book is useful for students to understand and differentiate the content deeply. A textbook is also important in student learning, because the students can develop the knowledge through resuming and evaluating the content in it. So, it can be concluded that the textbook is very helpful in addition to the material explained by the teacher.

The development of the Curriculum 2013 is suitable with the integration of the character theme in every subject has been produced by the government. However, thematic books available only in limited subjects especially for general subjects.

As for the level of MI or SDI also needs religious subject among Aqeedah, Fiqh, Quran Hadith, Islamic Cultural History, and Arabic. The majority of MI and SDI belong to the village environment for these books are still use the old curriculum or KTSP for lessons though are has used curriculum books in 2013.

[2] Punaji setyosari. 2010. *Metode Penelitian Pendidikan dan Pengembangan*. Hal.194

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Based on observations and interviews with the Headmaster of MI KHA Thohir Tumpang Malang all at once as the teacher of Fikih on grade 5 that is Mr. Budi, he said:

This year MI KHA Thohir Tumpang Malang was implemented Curriculum 2013 for grades 1 and 4. We get assist books distribution from KEMENAG for general subject that have entered every themes or thematic. Meanwhile, for religious books such as SKI, Quran-Hadith, Fiqh, Aqeedah, Arabic those are still uses curriculum books or KTSP.

According to the information from Mr. Budi in learning of Fiqh especially on grade 5, the students just bring the book LKS. In the book "LKS" the students only get limited material such as understanding about halal and haram of food and drink. Besides, the students have to know more than it, so that the students could deeply understand about food and drink. From that reason, during learning activity the teachers have used variety draw media to extend the materials to give understanding deeply to students.[3]

In line with the background of the study above, this present research will conduct the research under the title "Development of Teaching Material of Fiqh Based On Integration of Islamic-Science In Food And Drink Halal and Haram Class V Semester 1 In MI KHA Thohir Tumpang Malang"

[3] Hasil wawancara Bapak Budi kepala MI KHA Thohir Tumpang Malang dan guru mata pelajaran fikih kelas 5 pada tanggal 21 september 2014

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B. Problem of study

The problem of this research are:

1. There is no one Teaching Material of Fiqh Based Integration of Islamic-Science In Food And Drink Halal and Haram Class V Semester 1 In MI KHA Thohir Tumpang Malang.
2. Determine the attractiveness and effectiveness of the Teaching Material of Fiqh Based Integration of Islamic-Science In Food And Drink Halal and Haram Class V Semester 1 In MI KHA Thohir Tumpang Malang.

C. Purpose of study

The purpose of this research are:

1. To develop a Teaching Material of Fiqh Based Integration of Islamic-Science In Food And Drink Halal and Haram Class V Semester 1 In MI KHA Thohir Tumpang Malang.
2. To know the attractiveness and effectiveness of Teaching Material of Fiqh Based Integration of Islamic-Science In Food And Drink Halal and Haram Class V Semester 1 In MI KHA Thohir Tumpang Malang

D. Significant of the Study

In the relation to what have been discussing, this research is significant to be useful for:

a. For Schools

Knowing the learning process and the methods of learning is used by teacher have to share to the students, so this research hope to be used as

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consideration in improving the student understanding to create quality of study with complete learning.

b. For Teachers

As a teacher is suggested to be creative and innovative teacher because if during learning activities the teacher can create interesting condition, the students will be happy and enjoy getting the lessons. The researcher hopes the development of teaching materials is useful for teachers to make something more interesting and also gives understanding about the material

Development of teaching materials in this book also has the benefit to the teacher because with teacher evaluations has done by classroom teachers and researcher observation, the researcher take this discussion because according what is complained of by the teacher. So, with patient researcher follow to help in this problem. According the evaluation of learning teachers know where the subject is less can understood with the result or value of study is less than the KKM. Then the teacher complained of this material and asked to help design to make it more interesting as well as easy to understand on the students.

c. For Students

The problem of learning is not only found in the teachers or from students but from the media and the environment also affected. In this research the researcher to get gaps or problems in students for understand. In general,

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to different the content of food and drink of halal and haram child has been able to further explore but for drugs that contain elements of illegitimate children are still difficulties. According the development of these materials researchers want to help students understand the lessons that will be delivered to them through the student textbook as well as add knowledge of the child's from health or science. With the development students hoping easier to understand and remember through the delivery of exciting too.

d. For Researchers

To add insight and knowledge of the researcher in relation to the development of teaching materials in preparation to become a creative and innovative educator.

E. Limitations of study

a. Development of teaching material is only limited to the competency standard of beverage food and drink halal and haram 5th grade 1st semester consist of four basic competencies. However, the researcher only take two basic competence for research.

b. Research and test were do out in the MI KHA Thohir Tumpang Malang academic year 2014/2015 and not done in the other SD/MI.

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Table 1.1

SK and KD Fiqh for Grade 5 Semester 1 with Material Food and Drinks Halal and Haram[4]

Standard of Competency	Basic of Competency
Mengenal ketentuan makanan dan minuman yang halal dan haram	1. Menjelaskan ketentuan makanan dan minuman yang halal dan haram 2. Menjelaskan binatang yang halal dan haram dagingnya

F. Expected Product Specifications

Development of teaching materials is needed because the textbook that has been used teachers and students before there are deficiency in the scope of the material beside that the language design and drawing of book also less support. While the product is expected in this research and development of the student textbook about Fiqh food and drinks are halal and haram that integrate materials to Islam-Science or connected Fiqh materials with science for grades 5 semesters 1.

Development of teaching materials, including development of materials in connecting content of material with science side, development of image design and language, development of exercises or task. Researchers use type

[4] PERMEN 22 Tahun 2006. *Standar Kompetensi dan Kompetensi Dasar Fikih kelas 5*

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font Comic Sans MS with font size 12 and spaced 2. Material will add is introducing kinds of drugs that contain of haram and danger to health and biological terms, adding images related with material that students cant observe directly. Added exercises or task include quizzes, puzzles, match answers, test capability, multiple choice questions and essay.

G. Originality Research

During this moment researcher know based on track through the electronic media so have many that discuss about the development of teaching materials Fiqh, but for integrate Islamic-Science and discuss the materials of food and drink halal and haram is still little.

Research about teaching materials use integrate Islam and Science is ever investigated by previous researchers, but there is difference with material has developing. First has been done by Ririn Maulida, with titled *Pengembangan modul pembelajaran sains berbasis integrasi islam sains untuk peserta didik difabel netra MI/SD kelas 5 semester 2 materi pokok energy dan perubahannya*. In this research, the difference is more look in the products that will be produced with the material has discussed.[5]

Second research was done by Jamil Suprihatiningrum, titled *Pengembangan modul pembelajaran sains berbasis integrasi islam sains untuk peserta didik difabel netra MI/SD kelas 5 semester 2 materi pokok bumi*

[5] Jurnal Ririn Maulida. 2013. *Pengembangan modul pembelajaran sains berbasis integrasi islam sains untuk peserta didik difabel netra MI/SD kelas 5 semester 2 materi pokok energy dan perubahannya.* UIN Sunan Kalijaga Yogyakarta

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dan alam semesta.. In this research, the difference more look in the products that will be produced with the material has discussed.[6]

In the research above, equal for focused on the integration of Islamic Science, while for different of previous researchers there is in the product will be produced, the material investigated and subject of research will destination.

Table 1.2

Table of Originality Research

No.	Name	Title Research	Differences	Equation	Result of Research
1.	Ririn Maulida	Pengembangan modul pembelajaran sains berbasis integrasi islam sains untuk peserta didik difabel netra MI/SD kelas 5 semester 2 materi pokok energy dan perubahannya	Product researchers is teaching materials, developed material and research subjects	Development with basis of the integration of Islam-science	Modul pembelajaran sains berbasis integrasi islam sains untuk peserta didik difabel netra MI/SD kelas 5 semester 2 materi pokok energy dan perubahannya
2.	Jamil Suprihatiningrum	Pengembangan modul pembelajaran sains berbasis integrasi islam sains untuk peserta didik difabel netra MI/SD kelas 5	Product researchers is teaching materials, developed material and research subjects	Development with basis of the integration of Islam-science	Modul pembelajaran sains berbasis integrasi islam sains untuk peserta didik difabel netra MI/SD kelas 5 semester 2

[6] Jurnal Jamil Suprihatiningrum. *Pengembangan modul pembelajaran sains berbasis integrasi islam sains untuk peserta didik difabel netra MI/SD kelas 5 semester 2 materi poko bumi dan alam semesta*. UIN Sunan Kalijaga Yogyakarta

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		semester 2 materi poko bumi dan alam semesta.			materi poko bumi dan alam semesta

Table 1.3

Position of Authenticity Research

No.	Name	Title of Research	Problem Statement	Method of Research	Result of Research
1.	Elyana Lila Choirunisa'	Pengembangan Bahan Ajar Fikih Berbasis Integrasi Islam-Sains Pada Materi Makanan Dan Minuman Yang Halal Dan Haram Kelas V Semester 1 Di MI KHA Thohir Tumpang Malang.	1. How Teaching Materials of Fiqh Based Integration of Islamic-Science In Food And Drinks Halal and Haram Class V Semester 1 In MI KHA Thohir Tumpang Malang? 2. How the effectiveness and interested of Teaching Materials of Fiqh Based Integration of Islamic-Science In Food And Drinks Halal and Haram Class V Semester 1 In	Research and Development model 4-D	Bahan ajar fikih berbasis islamic-scince pada materi wudlu dan sholat untuk meningkatkan pemahaman siswa kelas 4 di MI KHA Thohir Tumpang Malang

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			MI KHA Thohir Tumpang Malang? 3. How does the validity of Teaching Materials of Fiqh Based Integration of Islamic-Science In Food And Drinks Halal and Haram Class V Semester 1 In MI KHA Thohir Tumpang Malang?		

H. Operational Definitions

To keep off gaps in terms thus the researchers used the definition:

1. **Teaching Material**

   Teaching materials is all kinds of materials used to help teachers or instructors in implementing the learning process.[7]

[7] Belajar Psikologi. *http://www.kajianteori.com/2014/02/pengertian-bahan-ajar-menurut-ahli.html* diakses 24. 9. 2014 pkl 11:25

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2. Fiqh

Fiqh is the science that describes the laws Syar'iyah has related with all of human action, whether said or act, which is taken from texts, or from istinbath of dalil Islamic law.[8]

3. Integration

Integration is assimilation to be unity intact or round.[9]

4. Science

In general, term of science is defined as the science or knowledge.[10]

[8] Laras gemilang. *http://larasgemilangputri.blogspot.com/2013/07/pengertian-ilmu-fiqih-ushul-fiqih-dan.html* diakses 24.9.2014 pkl 11:26

[9] Wawan setya. http:*//infosetyawan.blogspot.com/2012/06/pengertian-integrasi.html* diakses 24.9.2014 pkl 11:29

[10] Faridach. *https://faridach.wordpress.com/tag/definisi-sains*/ diakses 24.9.2014 pkl 11:32

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CHAPTER II

LITERATURE

A. Teaching Materials

1. Definition of Teaching Materials

According the National Center for Competency Based Training, definition of teaching materials are all kinds of materials used to help teachers or instructors in implementing the learning process.[11]

According to Pannen, materials are arranged systematically used by teachers and students in the learning process.

Muhaimin said teaching materials is all of kinds of materials used to help teachers/instructors in implementing the learning activities. While according to Abdul Majid, teaching materials are all of kinds of materials, information, tools and texts used to help the teacher/instructor in implementing the teaching and learning activities. Material intended is written or unwritten material.[12]

Teaching material is information, tools and texts are required for teachers or instructors to planning and evaluation of learning. Teaching materials are all kinds of

[11] Belajar Psikologi. *http://www.kajianteori.com/2014/02/pengertian-bahan-ajar-menurut-ahli.html* diakses 24. 9. 2014 pkl 11:25

[12] Haidi. *http://haidibarasa.wordpress.com/2013/07/06/pengertian-bahan-ajar-menurut-buku-dan-para-ahli/* diakses 25.9.2014 pkl 14:05

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materials used to help teachers in implementing the teaching and learning activities in the classroom. Material intended is written or unwritten material.[13]

Teaching materials is set of tool or learning tool contains learning materials, methods, limitations, and how to evaluate designed systematically and attractive to achieve the expected purpose, it is achieving competence and sub competence with all complexity. This illustrates means that teaching materials should be designed and written with instructional principles as it will be used by the teacher to assist and support the learning process.

The positive impact of teaching material is teachers will have more time to guide students in learning process, helping students to acquire new knowledge from all sources or references that are used in teaching materials, and role of teacher as the only source of knowledge is reduced.[14]

Based on many definitions above, it can be concluded that teaching materials are all forms of learning materials prepared to assist teachers and students in implementing the learning process.

[13] Tian Belawati, *Materi Pokok Pengembangan Buku Ajar edidi ke satu.* (Jakarta:Universitas Terbuka, 2003), hlm. 7
[14] [14] Ika lestari, *Pengembangan Bahan Ajar Berbasis Kompetensi* (Padang:Akademia Permata, 2013) hlm 1

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2.Functions of Teaching Materials

Further stated that functions of teaching materials:

a. Guidelines for teachers who will direct all the activities in learning process, as well as a substance competency that should be taught to students.
b. Guidelines for students who will direct all the activities in learning process, as well as a substance that should be learned or mastered.

3.Purpose of Teaching Materials

Teaching materials are intended:

a. To assist students in learning something
b. To provide the various of textbook
c. To allow the teachers in implementing the learning process
d. To be more interesting of learning activities.[15]

4. Type of Instructional Materials

Type of teaching materials is 4. Printed materials such as books, handouts, modules, student worksheets, brochures, leaflets, wallchart, photos or drawings, and models. Heard of teaching material such as tapes, radio, disc, black, and compact disc audio. View heard of teaching material such as video compact discs and movies. Interactive of teaching material such as compact disk interactive.

