

**DEVELOPING STUDENTS' WORKSHEET OF SCIENCE ON
EARTH AND UNIVERSE WITH ASMAUL HUSNA
APPROACH TO IMPROVE LEARNING ACHIEVEMENT OF
FOURTH GRADE STUDENTS OF ISLAMIC ELEMENTARY
SCHOOL OF SALAFIYAH KHAIRUDIN GONDANGLEGI
MALANG**

THESIS

By:

ALFAN NUR AZIZI
NIM 10140097



**DEPARTEMENT OF EDUCATION TEACHER FOR ISLAMIC
ELEMENTARY SCHOOL**

FACULTY OF TARBIYAH AND TEACHING SCIENCES

**STATE ISLAMIC UNIVERSITY MAULANA MALIK
IBRAHIM OF MALANG**

June, 2014

**DEVELOPING STUDENTS' WORKSHEET OF SCIENCE ON
EARTH AND UNIVERSE WITH ASMAUL HUSNA
APPROACH TO IMPROVE LEARNING ACHIEVEMENT OF
FOURTH GRADE STUDENTS OF ISLAMIC ELEMENTARY
SCHOOL OF SALAFIYAH KHAIRUDIN GONDANGLEGI
MALANG**

*Presented to Faculty of Tarbiyah of State Islamic University Maulana Manlik
Ibrahin Malang in partial fulfillment of the requirement for the degree of Sarjana
Pendidikan Islam (S. Pd. I)*

THESIS

ALFAN NUR AZIZI

NIM 10140097



**DEPARTEMENT OF EDUCATION OF TEACHER FOR
ISLAMIC ELEMENTARY SCHOOL**

FACULTY OF TARBIYAH AND TEACHING SCIENCES

**STATE ISLAMIC UNIVERSITY MAULANA MALIK
IBRAHIM OF MALANG**

June, 2014

DEDICATION SHEET

الحمد لله رب العالمين

*I dedicate this task for the most special people
“My parents (beloved father and mother)”
Who always love, educate, give spirit, and pray for me.*

*And for my guide lecturer
Mr. H. Mokhammad Yahya, MA, Ph.D
Who has been guided me to finish this task well*

جزاك الله أحسن الجزاء

And all people who support me in finishing this task.

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

فَاصْبِرْ إِنَّ وَعْدَ اللَّهِ حَقٌّ وَلَا يَسْتَخِفُّكَ الَّذِينَ لَا يُوقِنُونَ ﴿٦٠﴾

60. Therefore be patient; surely the promise of Allah is true and let not those who have no certainty hold you in light estimation.

(QS. Ar-Ruum, 30: 60)¹

﴿ وَمَا مِنْ دَابَّةٍ فِي الْأَرْضِ إِلَّا عَلَى اللَّهِ رِزْقُهَا وَيَعْلَمُ مُسْتَقَرَّهَا وَمُسْتَوْدَعَهَا كُلٌّ فِي كِتَابٍ مُبِينٍ ﴿٦﴾ ﴾

6. And there is no animal in the earth but on Allah is the sustenance of it, and He knows its resting place and its depository, all (things) are in a manifest book (Lauh Mahfudz).

(QS. Hud, 11: 6)²

¹ Al-Qur'an and Translation

² Ibid.,

APPROVAL SHEET

**DEVELOPING STUDENTS' WORKSHEET OF SCIENCE N
EARTH AND UNIVERSE WITH ASMAUL HUSNA APPROACH
TO IMPROVE LEARNING ACHIEVEMENT OF FOURTH
GRADE STUDENTS OF ISLAMIC ELEMENTARY SCHOOL OF
SALAFIYAH KHAIRUDIN GONDANGLEGI MALANG**

THESIS

By:

Alfan Nur Azizi
10140097

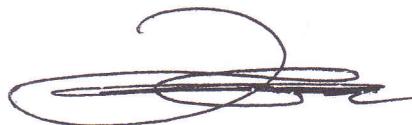
Approved by,
Supervisor:



H. Mokhammad Yahya, MA, Ph.D
NIP. 19740614 200801 1 016

Acknowledge by,

The head of Islamic Primary School Education Program



Dr. Muhammad Walid, MA
NIP: 197308232000031002

VALIDATION SHEET

**DEVELOPING STUDENTS' WORKSHEET OF SCIENCE ON
EARTH AND UNIVERSE WITH ASMAUL HUSNA
APPROACH TO IMPROVE LEARNING ACHIEVEMENT OF
FOURTH GRADE STUDENTS OF ISLAMIC ELEMENTARY
SCHOOL OF SALAFIYAH KHAIRUDIN GONDANGLEGI
MALANG**

THESIS

Prepared and compiled by
Alfan Nur Azizi (10140097)

has been maintained in front of the board of examiners at the date July, 17th 2014
and has been declared
PASS

and is accepted as one of the statements
to obtain the degree of Sarjana Pendidikan Islam (S.PdI)

Exam Committee

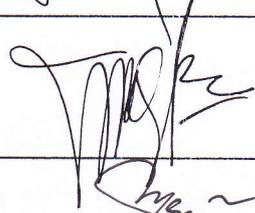
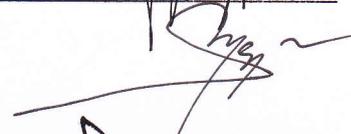
Chairman of Session
Lutfiya Fathi Pusposari, ME
NIP. 19810719 200801 2 008

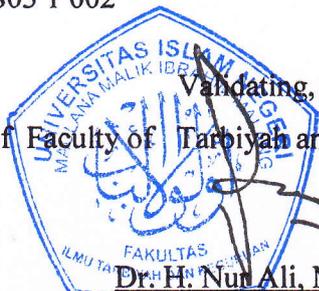
Secretary of Session
Agus Mukti Wibowo, M.Pd
NIP. 19780707 200801 1 021

Advisor
H. Mokhammad Yahya, MA, Ph.D
NIP. 19740614 200801 1 016

Main Examiner
Dr. H. Nur Ali, M.Pd
NIP. 19650403 199803 1 002

Signature

: 
: 
: 
: 

Validating,
Dean of Faculty of Tarbiyah and Teaching Sciences

Dr. H. Nur Ali, M.Pd
NIP. 19650403 199803 1 002

H. Mokhammad Yahya, MA, Ph.D

The Lecturer of Tarbiyah and Teaching Sciences Faculty

The State Islamic University of Maulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE

Matter : Thesis of Alfian Nur Azizi Malang, July, 4th 2014

Appendixes : 4 (four) Exemplar

Dear,

Dean of Tarbiyah and Teaching Sciences Faculty

The State Islamic University of Maulana Malik Ibrahim Malang

At Malang

Assalamualaikum Wr. Wb.

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

Name : Alfian Nur Azizi

NIM : 10140097

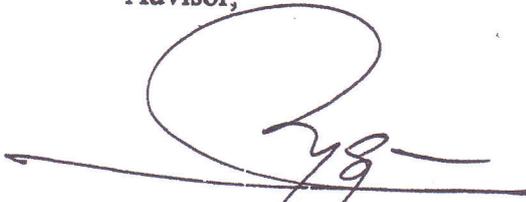
Program : Education of Teacher for Islamic Primary School

Title of Thesis : Developing Students' Worksheet of Science on Earth and Universe with Asmaul Husna Approach to Improve Learning Achievement of Fourth Grade Students of Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang

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

Wassalamualaikum Wr. Wb

Advisor,


H. Mokhammad Yahya, MA, Ph.D
NIP. 19740614 200801 1 016

CERTIFICATE OF THESIS AUTHORSHIP

I certify that thesis I wrote to fulfill the requirement for Sarjana Pendidikan Islam (S.Pd.I) entitled Developing Students' Worksheet of Science on Earth and Universe with Asmaul Husna Approach to Improve Learning Achievement of Fourth Grade Students of Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, July, 22nd 2014



Alfan Nur Azizi
10140097

ACKNOWLEDGMENT



All praise due to Allah, the Cherisher and Sustainer of all the worlds. There is neither might nor power but with Allah the Great, the Exalted. With only His Grace and Guide, this thesis entitled “**Developing Students’ Worksheet of Science on Earth and Universe with Asmaul Husna Approach to Improve Learning Achievement of Fourth Grade Students of Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang**” could be done, and also with His benevolence and love, peace of the soul. Peace from upon the Prophet Muhammad (SAW) who had brought us from darkness into the brightness, in this life. May we be together with those who believe and receive intercession from Him in the day of after day Amin.

With All support and help, discussions, guidance and direction from all parties involved during the process of completing this thesis, the author wishes to express his outmost gratitude to the following:

1. My parents (Alm. Drs. M. Chotib and Dra. Istibsyaroh), who have educated with affection and prayed with sincere, so the author can finish my study at the State Islamic University of Maulana Malik Ibrahim Malang.
2. Prof. Dr. Mujia Raharjo, M. Si., as the Rector of State Islamic University Maulana Malik Ibrahim of Malang.
3. Dr. H. Nur Ali, M. Pd, as the dean, Faculty of Tarbiyah and Teaching Sciences , State Islamic University Maulana Malik Ibrahim of Malang.
4. Dr. Muhammad Walid, MA, as the head of Teacher Education of Islamic Elementary School Department, Faculty of Tarbiyah and teaching Sciences, State Islamic University Maulana Malik Ibrahim of Malang.
5. H. Mokhammad Yahya, MA., Ph.D, as the thesis supervisor. The author expresses his gratitude for the guide and directional motivation given in the course of completing this thesis. May Allah (SWT) shower him and his family with his blessing. Not only that, he is as the supervisory lecturer during the author’s course of study in Teacher Education of Islamic

Elementary School Department, Faculty of Tarbiyah and Teaching Sciences, State Islamic University Maulana Malik Ibrahim of Malang.

6. All the lectures for their sincere and dedicated teaching and supervisory efforts. May Allah (SWT) shower blessings them.
7. The Staff in Faculty of Tarbiyah and Teaching Sciences, State Islamic University Maulana Malik Ibrahim of Malang. The author expresses gratitude for all their support and co-operation during the course of completing this thesis.
8. Mr. Masjkur as the head master of Islamic elementary school of Salafiyah Khairudin Gondanglegi Malang. And all of teacher employees and student 4th grade of Islamic Elementary School of Salafiyah Khairudin Gondanglegi, Malang, who have a lot time, opportunity and direction to write this thesis.
9. My brothers (Alfi and Ishom), who have supported, prayed and given me motivation, so author can finish this task.
10. My close friends (Khoiril, Ima, Amru, Laila, Uzli, and Retno), many thanks for your support and motivation.
11. All of my friends of PGMI department, especially ICP-PGMI 2010, who always give support to finish in doing research.
12. Everyone, whom I can't mention one by one, many thanks for the participation, motivation, and help in finishing this task.

Hopefully, by imparting what has been learned during the course of study in Faculty of Tarbiyah and Teaching Sciences, State Islamic University Maulana Malik Ibrahim of Malang it will benefit all readers and the author.

Realizing the fact that error and weakness is impartial to being human, and this thesis is still far from perfection, the author appreciates constructivism and suggestions for the improvement and betterment of this thesis.

Malang, July, 22nd 2014
Author,

Alfan Nur Azizi
10140097

TRANSLITERATION GUIDLINES OF ARAB LATIN

The written of Arabic-Latin in this thesis use directive transliteration base on the collective decision between the Minister of Religion Republic of Indonesia and the Minister of Education and Culture Republic of Indonesia number 158/1987 and number 0543 b/U/1987 that in broad outline can be described as bellow:

A. Hijaiyah Letters

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

B. Long Vocal

Long vocal (a) = â

Long vocal (i) = î

Long vocal (u) = û

C. Diphthong Vocal

أَوْ = Aw

أَيَّ = Ay

أُو = û

إِي = î

LIST OF TABLE

Table 1.1 Similarities and Differences with Previous Research	7
Table 4.1 Validity Criteria	62
Table 4.2 Validation Result by Content Expert	63
Table 4.3 Frequency Distribution	65
Table 4.4 Validation Result by Design Expert.....	68
Table 4.5 Frequency Distribution	69
Table 4.6 Validation Result by Science Teacher	74
Table 4.7 Frequency Distribution	75
Table 4.8 Questionnaire Assessment 4 th A Grade Students.....	78
Table 4.9 Students' Score	82
Table 4.10 Result of Data Distribution Normality.....	84

LIST OF PICTURE

Picture 3.1 Chart of Dick and Carrey’s Model of Learning Design	47
Picture 4.1 Front Cover	55
Picture 4.2 Preface	56
Picture 4.3 List of Contents.....	56
Picture 4.4 Details of Standard Competence, Basic Competence, Indicators..	57
Picture 4.5 Concept Map.....	58
Picture 4.6 Contents of Student Worksheet	59
Picture 4.7 <i>Tahukah Kamu</i>	60
Picture 4.8 <i>Mari Kita Renungkan!</i>	60
Picture 4.9 Bibliography	61
Picture 4.10 Cover Revision	72
Picture 4.11 Revision of Concept Map	72
Picture 4.12 Revision of Frame Variation.....	73

LIST OF APPENDIXES

Appendix I Product

Appendix II Observation Letter from Faculty

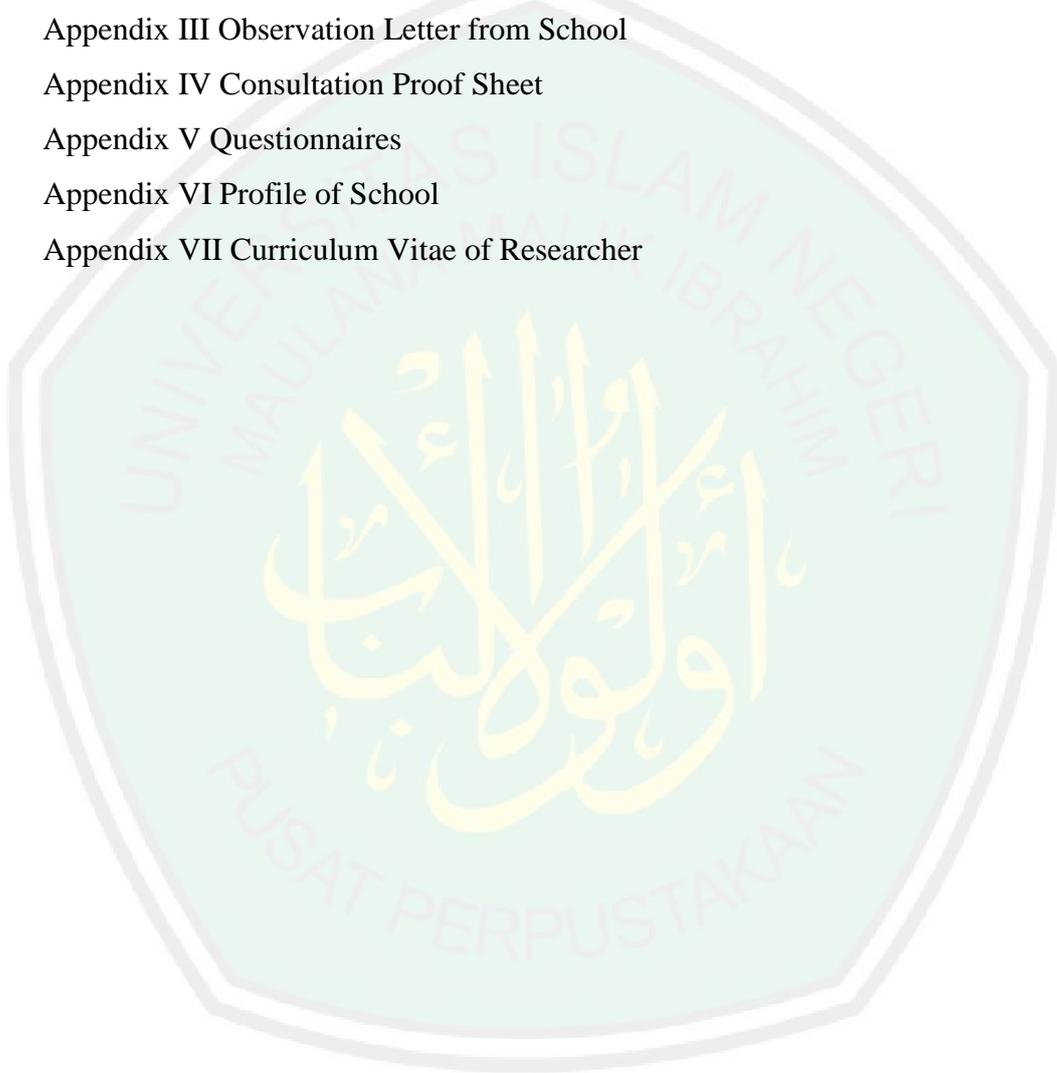
Appendix III Observation Letter from School