[15] Muhaimin, *Modul Wawasan Tentang Pengembangan Buku Ajar Bab V* (Malang:LKP2I, 2008)

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5.Content of Subjects

Teaching materials include, among others:

a. Instructions learning (instructions for student teacher)

b. Competencies will be achieved

c. Content of learning materials

d. Most support information

e. Exercises

f. Work instructions, can be worksheets

g. Evaluation

h. Response or feedback on the results of the evaluation

6. Principles of Making Teaching Materials

Development of teaching materials has to consider the principles of learning. Among them:

a. Starting from easy to understand the difficult, from a concrete to understand the abstract.

Students will understand a particular concept when starting from a simple description or something concrete, something tangible in their environment. For example, to explain the environment concept, the students are encouraged to start talking about their environment that

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contained about where they live. After that, we could bring them to speak about kind of environmental and the benefits.

b. Repetition will sharpen the understanding

In learning, repetition is necessary for students to understand more about the concept. In this principle we often heard aphorism that 5 x 2 is better than 2 x 5. That means even the same piece of information it is repeated that will be more leave in their memory. But repetition in writing learning materials should be presented properly and varied then will not be boring.

7 Characteristics of Teaching Materials

According to Widodo and Jasmadi, teaching materials have five (5) characteristics, namely:

a. Self instructional, teaching materials is designed to be used independently by students in the learning process
b. Self contained, presented teaching materials for student to learn the subject matter contained all in one unit of competency and sub-competency
c. Stand alone, teaching materials does not depend on other teaching materials.
d. Adaptive, able to adapt to the latest technology

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e. User friendly, easy for users and gives the impression of friends both appearance and function on using.[16]

8. Advantages and disadvantages of printed teaching materials

The advantages of printed teaching materials are:

a. Availability. Printed teaching materials are available in a variety of topics and flexibility formats. Printed teaching materials are easily adapted for a variety of purposes and can be used a variety of environments is quite light.
b. Portability. Printed teaching materials easy to carry from one to another place and do not require a source of electric current
c. User friendly. Printed teaching materials easy to use, and does not require a special effort.
d. Economical. Printed teaching materials are relatively cheap to produce or purchased and can be reused at any time.

Disadvantages of printed teaching materials are:

a. Reading level. One of the problems encountered of using the printed teaching materials is the level students of reading ability. Some students are not readers or have experienced a bottleneck in reading this issue.

[16] Budi Wahyono. *http://www.pendidikanekonomi.com/2014/03/pengertian-dan-karakteristik-bahan-ajar.html* diakses 24.9.2014 pkl 21:37

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b. Prior knowledge. Printed teaching materials in text books form is written for the general reader. For readers who have the knowledge barriers in the initial / prerequisite will have difficulty in reading comprehension.

c. Memorization. Some teachers often ask the students to remember a lot of facts and definitions. This practice causes the printed teaching materials as mere memorization tool.

d. Vocabulary. Some textbooks use a lot of terminology words and concepts that are difficult to understand and lack of explanation.

e. One-way presentation. Most of the printed teaching materials are less interactive so, they are passive.

According to Anderson describes the advantages and limitations of the print teaching materials as follows:

Advantages:

a. Students can stop any time to see other sources, such as dictionaries, reference books, using calculator etc.

b. Students can learn depend on their own rapidity.

c. Media are generally easy to carry, so it can be used anywhere.

d. Teachers and students can easily repeat the subject matter.

e. Drawings or black and white photos can be adapted to the printed page.

f. The subject matter can be produced economically, can be distributed easily, easily to fix.

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Limitations:

a. Print media require long time
b. Print photos or color images require the expensive cost
c. Difficult to show motion in the print media.
d. Long lessons are presented by print media tend to lost the interest and cause boredom of the student.
e. Without good care, the print media will quickly be lost, damaged or destroyed.[17]

B. Fiqh

1. Definition of fiqh learning

Zakaria Al-Ansari, a expert of fiqh and a follower of Syafii madzhab said the definitions of fiqh is knowledge of the shari'ah laws regarding of the charitable deeds, which is laws derived from the detailed arguments for such laws.

Presented experts advanced fiqh, fiqh is the collection of laws on charitable deeds prescribed in Islam.[18]

While the subjects of fiqh is one of the Islamic education part that study of fiqh worship, especially with regard to recognition and understanding the ways of implementation the pillars of Islam starting from the provisions and procedures of

[17] Rahmat Saripudin. *http://rahmatsaripudin.wordpress.com/2008/10/05/media-dan-bahan-ajar-cetak/* diakses 25.9.2014 pkl 22:07
[18] Laras gemilang. *http://larasgemilangputri.blogspot.com/2013/07/pengertian-ilmu-fiqih-ushul-fiqih-dan.html* diakses 24.9.2014 pkl 11:26

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taharah, prayers, fasting, charity, till the implementation of hajj, as well as the provision of food and beverages, circumcision, sacrifice, and how the implementation of buying and selling and lending and borrowing.

While fiqh has meaning, expert of fiqh says different define but have the same goal, which according to Syaikh Islam Abi Yahya Zakariya bin Al Anshory, fiqh according to the language is ideology, whereas according to the term is the science of the Shariah law amaliyah obtained from detailed arguments. Meanwhile, other scholars argued about the science of fiqh is Shariah law amaliyah obtained through the ijtihad.

From the definitions above it can be concluded, that the fiqh is the science that describes the Shariah law, which relates to human actions in speech or action. Fiqh Learning is a process of learning to equip the students to be aware of and understand the principles of Islamic law detailed and thorough, both of the aqli or naqli proposition.

2. The purpose of fiqh learning

Fiqh subject on the Elementary School aims to equip students to be able to:

a) Know and understand the ways of implementation of Islamic law concerning both of worship and muamalah aspects to guide life in personal and social life.
b) Implement and practice the Islamic law right and well, as the embodiment of devotion to the teachings of Islam in both the human relationship with God,

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with man's own self, fellow human beings, and other creatures as well as the relationship with the environment.

Understanding and knowledge is expected to be a way of life in society, and to foster religious devotion, responsibility and high discipline in everyday life, both personally and socially with based on Islamic law.

3.The Function of fiqh learning

Fiqh subjects in Elementary School serves to direct and lead student to understand the principles of Islamic law and its implementation procedures to be applied in life to be a Muslim who always obey the Islamic law in *kaaffah* (perfect).

4. Scope and Characteristics of Fiqh

a. Scope

The scope of fiqh subject in Elementary School, include:

1) Fiqh worship, which involves: introduction and understanding of the implementation the pillars of Islam are good and true, such as: thaharah, prayer, fasting, charity, and hajj.
2) Fiqh muamalah, which involves: introduction and understanding of the provision of food and drink clean and unclean, circumcision, sacrifice, and the implementation procedure of buying and selling and lending and borrowing.

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b. Characteristics

Fiqh subjects that is part of religious learning at the school has a characteristic as compared to other subjects, because the lesson is taking responsibility to provide motivation and compensation as a man who is able to understand, implement and practice the Islamic law relating to worship of mahdhoh and muamalah and can practice it properly in daily life. Besides it, subjects have a special characteristic that it teaches the material also covers wide scope which not only developed in the classroom. The application of Islamic law in the Fiqh subjects have to be in accordance with the prevailing in society, so it is highly appropriate demonstration method in teaching jurisprudence, so that the social life of students are able to execute it properly.[19]

C. Integration of Islamic-Science

1) Form of integration of Islamic-Science at UIN Maulana Malik Ibrahim Malang

The concept of integration of religion and science that will built by UIN Malang is not only at the level of curriculum or framework of scientific, but also more priority behavior to campus community. Integration of science and religion that is built should also can give impact to formation of personal integrity campus community. Furthermore, UIN Malang expected to develop the integrity of science

[19] Bahrul Ulum. *http://blogeulum.blogspot.com/2013/02/mata-pelajaran-fiqih.html*. diakses 25.9.2014 pkl 8:40

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and religion in the devotion and interaction in the middle of people's lives. Islam's guiding human beings to develop all aspects of life completely and thoroughly (*kaffah*), physical and spiritual, safety of the world and the hereafter, including the development of aspects: spiritual, aqeedah, morals and skills. Islam teaches courage, compassion, beauty and hygiene, saving and not wasteful, credible or *amanah* and *istiqamah.*

At the level of development of the behavior of the campus community, lecturer, staff and student formulate provisions concern orientation development, namely: (1) spiritual deepening, (2) softness akhlakul karimah, (3) expand scientific knowledge, and (4) strength professionalism. Development orientation is must be the main pressure, so it can made of inscription, that everyone always remember and make it as grip by all citizens of UIN Malang. Inscription made of large stones, and placed in front of the door Ma'had Sunan Ampel al-'Aly, deliver moral and spiritual message campus community, namely: (1) k'n' ul'l ilm', (2) k'n' ul'n nuh', (3) k'n' ul'l absh'r, (4) k'n' ul'l alb'b, dan (5) j'hid' f'll'h haqqa jih'dih. Although simple, the messages give the influence of consciousness of all campus community to more understand, understand and absorb appreciate the teachings of Islam. Al-Quran and al-Hadith is expected to be lanterns of their everyday lives. At the physical level, UIN Malang built in such a way that illustrates that all aspects required by the lecture, staff and students are well fulfilled.

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To make it easier to remember and understand, formulate pillars of physical development of UIN Malang. The pillars as *arkanul jdmi'ah* (university pillars) which consists of nine pillars, namely:

a. Lecturer, the lecturer is qualified, both in terms of moral, spiritual, educational background, academic position, and quality and quantity of productivity.
b. Mosque. The mosque is defined as vehicle for spiritual development, where anyone of campus community approaching to Allah with congregation.
c. Ma'had functioned build a solid culture. Culture is mean here is the habits and customs of the nuances of Islam.
d. Library. UIN Malang hope one day to have a good library from side collections and services of the superior in many aspects.
e. Laboratory. As an Islamic university, realized how holy book shows how that Al-Quran and al-Hadith Prophet prioritize and appreciate the position that science should develop seriously through observation, experiments or exercise intelligent.
f. Scientific meeting places, such as classrooms, lecturer rooms where discussion room and others.
g. Place of service campus administrative. However, Islamic university should be able to give fast service , precise and polite.

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h. Center of arts and sports development. Both of these aspects need to developed to develop two strategic character to be possessed by every candidate leader, the smooth and rough character but sporty.

i. Thoughts expressed on a variety of print media that have been prepared with campus and out campus media.

2)Climate of Campus Culture

As vehicle to develop circumstances of togetherness in UIN Malang also built a culture of togetherness that principle teachings and values of Islam. For example, UIN Malang developing culture pray congregation in the mosque, followed by the all of campus leaders, lecturer, staff and students. An opportunity after prayers held college 7-10 minutes (Kultum) delivered by one of the leaders or professors or students. In addition, sunday the third week of each month held activities with reading the Qur'an (*khatmul Qur'an*), habituate to sunnah fasting on Mondays and Thursdays, build solidarity and silaturrahim to families affected by disaster, such as death, for example, through taziya or ghaib prayers in mosques campus. All of that, if assessed from the viewpoint of campus as academic institution in charge of developing science and organizer of academic and intellectual activities, it seems difficult to understand, why care something not relevant, trivial and small like that. However, if it is understood in depth and with a different perspective, for example, that human beings are always associated with the culture, customs and culture, then such activities can actually be viewed strategically and relevant with development of

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science that should be fulfilled by the university, especially university use the name of "Islam".[20]

D. Food and Drink Halal and Haram

1) Food and Drink of Halal

Halal food is all kinds of food allowed by God and the Prophet to be eaten by Muslims. Terms halal and haram of food is determined by God through the holy book Quran and the Sunnah of the Prophet Muhammad. Good food is food which means that the food is beneficial for human, physical, spiritual and minds.

Type of halal food are grouped in two types, it is the type of vegetable and type of animal.

Type of vegetable consist of:

a. Main foods, such as: rice, maize, corn, wheat, and others

b. Vegetables, such as: spinach, cabbage, carrots, and beans

c. Fruits, such as: mango, grape, salak, jackfruit, apple, and others

d. Grains, such as: peanuts, soybeans, coffee, and others

e. Tubers, such as: bentoel, sweet potato, taro, cassava, potatoes, and others

[20] Zainuddin, *http://zainuddin.lecturer.uin-malang.ac.id/2013/11/13/paradigma-pendidikan-terpadu-2/* diakses 13. 10. 2014 pukul 3:40

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Type of animal consist of:

a. Land animals, such as: chickens, goats, ducks, and rabbits

b. Aquatic animals, such as: fish, shellfish, shrimp, crab, and oysters

c. Eggs of animals, such as: chicken eggs, duck, quail and fish

The characteristics of halal foods are:

- No danger to human
- Good and not foul
- No unclean
- Nutritious or contain substances that are necessary for human

Halal drink is drink beverages be consumed by Muslims.

Water of drink is classified into five types, namely:

a. Pure water, the water of God's creation that has not been processed by humans, such as well water, river water, sea water, rain water, and other.

b. Process water, is water of process by plant chemically processed and be drinks ready to consumed, for example: Fanta, Sprite, Coca-Cola, bottled tea, and other.

c. Honey produced by bees

d. Water fruit juice, is water produced from some fruit and herbs. For example: sugarcane juice, sap water, coconut water

e. The milk of halal animals, such as: cow's milk and goat's milk

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The characteristics of halal drink, namely:

- Drink Clean
- Healthy
- Not Dirty
- Does not contain unclean
- And do not damage the body

Benefits of halal food and drink, namely:

a. Physical, spiritual, and mind to be healthy

b. Easy and light to do good

c. Reluctant to act and humiliation

d. Valued pray if suitable with provision religion

2) Food and Drink of Haram

1. The food of haram is all kinds of food should not be eaten by Muslims according to religion requirements.

Law of haram is divided to two parts: aini haram and Sababi haram.

a. Aini Haram, is haram cause the thing itself. For example: dead meat, blood, the flesh of swine, and others.

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b. Sababi Haram, is haram cause to get with way that is not halal. For example: food loot, corruption, deception results, and others.

2. Here is an example of haram foods

As stated in the letter of al-Maidah ayat 3 that carcass, blood, pork, meat of animals not mention the name of Allah, the animals dead were choke, hit, fall, headlong other animals, pounced by wild animal, animals slaughtered for idols. And animals that are forbidden by the hadith of the Prophet Muhammad.

In addition to these foods there are some foods that are forbidden for some reason:

a. Bad food, disgusting or unclean like dirt, vomit and so on.
b. The food was intoxicating as plants that contain substances that are harmful. For example, amethyst flowers, cannabis leaf, ecstasy and others.
c. Food brings danger such as toxins, stones, pebbles, ceramics, glass binoculars, and others.

3. Drink haram is a drink should not be consumed by Muslims.

4. According to the Islamic syariah cause to several factors, among others:

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a. Intoxicating drinks and all kinds of drinks mixed with khamer (called for all intoxicants) although little classified haram and law najis, such as whiskey, Malaga, brandy, and others.

b. Drinks from the poisoned water. For example: in a glass of water mixed with poison and others.

c. Drinks of water get dirty, for example: water fill baby pee affected a little though.

d. Drink of the liquid that law najis. For example: urine, blood, and pus

e. Drinks that come from haram animals, like milk a dog, a cat, and so on.

5. As a result of the food and drinks are forbidden, namely:

- Physical and mental unhealthy
- Easy to disease
- Easy to perform immoral acts
- Reluctant to worship and others.

3) The Halal Animals

1. Animals that hala is an animal that may be eaten by Muslims.

Clean animals can be classified into several types, among others:

a. Types of livestock such as cow, buffalo, camels, horses and goats

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b. The hunt animals or animals that live in the forest, such as rabbits, deer, partridge and bird except sharp-toed.

c. Animals that live in fresh water or sea water, such as shrimp, fish, crab, squid, oysters carp, and others.

d. Grasshoppers except the poisonous

e. Poultry, such as chickens, ducks, geese, quail, and others

2. The halal animals will eat there to be slaughtered and there is not.

- Animals must be slaughtered are land animals except grasshoppers.

- Animals that do not need to be slaughtered is a type of animals living in water, such as fish and the like

3. Slaughtered Animals

- Pillars of slaughtering animals there are three, namely:

a. Slaughtering should the mosleem or scribes, intentionally, an adult, normal.

b. Slaughtered animals are the halal animals.

c. Tools of slaughter should be sharp, not be slaughtered with bone or sharp nails though

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- The things that must be considered and make sunnah when slaughtering animals is as follows:

a. Cut the two left and right neck so quickly die

b. Animals resting on the left ribs

c. Slaughterer and slaughtered animals facing the Qiblah

d. Reading basmalah or prayer

e. If the animal's long neck, then slaughtered on the base of the neck

f. If it is a wild animal, then it is slaughtered his best or original parts quickly die from it.

g. If the animal is still in the stomach of slaughtered parent is the parent

4) The haram animals

1. Animals are unclean animals should not be consumed by Muslims

2. The haram animals can be grouped into two, namely:

a. Haram based Koran texts

b. Haram is based on the hadith of the Prophet

- Some kind of unclean animal according to Quran surah Al Maidah: 3 and surat Al A'raf: 157, namely:

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a) The carcasses

b) The blood of animals and humans

c) Pork

d) The animals were slaughtered not because God

e) The animals were suffocated

f) Animals that die hard hit

g) Animals that died falling

h) Animals that died headlong other animals

i) The animals were killed him beast

j) The animals are slaughtered for idols

k) All animals are dirty and disgusting

- Animals are forbidden by the hadith of the Prophet, namely:

a. The animals were haram because it kills like: snakes, birds, crows, rats, vicious dogs, and falcons

b. The animals were haram because it is prohibited to kill, such as: ants, wasps, birds Hoopoe, and birds Suradi.

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c. The animals were haram because of a savage and sharp-toed, such as tigers, elephants, lions, and crocodiles.

d. The animals were haram because of a sharp hoof like a hawk and eagle

3. Each of which is prohibited by religion will surely contain a bad outcome for the soul and the mind. Besides disgusting animals that are forbidden can bring in diseases, such as pork tapeworm can bring disease, blood is forbidden because the blood contains many harmful germs.

4. How to avoid unclean animal, among others:

- Do not try to eat it
- When given properly rejected
- Not buy despite low
- Hating and avoiding

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CHAPTER III

METHODS OF STUDY

1) Type of Research

This type of research in this study will use methods of research and development. This research has purpose to produce a product in the form teaching materials integrated on Islam-Science that uses research and analysis needs to examine the effectiveness of these products in order to function in the public. Therefore, this research oriented in products in the field of education.

Sugiono defines *Research and Development* as a research method that is used to produce a particular product, and test the effectiveness of these products. So the research and development of longitudinal *(gradually could multy years)*.[21] According Seels & Rickey, "research and development is defined as systematic study to design, develop and evaluate programs, processes and learning outcomes that must meet the criteria of consistency and effectiveness internally,"[22] Arifin give more detail on the research and development, according

> Research and development is a process that can be used as solution the gap between basic research and applied research. This gap can be addressed by research and development. A good product that will be generated if the hardware or software, have certain characteristics. The characteristics of combined of a number of concepts, principles, assumptions, hypothesis,

[21] Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung:Alfabeta,2011), hlm.297
[22] Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengambangan* (Jakarta:Kencana, 2010), hlm. 195

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procedure relating to something that has been find or result from basic research.[23]

While understanding of the research and developing the company's according to Borg & Gall is a process used to develop and validate educational products. This study followed the steps in the cycle. The steps of research or development process consists of the study of find of research products will be developed, to develop products based on these findings, conduct field trials in accordance with the setting in which the product will be used, and to revise the results of the field test.[24]

The purpose of research and development was to value changes that occur in certain period of time.[25] Thus research and development to improve the quality of products or a particular object and value every changes that occur in the field of education, both processes, products and educational outcomes.

This development use method of research and development (Research and Development / R & D) by taking a model development Borg & Gall. Because the researchers found the correspondence between development teaching materials which will be doing out by steps brought by Borg & Gall. This teaching material developed a lot of images in the delivery of the subject material. Therefore the design product be consideration in its development. In the model development Borg & Gall there are 10 steps.

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[23] Zainal Arifin, *Penelitian Pendidikan Metode dan Paradigma Baru* (Bandung: Remaja Rosdakarya, 2011) hlm. 126
[24] Punaji Setyosari, *op.cit.*, hlm. 194-195
[25] Punaji Setyosari, *op.cit.*, hlm. 196

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2) Procedure of Development Research

a. Research and Information Collection Early

The first step is carried out by researchers collected data mainly resources from subject teachers Fiqh in MI KH A. Thohir Tupang Malang. Collecting data in this study using interview techniques. First interview with the subject teachers because more understand everything desire students in learning the subject teacher. Second, researchers obtained data from several students and as a supporter of the principal information again. From the textbooks and worksheets are used.

From the interviews, get information that teachers do not use learning media with varied, because limits of learning media owned by the school. The strategies used are also still implementing a strategy explain, question and answer, and doing worksheets. Worksheets that are used in schools were also less interested to students so that learning fiqh look very monotonous. Values get in every meeting still below average.

Based on observation and interview, it was determined that the need for teaching materials of fiqh that can related with the terms of his science, such as Fiqh teaching materials based integrate Islamic-Science.

b. Planning

After the researchers identified some problem and information planning phase. In the planning stage is to formulate specific purpose to be achieved by the

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products developed.[26] Before doing product development researchers have formulated the purpose of which is to design products and further enrich the material to be covered in the product to be developed.

c. Development of the initial product format

By using textbooks that guide students in learning and from opinion teachers and students some researchers developed fiqh teaching materials based integrate Islamic-Science is the subject, resume, and also exercises as evaluation use the child learn at home and in school. The material contained in fiqh teaching materials based integrated Islamic-Science is designed using the font and selection color is clear and suitable for children Madrasah Ibtidaiyah / Elementary School. Evaluation tools are presented in the form of multiple choice questions (multiple choice), essay or blank of statement for suitable material Islam-Science approach.

d. First trials

First trials that the researchers use a validation to some experts, such as by experts of content Mr. Nurul Yaqien, M.Pd. He is a lecturer in Faculty of Tarbiyah Science and Teaching. He is also one of the religious leaders in the community. Therefore, the researchers chose him as an expert of the material and content in the development of this fiqh teaching materials. Expert of design by Mr. Ahmad Abtokhi, M.Pd. He is a lecturer at the Faculty of Science and Technology. Therefore, the researchers chose him as a design expert in the development of this

[26] Punaji Setyosari. 2012. *Metode Penelitian Pendidikan (edisi kedua)*.hal. 228-230

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fiqh teaching materials. Third by subject teachers of fiqh grade 5 is Mr Boediono, S.PdI as guide manager activity during research and product trials. After validator give advice and guidance then the next product that has been developed will be values by some validator again to get the data shortage of products and materials used for the next revision.

e. Product revision

Revisions done based the results of product testing early to the validator. The trial results obtained information through questionnaires or filling questionnaires by the validator. So researchers have been revised based on the information obtained from the questionnaire.

f. Test small class

Before field trials researchers use small classes to more validate the product to be tested. In this small trial class researchers involved five children from grade 5 MI K.H. A. Thohir Tumpang Malang. With the help of a questionnaire the researchers took data from trials small classes next revision as next revision.

g. Product revision

Results of data obtained from the test small classes used to next revision before field tests with consider the assessment and critic from five students who have been tested.

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h. Field trials

At this stage the researcher has finished its revision and researchers began to implement in the classroom. By staying under the supervision and assistance of subject teachers. Learning by 3 to 5 times meet in class and researchers obtain results in the form of values learning the students. Researchers also use the Pre-Test and Post-Test to measure or compare the results before and after the study using teaching materials developed along with the answer keys. In addition to the questionnaire also 5th grade students who have been tested.

Based on the formulation of purpose learning, researchers also use assessment test instrument.

a) Form of Pre-Test (tests before the material given to students), there are 20 multiple choice questions.
b) Form of Post-Test (test after the material given to students), there are 20 multiple choice questions.

i. Product revision

Based on the results of students values and questionnaire was distributed to the students, the researcher revised back to product improvement. Furthermore, the product will be delivered to MI KH A. Thohir Tumpang Malang as teacher guide in enriching children's knowledge and learning.

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3) Test Product

This product trials purpose to determine the feasibility of a book to be accepted by the students. In addition, researchers also involve some experts who can advise and guide for the feasibility of the resulting product.

a) Design Trials

Through some experts, namely:

1) Expert of material or contents by Mr. Nurul Yaqien, M.Pd as a lecturer at the Faculty of Tarbiyah Science and Teaching.
2) Expert of media and product design by Mr. Ahmad Abtokhi, M.Pd as a lecturer at the Faculty of Science and Technology.
3) Teachers of fiqh subjects Mr. Boediono, S.PdI as headmaster well as fiqh subject teachers in grade 5 MI KH A. Thohir Tumpang Malang.

b) Subject Trials

Research subjects for the products developed in this study such as validator as guide of products consisting of 3 persons, small classes involving five children from grade 5 MI KH A. Thohir Tumpang Malang, and large class consisting of 39 students in grade 5 MI KH A. Thohir Tumpang Malang academic year 2014/2015. Subject trials only involve a one class is 5 grade and amounting to 39 students.

c) Data Type

Researchers obtain data that consists of two types of data, namely:

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a. Primary data, pure data sources I collected from some of the results of the validation expert of material or content, design experts, teachers of subjects and the results of interviews from subject teachers.

Data of validation results consist of two parts namely quantitative get from assessment by giving a score based questions. And qualitative data get from comments and critic for improvements after validation.

b. Secondary data, the researcher collected from class 5th Fiqh textbooks, worksheets, RPP subject teacher and some form of photo documentation.

d) Data Collection Instrument

To obtain data on the problem to be studied, the researchers used several collection techniques, among others, as follows:

(1) Achievement Test Results Learning

Test result learning is achievement test used to measure the ability of a person after learning something.[27] This test is used to collect data on the Post-Test results that show the ability of the students after the use of Fiqh teaching materials based on the integration of Islamic-Science.

(2) Guidelines for Interview

Interviews can with oral and face to face meetings individual. Interview guide containing questions could include facts, data, knowledge, concepts, opinions, perceptions or evaluations of respondents with respect to the

[27] Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung:PT. Remaja Rosdakarya, 2012) hlm. 181

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focus of the problem or variables that were examined in the research.[28] In this research developer interview guide was used to find problems in the schools studied. This interview was conducted to find out more related with the subject will be studied, learning process, and the condition of the students during the learning. Fiqh subject teacher grade 5th is one of the subjects in this interview. He said that:

> Especially for the 5th grade children's book just hold the LKS book only. While from the material that children are less can understand the material of food and drink is halal and haram. Generally, to know the state of food and drinks between halal and haram child enough capable just to understand more about the drugs that contain illegitimate children still get difficult. While learning the teacher has used a variety of media images to deliver the child to understand the material.

(3) Questionnaire

Questionnaire is a method of data collection, the instrument is called suitable with the method name. Paper form of a questionnaire can be a number of written questions, the purpose is to obtain information from respondents about what he experienced.[29] According to Masri Singarimbum, in survey research, the use of a questionnaire is the most basic for data collection in the field. The results of this questionnaire will

[28] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Produk* (Jakarta: Pustaka Cipta, 1993) hlm. 124

[29] Trianto. 2010. *Pengantar Penelitian Pendidikan bagu Pengembangan Profesi Pendidikan dan Tenaga Kependidikan*. Hal. 265

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quantification, arranged the tables and statistically analyzed to draw conclusions of the research.[30]

The main objective of making the questionnaire is (a) to obtain information relevant to the problem and research objectives, and (b) to obtain information with a reliable and high validity. Things that need to be considered by researchers in preparing the questionnaire, the questions must be arranged in accordance with the hypothesis and research purposes.[31]

From the purpose of making the questionnaire above it can be seen that the researcher wants to get information that is more relevant and more valid again for the development of this product.