Appendix IV Consultation Proof Sheet

Appendix V Questionnaires

Appendix VI Profile of School

Appendix VII Curriculum Vitae of Researcher



LIST OF CONTENTS

TITLE PAGE	i
DEDICATION SHEET	iii
MOTTO	iv
APPROVAL SHEET	v
VALIDATION SHEET	vi
ADVISOR OFFICIAL NOTE	vii
CERTIFICATE OF THESIS AUTHORSHIP	viii
ACKNOWLEDGEMENT	ix
TRANSLITERATION GUIDLINES OF ARAB LATIN.....	xi
LIST OF TABLE	xii
LIST OF PICTURES.....	xiii
LIST OF APPENDIXES	xix
LIST OF CONTENTS.....	xv
ABSTRACT	xviii
CHAPTER I INTRODUCTION	
A. Background	1
B. Problem Statement	3
C. Research Objectives	4
D. Development Benefits	5
E. The Importance of Development.....	6
F. Scope of Research	6
G. Originality of Research	7
H. Operational Definitions	8
CHAPTER II STUDY OF LITERATURE	
A. Basic Concepts of Students' Worksheet	11
1. Understanding students' worksheet	11
2. The purposes of students' worksheet	13
3. The function of students' worksheet	14
4. Benefits of students' worksheet	16

5. Characteristics of students' worksheet.....	19
6. Structures of students' worksheet	20
7. Structuring students' worksheet.....	21
8. The advantages and disadvantages of students' worksheet	26
B. Basic Concept of Asmaul Husna Approach.....	29
1. Concept of approach	29
2. Concept of integration.....	29
3. Concept of Asmaul Husna	30
4. Basic Concepts of Asmaul Husna Approach	39
C. Basic Concept of Learning Achievement	41
1. Definition of learning achievement.....	41
2. Factors that affect learning achievement.....	42

CHAPTER III RESEARCH METHOD

A. Approach and Type of Research	44
B. Development Model.....	45
C. Research Site.....	47
D. Data and Sources of Data	48
E. Data collection Method	49
1. Experiment	49
2. Documentation	49
3. Questionnaire	50

CHAPTER IV EXPOSURE DATA RESEARCH

A. Profile of Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang.....	52
1. School Identity	52
2. School Vision and Mission	53
B. Description of Students' Worksheet	54
1. Presentation description student worksheet development results	54
2. Presentation of validity data.....	61
C. The effectiveness and attractiveness of the Student Worksheet	77

D. Learning Outcomes Before and After Using Students' worksheet.....	82
--	----

CHAPTER V DISCUSSION

A. Description of Development Result Analysis Science Student Worksheet ...	88
1. Content of science student worksheet	89
2. Display of students' worksheet of science	90
B. Validation Analysis of Students' worksheet Development.....	91
1. Data analysis expert validation result of contents science students' worksheet.....	91
2. Analysis of data validation result by design expert science students' worksheet.....	92
3. Analysis of data validation result by fourth grade science teacher	93
4. Science Student Worksheet Effectiveness and Attractiveness Validation Data Analysis	94
C. Test Analysis of Differences in Using Science Student Worksheet	95

CHAPTER VI CONCLUSION.....97

Suggestions.....	100
1. Suggestions for using product.....	100
2. Suggestion for advanced development	101
3. Suggestion for advanced research.....	102

BIBLIOGRAPHY103

APPENDIXES

ABSTRACT

Azizi, Alfian Nur. 2014. Developing Students' Worksheet of Science on Earth and Universe with Asmaul Husna Approach to Improve Learning Achievement of Fourth Grade Students of Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang. Thesis. Elementary School Teacher Education Department, Faculty of Tarbiyah and Teaching, State Islamic University of Maulana Malik Ibrahim Malang. Supervisor: H. Mokhammad Yahya, MA., Ph.D

Keywords: Developing, Student Worksheet, Science, Approach Beautiful Names, Learning Outcomes

The development of students' worksheet of science on the topic of earth and universe with asmaul husna Approach for fourth grade students of Islamic Elementary School of Salafiyah Khairudin Gondanglegi is based on the need for student worksheet that is integrated with Asmaul Husna as a source of student learning in school. The development research was conducted to meet the availability of student worksheets that can improve effectiveness and student learning outcomes in general elementary school and Islamic Elementary School of Salafiyah Khairudin Gondanglegi in particular.

This research aim is to generate students' worksheet of science for fourth grade in the material earth and the universe as one learning resources developed using Asmaul Husna Approach, to determine the validity of the results of students' worksheet of science in material earth and the universe with Asmaul Husna Approach for 4th grade of Islamic Elementary School of Salafiyah Khairudin Gondanglegi.

This study uses development research method. This study procedure is performed through three stages, namely the development, validation, and revision of students' worksheet. Researcher adopted development model of Walter Dick and Lou Carrey with ten stages of instructional design. Validation is done to a person learning materials expert, a person instructional design expert, and one teacher science, and 26 fourth grade students of Islamic Elementary School of Salafiyah Khairudin. Methods of data collection using questionnaire and experimental. Analysis of the data used is the analysis of quantitative data, descriptive, and T-test.

The results based on the assessment of the validators, which amounted to 95.8% of matter experts with good qualification, expert design by 85% with good qualifications, science teacher 85% with good qualifications, and 86% of fourth grade students with good qualifications. While improving learning outcomes as measured by the pre-test and post-test reached 23%. Overall it can be concluded that the science student worksheet are included in both qualifying so fit for use in a science teaching for fourth grade in elementary school.

This study is limited to the material of the earth and the universe, so the need for the development of other material especially science for fourth grade of Elementary School. It is therefore recommended to the science teacher to develop a more student worksheets and effective dance as a source of learning science fourth grade elementary school.



الملخص

عزيزي، ألفتان نور. ٢٠١٤. تنمية ورقة عمل الطلاب في العلوم عن المادة الأرض والكون بنهج تكامل الأسماء الحسنى لتحسين نتيجة الطلاب من الفصل الرابع من المدرسة الابتدائية الإسلامية السلفية خير الدين جوندانجلجي، مالانج. الأطروحة. شعبة تربية المدرس للمدرسة الابتدائية، كلية علوم التربية والتدريس، الجامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. المشرف: الدكتور الحج محمد يحيى الماحستير

تنمية ورقة عمل الطلاب في العلوم عن المادة الأرض والكون بنهج تكامل الأسماء الحسنى لطلاب الفصل الرابع من المدرسة الابتدائية الإسلامية السلفية خير الدين جوندانجلجي، تسند على ضرورة ورقة عمل الطلاب التي تتكامل للأسماء الحسنى كمصدر تعلم الطالب في المدرسة. تهدف هذه بحث التنمية لتلبية توفير ورقة عمل طلاب التي يمكن أن تحسن فعالية ونتيجة تعلم الطلاب في المدارس الابتدائية عموماً والمدرسة الابتدائية الإسلامية السلفية خير الدين جوندانجلجي خصوصاً.

يهدف هذا البحث لتوليد ورقة عمل الطلاب من الفصل الرابع في العلوم عن المادة الأرض والكون كأحد مصادر التعلم المتقدم بنهج تكامل الأسماء الحسنى، لمعرفة نتيجة صلاحية ورقة عمل طلاب في العلوم عن المادة الأرض والكون بنهج تكامل الأسماء الحسنى للفصل الرابع من المدرسة الابتدائية الإسلامية السلفية خير الدين جوندانجلجي.

يستخدم هذا البحث طريقة بحث التنمية. إجراء هذا البحث قد فعل من خلال ثلاث مراحل، وهي تنمية، وصادقة، ومراجعة ورقة عمل الطلاب. اعتمد الباحث نموذج التنمية لـ Walter Dick و Carrey Lou بعشرة مراحل التصميم التعليمي. ويتم التحقق من صحة خبير المادة التعليمية، وخبير التصميم التعليمي، ومدرس العلوم، وست وعشرين طالبا من الفصل الرابع من المدرسة الابتدائية الإسلامية السلفية خير الدين جوندانجلجي. طريقة إجماع البيانات باستخدام الاستبيان والتجريبية. تحليل البيانات المستخدمة في تحليل البيانات كمية، ووصفية، واختبار-ت.

نتيجة البحث على المحقق والتي بلغت ٩٥.٨٪ من خبير المادة مع المؤهل الجيد، وتصميم خبير بنسبة ٨٥٪ من ذوي المؤهل الجيد، ومدرس العلوم ٨٥٪ من ذوي المؤهل الجيد، و٨٦٪ من طلاب الفصل الرابع بمؤهلات جيد. وتحسين نتيجة التعلم المقاس بالاختبار القبلي والاختبار البعدي بلغت

٢٣٪. عموماً فإنه يمكن استنتاج أن يتم ورقة عمل طلاب في العلوم في كل من التأهل مناسباً جداً للاستخدام في تدريس العلوم للفصل الرابع في المدرسة الابتدائية.

يقتصر هذا البحث على المادة من الأرض والكون، وبالتالي فإن الحاجة إلى تنمية مواد أخرى في العلوم للفصل الرابع من المدرسة الابتدائية خصوصاً. لذا موصى به لمعلمي العلوم لتنمية أكثر إثارة للاهتمام وفعالة من أوراق عمل الطلاب كمصدر تعلم العلوم في الفصل الرابع في المدرسة الابتدائية.

الكلمات الرئيسية: التنمية، ورقة عمل الطلاب، والعلوم، تكامل النهج أسماء جميلة، ونتائج التعلم



ABSTRAK

Azizi, Alfian Nur. 2014. Pengembangan Lembar Kerja Siswa IPA pada Materi Bumi dan Alam Semesta dengan Pendekatan Asmaul Husna untuk Meningkatkan Hasil Belajar Siswa Kelas IV Sekolah Dasar Islam Salafiyah Khairudin Gondanglegi, Malang. Skripsi. Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: H. Mokhammad Yahya, MA., Ph.D

Pengembangan lembar kerja siswa mata pelajaran IPA pada materi bumi dan alam semesta dengan pendekatan integrasi Asmaul Husna bagi siswa kelas IV Sekolah Dasar Islam Salafiyah Khairudin Gondanglegi ini didasarkan pada kebutuhan akan lembar kerja siswa yang diintegrasikan kepada Asmaul Husna sebagai salah satu sumber belajar siswa di sekolah. Penelitian pengembangan ini dimaksudkan untuk dapat memenuhi tersedianya lembar kerja siswa yang dapat meningkatkan efektivitas dan hasil belajar siswa sekolah dasar secara umum dan Sekolah Dasar Islam Salafiyah Khairudin Gondanglegi khususnya.

Penelitian ini bertujuan untuk menghasilkan lembar kerja siswa IPA kelas IV pada materi bumi dan alam semesta sebagai salah satu sumber belajar yang dikembangkan dengan menggunakan pendekatan integrasi Asmaul Husna, untuk mengetahui hasil validitas lembar kerja siswa IPA pada materi bumi dan alam semesta dengan pendekatan integrasi Asmaul Husna kelas IV Sekolah Dasar Islam Salafiyah Khairudin Gondanglegi.

Penelitian ini menggunakan metode penelitian pengembangan. Prosedur penelitian ini dilakukan melalui tiga tahap, yaitu pengembangan, validasi, dan revisi lembar kerja siswa. Peneliti mengadopsi model pengembangan Walter Dick dan Lou Carrey dengan sepuluh tahap desain pembelajaran. Validasi dilakukan kepada satu orang ahli materi pembelajaran, satu orang ahli desain pembelajaran, dan satu orang guru mata pelajaran IPA, dan 26 siswa kelas IV Sekolah Dasar Islam Salafiyah Khairudin Gondanglegi. Metode pengumpulan data menggunakan angket dan eksperimen. Analisis data yang digunakan adalah analisis data kuantitatif, deskriptif, dan uji T.

Hasil penelitian berdasarkan penilaian para validator, yaitu ahli materi sebesar 95,8% dengan kualifikasi baik, ahli desain sebesar 85% dengan kualifikasi baik, guru mata pelajaran IPA 85% dengan kualifikasi baik, dan siswa kelas IV 86% dengan kualifikasi baik. Sedangkan peningkatan hasil belajar yang diukur melalui

hasil pre-test dan post-test mencapai 23%. Secara keseluruhan dapat disimpulkan bahwa lembar kerja siswa IPA termasuk dalam kualifikasi baik sehingga layak digunakan dalam pembelajaran IPA di kelas IV Sekolah Dasar.

Penelitian ini hanya terbatas pada materi bumi dan alam semesta, sehingga perlu adanya pengembangan pada materi lain khususnya IPA kelas IV Sekolah Dasar. Oleh karena itu disarankan kepada guru IPA untuk mengembangkan lembar kerja siswa yang lebih menarik dan efektif sebagai salah satu sumber belajar IPA kelas IV Sekolah Dasar.

Kata Kunci: Pengembangan, Lembar Kerja Siswa, IPA, Pendekatan Integrasi Asmaul Husna, Hasil Belajar



CHAPTER I

INTRODUCTION

A. Background

In the learning process, of course, can never be separated from the term learning achievement. Achievement of learning itself has a very close relation with the learning process. Therefore, one goal of the learning process is achieving the learning achievement. So many ways used by teachers and students in the learning achievement.

This learning achievement is the need to be achieved, because the learning process can be said to be successful if the student achievement can be achieved completely. As stated by Wanti Simanjutak, "... learning achievement can be said to be a measure of the ability gained, achieved or shown by a person as evidence of his efforts in learning."¹

However, to achieve the learning achievement, an action that is needed to support the achieving learning achievement. For the achievement of learning itself can be influenced by several factors, one of which is a factor of the school.