(4) Documentation

The document is a record of events that have passed. Documents can be in the form of text, images, or monumental works of a person. Documentation instrument developed for the study to research using content analysis approach. Subject research can be books, magazines, documentation (photos and recordings), regulations, minutes of meetings, diary, or can also often historic objects or artifacts such as inscriptions.[32]

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[30] Purwanto. 2007. *Instrumen Penelitian Sosial dan Pendidikan*. Hal.9

[31] Said hudri. *http://expresisastra.blogspot.com/2013/10/jenis-dan-teknik-atau-metode.html* diakses 25.5.2014 pkl. 13:12

[32] Trianto. 2010. *Pengantar Penelitian Pendidikan bagu Pengembangan Profesi Pendidikan dan Tenaga Kependidikan*. Hal. 268

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Based on the above, the researchers performed by collecting documentation in the form of writing or drawing.

Types of documents required in this study include:

1. The results of the interviews with classroom teachers and headmaster MI KH A. Thohir Tumpang Malang.
2. Image, form image of location research, the implementation of the learning process and so on.

e) Data Analysis Techniques

In field trials, the data collected using questionnaires and achievement tests (test achievement of learning outcomes). Data collected by field trials using the first test (pre-test) and final test (post-test) in order to compare the results of a field trial study group it is grade 5 before using the product development and after using the product development of teaching materials. To calculate the ratio using the formula of the mean (average) and reinforced with T-test (SPSS) formula. The formula used in the T-test with a significance level of 0.05% is[33]

Analysis of Mean (average)

Data collected by field trials using the first test (pre-test) and final test (post-test) in order to know the results increase or compare understanding subject target of trial it is grade 5 test before and after using the product

[33] Subana dkk, *Statistik Pendidikan* (Bandung: Pustaka Setia, 2005) hlm. 131-132

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development textbook. Analysis techniques to determine the mean post-test and post-test mean with the following formula.[34]

$$\text{Mean (D)} = \frac{\sum x}{n}$$

Description:

Mean (D) = Average

Σx = Total value of the pre-test or post-test

n = Number of samples

[34] Zen Aminuddin, *Statistik Pendidikan* (Yogyakarta: Teras, 2010) hlm. 73

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CHAPTER IV

RESULT OF RESEARCH AND DEVELOPMENT

This chapter will discuss, (a) Description of the development phase, (b) specification of teaching materials development result, (c) Presentation of data validation expert, and (d) Presentation of the test results.

A. Description of the Development Phase

Development of teaching materials of Fiqh based on the integration of Islamic Science to solve the problems that occur in the field. These problems include low of interesting student learning has impact to low of result student learning. This is because the teaching materials are used only refers to the achievement of competence. An achievement of competencies required to implantation value on the character as a guide achievement of character formation. In the response it, needed a development of teaching materials that probably to solve the problem in relation to the standard of competence that has been determined to improve result of educational desired.

In the research have conducted in MI K.H. A. Thohir Tumpang Malang. Have been identified on the textbook that has been used is "Pengantar Fikih 5" publisher Tiga Serangkai. The book presents the subject of food and drink is halal and haram without integrated on Islamic Science useful for adding knowledge in terms of science and useful in their daily lives. In addition, the contents of the teaching materials is less extensive and also less of exercises.

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Of explanation and the findings above, thus assumed that the development and formulation of teaching material based on integration of Islamic Science needed to achieve learning more interesting and meaningful of integrating Islamic values with the knowledge of Science.

B. Specifications of Teaching Material Development Results

Teaching materials that has been developed is the student textbook with subject foods and drink is halal and haram based on the integration of Islamic Science for Elementary School fifth grade students.

Student textbook produced in this development contains four sections: pre-introduction, introduction, part of content and supporting parts. Here is an explanation of each section.

1. Pre-Introduction Section

   This part includes a cover, preface, table of contents, learning programs, and instructions for use books, the following explanation:

   a. Cover

      Cover part in the teaching materials of fiqh based on integration Islamic Science has two parts, it is the front cover and back cover. Here is the explanation:

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1) Front Cover

Front cover teaching materials consist of the name of author, title of the book "Mengenal Fikih Makanan dan Minuman yang Halal dan Haram", the subject of which was developed based on the integration of Islamic Science, for who the textbook *(for students MI class V)*, the picture on the cover in suitable with the materials developed, it is intended that the reader get more motivated to learn and explore the contents of the book.

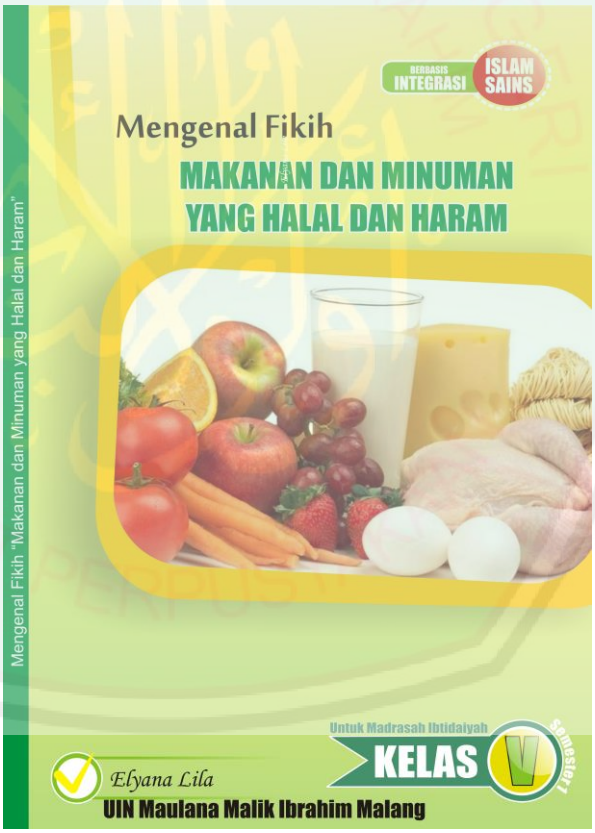

Image 4.1

Front cover

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

2) Back Cover

Back cover designed to be simple fill about pearls of hikmah that cuts Quran verses relating to the advice to eat food and drinks halal and there is also a writer profile as a complementary.

Image 4.2

Back cover

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

b. Preface

Preface is a rate of words that form of speech gratitude to Allah swt, explanation of book based on integration of Islam Science, purpose of arrange of this book, and the authors hope to book developed.

KATA PENGANTAR

Puji syukur alhamdullah kami ucapkan ke hadirat Allah SWT. Hanya dengan taufik, hidayah, dan rahmat-Nyalah buku Mengenal Fikih tentang Makanan dan Minuman Halal dan Haram Untuk kelas 5 Madrasah Ibtidaiyah dapat kami selesaikan penulisannya.

Penulisan buku ini berdasarkan pada Standar Kompetensi (SK) dan Kompetensi Dasar (KD). Selain itu untuk memudahkan guru mengetahui kemampuan siswa kami melengkapi dengan kuis, beberapa kasus sederhana serta latihan. Kami juga melengkapi dengan kotak kata sains yang dapat menambah wawasan siswa tentang pengetahuan dari segi umum. Ini merupakan ciri khas dari buku pengembangan ini.

Kami mengucapkan terimakasih kepada semua pihak yang sudah membantu dalam pengembangan buku ini. Dengan harapan bahwa buku ini dapat bermanfaat kepada semua kalangan.

Malang, Desember 2014

Penulis

Image 4.3

Preface

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

c. Table of Contents

Table the contents of the teaching materials based on the integration of Islam Science looks simple, not much waste of words, and form of writing according to the students understanding.

Image 4.4

Table of contents

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

d. Learning Programs

Learning program is an explanation of the standard of competence, basic competence, and purpose achievement can be used as a reference in the implementation of leaning activities take from the Government Regulation No.22 about Standard Content for primary and secondary education especially the SK, KD for students MI and character will is developed.

Image 4.5

Learning program

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

e. Instructions for Use Books

Instructions for use book contains explanations on the parts in teaching materials. This is to facilitate students in the use of teaching materials and understand the context of the description contained

Image 4.5

Instructions for use book

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2. Section Introduction

Introductory section is located at the beginning of learning activities that purpose to give information material to be learned and the purpose of learning to be achieved. Introductory section consists of:

a. Concept Maps

In this teaching material authors also add map concept that purpose to give the first view on materials that will be presented on the next pages, and the map of this concept also helps the reader to formulate the main of the discussion that has been described in the book.

Image 4.6

Concept maps

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

b. Sub Title Chapter

Title section listed at the beginning of the discussion of each page so that the reader can find a discussion of material to be studied.

Bab 1

Makanan dan Minuman yang Halal dan Haram

Ayo kita mengamati

Makanan Sehat
Sumber: ethnicfoodmag/classic

Tahukah kalian? Allah swt. menciptakan segala yang ada di muka bumi ini untuk memenuhi kebutuhan manusia. Oleh karena itu, sebagai manusia, kita dapat memanfaatkannya dengan sebaik-baiknya.

Untuk keperluan hidup, manusia tidak akan pernah lepas dari makanan dan minuman. Kedua hal tersebut sangat penting dan bermanfaat bagi pembentukan jasmani yang kuat dan sehat. Manusia adalah makhluk yang diciptakan oleh Allah swt. dan Allah swt. pula yang memenuhi segala hidup manusia.

Mengenal Fikih Berbasis Orang-Orang Sekitar Kelas 5 MI 2

Image 4.7

Title section

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3. Part of Contents

Part of contents of the book consists from all of discussion the material contained on the teaching materials and science knowledge contained in the box relating with material of food and drink is halal and haram.

a. Material

In this material describes the some descriptions about understanding, prohibition, hikmah and types and kinds of foods and drink is halal and haram. In addition, the image presented is realistic picture not animated or cartoons.

FIKIH Kelas V MI
Berbasis Integrasi Islam Sains

Apakah makanan halal itu? Makanan halal adalah semua jenis makanan yang diperbolehkan Allah swt. dan Rasulullah saw. untuk dikonsumsi oleh umat Islam. Ketentuan halal dan haram sebuah makanan ditetapkan oleh Allah swt. melalui Al-Qur'an dan sunah Rasulullah saw. (hadis).

Makanan Halal
Sumber: www.pendidikaniman.org

Semua makanan yang baik (toyyibah) adalah halal. Hal yang dimaksud dengan baik (toyyibah) adalah yang bermanfaat demi kelangsungan hidup manusia yang menyangkut jasmani, rohani, dan akalnya.

Makanan yang buruk harus kita tinggalkan. Sebab makanan yang buruk dapat merusak badan bahkan dapat mengakibatkan kematian. Contoh makanan yang buruk adalah makanan yang mengandung racun dan zat-zat yang merusak tubuh.

Selain itu ada ketentuan lain tentang makanan halal, yaitu makanan halal harus diperoleh dengan cara yang halal pula. Jika tidak, makanan yang halal dapat berubah hukumnya menjadi haram dan kita dapat terjerumus ke jurang dosa.

Firman Allah swt. menyatakan:

وَكُلُوا مِمَّا رَزَقَكُمُ اللَّهُ حَلَالًا طَيِّبًا ...

Artinya:

"Dan makanlah dari apa yang telah diberikan Allah kepadamu sebagai rezeki yang halal dan baik.... (Q.S. al-Maidah/5: 88)

Mengenal Fikih Berbasis Islam-Sains Kelas V MI 4

Image 4.8

Material

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

b. Box of Password Science

In the box says science is the location of the integration of Islamic Science in the book that has developed. This science box give knowledge mainly the reason why the food or drink was forbidden and not should consumed.

Fikih Kelas V MI
Berbasis Integrasi Islam Sains

A. Makanan dan Minuman yang Halal

Allah swt. dengan sifat kasih sayang-Nya memberi petunjuk kepada manusia dengan agama Islam. Maksud agama Islam mengatur makanan dan minuman adalah agar umat Islam terjaga kehormatannya, tidak sampai terjerumus dalama kehinaan. Oleh karena itu, umat Islam hanya diperbolehkan memakan dan meminum makanan dan minuman yang baik. Makanan dan minuman yang baik sangat bermanfaat bagi kehidupan manusia. Sebaliknya, semua jenis makanan dan minuman yang haram dapat membahayakan kehidupan manusia itu sendiri.

"Apa kata Sains?"
Tubuh membutuhkan nutrisi dari makanan yang kita makan. Oleh karena itu kandungan dari makanan halal dan toyyibah adalah mengandung zat yang dibutuhkan oleh tubuh dan tidak mengandung zat yang membahayakan

Allah swt. telah menetapkan dalam kitab-Nya bahwa yang halal adalah jelas dan yang haram juga jelas, sedangkan hukum di antara keduanya adalah sesuatu yang subhat.

1. Makanan Halal

Sebagai umat Islam, kita wajib mengetahui ketentuan hukum halal dan haram makanan yang kita konsumsi. Dengan mengetahui ketentuan tersebut, diharapkan kita dapat menghindari makanan yang haram sehingga tidak sampai melakukan perbuatan yang sia-sia atau berdosa.

Mengenal Fikih Berbasis Islam-Sains Kelas V MI 3

Image 4.9

Box of password science

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

4. Part of Support

Part of complementary the teaching material is complete with other components such as:

a. “Aha..Kini Aku Tahu”

Our Insights present information relating with material presented simply. The purpose of this component in order to get add the knowledge of students who are not described in the material.

Fikih Kelas V MI
Berbasis Integrasi Islam Sains

a. Jenis Makanan dari Tumbuhan yang Halal

Berikut ini jenis-jenis makanan dari tumbuhan yang halal, yaitu:

1) Makanan pokok, seperti padi, sagu, jagung, dan gandum.
2) Sayur-mayur, seperti bayam, sawi, wortel, dan kacang panjang
3) Buah-buahan, seperti apel, salak, nangka, dan durian.
4) Biji-bijian, seperti kacang tanah, kedelai, kopi, dan lada.
5) Umbi-umbian, seperti bentul, ubi jalar, talas, dan ketela pohon.

Sayur dan Buah
Sumber: www.alamsyah.com

b. Jenis Makanan dari Binatang yang Halal

Berikut ini jenis makanan dari binatang yang halal, yaitu:

1) Binatang darat, seperti ayam, kambing, itik, kelinci, dan sapi.
2) Binatang air, seperti ikan, kerang, udang, rajungan (kepiting laut), dan tiram
3) Telur binatang, seperti telur ayam, telur itik, dan telur puyuh.

Rajungan
Sumber: www.kuliner.com

“Aha, kini aku tahu!”

Simbol atau label disamping seringkali kita jumpai pada bungkus makanan. Label tersebut menandakan bahwa makanan itu sudah mendapat pengakuan dari MUI (Majelis Ulama Indonesia) bahwa layak untuk dikonsumsi dan halal.

www.halalmui.org

Mengenal Fikih Berbasis Islam-Sains Kelas V MI 6

Image 4.10

Aha..Kini Aku Tahu

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

b. “Aku Ingin Bisa”

Discuss our case form a simple problem that often occurs in the student environment. This issue purpose to give exercise to students to face the problems related to the environment in which they live.

Fikih Kelas V MI
Berbasis Integrasi Islam Sains

"Aku Ingin Bisa!"

Keluarga Ali pergi berlibur, di tengah perjalanan mereka berhenti di sebuah restoran. Mereka makan dan minum sesuai pilihan masing-masing. Setelah selesai makan, mereka baru tahu bahwa makanan yang mereka makan mengandung bahan yang diharamkan. Menurutmu, apakah yang harus mereka lakukan?

"Ayo kita lakukan!"

Diskusikan bersama kelompokmu!

Tulislah tiga hikmah dihalalkannya makanan!

1. .....
2. .....
3. .....

"Ingin Tahu Lebih?"

Sebagai umat Islam masih banyak yang melakukan judi, makan daging babi, minum khamar dan berbuat keburukan. Kamu sebagai orang muslim yang sudah mengerti batasan halal dan haram. Bagaimana pendapat mumenyikapi hal tersebut jika dilihat dari pandangan Sains?

Mengenal Fikih Berbasis Islam-Sains Kelas V MI 8

Image 4.11

Aku Ingin Bisa

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

c. “Ayo Kita Lakukan”

In this part of the train the child to remember the positive side that can be taken from the learning

Fikih Kelas V MI
Berbasis Integrasi Islam Sains

"Aku Ingin Bisa!"

Keluarga Ali pergi berlibur, di tengah perjalanan mereka berhenti di sebuah restoran. Mereka makan dan minum sesuai pilihan masing-masing. Setelah selesai makan, mereka baru tahu bahwa makanan yang mereka makan mengandung bahan yang diharamkan. Menurutmu, apakah yang harus mereka lakukan?

"Ayo Kita Lakukan"

Diskusikan bersama kelompokmu!

Tulislah tiga hikmah dihalalkannya makanan!

1. .....
2. .....
3. .....

"Ingin Tahu Lebih?"

Sebagai umat Islam masih banyak yang melakukan judi, makan daging babi, minum khamar dan berbuat keburukan. Kamu sebagai orang muslim yang sudah mengenal batasan halal dan haram. Bagaimana pendapat mumenyikapi hal tersebut jika dilihat dari pandangan Sains?

Mengenal Fikih Berbasis Islam-Sains Kelas 5 MI 8

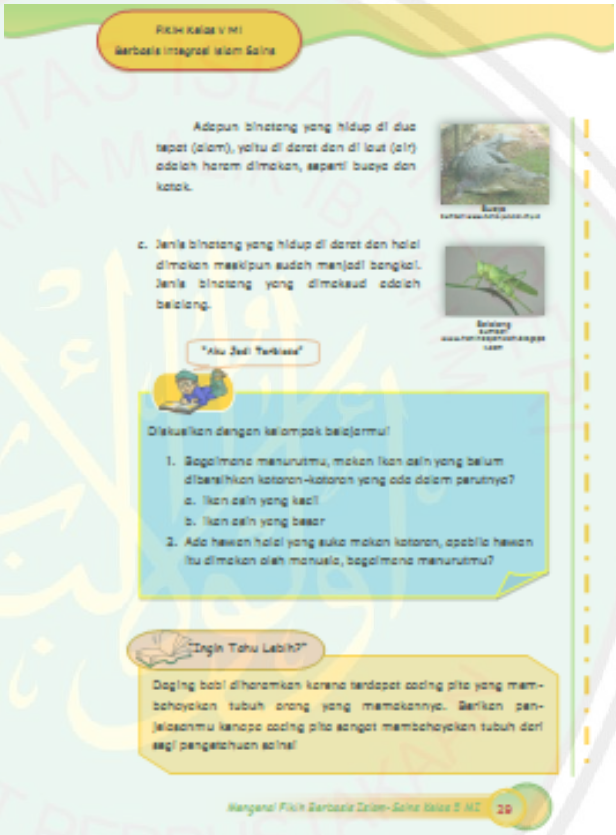
Image 4.12

Ayo Kita Lakukan

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

d. “Aku Jadi Terbiasa”

This section familiarizes children to understand the simple problems that exist in their environment then used to apply in their daily activities



Fikih Kelas V MI
Berbasis Integrasi Islam Sains

Adapun binatang yang hidup di dua tempat (alam), yaitu di darat dan di laut (air) adalah haram dimakan, seperti buaya dan katak.

c. Jenis binatang yang hidup di darat dan halal dimakan meskipun sudah menjadi bangkai. Jenis binatang yang dimaksud adalah belalang.

“Aku Jadi Terbiasa”

Diskusikan dengan kelompok belajarmu!

1. Bagaimana menurutmu, makan ikan asin yang belum dibersihkan kotoran-kotoran yang ada dalam perutnya?
   a. Ikan asin yang kecil
   b. Ikan asin yang besar
2. Ada hewan halal yang suka makan kotoran, apabila hewan itu dimakan oleh manusia, bagaimana menurutmu?

“Ingin Tahu Lebih?”

Daging babi diharamkan karena terdapat cacing pita yang membahayakan tubuh orang yang memakannya. Berikan penjelasanmu kenapa cacing pita sangat membahayakan tubuh dari segi pengetahuan sains!

Mengenal Fikih Berbasis Islam-Sains Kelas V MI 29

Image 4.13

Aku Jadi Terbiasa

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e. Vocabulary

In this vocabulary there are some difficult words that are useful to give an explanation to the words written on the before material.

Fikih Kelas V MI
Berbasis Integrasi Islam Sains

Arti Kata

Haram aini : sesuatu yang haram karena zat atau jenis bendanya

Haram sababi : sesuatu yang haram karena cara mendapatkannya menyalahi agama

Khamar : segala jenis minuman yang memabukkan atau dapat menutup kesadaran pikiran

Halal : segala sesuatu yang diridai Allah swt.

Haram : segala sesuatu yang dilarang oleh Allah swt.

"Aha, kini aku tahu!"

Label segitiga disamping sering kita jumpai pada botol plastik minuman. Kode disamping merupakan kode pada kemasan plastik berbentuk segitiga daur ulang dengan angka ditengahnya menunjukkan bahwa tingkat keamanan cara pemakaian botol. Semakin besar angka yang ditunjukkan maka proses daur ulang semakin bagus. Artinya, angka yang tercantum menunjukkan jumlah proses daur ulangnya.

Mengenal Fikih Berbasis Islam-Sains Kelas 5 MI 10

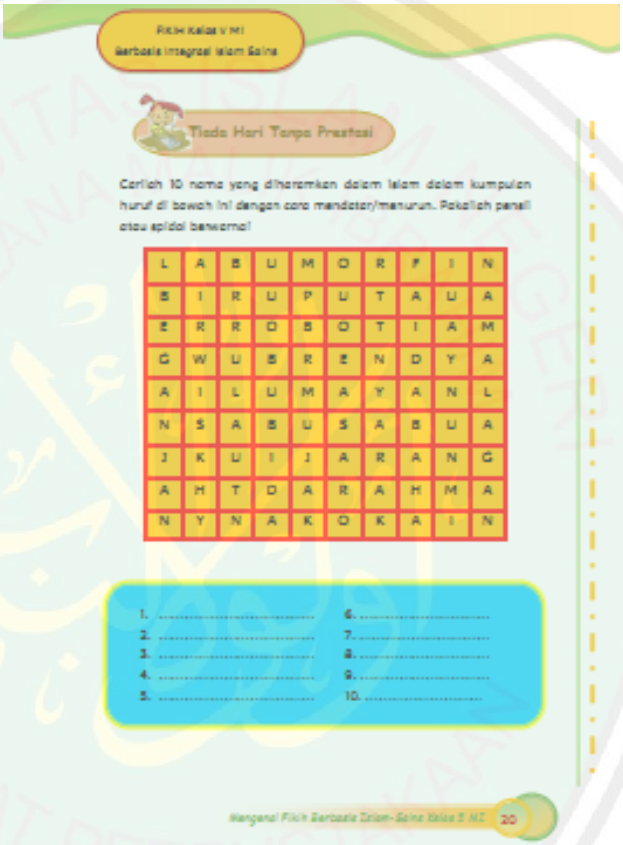
Image 4.14

Vocabulary

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

f. “Tiada Hari Tanpa Prestasi”

Student activities to increase the creativity of children in the thinking and child accuracy to solve some of the vocabulary.



Fikih Kelas V MI
Berbasis Integrasi Islam Sains

Tiada Hari Tanpa Prestasi

Carilah 10 nama yang diharamkan dalam Islam dalam kumpulan huruf di bawah ini dengan cara mendatar/menurun. Pakailah pensil atau spidol berwarna!

L	A	B	U	M	O	R	F	I	N
B	I	R	U	P	U	T	A	U	A
E	R	R	O	S	O	T	I	A	M
G	W	U	B	R	E	N	D	Y	A
A	I	L	U	M	A	Y	A	N	L
N	S	A	B	U	S	A	B	U	A
J	K	U	I	J	A	R	A	N	G
A	H	T	D	A	R	A	H	M	A
N	Y	N	A	K	O	K	A	I	N

1. ..... 6. .....
2. ..... 7. .....
3. ..... 8. .....
4. ..... 9. .....
5. ..... 10. .....

Mengenal Fikih Berbasis Islam-Sains Kelas 5 MI 20

Image 4.15

Tiada Hari Tanpa Prestasi

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

g. “Ingin Tahu Lebih?”

This evaluation is a problem to exercise students to think critically and express their opinion. This is exercise for integration Islam science.

FIKIH Kelas V MI
Berbasis Integrasi Islam Sains

"Aku Ingin Bisa!"

Coba lengkapilah kalimat berikut dengan kata yang tepat!

Daging babi tergolong makanan yang _____ hukumnya jika dimakan oleh orang Islam. Seorang Muslim yang memakan makanan yang diharamkan berakibat tidak baik terhadap _____, _____, dan _____. Diperbolehkan memakan makanan yang haram dalam keadaan _____ dengan ketentuan secukupnya saja untuk menyelamatkan _____.

Selain makanan yang haram ada beberapa jenis minuman yang diharamkan pula seperti _____, _____, dan _____. Minuman itu tergolong jenis yang _____ dan dikenal dengan sebutan _____. Ada juga jenis minuman haram yang berasal dari binatang haram seperti air susu _____.

"Aku Jadi Terkesan"

Tulislah Surah Al-Maidah ayat 90 lengkap dengan artinya. Kemudian jelaskan dengan singkat apa yang kamu pahami dari surah itu!

"Ingin Tahu Lebih?"

Khamar diharamkan karena ada beberapa sebab tertentu. Salah satunya yang kita tahu bahwa khamar adalah minuman yang memabukkan. Namun khamar sangat berpengaruh besar terhadap kesehatan tubuh orang yang meminumnya. Berikanlah pendapatmu kenapa khamar sangat berbahaya bagi tubuh manusia dari segi kesehatan!

Mengenal Fikih Berbasis Islam-Sains Kelas 5 MI 19

Image 4.16

Ingin Tahu Lebih?

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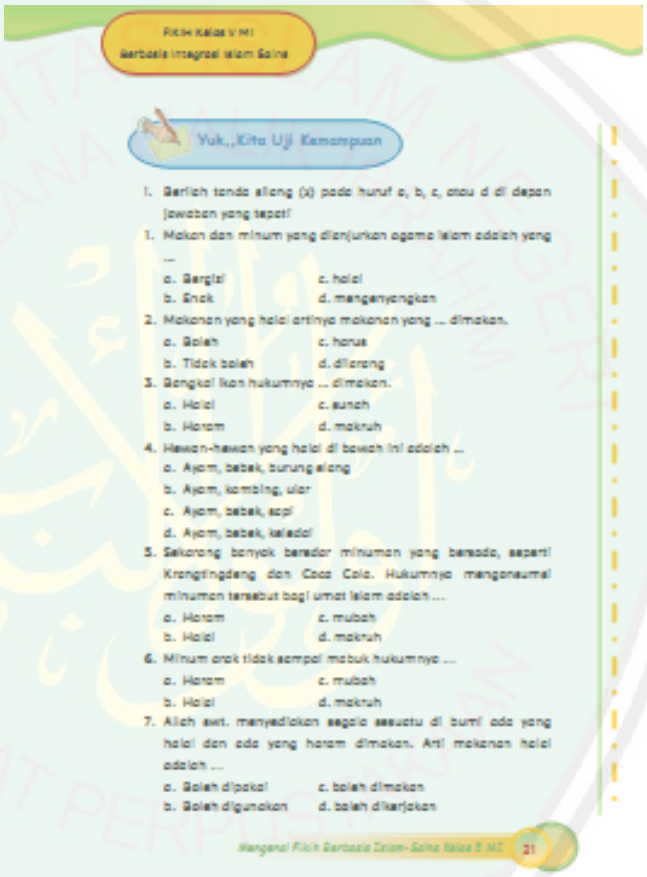
h. Competence Test

This competency test contains questions to measure the level of understanding all of the material that has been studied.