¹ Wanti Simanjutak, *Faktor-faktor yang Mempengaruhi Prestasi Belajar*. (<http://edukasi.kompasiana.com/2013/05/22/faktor-faktor-yang-mempengaruhi-prestasi-belajar-558299.html> accessed at November, 29th 2013, at 08.55 WIB)

This school factors are concerning some aspects related to the learning process in school, among others: teachers, teaching methods, as well as the source of learning and media. As has also been explained by Wanti Simanjutak,

This factor concerns the learning process that received by a person with the help of a teacher. Learning methods are given by the school will determine how children can learn well independently. A good teacher is the teacher who holds the class and has ability to use appropriate learning methods, namely the ability to teach and the ability to select the appropriate learning tools and the ability to create conditions of learning.²

As described above, the success of learning process is determined by teacher, learning method, learning media, and learning resources, which in this study is students' worksheet. All of these components must be able to support the learning process to achieve a success in the learning process.

Based on the observations that have been carried out in Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang, students' worksheet used is students' worksheet that is published by Jawa Pos Group. The observation results of researcher to students' worksheet used by Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang, found several shortcomings. These shortcomings, among others, (1) the material is presented very little, (2) the material is not presented in detail, (3) less to give a concrete example, in the form of images, and (4) the display of students' worksheet is less attractive. Thus the selection of the students' worksheet as an object of development, was based on the needs of students and teacher to the effective and attractive students' worksheet as a source of learning.

² *Ibid.*,

Therefore, in an effort, the researchers wanted to develop a source of learning that students' science worksheet with Asmaul Husna approach. So with the development of the worksheet, the researchers hope.

Researchers using integration of Asmaul Husna, because by integrating science and the Asmaul Husna, so the students at a time will be introduced to the various linkages of natural science and Asmaul Husna. It is expected that students can more easily understand the material.

Use of this Asmaul Husna, was based on the condition of school that in the Islamic foundations by various Islamic cultures and habits. Therefore, by using Asmaul Husna it will be easier for students to receive the material presented in the Student Worksheet, for both students and teachers are already quite familiar with the Asmaul Husna.

Thus, the researcher intends to conduct development research titled **"Developing Students' Worksheet of Science on Earth and Universe with Asmaul Husna Approach to Improve Learning Achievement of Fourth Grade Students of Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang"**.

B. Problem Statement

From the above background, the statement of the problem that can be raised is:

1. What is the process for preparing the development of students' worksheet of science on the topic of Earth and Universe with Asmaul Husna approach for

fourth grade of Islamic elementary school of Salafiyah Khairudin Gondanglegi Malang?

2. How are the effectiveness and attractiveness of developing students' worksheet (LKS) of science on the topic of Earth and the Universe with Asmaul Husna approach for fourth grade of Islamic elementary school of Salafiyah Khairudin Gondanglegi Malang?
3. How is the students' achievement in using worksheet (LKS) of science with Asmaul Husna approach at Islamic elementary school of Salafiyah Khairudin Gondanglegi Malang?

C. Research Objectives

Based on the problem statement above, the study aims to:

1. To create and develop students' worksheet (LKS) of science on the topic of Earth and Universe with Asmaul Husna approach.
2. To describe the effectiveness and attractiveness of students' worksheet (LKS) of science on the topic of Earth and the Universe with Asmaul Husna approach in fourth grade of Islamic elementary school of Salafiyah Khairudin Gondanglegi Malang
3. To know the students' achievement in using students' worksheet (LKS) with Asmaul Husna approach.

D. Development Benefits

The study was conducted not without utility or benefit, while the benefits of research and development are:

1. Benefits for Science

The study that is conducted is expected to provide support to the theories and related studies that have been conducted previously. In addition, this study is also expected to be a reference to the studies to come, particularly research and development in the field of education.

2. Benefits for Researcher

For researcher, this study as the implementation of what has been gained by researcher during lectures process are expected to provide new insights for researcher in creating and developing a particular instructional materials Students' worksheet (LKS).

In addition, as a candidate of educators, researcher also hopes that research and development can be the initial reference for researcher in carrying out the development that will come.

3. Benefits for Teachers

Through the results of this development, the researchers also hope to be an innovative reference for teachers in the learning process that takes place in the classroom.

4. Benefits for Students

In addition to providing benefits for teachers, the results of this study are also expected to be the one of references to students' learning in improving student achievement in science learning.

5. Benefits to Institutions (Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang)

The results of this study would be expected to increase the treasuries of teaching materials that can be used as a reference in implementing innovative learning process.

E. The Importance of Development

This study, it is important to be implemented by using the development of science worksheet on matter Earth and the Universe with Asmaul Husna approach in improving learning achievement of fourth grade students of Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang.

F. Scope of Research

In research and development that researchers do this there are some limitations, such as:

1. This worksheet development is only on 4th grade science lessons.
2. This worksheet development consists of only one half of the material Earth and the Universe

3. This worksheet development consists of the standard of competence "Understanding changes in the appearance of the surface of the earth and the heavenly bodies"
4. This worksheet development is only done for the purpose of the learning to fourth grade students of Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang.
5. This worksheet uses only integration approach Asmaul Husna and only done to formative evaluation.

G. Originality of Research

A similar study on the development of worksheet never done before. Here is a translation, as well as the similarities and differences between previous research with this study:

Table 1.1 Similarities and Differences with Previous Research

No.	Researcher Name, Year Research, and Title Research	Equation	Differences	Originality of Research
1.	Fethiye Karsli (2009) "Developing Worksheet Based on Science Process Skill: Factors Affecting Solubility"	Development of Science worksheet	Using a process approach	1. Research and development of students' worksheet (LKS) in material science Earth and the Universe
2.	Yani Ramadhani (2012)	Research and Development	The development of	2. Using an integrated approach

	<i>"Pengembangan Instrumen dan Bahan Ajar untuk Meningkatkan Kemampuan Komunikasi, Penalaran, dan Koneksi Matematis dalam Konsep Integral"</i>		mathematical teaching materials	Asmaul Husna
3.	Y. Astuti (2013) <i>"Pengembangan Lembar Kerja Siswa (LKS) Berbasis Pendekatan Inkuiri Terbimbing dalam Pembelajaran Kooperatif pada Materi Kalor"</i>	Development of Science worksheet	Using the guided inquiry approach	
4.	Lulu Hasanatu Ni'mah (2013) <i>"Pengembangan LKS IPA Terpadu Berbasis Permainan Edukatif Tema Gerak Tumbuhan dan Faktor yang Mempengaruhi untuk Siswa SMP"</i>	Development of Science worksheet	Based Educational Games	

H. Operational Definitions

In his book, Wahidurni explained, "... the operational definition of an explanation of concepts or variables existing research in the title of the

study."³ Thus, in this study there are several terms that need to be defined, among others:

1. LKS is a worksheet that contains summaries of the material and work instructions to be carried out and completed by the students. As noted in The Free Dictionary, "Students' worksheet (LKS) is a sheet of paper containing exercises to be completed by a pupil or student."⁴ LKS (students' worksheet) is a packaged teaching materials integration that allows students to learn the material independently.
2. Integration approach is the combination of two different aspects to become one unified whole. Meanwhile, according to Big Indonesian Dictionary, the definition of integration is assimilation to be a unified whole or round.⁵
3. Asmaul Husna is some good names and deserve girded by God as a manifestation of His majesty. As noted in Wikipedia, "Asthma mean names and Attributes means good or beautiful, so Asma'ul Husna is the name of the name belongs to Allah a beautiful good again."⁶
4. Learning achievement is the result obtained by the student after experiencing a learning process that can be expressed in terms of the

³ Wahidmurni, *Cara Muda Menulis Proposal dan Laporan Penelitian Lapangan* (Malang: UM Press, 2008) page 26

⁴ The Free Dictionary, *Worksheet* (<http://www.thefreedictionary.com/worksheet> accessed at July, 17th 2014 at 20.30 WIB)

⁵ *Kamus Besar Bahasa Indonesia* (<http://kbbi.web.id/> accessed at September, 5th 2013, at08.45)

⁶ Wikipedia, *Asmaul Husna* (id.wikipedia.org/wiki/Asma'ul_husna accessed at September, 2nd 2013, at 21.28 WIB)

values of both digits and letters. As has been stated by Victor Uji Kurnia, "The definition of learning achievement is the result obtained by either the student either in education or scientific fields."⁷ This is similar to the statement of Haryanto, "Learning achievement is the results achieved by a person after he performs changes in learning, both in school and outside of school."⁸



⁷ Victor Uji Kurnia, *Definisi Prestasi Belajar* (<http://koffieenco.blogspot.com/2013/07/definisi-prestasi-belajar.html#sthash.2p7ekvZj.dpuf> di accessed at November, 29th 2013)

⁸ Haryanto, *Pengertian Prestasi Belajar* (<http://belajarpsikologi.com/pengertian-prestasi-belajar/> di accessed at November, 29th 2013, at 08.37 WIB)

CHAPTER II

REVIEW OF LITERATURE

A. Basic Concepts of Students' Worksheet

1. Understanding Students' worksheet

Understanding students' worksheet as described by Trianto, "is a students' worksheet guides students used to conduct the investigation and problem solving."¹ Depdiknas also explained, "Students' worksheet is the sheet that contains the task to be done by learners. Students' worksheet is usually in the form of instructions, steps to complete a task, a task that is commanded in the activity sheet should be clear basic competencies to be achieved."²

According to two definitions above, the definition of students' worksheet is a set of exercises and action steps that must be completed by the student, which is equipped with a summary of the material as well as referring to basic competence, competency standards and indicators of achievement. Students' worksheet can also be regarded as a working guide students to facilitate student learning in the implementation of activities.³

¹ Trianto, sebagaimana dikutip dalam lama Facebook (<https://id-id.facebook.com/RIZKYPUSTAKA/posts/332279850190711> diakses pada 18 Juni 2014, pukul 9.57 WIB)

² *Ibid.*,

³ *Ibid.*,

Students' worksheet is a worksheet in both the intra-curricular activity and co-curricular to facilitate students' understanding of the subject matter learned. Students' worksheet are packaged teaching materials integration that allows students to learn the material independently.

Based on the above, the students' worksheet for each different subjects to different forms. Students' worksheet in science subjects generally contain activities guide investigation or experimentation, data tables, and issues that need to be discussed student from experimental data. Students' worksheet for language subjects contains exercises related to the ability to read, write, listen and speak. Worksheet for math students math problems can contain a picture, a mathematical story problems, or mathematical operations. Students' worksheet for lessons painting exercise can contain coloring, drawing, and artistic expression. Thus, students' worksheet have different shapes between different subjects.

In general, students' worksheet as a supplementary learning tool or a means of supporting the implementation of lesson plan (RPP). The students' worksheet is best used to promote learner engagement in learning both guided method used in the application and to provide training development.

2. The Purpose of Students' Worksheet

Regarding the purpose of the use of students' worksheet in the learning process, Azhar said that, "Students' worksheet was made aims to guide students to a variety of activities that needs to be given and consider the thought processes that will be grown on students themselves."⁴

Meanwhile, according to a team of instructors PKG, students' worksheet purposes, among others:⁵

- a. Training students to think more steady in learning activities
- b. Fixing students interest to learn, for example, teachers make more systematic worksheet, color and picture to attract attention in learning the students' worksheet

Based on the explanations above, the aims in using student's worksheet in the learning process in the classroom are:⁶

- a. Making students more active in the learning activities
- b. Helps students develop concepts
- c. Training students to discover and develop process skills
- d. As a teacher's guide and student learning activities in carrying out the process

⁴ Azhar, sebagaimana dikutip dalam laman *Pramudya Ksatria Budiman* (<http://sisatruk.blogspot.com/2012/06/pengertian-lembar-kerja-siswa-lks.html> diakses pada 18 Mei 2014, pukul 10.51 WIB)

⁵ *Ibid.*,

⁶ Achmadi, sebagaimana dikutip dalam laman *Lentera Kecil* (<http://lenterakecil.com/pengertian-lembar-kerja-siswa-lks/> diakses pada 18 Mei 2014, pukul 20.20 WIB)

- e. Assistance students in obtaining information about concepts learned through the process of systematically learning activities.
- f. Assistance students in obtaining a record of the materials studied through learning activities

3. The Functions of Students' Worksheet

According to Syarifuddin, students' worksheet function evaluated from two aspects, namely:⁷

- a. In terms of student
 - 1) Well as a learning tool in the classroom, in the practice room, or outside the classroom
 - 2) As a means of learning in which the student has a great opportunity to develop skills, apply knowledge, skills and processes to train yourself or get placement
- b. In terms of teacher

Through worksheet, teachers in organizing learning activities have been able to apply the methods of learning of students with active learning levels. Teachers provide instruction only when needed by the student.

⁷ Syarifuddin, sebagaimana dikutip dalam halaman *Shoel Mys* (<http://fikarsul10.blogspot.com/2012/06/makalah-lks.html> diakses pada 18 Mei 2014, pukul 12.16 WIB)

Interference given by the teacher is not in the form of answers to questions of students, but rather a guide for students to solve problems.

Meanwhile, according Lalu M Azhar, students' worksheet function is:⁸

- a. For students, students' worksheet serves to facilitate students' understanding of the material
- b. For teachers, students' worksheet serves to guide students to a variety of activities that need to be given and consider the process of thinking how to be grown on students

With the above explanations the general functions of students' worksheet are:

- a. Viewpoint of learners

Students' worksheet functions are both as a learning tool in the classroom, in the practice room, and outside the classroom. So the students have a great opportunity to float ability, apply knowledge, practice skills, process themselves with the guidance of a teacher to get a placement.

⁸ Lalu M Azhar, *Proses Belajar Mengajar Pola CBSA* sebagaimana dikutip oleh Lailatul Faizah, "Pemanfaatan Bahan Ajar Lembar Kerja Siswa (LKS) untuk Meningkatkan Efektivitas Pembelajaran Pendidikan Agama Islam Kelas VII di SMP Negeri 3 Malang", *Skripsi*, Fakultas Tarbiyah UIN Maulana Malik Ibrahim Malang, 2006, hlm. 27

b. From the point of view of teachers

Through student's worksheet in organizing learning activities already implemented methods to teach the students, with high activeness levels learners. Students' worksheet is one of the many media used in teaching and learning in schools.

In subject teaching, students' worksheet media widely used for triggering the activeness of student learning. Because the students' worksheet, the students will feel given the moral responsibility to complete a task and feel the need to do it, especially when teachers give full attention to the work of students in the students' worksheet. The teacher does not give an answer but students are expected to resolve and solve the existing problems in the students' worksheet with guidance or instructions from the teacher.