Fikih Kelas V MI
Berbasis Integrasi Islam Sains

Yuk,,Kita Uji Kemampuan

1. Berilah tanda silang (x) pada huruf a, b, c, atau d di depan jawaban yang tepat!
1. Makan dan minum yang dianjurkan agama Islam adalah yang ...
   a. Bergizi c. halal
   b. Enak d. menganyangkan
2. Makanan yang halal artinya makanan yang ... dimakan.
   a. Boleh c. harus
   b. Tidak boleh d. dilarang
3. Bangkai ikan hukumnya ... dimakan.
   a. Halal c. sunah
   b. Haram d. makruh
4. Hewan-hewan yang halal di bawah ini adalah ...
   a. Ayam, bebek, burung elang
   b. Ayam, kambing, ular
   c. Ayam, bebek, sapi
   d. Ayam, bebek, keledai
5. Sekarang banyak beredar minuman yang berasa, seperti Krengtingdeng dan Coca Cola. Hukumnya mengonsumsi minuman tersebut bagi umat Islam adalah ...
   a. Haram c. mubah
   b. Halal d. makruh
6. Minum arak tidak sampai mabuk hukumnya ...
   a. Haram c. mubah
   b. Halal d. makruh
7. Allah swt. menyediakan segala sesuatu di bumi ada yang halal dan ada yang haram dimakan. Arti makanan halal adalah ...
   a. Boleh dipakai c. boleh dimakan
   b. Boleh digunakan d. boleh dikerjakan

Mengenal Fikih Berbasis Islam-Sains Kelas 5 MI 21

Image 4.17

Competence test

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

i. Bibliography

Bibliography is a source of reference books used by the authors as a reference of making teaching materials contained in the last part of teaching materials. In this case the student can search a reference or other literature that is listed in the bibliography.

Fikih Kelas V MI
Berbasis Integrasi Islam Sains

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Departemen Agama RI, Standar Isi Madrasah Ibtidaiyah, Jakarta: Direktorat Jendral Pendidikan Islam, 2006

Mengenal Fikih Berbasis Islam-Sains Kelas V MI 43

Figure 4.18

Bibliography

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C. Presentation of Data Validation

The data has result in this research, there are two kinds, namely quantitative and qualitative data. The data get through two stages of assessment, namely the expert validation and field testing.

Data validation of teaching materials get from the results of the evaluation conducted by three validators that consists of design development validators, content or material validator and the teacher of fiqh 5 grade and headmaster of MI K.H A. Thohir Tumpang Malang.

The data has result is a quantitative and qualitative data. Quantitative data derived from the questionnaire assessment from students, while the qualitative data in the form of additional assessment or advice of a validator. For expert validator questionnaire and students value of scoring and qualification validity are as follows.

Table 4.1

Scoring Criteria Questionnaire of Validation from Content / Material Expert, Design Expert, Teacher and Students

Scale of Response Assessment				
1	2	3	4	5

Description:

1. It is not right, it is not compatible, is not very clear, very unattractive.
2. Less precise, less harmonious, less obvious, less attractive
3. Quite right, quite harmonious, quite obviously, is quite interesting

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4. Precise, harmonious, clear, interesting
5. Very precise, very harmonious, very clear, very interesting

Table 4.2

Criteria of Level Eligibility Based on Percentage

Percentage	Level of Validity	Specification
84-100	Very Valid	No Revision
68-84	Valid	No Revision
52-68	Enough Valid	Partial Revision
36-52	Less Valid	Revision
20-36	No Valid	Revision

Here is the presentation of data analysis data assessment of questionnaire by expert content/material, design experts, teacher and their critic and advice.

1. Results of Validation Content / Material Expert the Teaching Material

a. Quantitative Data

Quantitative data on the results of validation content / material expert by Mr. Nurul Yaqien, M.PdI can be seen in Table 4.3

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Table 4.3

Results of Validation from Content / Material Expert

No	Aspects of Assessment	Criteria	Score		Percentage (100%)	Level of validity	Information
			X	X1			
1.	Aspects of content / material	The level of relevance of teaching materials with the applicable curriculum	3	4	75%	Valid	No Revision
		The accuracy of writing titles and chapter headings each unit of the material in the textbook	3	4	75%	Valid	No Revision
		Is the contents of the book are sufficient components as teaching materials	3	4	75%	Valid	No Revision
		Breadth and content into textbooks	3	4	75%	Valid	No Revision
		presentation of the contents of textbooks	4	5	80%	Valid	No Revision
		Arrange description of the material	4	5	80%	Valid	No Revision
2.	Aspects of language / legibility	The language used in textbooks	3	4	75%	Valid	No Revision
		Ease language to be understood in the textbook	3	4	75%	Valid	No Revision

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3.	Aspects of the presentation	The accuracy of the learning objectives at the beginning of the chapter	3 4	75%	Valid	No Revision
		Accuracy concept maps in textbooks	3 4	75%	Valid	No Revision
		The accuracy of the evaluation instrument in the textbook to measure the ability of students	3 4	75%	Valid	No Revision
4.	Aspects graphics	Consistency format teaching materials	3 4	75%	Valid	No Revision
		The accuracy of the use of illustrations to the material in the textbook	4 5	80%	Valid	No Revision
		The attractiveness of the packaging textbooks	3 4	75%	Valid	No Revision
5.	Security aspects	Validity / validity scientifically contents	3 4	75%	Valid	No Revision
		Suitability references used by the scientific field	3 4	75%	Valid	No Revision
Overall analysis			**51 67**	**76%**	**Valid**	**No Revision**

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Description:

P = the percentage sought

ΣX = total respondents in 1 item

ΣX_1 = highest number of answers in 1 item

100 = a constant

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

Based on the above calculation, the observations made by experts of material totaled 76%. If matched with the table eligibility criteria, then the score is included in the criteria is valid.

b.Qualitative Data

Qualitative data the results of validation content / material expert by Mr. Nurul Yaqien, M.PdI can be seen in table 4.4

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Table 4.4

Critic of Content / Material Expert to the Teaching Material

Name of the Subject Test Content Expert	Critic
Nurul Yaqien, M.PdI	The picture is good, it would be better if the images in the table of contents clarified that halal and haram food, including animal halal and haram.

c. Product revision

Based on the analysis performed, the revision of the textbook is as follows.

Table 4.5

Revised results

No.	Point being revised	Before Revision	After Revision
1.	"Badeg" water clear description and explanation again		

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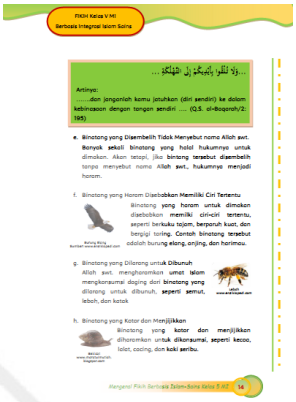
2.	The verses of the Koran are less suitable between the meaning and pronunciation		
3.	Image impressed parted with text		
4.	Meat picture is better replaced with pictures of animals that halal or haram so more clearly		

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2. Results of Validation Design Expert the Teaching Material

a. Quantitative Data

Quantitative data the results of validation design experts by Mr. Ahmad Abtokhi, M.Pd can be seen in Table 4.6

Table 4.6

Results of Validation from Design Expert

No.	Criteria	Score		Percentage (%)	Level of Validity	Specification
		X	X_1			
1.	How suitability of the selected color in the textbook physics-based Islamic integration of this Science.	4	4	100%	Valid	No Revision
2.	How suitability picture in the textbook physics-based integration of Islamic Science	3	4	75%	Valid	No Revision
3.	The size of the paper in the textbook physics-based Islamic integration Science Grade 5	4	5	80%	Valid	No Revision
4.	How to design the cover of the textbook physics-based integration of Islamic Science	4	4	100%	Valid	No Revision
5.	How conformity with the material image	3	4	75%	Valid	No Revision
6.	How to layout drawings in the textbook physics-based integration of Islamic Science	4	4	100%	Valid	No Revision
7.	Pictures in the textbook physics-based integration of Islam is	4	4	100%	Valid	No Revision

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	close to the life science students.				
8.	The font used in accordance with the 5th grade students MI.	4 4	100%	Valid	No Revision
9.	The paper size selected for integration based physics textbook proper Islamic Science.	4 4	100%	Valid	No Revision
10.	Layout in the textbook physics-based Islamic integration Science attractive.	4 4	100%	Valid	No Revision
	Overall analysis	**38 41**	**93%**	**Valid**	**No Revision**

Description:

P = the percentage sought

ΣX = total respondents in 1 item

ΣX_1 = highest number of answers in 1 item

100 = a constant

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

Based on the above calculation, the observations made by the design expert teaching material development reaches 93%. If matched with the table of eligibility criteria, then the score is included in the valid criteria.

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b. Qualitative Data

Qualitative data the results of validation design experts teaching material development by Mr. Ahmad Abtokhi, M.Pd can be seen in table 4.7

Table 4.7

Critic of Design Expert to the Teaching Material

Name of the Subject Test Design Expert	Critic
Ahmad Abtokhi, M.Pd	1. Description of the image or the source image needs to be included 2. The color of the preface and table of contents is made slightly brighter 3. Pictures made symmetrical and reproduce. 4. Label kosher/halal certification and information about symbols

c.Product revision

Based on the analysis, the revision of the teaching material is as follows.

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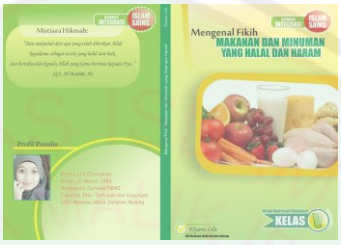
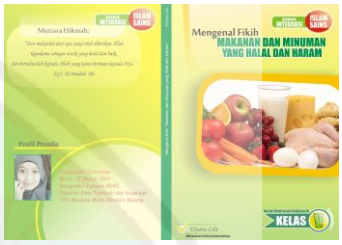
Table 4.8

Revised results

No.	Revised points	Before Revision	After Revision
1.	The display on the back cover is contrasted to make it look more attractive		
2.	Display header made more creative in order to know the characteristics of the book		

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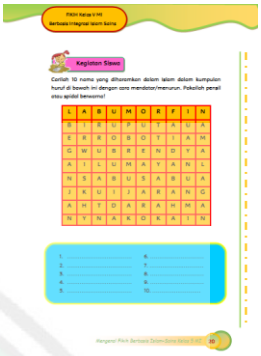
3.	Less daring play of bright colors		
4.	Pictures are included along with a description or picture source		
5.	The layout of the images varied		

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3. Results of Validation Fiqh Teacher

a. Quantitative Data

Quantitative data on the results of the validation fiqh teacher by Mr. Boediono, S.PdI can be seen in Table 4.9

Table 4.9

Results of Validation Fiqh Teacher to Development of Teaching Material

No.	Criteria	Score		Percentage (100%)	Level of Validity	Specification
		X	X1			
1.	Suitability Textbooks Science physics-based Islamic integration with Competency Standards	4	5	80%	Valid	No Revision
2.	Suitability Textbooks Science physics-based Islamic integration with basic competence	4	5	80%	Valid	No Revision
3.	The accuracy of the learning objectives based on the integration of Islamic jurisprudence Science	3	4	75%	Valid	No Revision
4.	Quality engineering physics textbook-based integration of Islamic Science	3	4	75%	Valid	No Revision
5.	Suitability textbook physics-based integration with the state Islamic Science students	4	5	80%	Valid	No Revision
6.	The precision of the language used in textbooks of physics-based integration of Islamic Science	3	4	75%	Valid	No Revision
7.	Suitability of the types and forms of image-based physics	4	5	80%	Valid	No Revision

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	textbooks Islamic integration Science				
8.	Consistency-based physics textbooks Islamic integration Science	3 4	75%	Valid	No Revision
9.	The suitability of the content of textbooks physics-based integration of Islamic Science	4 5	80%	Valid	No Revision
10.	Breadth of the contents of textbooks physics-based integration of Islamic Science	3 4	75%	Valid	No Revision
Overall analysis		**35 45**	**78%**	**Valid**	**No Revision**

Description:

P = Percentage sought

ΣX = Total respondents in 1 item

ΣX_1 = highest number of questions in 1 item

100 = constant Numbers

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

Based on the above calculation, the observations made by subject teacher reached 78%. If matched with the table of eligibility criteria, then the score is included in the criteria is valid.

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b.Qualitative Data

Qualitative data validation results fiqh teacher by Mr. Boediono, S.Pdi can be seen in Table 4.10

Table 4.10

Critic of Fiqh Teacher to the Teaching Material

Name of the Subject Fiqh Teacher	Critic
Budiono, S.PdI	Textbooks of Fiqh based integration Islamic Science to meet the standard of competence and basic competences, and in accordance with the purpose of learning. That needs to be added is the vocabulary or the meaning of certain words that may not be understood some students.

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c.Product Revision

Based on the analysis, the revision to teaching material is as follows.