4. Benefits of Students' worksheet

Some of the benefits of using students' worksheet according to a team of instructors PKG, among others:⁹

- a. As an alternative to direct teacher instruction or introducing a particular activity
- b. Can accelerate the learning process and saving time teaching

⁹ Azhar. *Loc. Cit.*,

- c. Can optimize limited teaching tool because students can use tools interchangeably

Meanwhile, according to Hadi Sukamto, usability students' worksheet are as follows:¹⁰

- a. Providing concrete experience for students
- b. Helping variation learn
- c. Generating student interest
- d. Improving teaching and learning retention
- e. Using time effectively and efficiently

Thus, the benefits of worksheet in general are as follows:

- a. Assistance teachers in preparing lesson plans
- b. Enabling learners in the learning process
- c. As a guideline teachers and learners to add information about the concepts learned through learning activities in a systematic
- d. Helping learners obtain a record of the material to be learned through learning activities
- e. Helping learners to add information about the concepts learned through the learning activities systematically.

¹⁰ Hadi Sukamto, sebagaimana dikutip dalam laman *Lentera Kecil. Loc. Cit.*,

- f. Training learners to discover and develop process skills, and
- g. Enabling students to develop concepts

In addition to the benefits of students' worksheet specifically, among others, described as follows:

- a. For the purpose of the exercise

Students are given a series of tasks / training activities. Worksheet like this are often used to motivate students while doing the exercise task.

- b. To explain the application

Students are guided towards a problem solving method in framework of the completion of a series of specific questions. This is helpful when we explained about the completion of applications that require a lot of steps. This spreadsheet can be used as an alternative method of question and answer, where students can check their own answers to that question.

- c. For research activities

Students are assigned to collect certain data, then analyze the data. For example, in the study of statistics.

- d. For discovery

In this student's worksheet are guided to investigate a particular situation, in order to find the pattern of the situation and then use the general form to make an estimate. The results can be checked with a simple observation of the sample.

- e. To study the open-ended

Use of this student work sheet included a number of students in research in a particular field.

5. Characteristics of Students' worksheet

Some of the characteristics of the students' worksheet, among others:

- a. Students' worksheet has questions that must be done students, and activities such as experiments or go into the field that the student should do.
- b. Is printed teaching materials.
- c. The material presented is a summary of the discussion that is not too wide but it includes what will be done or performed by learners.
- d. Have components like the preface, introduction, table of contents, and so on.

6. Structure of Students' worksheet

According Prida Purwoko, some structures contained in the students' worksheet, namely:¹¹

- a. Title, subject, semester, and place
- b. Instructions learn
- c. Competencies to be achieved
- d. Indicator
- e. Supporting information
- f. The tasks and work steps
- g. Valuation

Meanwhile according to the research report of Lailatul Faizah, the contents of students' worksheet include:¹²

- a. Summary of material

Summary of material aims to facilitate students in understanding the subject matter being studied.

¹¹ Prida Purwoko, (<http://pridapurwoko.blogspot.com/> diakses pada 18 Mei 2014, pukul 21.14 WIB)

¹² Lailatul Faizah. *Op. Cit.* Hlm. 13

b. Exercises questions

Exercises are included in the students' worksheet form:

1) Subjective questions (description)

According to her, it was called subjective matter as it gives freedom to the students to choose and determine the answer.¹³ Thus, the answer to each of the students will vary. It also resulted in the assessment of teacher subjectivity.

2) Objective questions (fixed response items)

This type of questions, each question is accompanied with options of alternative answers, and there is only one correct answer. So that learners do not need to write long answers and just choose one of the options of answers that have been provided. This question is commonly referred as the type of multiple choice questions.

7. Structuring Students' worksheet

a. Preparation Step of Structuring Students' Worksheet

In structuring the students' worksheet, the steps that must be done is: ¹⁴

¹³ *Ibid.*,

¹⁴ Lentera Kecil. *Loc. Cit.*,

- 1) Determining the basic competencies, indicators and learning objectives to be modified to a form of learning by the students' worksheet
- 2) Determining the competence of the basic skills and learning objectives
- 3) Determining the activities to be carried out in accordance with the students' basic competencies, indicators, and learning objectives
- 4) Determining the tools, materials, and learning resources
- 5) Obtaining the results of the evaluation find appropriate learning objectives

Meanwhile, according to Prida Purwoko, several things must be considered in structuring the students' worksheet:¹⁵

- 1) Students' worksheet prepared by teachers of subjects that correspond with the level of readiness, situations, circumstances and state school students.
- 2) Students' worksheet material tailored to the Competency Standards (SK), Basic Competency (KD) and Indicators.

¹⁵ Prida Purwoko. *Loc. Cit.*,

- 3) Material in accordance with the standards of learning materials prepared properly in accordance with the teaching materials.
 - 4) Determining the type or kind of Students' worksheet that writing accordingly.
 - 5) Teachers enrich source material as much as possible to enrich the teaching.
 - 6) Making a brief overview of the implementation techniques.
 - 7) Students effectively used as a subject in the learning process.
 - 8) Time that used to be right.
 - 9) The series of well-strung student learning.
- b. Structuring Terms of Students' Worksheet

In preparing the students' worksheet, there are several requirements that must be followed. According to Darmojo and Kaligis, students' worksheet requirements include three aspects, namely:¹⁶

- 1) Didactic Terms

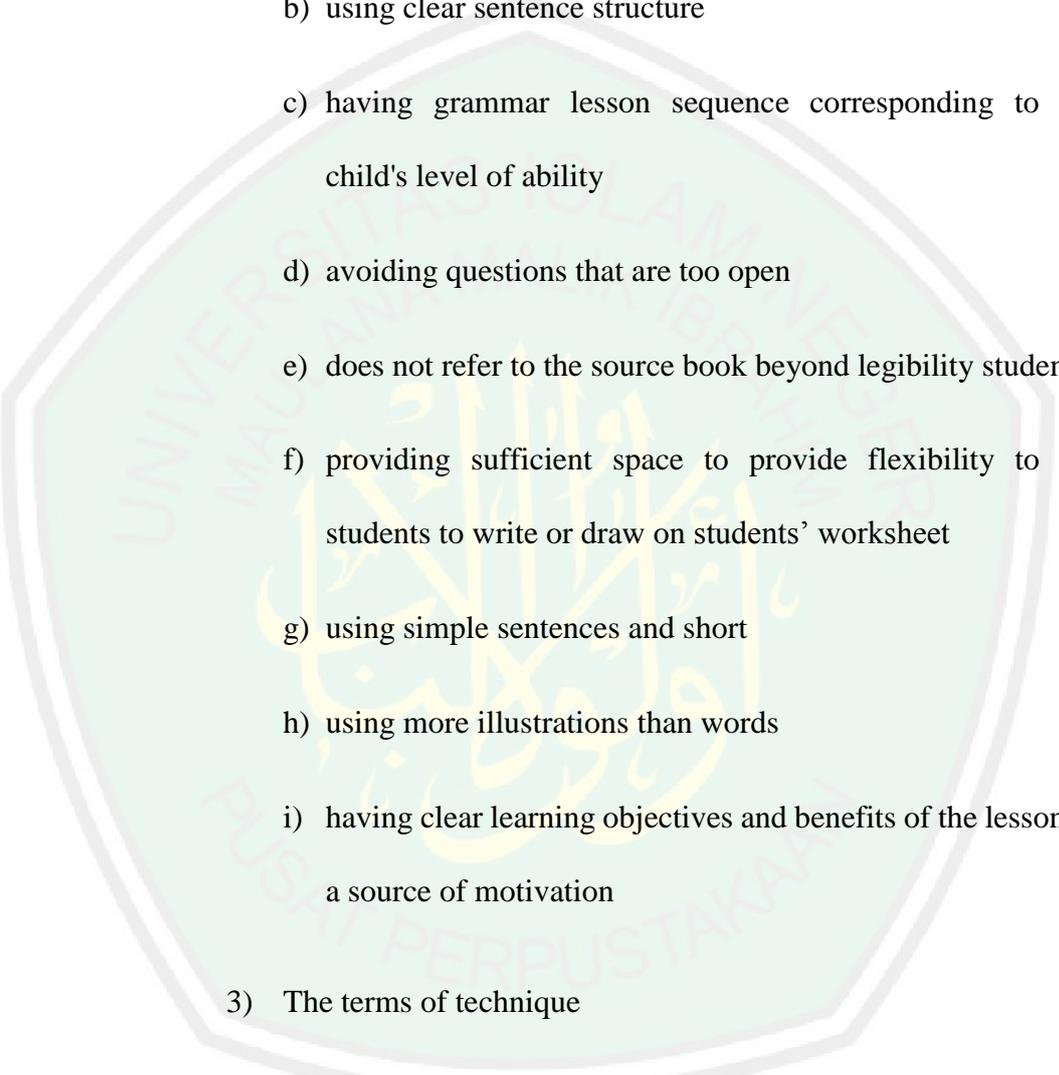
Students' worksheet as one of the means of ongoing learning process must meet the requirements of didactic means

¹⁶ Membuka Wahana Dunia (<http://duniagil.wordpress.com/2012/05/10/lembar-kerja-siswa/> diakses pada 18 Mei 2014, pukul 21.36 WIB)

must follow the principles of effective teaching and learning, namely:

- a) Noting the existence per individual differences, so that a good students' worksheet that are to be used by students who are slow, medium, or clever
 - b) Emphasizing the process to discover concepts that serve students' worksheet as a guide for students to find out
 - c) Having a variation of the stimulus through a variety of media and opportunities for students to write, draw, talk, use tools, and so on
 - d) Can develop social communication, moral and aesthetic in children. So not only shown to know the facts and academic concepts. For this purpose it takes the form of activities that allow students to connect with other people
- 2) Construction Terms

The definition of construction requirements are requirements relating to the use of language, sentence structure, vocabulary, level of difficulty, and clarity that should substantially effective in the sense understood by the user or student

- 
- a) using language appropriate to the maturity level of the students
 - b) using clear sentence structure
 - c) having grammar lesson sequence corresponding to the child's level of ability
 - d) avoiding questions that are too open
 - e) does not refer to the source book beyond legibility students
 - f) providing sufficient space to provide flexibility to the students to write or draw on students' worksheet
 - g) using simple sentences and short
 - h) using more illustrations than words
 - i) having clear learning objectives and benefits of the lesson as a source of motivation
- 3) The terms of technique

- a. Writing by using block letters, bold rather large for a topic, do not use more than ten words in each sentence and try to get a large proportion of letters with matching pictures
- b. Images can convey the message effectively to students
- c. There is a combination between drawing and writing

8. The Advantages and Disadvantages of Students' Worksheet and How to Overcome It

a. The Advantages of Students' Worksheet

Some of the advantages possessed by the students' worksheet include:

- 1) Teachers can use students' worksheet as a medium of self-learning for learners
- 2) Increasing the activity of students in the teaching and learning activities clicking follow
- 3) Practical and affordable price are likely not too expensive
- 4) The material in the students' worksheet more compact and covers the entire material
- 5) Can make students interact with their peers.
- 6) Learning activity becomes varied with the students' worksheet
- 7) As the alternative of other media as audio-visual media for example have problems with the electrical activity can be replaced with media learning student's worksheet
- 8) Do not use electricity so that it can be used by both schools in rural and urban areas

b. Disadvantages of Students' Worksheet

In addition to some of the above advantages, the students' worksheet also has some shortcomings, such as:

- 1) The questions contained in the worksheet the students tend to be monotonous, could appear next section or chapter after that
- 2) Concerns because teachers rely solely on the students' worksheet media and use it for personal gain. For example, students were told to do the worksheet then leave students and teachers return to discuss the students' worksheet
- 3) Students' worksheet issued by publishers tend to be less fit between the concepts that will be taught by the students' worksheet
- 4) Students' worksheet only train students to answer the question, is not effective without a true understanding of the concept of matter
- 5) In the students' worksheet can only display still images cannot move, so that students can understand the material sometimes less quickly
- 6) Print media is just more emphasis on subjects that are cognitive, rarely emphasize the emotions and attitudes

- 7) Pose a tedious learning for students if not integrated with other media

c. How to Overcome Deficiencies in Use Students' worksheet

Here's how to overcome the deficiencies in the use of students' worksheet:

- 1) Teachers are expected to create worksheet that have diverse problems, so that the problems there are not many repeated again.
- 2) Improving the quality of teachers' professional needs and also increased awareness as a teacher educator.
- 3) In schools should not be glued to the students' worksheet issued by the publisher, but is expected by the professionalism of teachers can make students more worksheet high quality of the issuer issued.
- 4) To avoid students are only trained to work on the problems the teacher should have a handbook in addition to students' worksheet and in the students' worksheet there is not only the questions that must be done by students, but a number of field activities for learners also need.
- 5) Teachers can combine print media with media that support, for example, audio - visual if any.

- 6) Adding activities - activities that stimulate students to be active either ask the teacher or the teacher to answer questions.
- 7) To avoid boredom media teachers should merge with one another. Or add to an activity outside of the activities available on the worksheet.

B. Basic Concepts of Asmaul Husna Approach

1. Concept of Approach

The approach is a viewpoint on a learning process in general. As the banks have delivered by Akhmad Sudrajat:

Learning approach can be interpreted as a point of departure or our view of the learning process, which refers to a view of the occurrence of a process that are still very common, in which facilitate, inspire, strengthen, and underlie learning methods with specific theoretical coverage.¹⁷

2. Concept of Integration

Integration is derived from English, which means perfection or whole.¹⁸ The meaning of the word integration is assimilation. What is meant by assimilation, namely, integration or unification of the two components into a coherent whole and not separately. As defined in the

¹⁷ Akhmad Sudrajad. *Pengertian Pendekatan, Strategi, Metode, Teknik, Taktik dan Model Pembelajaran* (<http://akhmadsudrajat.wordpress.com/2008/09/12/pendekatan-strategi-metode-teknik-dan-model-pembelajaran/> diakses pada 5 September 2013, pukul 11.30)

¹⁸ Wikipedia Indonesia, (http://id.wikipedia.org/wiki/Integrasi_sosial diakses pada 19 Mei 2014, pukul 18.13)

Dictionary of Indonesian Language, "blending to become one unified whole or rounded."¹⁹

Another definition of integration is a state in which ethnic groups adapt and behave comvormity against the majority culture, but still maintain their culture. Integration has two meanings, namely:

- a. Control over conflict and social deviation in a particular social system
- b. Creating a whole and certain elements unite²⁰

3. Concept Asmaul Husna

In language, Asmaul Husna is derived from two words namely *Al-Asma* (الأسماء) Plural of *Al-Ism* (الإسم) Which mean it is the name. So that *Asma* 'means the names. And said *Al-Husna* (الحسنى), the *muannats* shape of the word *Ahsanu* (أحسن), The *Isim Tafdhil* of *Isim Fa'il* "*Hasan* (حسن). Which means it is good or beautiful. So Asmaul Husna means beautiful names.

¹⁹ Kamus Besar Bahasa Indonesia

²⁰ Wikipedia Indonesia. *Loc. Cit.*,

While the meaning of the term Asmaul Husna are names of God are good and beautiful.²¹ God has said in surah Al-A'raf verse 180:

وَلِلَّهِ الْأَسْمَاءُ الْحُسْنَىٰ فَادْعُوهُ بِهَا ۖ وَذَرُوا الَّذِينَ يُلْحِدُونَ فِي أَسْمَائِهِ ۚ سَيُجْزَوْنَ مَا كَانُوا يَعْمَلُونَ ﴿١٨٠﴾

Meaning: “And Allah’s are the best names, therefore call on Him thereby, and leave alone those who violate the sanctity of His names; they shall be recompensed for what they did.” (QS. Al-A'raf, 180)²²

Convinced that God has Asmaul Husna is part of faith in God Almighty. As God has explained in surah Al-A'raf above. God will reward those who deviate from the truth of God's names.

There are some differences regarding the Asmaul Husna, both regarding the meaning, interpretation, and the number of Asmaul Husna. Most scholars argue that the number is 99 names Asmaul Husna. There is also a belief that the Asmaul Husna numbered 100, 200, 1000, even 4000 names. While opinion is the most widely followed by 99 names.²³

This is corroborated by a Hadith of the Prophet narrated by Imam At-Tirmidhi:

²¹ Wikipedia (http://id.wikipedia.org/wiki/Asma'ul_husna diakses pada 19 Mei 2014, pukul 19.53 WIB)

²² Al-Qur'an Terjemahan

²³ Wikipedia., *Loc. Cit.*,

إِنَّ لِلَّهِ تَعَالَى تِسْعَةً وَتِسْعِينَ إِسْمًا مِائَةً غَيْرَ وَاحِدَةٍ مَنْ أَحْصَاهَا دَخَلَ الْجَنَّةَ
هُوَ اللَّهُ الَّذِي لَا إِلَهَ إِلَّا هُوَ الرَّحْمَنُ الرَّحِيمُ ... الْوَارِثُ الرَّشِيدُ الصَّبُورُ.
(رواه الترميذي)

Meaning: "Verily, Allah has 99 names, one hundred less one, whoever memorized it will enter into heaven, He is the God that there is no god other than He, Ar-Rahman (Most Gracious), Ar-Raheem (the Most Merciful) ..., Al -Warits (the Supreme Inherit) Ar-Rashid (the Most Shows) Ash-Shabur (the Most patient) "(Narrated by Imam At-Tirmidhi)²⁴

From the hadith above, it is clear that the number 99 of Asmaul Husna are names that begin from Ar-Rahman to Ash-Shabur. The point is not that God does not have a name other than the 99. Rather it is recommended to memorize the 99 names.²⁵ So the prophet encourages his followers to memorize the 99 names, memorize it and whoever will enter Paradise.

In believing God's names, there are some rules that need to be addressed:

- a. First; Name of God everything is beautiful. Meaning, the names of God are all in the perfection of beauty, because it implies that nature is perfect, no flaws whatsoever. For example, God called ar-Rahman, the merciful God broad, and loves His believers or unbelievers

²⁴ Rafina Annisa Ridha. (<http://rafina1101015063.blogspot.com/2011/02/hadits-mengenai-asmaul-husna.html> diakses pada 19 Mei 2014, pukul 20.56)

²⁵ Ibid.,

- b. Second; the names of God should be set based on the postulate, not by reason. Because faith in God's name is included in faith in God. In this issue may not be known by the sense without the argument of *shara'*
- c. Third; The names of God and the nature of the show entirely contained in its meaning, as well as its effects if it is the nature of *muta'addi* (having objects)
- d. Fourth; The names of Allah are not limited to a certain number²⁶

Here are the 99 Names of Allah and their meanings:

1. Ar-Rahman (Ar Rahman) That the Merciful
2. Ar-Rahim (Ar Rahim) That the Most Loving
3. Al-Malik (Al-Malik) That the Most Proficient / Maharaja
Greatest
4. Al-Quddus (Al Quddus) That the Most Holy
5. Al-Salam (Al Salam) That the Most Happy Prosperous
6. Al-Mu'min (believer Al) means that the Almighty bestows
Security
7. Al-Muhaimin (Al Muhaimin) That the Supreme Guards and
Supervisors

²⁶ *Ibid.*,

8. Al-Aziz (Al-Aziz) That The Sovereign
9. Al-Jabbar (Al Jabbar) That the Most Powerful The Vanquish Everything
10. Al-Mutakabbir (Al Mutakabbir) Completing Everything That The greatness
11. Al-Khaliq (Al Khaliq) That the Creator
12. Al-Bari (Bari Al) Meaning Making the Most
13. Al-Musawwir (Al Musawwir) That the Supreme Shaper
14. Al-Ghaffar (Al Ghaffar) That is the Oft-Forgiving
15. Al-Qahhar (Al Qahhar) That the Mighty
16. Al-Wahhab (Al Wahhab) That the Most Penganugerah
17. Al-Razzaq (Al Razzaq) The Grantor That Sustenance
18. Al-Fattah (Al Fattah) That the Supreme Opener
19. Al-'Alim (Al Alim) That is the All-Knowing
20. Al-Qabidh (Al Qabidh) That the Supreme restraint
21. Al-Basit (Al Basit) That the Most Abundant Favor
22. Al-Khafidh (Al Khafidh) That the Supreme lowering / Deduction
23. Ar-Rafi '(Ar Rafik) That the All-growing

24. Al-Mu'izz (Al Mu'izz) That the Most Respect / Glorify
25. Al-Muzill (Al Muzill) That the Most Insulting
26. As-Sami '(As Sami) That the All-Hearing
27. Al-Basir (Al Basir) That the All-Seeing
28. Al-Hakam (Al Hakam) That the Most Passing
29. Al-'Adl (Al Adil) That the Most Fair
30. Al-Latif (Al Latif) That the Supreme Soft and Smooth
31. Al-Khabir (Al Khabir) That is the All-Knowing
32. Al-Halim (Halim Al) That the Most patient
33. Al-'Azim (Al Azim) That the Supreme Court
34. Al-Ghafur (Al Ghafur) That is the Oft-Forgiving
35. Ash-Syakur (Asy Syakur) That the Most Thankful
36. Al-'Aliy (Al Ali) That the Most High, and His Majesty
37. Al-Kabir (Al Kabir) That is Most Great
38. Al-Hafiz (Al Hafiz) That the Most Maintain
39. Al-Muqit (Al Muqit) That the Supreme Keeping
40. Al-Hasib (Al Hasib) That the All Counters
41. Al-Jalil (Jalil Al) means that the Almighty and His Majesty

42. Al-Karim (Karim Al) means that the Merciful
43. Ar-Raqib (Ar Raqib) That the Most Vigilant
44. Al-Mujib (Al Mujib) That the Most Pengkabul
45. Al-Wasi '(Al-Wasik) That the Most Extensive
46. Al-Hakim (al-Hakim) That Wise
47. Al-Wadud (Al Wadud) That the Merciful
48. Al-Majid (Majid Al) means that the Most Venerable
49. Al-Ba'ith (Al Baits) Generating the Most Original Meaning
50. Ash-Shaheed (Martyr ash) That the Most Watched
51. Al-Haqq (Al Haqq) supreme True Meaning
52. Al-Wakeel (Al-Wakil) means that the Supreme Pentadbir
53. Al-Qawiy (Al Qawiy) That the Most Powerful
54. Al-Mateen (Al Matin) supreme True Meaning
55. Al-Waliy (Al Waliy) That the Almighty Protect
56. Al-Hamid (Al Hamid) That the Most Praiseworthy
57. Al-Muhsi (Al Muhsi) That the All Counters
58. Al-Mubdi (Al Mubdi) means that the Creator of Origin
59. Al-Mu'id (Al Muid) That restore your supreme and Recovering

60. Al-Muhyi (Al Muhyi) That the Supreme Turning
61. Al-Mumit (Al Mumit) That Deadly
62. Al-Hayy (Al-Hayy) Always The Meaning of Life
63. Al-Qayyum (Al Qayyum) The Meaning of Life and Stand Alone
64. Al-Wajid (Al-Wajid) That the Most Inventors
65. Al-Majid (Majid Al) means that the Most Venerable
66. Al-Wahid (Al Wahid) That the Almighty
67. Al-Ahad (Al-Ahad) The Single Meaning
68. As-Samad (Samad As) That which so
69. Al-Qadir (Al-Qadir) That the Most Endeavor
70. Al-Muqtadir (Al Muqtadir) That The Sovereign
71. Al-Muqaddim (Al Muqaddim) That the Most Menyegera
72. Al-Mu'akhhir (Al Muakhir) That the All-hold
73. Al-Awwal (Al Awwal) The First Meaning
74. Al-Akhir (Al Akhir) That the End
75. Az-Zahir (Az Zahir) Meaning The Zahir
76. Al-Batin (Al Batin) The Inner Meaning
77. Al-Wali (Wali Al) means that The Guardian / The Reign

78. Al-Muta'ali (Al Muta Ali) That the Most High, and His Majesty
79. Al-Barr (Al Barr) That means that much to make a virtue
80. At-Tawwab (At Tawwab) That Which Accept Repentance
81. Al-Muntaqim (Al Muntaqim) That The Punishing The Guilty
82. Al-'Afuw (Al Afuw) That is the Oft-Forgiving
83. Ar-Ra'uf (Ar Rauf) That the Merciful and Compassionate
84. Malik-ul-Mulk (Malikul Mulk) means that owners Eternal Sovereignty
85. Dhul-Jalal-Wal-Ikram (Dhul Jalal Wal Ikram) That Has The Greatness and Glory
86. Al-Muqsit (Al Muqsit) That the Most Thoroughly
87. Al-Jami' (Al Jami) That the Most Gatherer
88. Al-Ghaniy (Al Ghaniy) That the Rich and Full
89. Al-Mughni (Al Mughni) That the Most Mengkayakan and prosper
90. Al-Mani '(Al Mani) That the Most Abatement
91. Al-Darr (Al Darr) That Brings The disadvantage
92. Al-Nafi '(Al Nafi) That The Giving Benefit
93. Al-Nur (Nur) That Light

94. Al-Hadi (Al-Hadi) That The Lead and Giving gig

95. Al-Badi '(Al Badi) That the Creator unparalleled

96. Al-Baqi (Al Baqi) That is Eternal

97. Al-Warith (Al Warith) That the Supreme Inherit

98. Ar-Rashid (Rasheed) That Lead To The Truth

99. As-Shabur (As Shabur) That the Most patient

4. Basic Concepts of Asmaul Husna Approach

Learning science will have more value when compared with other approaches. Among these advantages are: (1) to increase students' motivation, (2) to improve the achievement of student learning outcomes, (3) to increase the participation of students in learning biology, (4) an integrative approach to learning biology is expected to train students in solving the problem by making use of multi-disciplinary and inter-disciplinary, so the students' understanding of the problem is something more comprehensive.²⁷

In the above theory is explained that the Asmaul Husna approach used in teaching biology. But here the researchers will try to apply it to the whole learning science or integrated science. Because basically, biology is

²⁷ Agi Surahman, *Pendidikan IPA dengan Berbasis Agama*
(<http://agisurahman.blogspot.com/2012/04/pendidikan-ipa-dengan-berbasis-agama.html>
diakses pada 26 Maret 2013 pukul 06.27 WIB).

a branch of science in addition to the other branches of the physics and chemistry.

Therefore, it is actually not just a science teaching theories and explanations of teachers in the classroom. But science learning requires an approach that can strengthen the relationship between the students, the environment, and the Creator of the universe.

In a verse of Ulul Albab been described:

إِنَّ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفِ اللَّيْلِ وَالنَّهَارِ لآيَاتٍ لِأُولِي
 الْأَلْبَابِ ﴿١٩٠﴾ الَّذِينَ يَذْكُرُونَ اللَّهَ قِيَمًا وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ وَيَتَفَكَّرُونَ
 فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ رَبَّنَا مَا خَلَقْتَ هَذَا بَطْلًا سُبْحَانَكَ فَقِنَا
 عَذَابَ النَّارِ ﴿١٩١﴾

Meaning: "Verily in the creation of the heavens and the earth, and the alternation of night and day there are signs for people of understanding, (ie) those who remember Allah, standing, sitting, and lying down they think about the creation of the skies and the earth (saying): "Our Lord, You have not created this in vain, thou Great Holy, then guard Us from the torment of hell." (Surah Ali 'Imron [03]: 190-191).²⁸

²⁸ Al-Qur'an Surat Ali 'Imron ayat 190-191

C. Basic Concepts of Learning Achievement

1. Definition of Learning Achievement

Learning achievement is composed of two words, namely significant achievement attainment of all the results from a business that has been done. As noted in the results Indonesian Dictionary, "... the results achieved good results."²⁹ While the study is an effort to gain knowledge. As mentioned in the Big Indonesian Dictionary, "trying to gain intelligence or knowledge."³⁰

Thus, the sense of achievement of the learning achievement of students is the result of his efforts in acquiring knowledge expressed in terms of the value of both digits and letters. It is also mentioned in the Big Indonesian Dictionary, "the acquisition of knowledge or skills developed through subjects, usually indicated by test scores or numeric value assigned by the teacher."³¹ Wanti Simanjutak also been explained, "So it is clear that learning achievement can be said as a measure of the ability gained, achieved or shown as evidence of a business person who does the learning."³²

²⁹ G. Setya Nugraha dan R. Maulina F. *Kamus Lengkap Bahasa Indonesia*

³⁰ Kamus Besar Bahasa Indonesia (<http://bahasa.kemdiknas.go.id/kbbi/index.php> diakses pada: 30 November 2013, Pukul 15.04 WIB)

³¹ *Ibid.*,

³² Wanti Simanjutak, *loc. cit.*

2. Factors that Affect Learning Achievement

Student achievement can be influenced by the following factors:

a. Internal Factors

Internal factors that can affect student achievement consists of several aspects, namely:

1. Physical Condition

Physical conditions in question here is the overall physical condition, good health, body condition and transmit senses. With good physical condition, it will be able to support the achievement of good learning performance, despite the fact that physical factors are not the main factors that influence a person's learning achievement.

2. Psychological

This factor includes interest, talent, intelligence, motivation, attitudes, and cognitive abilities. It is described by Ngalim Purwanto, "Psychology in the form of talents, interests, intelligence, motivation and cognitive abilities."³³

³³ Ngalim Purwanto, sebagaimana dikutip dalam (<http://azharm2k.wordpress.com/2012/05/09/definisi-pengertian-dan-faktor-faktor-yang-mempengaruhi-prestasi-belajar/> diakses pada 30 November 2013, pukul 16.12)

b. External Factors

External factors include the natural environment, social environment, teachers, curriculum, facilities and infrastructure, as well as the source of learning and media.



CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

This study is a Research and Development (*Research and Development*). Because in addition to conducting research, researchers also developed a product as a result of ongoing research studies that have been done. With the aim to improve old products and adapt them to the problems faced by students. As has been stated by Sugiyono "research is the development of research methods used to produce a particular product and test the effectiveness of these products."¹ While understanding the research and development according to Borg & Gall is "... a process used to develop and validate educational products."²

This study was conducted with a quantitative approach. Because in this study, the researchers wanted to test how much influence the development of products that researchers have developed by using experimental methods. In addition, the results of this study will be presented in the form of data

¹ Sugiono, as cited by Shahibul Ahyar. *Penelitian Pengembangan dalam Pendidikan* (pdf) (<http://yekamath.files.wordpress.com/2012/08/penelitian-pengembangan-dalam-pendidikan1.pdf> downloaded at June, 27th 2013, at 19.08)

² Punaji Setyosari, *Metode Penelitian Pendidikan & Pengembangan* (Jakarta: Kencana Prenadamedia, 2013) page 223

figures. As has been stated by Punaji Setyosari, "... the quantitative research, especially regarding numbers or *numerical* data."³

B. Development Model

According to Tim Puslitjaknov, "Development Model is the basis for developing a product that will be produced."⁴ The development model, there are three kinds of model development, namely: procedural development model, the development of conceptual models, and the development of theoretical models. Procedural model is a model that is descriptive, showing the steps that must be followed to produce the product. Puslitjaknov team also stated:

The conceptual model is a model that is analytical, which mentions the product components, analyze the components in detail and shows the relationship between the components that will be developed. The model is a theoretical model based frameworks drawing on relevant theories and supported by empirical data.⁵

While in this study, researchers used a model of procedural development. Because the researcher wanted to describe the flow of procedural steps that must be followed to produce a researcher in the form of product development results worksheet.