Table 4.11

Revised results

No.	The revised point	Before Revision	After Revision
1.	SK and KD learning programs created on a separate sheet.		
2.	Yet there is a concept map	-	

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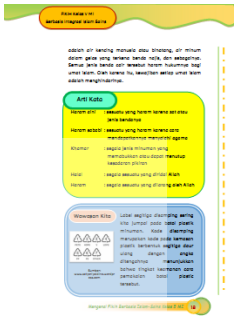
3.	Yet there is a meaning for the difficult vocabulary	-	
4.	Yet there are instructions for using the book	-	

4. Results of Field Trial

Product development was tested on students grade 5 MI K.H. A. Thohir Tumpang Malang. Present of quantitative data from results of field test are as follow in Table 4.12

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Table 4.12

The Data of Assessment Teaching Material of Fiqh Based on Integration Islamic Science Grade 5 in MI K.H. A. Thohir Tumpang Malang.

No. Subjek	Assessment aspect										∑N	Xi	%
	1	2	3	4	5	6	7	8	9	10			
1	5	5	5	5	5	5	5	5	4	5	49	50	98%
2	4	3	4	5	4	5	4	3	4	4	40	50	80%
3	4	5	5	5	5	4	4	5	3	5	45	50	90%
4	4	5	4	5	5	4	5	5	5	5	47	50	94%
5	4	5	4	5	4	4	4	4	4	5	43	50	86%
6	5	5	5	4	5	5	5	2	5	5	46	50	92%
7	5	5	2	4	4	4	4	5	5	5	43	50	86%
8	5	5	5	4	5	5	5	2	5	5	46	50	92%
9	5	5	5	4	5	5	5	2	5	5	46	50	92%
10	5	5	5	4	5	5	5	2	5	5	46	50	92%
11	4	4	4	5	4	5	4	3	4	4	41	50	82%

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12	**4**	**4**	**5**	**5**	**5**	**5**	**4**	**5**	**5**	**4**	**46**	**50**	**92%**
13	**5**	**4**	**4**	**4**	**5**	**5**	**5**	**3**	**4**	**3**	**42**	**50**	**84%**
14	**4**	**5**	**5**	**5**	**5**	**4**	**4**	**5**	**3**	**5**	**45**	**50**	**90%**
15	**5**	**5**	**4**	**4**	**4**	**5**	**2**	**1**	**4**	**3**	**37**	**50**	**74%**
16	**4**	**4**	**5**	**4**	**5**	**5**	**4**	**2**	**4**	**2**	**39**	**50**	**78%**
17	**4**	**5**	**3**	**4**	**4**	**5**	**5**	**3**	**4**	**4**	**41**	**50**	**82%**
18	**4**	**5**	**5**	**5**	**5**	**4**	**3**	**3**	**5**	**3**	**42**	**50**	**84%**
19	**4**	**5**	**5**	**5**	**5**	**4**	**4**	**5**	**3**	**5**	**45**	**50**	**90%**
20	**5**	**4**	**4**	**4**	**5**	**5**	**5**	**3**	**4**	**3**	**42**	**50**	**84%**
21	**5**	**5**	**5**	**5**	**5**	**5**	**5**	**5**	**5**	**5**	**50**	**50**	**100%**
22	**4**	**5**	**5**	**5**	**5**	**4**	**4**	**5**	**3**	**5**	**45**	**50**	**90%**
23	**4**	**4**	**5**	**5**	**4**	**4**	**4**	**4**	**4**	**5**	**43**	**50**	**86%**
24	**5**	**4**	**5**	**5**	**4**	**5**	**5**	**4**	**3**	**4**	**44**	**50**	**88%**
25	**5**	**5**	**5**	**5**	**3**	**4**	**4**	**4**	**4**	**3**	**42**	**50**	**84%**
26	**4**	**5**	**5**	**5**	**5**	**4**	**4**	**5**	**3**	**5**	**45**	**50**	**90%**
27	**4**	**5**	**5**	**5**	**5**	**4**	**4**	**5**	**3**	**5**	**45**	**50**	**90%**

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28	5	5	5	5	3	4	5	3	4	3	44	50	88%
29	5	5	4	3	3	5	5	3	5	3	41	50	82%
30	5	4	4	4	4	5	5	3	4	5	43	50	86%
31	5	4	4	5	4	5	5	2	5	4	43	50	86%
32	5	4	4	4	5	5	5	2	5	4	43	50	86%
33	4	4	4	4	4	4	4	5	3	3	39	50	78%
34	5	5	4	3	5	5	5	3	4	5	44	50	88%
35	5	5	4	4	5	4	4	5	3	3	42	50	84%
36	5	5	4	5	4	5	1	3	3	5	40	50	80%
37	4	4	5	4	3	5	2	4	4	4	39	50	78%
38	5	5	3	5	5	5	5	5	5	5	48	50	96%
39	4	5	4	5	5	5	4	4	5	5	46	50	92%
∑X	177	181	172	176	175	185	166	142	160	171	1698	1950	
∑Xi	195	195	195	195	195	195	195	195	195	195	1950	1950	
%	90,77%	92,82%	88,21%	90,26%	89,74%	94,87%	85,12%	72,82%	82,05%	87,69%	87,08%	100%	

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Description:

Aspects of Assessment 1: Are textbook Islamic jurisprudence Science-based integration can facilitate sister in learning?

Aspects of Assessment 2: Does the use of textbooks based on the integration of Islamic jurisprudence Science can give encouragement in learning sister?

Aspect of Assessment 3: Do sister easy to understand the material in the textbook-based integration of Islamic jurisprudence that has developed this science?

Aspect of Assessment 4: According to the sister, how the questions in the textbook jurisprudence is based on the integration of Islamic Science?

Aspect of Assessment 5: How typeface and font size contained in the textbook Islamic jurisprudence Science-based integration this?

Aspect of Assessment 6: Is the language used in textbooks is easy to understand?

Aspect of Assessment 7: During this study the teaching materials, whether sister meet the difficult words?

Aspect of Assessment 8: During use textbook, do you need the help of others such as friends, teachers, or parents?

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Aspect of Assessment 9: According to the child, textbook-based integration of Islamic jurisprudence that has developed science is interesting to learn?

Aspects of Assessment 10: Are textbook Islamic jurisprudence Science-based integration can increase the motivation sister in learning?

No Subject (1-39) : Respondents students

Xi : the total ideal score in a number of items

ΣN : total score for each respondent / students

ΣX : the total number of students answer

ΣXi : the total number of scores ideal all items

The qualitative data based on the results of the assessment field trials it can be concluded that the teaching material were developed do not need to get a revision. The data analysis of student assessment results data on teaching material of fiqh based integration of Islamic Science subject of food and drink is halal and haram. Based on the results of student assessment to teaching material, as listed in table 4.12 then, can be calculated percentage eligibility level teaching material as follows:

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$$P = \frac{\sum x}{\sum x1} \text{ x } 100\%$$

$$P = \frac{1698}{1950} \text{ x } 100\%$$

$$P = 87{,}08\%$$

Description:

P = the percentage of the feasibility

ΣX = total respondents

ΣX1 = highest number of answers

100 = a constant

Percentage eligibility level look from student assessment questionnaire the experimental in the teaching material of fiqh based on integration of Islamic Science on the subject of food and drink is halal and haram grade 5 MI K.H. A. Thohir Tumpang Malang reached 87.08%. If matched with the table of eligibility criteria, then the score is included in the valid criteria.

However, opinion and suggestions submitted by respondent field tests will be realized as well as possible so that the resulting product will be better for the future.

Presentation of research data *pretest* and *posttest* were obtained from field tests grade 5 MI K.H. A. Thohir Tumpang Malang will be presented in the following table.

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Table 4.13

Students Value Field Trial Results of the *pre-test* and *post-test*

No.	Student's name	*Pretest*	*Posttest*
1.	Abid Syaiful Ibad	60	80
2.	Adibatus Sholichah	75	80
3	Agung Prasetyo	70	85
4	Ahmad Rizki Fauzi	55	70
5	Akhis Ilmaya Zakiya	55	80
6	Amalia Nur Fauziyah	65	90
7	Amin Fadilah	50	75
8	Anisa Rohmatun Agusriani	80	95
9	Aprilia Rizki Wulandari	75	95
10	Atana Aminatun Nadiyah	90	100
11	Aulia Savira Fitri	70	95
12	Ayu Firnanda	60	85
13	Davia Shafa Camila	75	100
14	Dicki Andriyan	55	70
15	Dzati Fara Dini	50	95
16	Faiz Zam Zami	50	80
17	Fatchur Dika Ramadhoni	80	85
18	Istajib Linushi Muhammad	90	85
19	Jamaludin Ashari	35	85
20	Laili Jamala	70	90
21	M. Ahsan Alkhan Fadhol Barokatiy	85	90
22	M. Hadi Muyasar	90	95
23	M.Rio Firmansyah	55	80

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24	Mega Kurniawati	45	75
25	Muhammad Imron	50	70
26	Muhammad Lutfi Jawahirul Huda	70	75
27	Mukhamad Nauval Tamami Malik	75	85
28	Mukhammad Fazrul Falah	55	70
29	Nabila Isma Indi Royana	75	90
30	Juwita Sari	55	95
31	Naufal Alif Farros	40	80
32	Nisrina Wardah	70	95
33	Nur Hidayah	65	90
34	Nur Wahyuni	65	80
35	Retno Ayu Diah Nirmala	65	80
36	Rindi Ana Putri	60	100
37	Rozil Maftuhur Ridho	50	70
38	Tri Bagas Hari Ramadhan	55	95
39	Jaguar Yusuf Fajar Anggoro	55	70
Total average value		**63,85**	**84,7**

Based on data from table 4.13 shows that the average *pre-test* score was 63.85 and the average *post-test* score was 84.7. This indicates that the value of the *post-test* better than the *pre-test*.

From both the data above and then search for the significance of differences of learning result between the pre-test and post-test than by using an average ratio also to test statistically with the t-test correlated using SPSS.

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The calculation is then used to prove the hypothesis, whether Ha accepted or Ho received using a two-tail test (two-tail test) hypothesis cooperative with an error rate of 5% or 0,050 and a 95% confidence level.

a. Make Ha and Ho

Ha: There is a difference between the value of the student before use teaching materials of fiqh based on the integration of Islamic science (pretest) with a value after using teaching materials of fiqh based on the integration of Islamic science (posttest).

Ho: There is no difference between the value of the student before use teaching materials of fiqh based on the integration of Islamic science (pretest) with a value after using teaching materials of fiqh based on the integration of Islamic science (posttest).

b. Looking for t calculated using SPSS

Table 4.14

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	39	63.85	13.787	2.208
Posttest	39	84.74	9.525	1.525

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Table 4.15

One-Sample Test

	Test Value = 0					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Pretest	28.920	38	.000	63.846	59.38	68.32
Posttest	55.563	38	.000	84.744	81.66	87.83

c. Determine the testing rules

1) Significance level (á = 0.05)

2) dk = n_1 + n_2-2 = 39 + 39-2 = 76

Thus get the data t_{table} = 1,980[1]

d. Criteria for testing the two parties

If $t_0 \geq t_t$ = H_0 is rejected Hα is accepted, meaning that there was difference mean significant between the two variables has been studied. If tα ≤ t_0 = H_0 is accepted Hα is rejected, meaning that no difference significant mean between the two variables studied.

e. Comparing t_{count} (t_0) and t_{table} (t_t)

Results of t_{count} the pretest and posttest values based on analysis using SPSS above are:

T_{count} pretest value = 28.920

[1] Sugiono, *Op cit*, Hlm.332

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T_{count} value posttest = 55.563

And has been known to table = 1,980

Thus:

28.920 ≥ 1,980 and 55.563 ≥ 1,980

Because t_{count} the pretest and posttest value greater than t_{table}, then Ho is rejected and Ha accepted.

f. Conclusion

Ha : **Acceptable**, meaning that there is a difference between the value of the student before use teaching materials of fiqh based on the integration of Islamic science (pretest) with a value after using teaching materials of fiqh based on the integration of Islamic science (posttest) has been created.

Ho : **Rejected**, meaning there is no difference between the value of the student before use teaching materials of fiqh based on the integration of Islamic science (pretest) with a value after using teaching materials of fiqh based on the integration of Islamic science (posttest) has been created.

From explained the above shows that there is a difference learning result between the value of the students before using teaching materials of fiqh based on the integration of Islamic science (pretest) with a value after using teaching materials of fiqh based on the integration of Islamic science (posttest) with t_{count} value of pretest 28.920 and value of posttest 55.563. With a significance level of 000. so it can be said that the teaching materials of fiqh based on integration Islamic science material of food and drink is halal and

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haram proved to be significantly effective in improving the result of student learning to the subjects of fiqh at 5 grade MI KH A. Thohir Tumpang Malang.

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CHAPTER V

DISCUSSION

In this chapter will be explained related to, a) the development teaching materials, b) the analysis of attractiveness and effectiveness of results validation development of teaching materials: (1) Result of expert validation, (2) Analysis of Test Results on the Use of teaching materials of fiqh based on Integration of Islamic Science subject of food and drink halal and haram 5 grade MI.

A. Development Teaching Material of Fiqh Based on Integration Islamic Science

Teaching materials is one of component learning system that plays an important role in achieving the standards of competence and basic competences.[1] This development of teaching materials resulted teaching material of fiqh material food and drink is halal and haram based on integration Islamic Science that is based on on the fact that the case that the unavailability teaching materials of fiqh based on integration of Islam and science in the matter of food and drink is halal and haram. Thus the results of this development is intended to improve result of student learning through adding the knowledge of science beside on that fiqh material. Teaching materials were developed using the Borg and Gall development model is achieved through several stages of systematic

Improvements to the product development of teaching materials is done gradually through a series of assessment and testing. Assessment determination of the feasibility and validity of the content of the product is done by expert subject

[1] Tim Pustaka Yustisia, *Panduan Penyusunan KTSP Lengkap (Kurikulum Tingkat Satuan Pendidikan) SD, SMP, dan SMA*, (Yogyakarta: Pustaka Yustisia, 2007), hal.193

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material of fiqh, design experts, subject teacher and students of class V MI KH A. Thohir Tumpang Malang. After teaching material validated, then do quantitative data analysis, namely the number of questionnaire scores and qualitative data in the form of comments and suggestions from the experts. The results of the questionnaire of both experts indicate a valid criterion. So the teaching material of fiqh based on on integration Islamic science is not needed revision.