³ *Ibid.*, halaman 43.

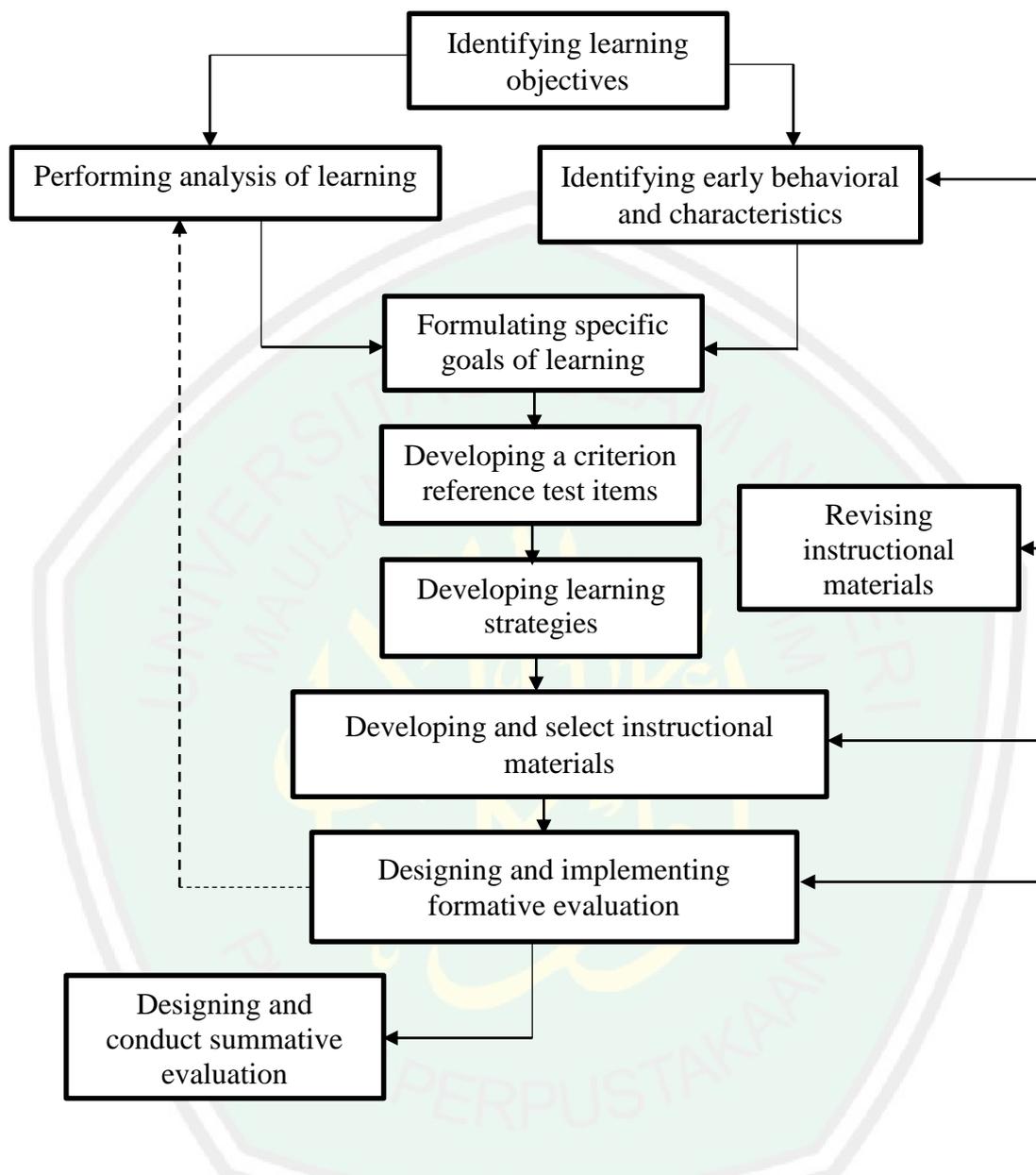
⁴ Tim Puslitjaknov, *Metode Penelitian Pengembangan* (Badan Penelitian dan Pengembangan Departemen Pendidikan Nasional, 2008), hlm. 8

⁵ *Ibid*

In addition to using procedural development model, this research was also designed using instructional design development by Walter Dick *and* Lou Carey. The main steps of learning Dick *and* Carey are 10 stages, among others:⁶

- a. Identifying learning objectives
- b. Performing analysis of learning
- c. Identifying early behavioral and characteristics
- d. Formulating specific goals of learning
- e. Developing a criterion reference test items
- f. Developing learning strategies
- g. Developing and select instructional materials
- h. Designing and implementing formative evaluation
- i. Revising instructional materials
- j. Designing and conduct summative evaluation

⁶ Benny A. Pribadi, *Model Desain Sistem Pembelajaran* (Jakarta: Dian Rakyat, 2010), hlm. 100



Picture 3.1 Chart of Dick and Carrey's Model of Learning Design

C. Research Site

Site in conducting this research is Islamic Elementary School Fourth Grade (SDI) Salafiyah Khairudin located in Murcoyo Street, Gondanglegi Malang.

Site selection is based on (1) the researcher already knows the situation and condition of the school, (2) the location of the research is basic Islamic school that makes researchers interested in studying in the school, it is according to the researcher is a student in Teacher Education of Elementary School (PGMI) in Islamic State University of Maulana Malik Ibrahim Malang.

D. Data and Sources of Data

The meaning of the data in a study is information about the answers to the research conducted, it can be formed facts or other information. As explained by Lexy J. Moleong "Data is information about an object of research."⁷

While the definition of the data source is the origin from which the data is obtained, it can be a statement, objects, and so on. As has been stated by Suharsimi Arikunto "The meaning of the data source in the study is the subject of where the data can be obtained. Sources of data can include objects, motion or process anything."⁸

The following are the data sources that will researcher gets the data:

1. Fourth grade science teacher of Islamic Elementary School of Salafiyah Gondanglegi Malang

⁷ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*. As cited by Fuad Hadiatullah, (Skripsi), *Peran Guru dalam Pendidikan anti Narkoba di SD Negeri Dinoyo IV* (Malang, 2010). page. 74.

⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. As cited by Fuad Hadiatullah. Loc. cit.

2. Fourth grade students of Islamic Elementary School of Salafiyah Gondanglegi Malang

E. Data Collection Method

As the data sources that have been listed above, then do some research methods in analyzing the data is:

1. Experiment

Experimental method is a method of research that aims to explain the relationship of cause - effect (causality) between one variable with another (variables X and Y). To explain the causality of this relationship, researchers must exercise restraint and meticulous measurement of the research variables.

In this study, experiments were conducted to provide treatment in form of pre-test and post-test to the object of study (students).

2. Documentation

The document is the source of the data used to complete the study, either in the form of written sources, films, images (pictures), and monumental works, all of which provide information to the research process.⁹ In this study the data in the form of a document that will gather researchers are document the results of pre-test and post-test.

⁹ Tugas Avan, *Metode Dokumentasi* (<http://tugasavan.blogspot.com/2013/05/metode-dokumentasi.html>, accessed at June, 14th 2013 at 21.47 WIB)

3. Questionnaire

According Sugiyono, “questionnaire is data collection technique that be done by giving a set of questions or written questions to the respondents to be answered.”¹⁰ This technique of data collection is done by the researcher to obtain answers to the feasibility of the products are developed and tested. The questionnaires that researcher uses are 4 types of questionnaires. Each questionnaire is given to material expert, design expert, teacher science of Islamic Elementary School of Salafiyah Khairudin, fourth grade students of Islamic Elementary School of Salafiyah Khairudin.

Expert is a person who has been recognized about his/her ability. This definition as stated by Ericsson and Stasewski, "An expert, more generally, is a person with extensive knowledge or ability based on research, experience, or occupation and in a particular area of study"¹¹.

Criteria of the experts, must have more experience trough practice and education. That was as stated by Ericsson and Stasewski, “Experts have a prolonged or intense experience through practice and education in a particular field”¹².

¹⁰ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, as cited in website page Konsistensi (<http://www.konsistensi.com/2013/04/angket-sebagai-teknik-pengumpulan-data.html>, accessed at May, 12th 2014, at 18.57 WIB)

¹¹ Anders K. Ericsson and James J. Stasewski, “Chapter 9: Skilled Memory and Exprtise: Mechanism of Exceptional Performance” in Wikipedia, (Online), (<http://en.wikipedia.org/wiki/Expert> accessed at July, 5th 2014, at 14.35 WIB)

¹² *Ibid.*,

In another book, Ericsson also stated, “Real expertise must pass three tests. First, it must lead to performance that is consistently superior to that of the expert’s peers. Second, real expertise produces concrete result. ... Finally, true expertise can be replicated and measured in the lab.”¹³

According to explanations above, the criteria of the expert, among others:

- a. must have more experience through practice and education
- b. must lead to performance that is consistently superior to that of the expert’s peers
- c. produces concrete result
- d. can be replicated and measured in the lab

Thus, the selection of experts as a validator of products based on the four criteria above. The matter expert is Mrs. Dewi Anggraeni M.Sc, with the criteria of expertise (1) have more experience through practice and education, (2) must lead to performance that is consistently superior to that of the expert's peers, and (3) produces concrete result. While the product design expert is Mr. Ahmad Abtokhi, M.Pd, with the criteria of expertise (1) have more experience through practice and education, (2) leads to performance that is consistently superior to that of the expert's peers, (3) produces concrete results, and (4) can be replicated and measured in the lab.

¹³ Anders K. Ericsson, and friends, “The Making of an Expert”, *Review*, Harvard, 2007, Page 2

CHAPTER IV

EXPOSURE DATA RESEARCH

In the fourth chapter, will be outlined three issues related to the research, namely: (a) profile of Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang (b) description of the students' worksheet, (c) the effectiveness and attractiveness of the students' worksheet, and (d) learning outcomes before and after using students' worksheet.

A. Profile of Islamic Elementary School of Salafiyah Kahirudin Gondanglegi Malang

1. School Identity

School Name	: Islamic Elementary School (SDI) of Salafiyah Khairudin
NSS	: 104041815042
NPSN	: 20518709
School Address	: Jl. Murcoyo, number 15
Village	: Gondanglegi Wetan
Sub-District	: Gondanglegi
Regency	: Malang
Province	: East Java
Postal Code	: 65174

Type of School : Islamic Elementary School (SDI) of
Salafiyah Khairudin

Date of Construction : April, 16th 1933

Location : Village Gondanglegi Wetan

Status : Private

Organizer Foundation : Educational Foundation of Khairudin

Number of Teacher : 21 Teachers

Number of Educational Staff : 2 People

Number of Student : 349 Students

Phone Number : (0341) 878812

Email : sdisalkha@yahoo.com

2. School Vision and Mission

a. School vision

Generating the morality, knowledgeable, and skilled Islamic generation

b. School mission

- Generating the faithful, devoted Muslim generation and useful in the world and the afterlife
- Providing education with vigor, orderly, and disciplined
- Always improving self endlessly
- Achieving Islamic law and creating an Islamic environment
- Health, beauty and shade
- Struggle, sincerity, togetherness and prosperity
- Joining to enforce Da'wah Islamiyah

c. School objectives

- Joining to enforce Da'wah Islamiyah
- Generating the faithful, devoted Muslim generation and useful in the world and the afterlife

B. Description of Students' Worksheet

1. Presentation Description Students' Worksheet Development Results

Students' worksheet development results that have been made in the form of student's worksheet for the material Earth and the Universe, the Competency Standards "Understanding changes in the earth and celestial bodies surface appearance " for the fourth grade students of SD / MI.

Students' worksheet produced on this development contains five sections, namely: pre-introduction, introduction, contents, complementary, and closing. The following is an explanation of each part.

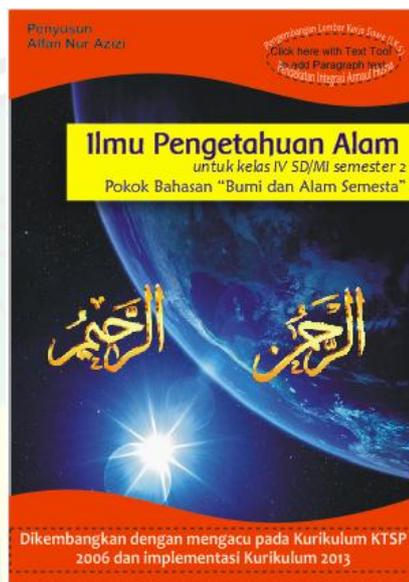
a. Pre-introduction

This section consists of a pre-preliminary components before entering into the study.

1) Front cover

Front cover page consists of the name of the students' worksheet "*Pesona Semesta di Balik Asmaul Husna*", to whom the students' worksheet "*untuk kelas IV SD/MI*", the subject

of "*Pokok Bahasan Bumi dan Alam Semesta*", the picture on the cover that suits materials developed, as well as the author's name.



Picture 4.1 Front cover

2) Preface

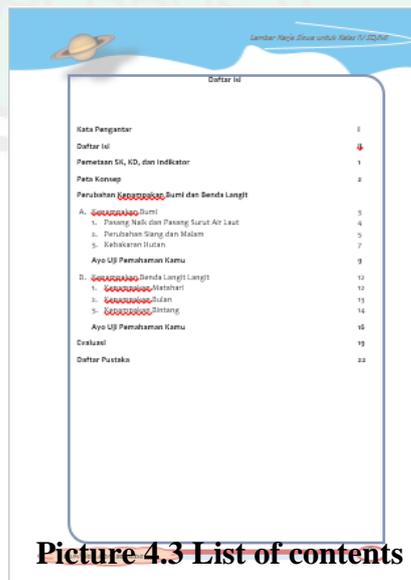
The preface is a description of the contents of constituent the about general description of students' worksheet, constituent expectations on students' worksheet, a thank to all who support the development of students' worksheet, students' worksheet suitability of use in the implementation of the curriculum in 2013, and request suggestions from constituent criticism to all readers to improvement students' worksheet.



Picture 4.2 Preface

3) List of contents

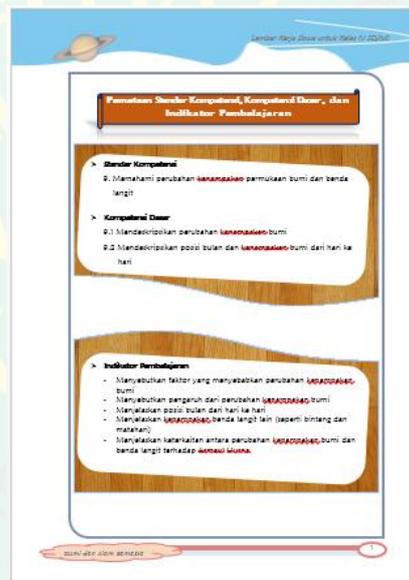
List of contents contains a whole page on every part of students' worksheet from the preface to the last page on the students' worksheet.



Picture 4.3 List of contents

4) Details of the standard of competence, basic competence, and indicators

In this component contains details of standards of competence, basic competence, and indicators to be achieved by students in learning. Overview of competence includes competency standards (SK), basic competence (KD), an indicator, and the chapter titles are a reflection of the indicator. The following is a breakdown SK, KD and indicators on students' worksheet developed by researchers.



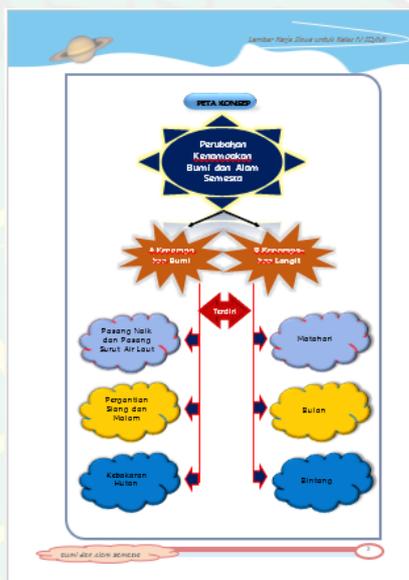
Picture 4. 4 Details of the Standard of Competence, Basic Competence, and Indicators

b. Introduction

The introduction is in the beginning of learning activities that aim to provide information material to be learned and the learning objectives to be achieved.

1) Concept Map

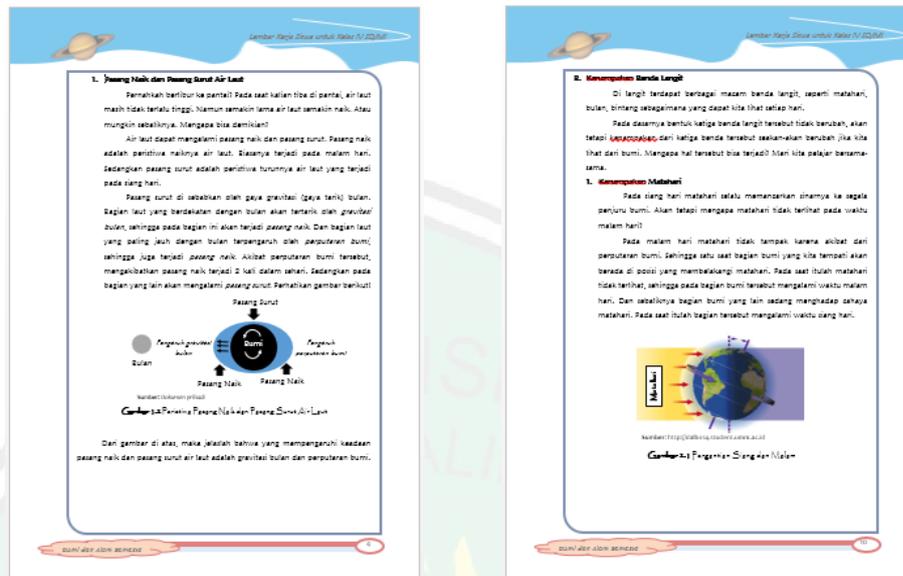
Concept map is a diagram that shows the concepts that represents learning. Concept map has a tiered structures of a general nature to the specially equipped with the appropriate connecting lines.



Picture 4.5 Concept Map

c. Contents

On the contents of the book consists of the entire discussion of material contained on the students' worksheet.



Picture 4.6 Contents of Student Worksheet

d. Complementary

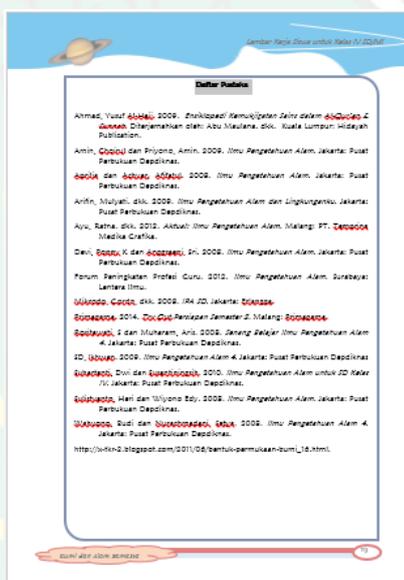
This section presents additional information which has been linked to the material and are presented briefly. The objective of this component is to provide additional information that is not described in the material.

1) *Tahukah Kamu?*

This section provides information about the relationship of the material that has been presented and the appropriate Asmaul Husna. The purpose of this complement is to provide additional information about the names of God with regard to the material.

e. Closing (Bibliography)

A bibliography of reference sources used by the constituent as a reference of making students' worksheet contained at the end of the students' worksheet. In this case the student may seek a referral or other literature that was listed in the bibliography.



Picture 4.9 Bibliography

2. Presentation of Validity Data

After the description of the description of students' worksheet that have been developed, the next step is the validation of a product by a students' worksheet content expert, design experts, and science teacher. Here are the data based on each validation subject.

To obtain analysis of the validity achievement of students' worksheet on the subject of earth science and the universe to fourth grade elementary school students, the feasibility criteria are determined as follows:¹

Table 4.1
Validity Criteria of Students' Worksheet

Percentage (%)	The level of validity	Information
80-100	Valid	Not Revisions
60-79	Quite Valid	Not Revisions
40-59	Less Valid	Most Revision
0-39	Invalid	Revision Total

a. Results of Validation by Content Expert

Validation of students' worksheet held on May 8th, 2014. Validation was conducted to the lecturer of science experiment of State Islamic University of Maulana Malik Ibrahim Malang, Mrs Dewi Anggraeni, M.Sc.

¹ Suharsimi Arikunto. As Cited by Ayu Muhayyinah, "Pengembangan Bahan Ajar Ilmu Pengetahuan Alam Materi Gaya dengan Model *Learning Cycle 5* Fase untuk Siswa Kelas IV MI Islamiyah Pakis Tumpang", *Thesis*, Faculty of Education and Teaching Sciences State Islamic University of Maulana Malik Ibrahim Malang

1) Quantitative Data

The results of expert assessment and response by the contents of the materials students' worksheet of science of science Earth and the Universe as follows:

Table 4.2

Validation Results by Content Expert of Students' Worksheet of Science

No.	Criteria	Score		P (%)	Interpretation	Explanation
		X	X ₁			
1.	How is the formulation of a topic in the development of the natural students' worksheet of science?	4	4	100	Valid	Not Revisions
2.	How is the suitability of material presented on the development of the natural students' worksheet of science?	4	4	100	Valid	Not Revisions
3.	Is the formulation of students' worksheet indicators presented with formulation of basic competencies that specified in KTSP 2006?	4	4	100	Valid	Not Revisions
4.	How is the relevance of competency standards and the indicators on this natural sciences students' worksheet?	4	4	100	Valid	Not Revisions
5.	Is the learning content of students' worksheet in accordance to KTSP 2006?	4	4	100	Valid	Not Revisions
6.	How is systematic description of learning content in the	4	4	100	Valid	Not Revisions

	natural sciences students' worksheet?					
7.	How is the scope of the material presented in this natural sciences students' worksheet?	4	4	100	Valid	Not Revisions
8.	Can the material presented through the natural sciences students' worksheet motivate students to study harder?	4	4	100	Valid	Not Revisions
9.	How is the difficulty level of the language used, whether in accordance with the level of student understanding?	4	4	100	Valid	Not Revisions
10.	Can the evaluation instrument used measure the ability of students?	4	4	100	Valid	Not Revisions
11.	Is selection of Asmaul Husna used in accordance with the material?	4	4	100	Valid	Not Revisions
12.	Is the description Asmaul Husna is appropriate to the material?	3	4	75	Quite Valid	Not Revisions
Total		47	48	97.9	Valid	Not Revisions

Description:

P = percentage sought

ΣX = total number of respondents in 1 item

ΣX_1 = highest number of answers in 1 item

100 = constant number

$$P = \frac{\Sigma X}{\Sigma X_1} \times 100\%$$

Table 4.3**Frequency Distribution of Validity Level by Content Expert of Students'****Worksheet of Science**

Level of Validity	F	%
Valid	11	91.7%
Quite valid	1	8.3%

Based on validation data with a content expert of students' worksheet of science that have been presented in table 4.2 and 4.3, of the 12 questions presented in the questionnaire stated 91.7% with a frequency 11 valid on items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11 further 8.3% stated quite valid with a frequency 1 in item 12. Besides the assessment data was also obtained verbal data in the notes column and verbal data were transcribed from interviews with content expert of students' worksheet of science. The verbal data was used as qualitative data are described as follows:

2) Qualitative data

Qualitative data of content expert validation results as follows:

- Justifying concepts that was described in the students' worksheet
- Justifying some mistakes in the evaluation questions
- Acknowledgment of the source image

3) Description

Data exposure from the validation by science materials experts against students' worksheet of sciences for fourth grade elementary school on the subject of the earth and the universe with Asmaul Husna approach based on Table 4.2 are as follows:

- a. The formulation of a topic on the development of students' worksheet of sciences is very clear
- b. Suitability of the material presented on the development of students' worksheet of sciences is very appropriate
- c. The formulation of the indicators presented in the student's worksheet with basic competence formula specified in KTSP 2006 is very appropriate
- d. Relevance of Standard Competence and indicators to the development of competencies with students' worksheet of science, is very relevant
- e. Content in the worksheet student learning is very appropriate to KTSP 2006
- f. Systematics describing the content of learning in students' worksheet of science is very systematic
- g. The scope of the material was presented in the students' worksheet of science, quite appropriate to the theme

- h. The material is presented through students' worksheet of sciences can motivate students to study harder, highly motivating
- i. The difficulty level of the language used is very appropriate with the level of student understanding
- j. Evaluation instrument can measure the ability of students
- k. Election of Asmaul Husna that are used is very appropriate to the material
- l. Explanation of Asmaul Husna is quite appropriate to the material

b. Result of Validation by Design Expert of Students' Worksheet

Validation of instructional materials with design experts was held on April 8th, 2014. Validation was carried out to Mr. Ahmad Abtokhi M.Pd. The results of expert assessment and response to the design of students' worksheet of science are as follows:

1) Quantitative data

The results of the assessment and feedback by experts to design materials students' worksheet of science Earth and the Universe as follows:

Table 4.4

Validation Results by Design Expert of Students' Worksheet of Science

No.	Criteria	Score		P (%)	Interpretation	Explanation
		X	X ₁			
1.	Cover design is in accordance with the material	3	4	75	Quite Valid	Not Revisions
2.	The font used is in accordance with 4 th grade students of elementary school	3	4	75	Quite Valid	Not Revisions
3.	Font size used is in accordance with 4 th grade students of elementary school	3	4	75	Quite Valid	Not Revisions
4.	The images are on the books in accordance with the material	4	4	100	Valid	Not Revisions
5.	The images used are to attract students	3	4	75	Quite Valid	Not Revisions
6.	The layout drawings to attract students	3	4	75	Quite Valid	Not Revisions
7.	The images on the book close to student life	4	4	100	Valid	Not Revisions
8.	The size of the image on the right book	3	4	75	Quite Valid	Not Revisions
9.	Consistent color book	4	4	100	Valid	Not Revisions
10.	<i>Layout</i> on interesting books	4	4	100	Valid	Not Revisions
Number		34	40	85	Valid	Not Revisions

Description:

P = percentage sought

ΣX = total number of respondents in 1 item

ΣX_1 = highest number of answers in 1 item

100 = a constant number

$$P = \frac{\sum X}{\sum X_1} \times 100\%$$

Table 4.5

Frequency Distribution of Validity Level by Design Expert Students'

Worksheet of Science

Level of Validity	F	%
Valid	4	40%
Quite valid	6	60%

Based on data validation with design expert science of students' worksheet that have been presented in table 4.4 and 4.5, of the 10 questions presented in the questionnaire stated 40% with a frequency of 4 valid on items 4, 7, 9, and 10. Furthermore, 60% stated they were quite valid with a frequency of 6 on items 1, 2, 3, 5, 6, and 8. Besides the assessment data were also obtained verbal data in notes column and verbal data were transcribed from interviews with expert design students' worksheet of science. The verbal data was used as qualitative data are described as follows:

2) Qualitative Data

Qualitative data content expert validation results as follows:

- Background of cover is less attractive
- Selection of natural images
- Frames variation

- Concept maps is less attractive

3) Description

Data exposure from design validation by science design expert of students' worksheet for fourth grade elementary school on the subject of the earth and the universe with Asmaul Husna approach, based on table 4.4 are as follows:

- a. Cover design in accordance with the material
- b. The font used is quite in accordance with the fourth grade elementary school students
- c. Font size that was used is in accordance with a fourth grade elementary school students
- d. Pictures in the book is quite in accordance with the material
- e. The images can attract students
- f. The layout of the image enough to attract students
- g. The images on the students' worksheet is quite close to the student life
- h. The image size on students' worksheet is quite right
- i. Colors in the book are very consistent
- j. Layout on the students' worksheet is very interesting

4) Suggestion

There were some suggestions submitted as revisions of the product, among others:

- a) use natural images
- b) make the Asmaul Husna letters on the cover are seemed to blend with the background
- c) remove the cartoon of sun picture
- d) remove the opened book picture on the cover
- e) replace the background with an image of outer space
- f) create red frame at the top and bottom of the cover
- g) make it interesting concept maps
- h) minimize the empty space on the map and concept mapping SK, KD, and indicators
- i) replace the dotted line with a straight line

5) Revision

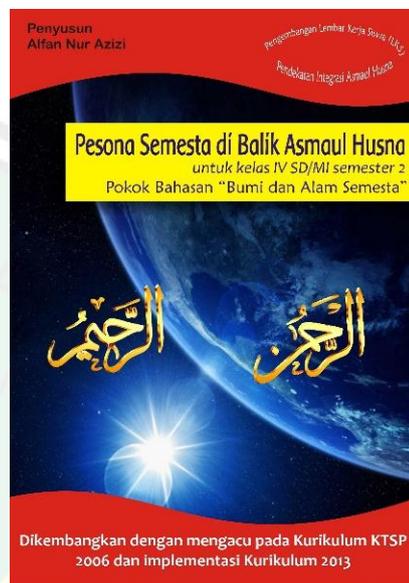
Based on the above validation data required several revisions to the following components:

- Cover
 - Background on the cover made it less attractive
 - Asmaul Husna are listed together with the background is not visible
 - Deleting pictures that do not need to be included
 - Giving a red border on the top and bottom