Specifications teaching material is seen from some aspects that is content aspect is divided into five parts: pre-introduction, introduction, contents, support and cover. Aspects of layout look from color aspect and images are displayed. The following further description.

1. Content of Teaching Material Integration of Islamic Science

There are some criteria for eligibility the content of teaching materials that must be fill, such as (1) suitability description of the material to the standard of competence (SK) and basic competence (KD) contained in the curriculum subject in question, (2) the accuracy material of the learning support.

From aspect of content component of the teaching material is divided into five parts:

a. Pre-Introduction consists of the cover, introduction, learning programs, table of contents, and instructions for using the book.

b. Introduction consists of concept maps and section titles

c. Part of content consists of material and box says Science

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d. Part of supporting consists of “Aku Ingin Bisa”, “Ayo Kita Lakukan”, “Arti Kata”, “Aku Ingin Tahu”, “Aku Jadi Terbiasa”, “Tiada Hari Tanpa Prestasi”, “Yuk Kita Uji Kemampuan”.

e. Part of closed there is a bibliography

2. Display of Teaching Material of Fiqh Based on Integration of Islamic Science

Illustrations and images has important role in teaching materials because pulling or not of the teaching materials is determined by display. There are some points to consider in display of teaching materials such as:

a. The layout of the teaching material that uses the A4, the proportion of margin on 4, bottom 3, right 3, and left 4. Size spaces using 1 and 1,5.
b. The font is a Baar Metanoia, Comic Sans size 14-18 for the title. Baar Metanoia font size 12 for the material and exercise.
c. The use of color in the teaching materials 50% yellow, 35% green, and 15% mix color.
d. In the teaching materials are also combined with real images and colorful writing. This background by the fact that students MI KA Thohir Tumpang Malang especially grade 5 are in need of support images to illustrate the actual of the material description.

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B. The Analysis of Attractiveness and Effectiveness of Results Validation Development of Teaching Materials

1) Result of Expert Validation

Teaching materials of fiqh based on on integration of Islamic Science subject of food and drink is halal and haram developed data is known be enough successful and enough suitable when reaching the minimum criteria 60. If the results of the analysis from some of subjects validator achieve the minimum criteria teaching material of fiqh has been can worthy and can be used in the learning process.

To obtain analysis from achievement worthy of teaching materials fiqh based on on integration Islamic Science subject of food and drink is halal and haram to 5 grade MI so determined the following criteria.

Table 5.1

The Eligibility Criteria of Teaching Material

Percentage	Level of Validity	Specification
84-100	Very Valid	No Revision
68-84	Valid	No Revision
52-68	Enough Valid	Partial Revision
36-52	Less Valid	Revision
20-36	No Valid	Revision

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1. Analysis of Data Validation Results Expert Content / Material Teaching Material of Fiqh

Based on on the assessment given by the expert contents teaching material of fiqh shows that the teaching material is suitable with the curriculum. Proved by the very details of material on teaching materials supported by the introduction of science in it.

To support the analysis it can prove with calculating all of assessment questionnaire described as follows.

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

$$= \frac{51}{67} \; x \; 100\%$$

$$= 76\%$$

Analysis of the data showed that the overall percentage of validation results of experts contents of fiqh teaching materials at 76% which is the enough valid criteria and do not need further revision. Teaching materials from content aspect in the form materials of food and drink are halal and haram based on on integration Islamic Science suitable and appropriate use in the learning process.

2. Analysis of Data Validation Results of Design Expert Teaching Material of Fiqh

Based on on the assessment given by the design experts show that the display of teaching material is enough good and worthy. This is proved by the images, fonts, layout typing, consistency and others have been very precise, appropriate, and interesting.

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To support this analysis can be verified by calculating the all of assessment questionnaire described as follows.

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

$$= \frac{38}{41} \; x \; 100\%$$

= 93%

Analysis of the data showed that the all of from the results validation of design expert teaching materials of fiqh at 93% which is the valid criteria and do not need further revision. Teaching materials integration based on on Islamic Science from aspect of design and display has attracted so in accordance with the characteristics of elementary school children SD/ MI who liked the pictures and bright colors.

3. Analysis of Data Validation Results Fiqh Teacher

Based on on the assessment given by fiqh teacher teaching material of fiqh shows that the teaching material suitable with the curriculum. Proved by the very details, the material on teaching materials supported by the introduction of science in it.

To support the analysis of buffer evidenced by calculating the all of assessment questionnaire described as follows.

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

$$= \frac{35}{45} \; x \; 100\%$$

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= 78%

Analysis of the data showed that all percentage of validation results of fiqh teacher teaching materials at 78% which is the valid criteria and do not need further revision. Teaching materials in content aspect the form materials of food and drink are halal and haram based on on integration Islamic Science this is suitable and appropriate for use in the learning process.

4. Analysis of Data Validation Results Testing Products of Teaching Material.

Based on on the assessment that given 39 students of class 5 shows that in terms of cover is very interesting, type of font is easy to understand, description of the material easy to understand also give new knowledge and this teaching material also makes the students motivated to learn Fiqh. Here are described the results of the analysis of each of the questions asked in the questionnaire of students:

1. Teaching material of fiqh based on on integration Islamic Science makes it easy for students to learn reach a percentage 90.77%. This result show that the teaching material of Fiqh based on integration Islamic Science is enough to help the students to learn.
2. Teaching materials Fiqh based on integration Islamic Science completed with images and other supporting exercise so can give the spirit in the students learning achieving a percentage 92.82%. This suggests that the interest of students to learn enough high.

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3. Easy of students in understanding the material that has been developed with the integration of Islam Science therein reaches a percentage 88.21%. This indicates that the material in the teaching material is enough suitable with student interest.
4. Presentation of practice questions to improve learning results reached 90.26% percentage. It shows that questions enough clearly understood by students.
5. Clarity of the type and size of font used reaches a percentage 89.74%. This shows that students are enough clear in use of the teaching material.
6. The language used reaches a percentage 94.87%. It shows that students are enough understand with the language used.
7. In the teaching material of fiqh is based on integration of Islamic Science students no find difficult words reached 85.12% percentage. This shows that students are enough conscientious to use the word in the teaching material.
8. The level of students independence in the use of teaching materials reach the percentage of 72.82%. This suggests that the teaching material is enough to grow up character values in students.
9. The level of attractiveness of the teaching material percentage of 82.05% is reached. This indicates show that this teaching material has appeal for students to study fiqh.
10. Motivating students to follow the lessons of fiqh reach a percentage 87.69%. This indicate show that this teaching material motivate the

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students to follow the subject of fiqh so that integration between Islam and Science achieved.

To support the analysis that has been described can be proved by calculation of the overall assessment questionnaire described as follows.

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

$$= \frac{1689}{1950} \mathbf{X\ 100\%}$$

$$= 87.08\%$$

From of content aspect of teaching materials with the theories and concepts that can support learning, whereas from display aspect the teaching material enough attractive and give different design variations of the books that are used today. This suggests that teaching materials interesting to use by students in the learning fiqh.

2) Analysis of Test Results on the Use of Teaching Material of Fiqh Based on Integration Islamic Science.

From the implementation of the learning achievement tests from students of 5 grade MI KH A. Thohir Tumpang Malang in field trials will be presented in the following table:

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Table 5.2

Test Results Class V MI K.H. A. Thohir Tumpang Malang

No.	Students Name	Value (X)	Clear (Xi)	No Clear
1.	Abid Syaiful Ibad	80	√	
2.	Adibatus Sholichah	80	√	
3	Agung Prasetyo	85	√	
4	Ahmad Rizki Fauzi	70		√
5	Akhis Ilmaya Zakiya	80	√	
6	Amalia Nur Fauziyah	90	√	
7	Amin Fadilah	75	√	
8	Anisa Rohmatun Agusriani	95	√	
9	Aprilia Rizki Wulandari	95	√	
10	Atana Aminatun Nadiyah	100	√	
11	Aulia Savira Fitri	95	√	
12	Ayu Firnanda	85	√	
13	Davia Shafa Camila	100	√	
14	Dicki Andriyan	70		√
15	Dzati Fara Dini	95	√	
16	Faiz Zam Zami	80	√	
17	Fatchur Dika Ramadhoni	85	√	
18	Istajib Linushi Muhammad	85	√	

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19	Jamaludin Ashari	85	√	
20	Laili Jamala	90	√	
21	M. Ahsan Alkhan Fadhol Barokatiy	90	√	
22	M. Hadi Muyasar	95	√	
23	M.Rio Firmansyah	80	√	
24	Mega Kurniawati	75	√	
25	Muhammad Imron	70		√
26	Muhammad Lutfi Jawahirul Huda	75	√	
27	Mukhamad Nauval Tamami Malik	85	√	
28	Mukhammad Fazrul Falah	70		√
29	Nabila Isma Indi Royana	90	√	
30	Juwita Sari	95	√	
31	Naufal Alif Farros	80	√	
32	Nisrina Wardah	95	√	
33	Nur Hidayah	90	√	
34	Nur Wahyuni	80	√	
35	Retno Ayu Diah Nirmala	80	√	
36	Rindi Ana Putri	100	√	
37	Rozil Maftuhur Ridho	70		√
38	Tri Bagas Hari Ramadhan	95	√	
39	Jaguar Yusuf Fajar Anggoro	70		√
Total		**3305**	**33**	**6**

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Everage	**84,7**		
%		**85%**	**15%**

Description:

P (%) : Percentage

ΣX : The total number of students who do not meet the SKM

ΣXi : The total number of students

100 : Numbers Constant

KKM : ≥ 75

Data from the table above shows that, after the students learn to use the teaching material of fiqh based on integration Islamic Science that has been described and applied by subject fiqh teachers, students who meet the SKM by 33 students with a percentage of 85%, while students who do not meet the SKM 6 students with a percentage of 15%. With the results of the study, the results of the pilot test can be concluded that the teaching materials were developed can improve student learning outcomes and positive influence as well as a valid use in learning activities.

The effectiveness of learning can also be judged from t-test. Learning by using the teaching material of fiqh based on integration Islamic science this developed proven effective is shown from the results of the tests conducted. Tests conducted on this research is a pretest and posttest are then analyzed by finding the mean and analysis of t-test. Test results has been done shows that the results

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are posttest higher than the pretest results from average pretest 63,85 and posttest 84,7 and analysis of t-test with results of pretest t_{hitung} 28.920 and posttest t_{hitung} 55.563 while t_{tabel} is 1,980 so proved that learning with the use of teaching materials of fiqh developed in this research is already effective.

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CHAPTER VI

CLOSING

A. Conclusions

Based on the development process and the results of trials teaching materials of fiqh based on integration Islamic science of subject food and drink is halal and haram for grade 5 in MI K.H. A. Thohir Tumpang Malang can be presented with conclusion as follows:

1. Field Study conducted researchers in grade 5 MI K.H. A. Thohir Tumpang Malang to get some data about the learning that is conducted at school it. In the learning teacher using the method of lecturing and sometimes using media images. However, that learning is still hasn't been able to grow up motivation of study the students, this is proved when many students crowded and sleep in the learning processed. The development of these teaching materials in the form of books or learning modules. Take fiqh subject and on the standard of competence provision of food and drink that are halal and haram in one semester. In a related development, this teaching materials through some stages. The development does is use the Borg & Gall model consists of 10 stages. In the development of this teaching materials of fiqh researchers integrate content of fiqh with material science. Then the researchers analyze the attractiveness book from some questioner of validation and effectiveness of book from results of product tests.
2. The results of the validation of the development of teaching materials of fiqh based on integration Islamic Science among them; 1) validation expert content

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or material teaching materials of fiqh got percentage 76%; 2) validation expert media design teaching materials of fiqh got percentage 93%; 3) validation from fiqh subject teachers gets percentage 78%; 4) validation test of subject shows the percentage 87.08%. While the results of the tests showed posttest = 84,7 > results from pretest = 63,85, reinforced with t-test analysis which shows that the t_{count} pretest = 28.920 and posttest t_{count} = = 55.563 > t_{table} 1980, then it can be conclude H_0 is rejected and Hα accepted, so there are is the difference between the value of the student's before using teaching materials of fiqh based on integration of Islamic Science (pretest) and values after using teaching materials of fiqh based on integration Islamic Science (posttest). Thus, the teaching materials developed proved valid and capable of improve the effectiveness of learning in material foods and drinks that are halal and haram for grade 5 MI K.H. A. Thohir Tumpang Malang.

B. Suggestions

Proposed suggestions include suggestion for the purposes of product and needs to further development. In detail the suggestions can be explained as follows:

1. For Schools

To optimize the utilization of the products developed, namely in the form of textbook on material foods and drinks that are halal and haram for grade 5 MI/SDI recommended in order to school utilizing a textbook that has been developed as a complement tool in the material and evaluation. Try of the give handbook to students in addition to LKS.

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2. For Teachers

Teaching materials of fiqh in the form of textbook that has developed this should be a textbook used by teacher in the process learning of fiqh on standards of competence provision of food and drink that are halal and haram. This is to facilitate teachers in delivering the material and understanding the concept of material on students.

3. For Students

For students it is recommended to use this textbook of fiqh in the learning alone in order to capable improve student learning result on the material food and drinks are halal and haram.

4. For other researchers

For other researchers who want to do the development from this research and development is advised to prefer on development of media. Because of the material or exercises in this book are already quite complete so to more perfect it again would be nice if there is supported with media, such as interactive multimedia learning. Because in one standard of competence there are four basic competency within a semester while this book has developed two basic competency thus quite complex when the next researcher to develop interactive multimedia as support of the textbook that has been developed.

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