Before



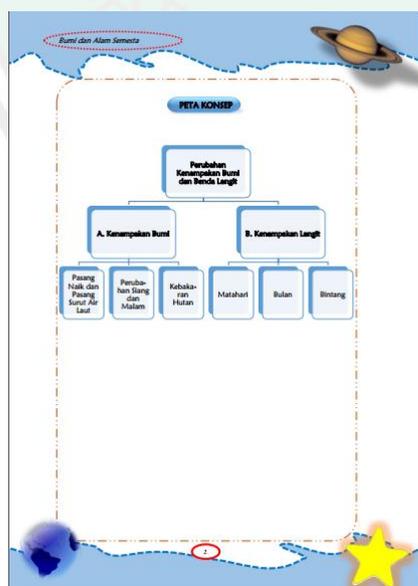
After



Picture 4.10 Cover Revision

- Concept maps
 - Concept maps are less attractive
 - There are a lot of empty space

Before



After

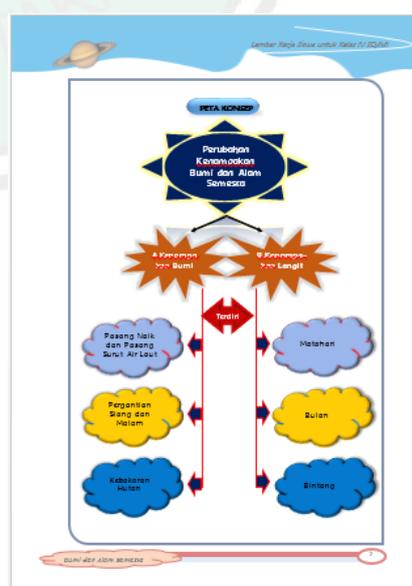
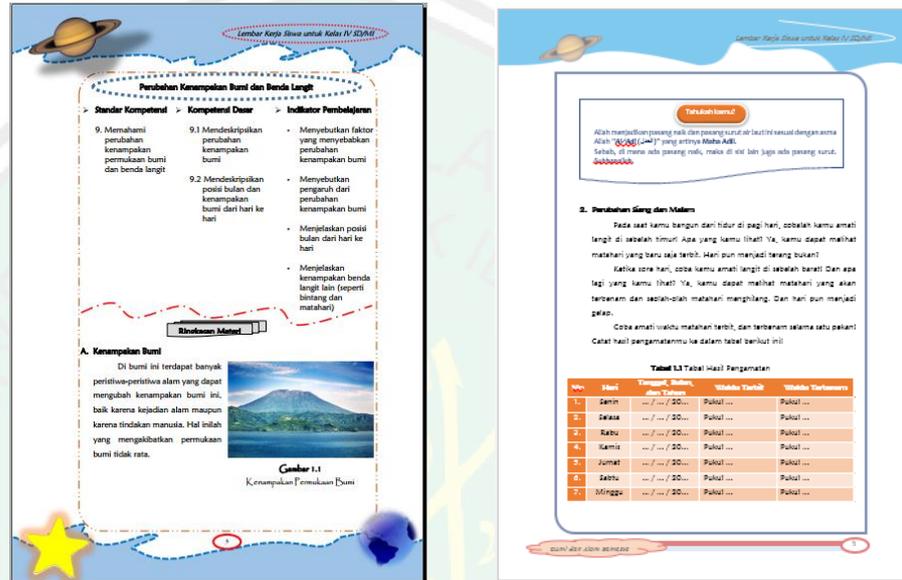


Image 4.11 Revision of concept map

- Frame Variation
 - Eliminating the dotted line

Before

After



Picture 4.12 Revision of frame variation

c. Validation Results by Science Teacher

1) Quantitative data

Validation of teaching materials to teachers of science held on May 9th, 2014. Validation carried out to science teacher of Islamic Primary School of Salafi Khairudin Gondanglegi, Malang, namely Mrs. Azizatul Asthma, S.Pd. The results of the assessment and response to the teacher teaching science materials students' worksheet of science Earth and the Universe as follows:

Table 4.6

**Validation Results by Science Teacher of Islamic Elementary School of
Salafiyah Khairudin Gondanglegi**

No.	Criteria	Score		P (%)	Interpretation	Ket.
		X	X ₁			
1.	How is formulation of a topic in the development of the natural sciences students' worksheet?	4	4	100	Valid	Not Revisions
2.	How is the material presented on the development of the natural sciences students' worksheet?	4	4	100	Valid	Not Revisions
3.	Is formulation worksheet indicators presented in the formulation with basic competencies specified in KTSP 2006?	3	4	75	Enough Valid	Not Revisions
4.	How is the relevance of the indicators and competency standards natural sciences students' worksheet that specified in KTSP 2006?	3	4	75	Enough Valid	Not Revisions
5.	Is the learning content of students' worksheet in accordance with KTSP 2006?	3	4	75	Enough Valid	Not Revisions
6.	How description systematic of learning content in the natural sciences students' worksheet?	4	4	100	Valid	Not Revisions
7.	How is the scope of materials presented in	4	4	100	Valid	Not Revisions

	this students' worksheet natural sciences?					
8.	Can the material presented by the natural sciences students' worksheet motivate students to study harder?	3	4	75	Enough Valid	Not Revisions
9.	How is the level of difficulty of the language used, whether in accordance with the level of student understanding?	3	4	75	Enough Valid	Not Revisions
10.	Can the evaluation instrument used to measure the ability of students?	3	4	75	Enough Valid	Not Revisions
Total		34	40	85	Valid	Not Revisions

Description:

P = percentage sought

ΣX = total number of respondents in 1 item

ΣX_1 = Highest number of answers in 1 item

100 = a constant

$$P = \frac{\Sigma X}{\Sigma X_1} \times 100\%$$

Table 4.7

Frequency Distribution of validity Level by Expert Design

Level of Validity	f	%
Very Valid	4	40%
Enough Valid	6	60%

Based on data validation with teachers teaching science that has been presented in table 4.6 and 4.7, of the 10 questions presented in the questionnaire stated 40% with a frequency of 4 valid on items 1, 2, 6, and 7 and 60% stated they were quite valid with frequency 6 on items 3, 4, 5, 8, 9, and 10.

2) Qualitative Data

Qualitative data by science teacher of Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang, ie

- Adding some exercises in the evaluation

3) Description

Based on the conversion scale that was specified in the product assessment questionnaire, are as follows:

- a. The formulation of a topic on the development of students' worksheet of science is very clear
- b. Suitability of the material presented on the development of students' worksheet of science is very appropriate
- c. The formulation of the indicators presented in the student's worksheet with basic competencies formula that was specified in KTSP 2006 is quite appropriate
- d. Relevance of competency standards with the indicators on development of students' worksheet of science is quite relevant

- e. Content in the worksheet student learning is quite in accordance with the KTSP 2006
- f. Systematics describing the content of learning in students' worksheet of sciences is very systematic
- g. The scope of the material presented in the worksheet science student is very appropriate to the theme
- h. The material is presented through students' worksheet of sciences can provide motivation to students learned to be more active quite motivating
- i. The difficulty level of the language that was used is quite in accordance with the level of student understanding
- j. Evaluation instrument can measure the ability of students

C. The Effectiveness and Attractiveness of the Students' Worksheet

Assessment and student feedback through questionnaires given to determine the level of attractiveness of the students' worksheet of science. Questionnaire of attractiveness is given to 26 students of 4th A grade that have been given treatment and *posttest*. Below are ratings and comments of 4th A grade students of Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang to the students' worksheet on the material Earth and the Universe:

Table 4.8

Questionnaire Assessment 4th A Grade Students to Students' Worksheet of Science

Student	Aspects of Assessment										Σn	X1	%
	1	2	3	4	5	6	7	8	9	10			
X1	4	4	4	4	4	3	4	4	4	1	36	40	90
X2	4	3	4	3	4	3	4	4	4	2	35	40	87.5
X3	4	4	4	3	4	3	3	4	3	2	34	40	85
X4	4	4	4	4	4	4	4	4	4	4	40	40	100
X5	4	4	3	3	4	3	3	4	4	2	34	40	85
X6	4	4	4	4	4	4	4	4	4	4	40	40	100
X7	3	3	3	3	4	3	2	4	3	2	30	40	75
X8	3	4	4	4	4	2	4	3	4	1	33	40	82.5
X9	1	3	3	3	4	3	3	3	3	2	28	40	70
X10	3	3	4	4	4	2	3	3	4	4	34	40	85
X11	3	4	4	3	4	3	3	4	3	4	35	40	87.5
X12	3	4	4	3	4	2	3	4	4	3	34	40	85
X13	4	4	4	3	4	3	3	4	3	4	36	40	90
X14	4	4	3	3	4	4	3	4	3	4	36	40	90
X15	4	4	4	3	4	4	4	4	4	4	39	40	97.5
X16	3	4	3	3	3	2	3	3	3	4	31	40	77.5
X17	3	3	4	3	4	4	3	3	3	2	32	40	80
X18	3	4	4	3	4	1	3	3	3	4	32	40	80

X19	4	4	4	4	4	3	4	4	3	4	38	40	95
X20	3	3	4	3	4	3	3	3	3	4	33	40	82.5
X21	3	4	3	3	4	3	4	4	4	3	35	40	87.5
X22	4	4	3	3	4	3	4	3	3	4	35	40	87.5
X23	4	4	4	3	4	3	4	4	4	3	37	40	92.5
X24	3	3	3	3	3	3	3	3	3	3	30	40	75
X25	4	4	4	4	4	4	4	4	4	2	38	40	95
X26	3	4	3	4	4	3	3	3	3	3	33	40	83
ΣX	89	97	95	86	102	78	88	94	90	79	898		
ΣX_1	108	108	108	108	108	108	108	108	108	108		1040	
%	82	90	88	80	94	72	81	87	83	73			86%

Description:

X1, X2, X3, ... = students

P = percentage sought

ΣX = total *number* of respondents in 1 item

ΣX_1 = highest number of answers in 1 item

100 = a constant number

$$P = \frac{\Sigma X}{\Sigma X_1} \times 100\%$$

Based on the above calculation, the observations made by field trial totaled 86%. If the eligibility criteria are matched with the table, so the score is included in the valid criteria.

The qualitative data based on the results of field trials it can be concluded that students' worksheet that was developed do not need to get a revision. However, feedback and suggestions that submitted by respondents of field trial will be realized as well as possible so that the resulting product will be getting better.

Data exposure that was obtained from a questionnaire that was given to 26 respondents to the students' worksheet for fourth grade elementary school students on the subject of the earth and the universe is based on Table 4.8 are as follows:

- a. Students' worksheet of sciences greatly facilitate students in learning. According to the total score that was obtained is 89 out of maximum score 108 so that the percentage that was obtained in the amount of 82%.
- b. The use of students' worksheet of science very motivating students to learn. This is based on the score that was obtained in the amount of 97 out of a maximum score of 108, so that percentage that was obtained at amount 90%.
- c. Students are very easy to understand existing teaching materials in students' worksheet of sciences. This data is based on the score that was obtained is

95 out of a maximum score of 108, so the percentage that was obtained at amount of 88%.

- d. The questions in the students' worksheet of sciences are very easy. This is based on the total score that was obtained in the amount of 86 out of a maximum score of 108, so the percentage that was obtained is at amount of 80%.
- e. The font kind and font size contained in the students' worksheet of sciences is very easy to be read. This is based on the total score that was obtained in the amount of 102 out of a maximum score of 108, so the percentage that was obtained is amount of 94%.
- f. During studying the students' worksheet, students rarely found the difficult words. It is based on the total score that was obtained is equal to the maximum score of 78 out of 108, so the percentage that was obtained is amount of 72%.
- g. Instructions that was contained in the students' worksheet of sciences is very easy. It is based on the total score that was obtained by the maximum score of 88 out of 108, so the percentage that was obtained is at amount of 81%
- h. The language that was used in the students' worksheet are very easy to be understood. It is based on the total score that was obtained by of 94 out of maximum score 108, so the percentage that was obtained is at amount of 87%.

- i. The questions in the students' worksheet are very easy to be understood. It is based on the total score that was obtained by the maximum score of 90 out of 108, so the percentage that was obtained is at amount of 83%.
- j. After using the worksheet, students sometimes need the help of others. It is based on the total score that was obtained is of 79 out of maximum score 108, so the percentage that was obtained is at amount of 73%.

D. Learning Outcomes Before and After Using Students' Worksheet

Presentation of data *pre-test* and *post-test* were obtained from field trials to 4th grade students of Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang will be presented in the following table:

Table 4.9

Student Score 4th A Grade (Class Experiment)

No.	Name of Student	KKM	Score	
			Pre-test (x)	Post-test (y)
1	Z. Ahmad Amin	75	72	85
2	Amilatus Soliha	75	78	94
3	Andre	75	70	97
4	Dania Tus Safrina	75	76	85
5	Erika oktavia	75	72	94
6	Farit	75	66	82
7	Amanda fitria HK	75	72	91
8	Ishomudin Al-Aziz	75	76	97
9	Kanzul Wafa	75	72	85
10	M. Tidar Primary	75	72	97
11	Lutfiyah Hidayati	75	76	100
12	M. Zidni Abilun Najah	75	72	82
13	Huda M. Alfian Ilman	75	72	70
14	Rifki M. Al-Azhar	75	72	82

15	M. Alfian Mubarroq	75	80	65
16	M. Baqo 'Uddin	75	64	82
17	M. Fitahul Bisri	75	70	60
18	Muhtadi When Anwar	75	70	94
19	Savira Emilia P	75	68	97
20	Princess Silvia	75	64	85
21	Minarsih Sri Wulandari	75	74	94
22	Vivi Laylatu Wisdom	75	68	91
23	F. Shobrina Salsabila	75	76	97
24	Risa Yola Izzatin KH	75	78	97
25	Devi Khoiriyah	75	64	94
26	Layla Sahnas	75	64	91
Average			71.5	88.4

Based on data from table 4.9 shows that the average pre-test score is 71.5 and the post-test average score is 88.4. This shows that the score of post-test better than the pre-test score. So there is a significant difference to the use of students' worksheet that have been developed.

Score data of pre-test and post-test were then analyzed by paired-samples T test with a significance level is 0.05. This analysis technique is used to determine whether there is a treatment that is imposed on the object of research groups.

Step 1. Creating H_a and H_0 in the form of sentences

H_a = Students' worksheet of science with Asmaul Husna approach can improve learning achievement of fourth grade students of Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang

H_0 = Students' worksheet of science with Asmaul Husna approach cannot improve learning achievement of fourth grade students of Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang

Step 2. Creating H_a and H_0 in the form of statistical

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

$$H_0 : \mu_a = \mu_b$$

Step 3. Determining the normality of the data distribution

Table 4.10

Result of Data Distribution Normality

No.	Name of Student	KKM	Score		Gain d (yx)	d ²
			Pre-test (x)	Post-test (y)		
1	Z. Ahmad Amin	75	72	85	13	169
2	Amilatus Soliha	75	78	94	16	256
3	Andre	75	70	97	27	729
4	Dania Tus Safrina	75	76	85	9	81
5	Erika oktavia	75	72	94	22	484
6	Farit	75	66	82	16	256
7	Amanda fitria HK	75	72	91	19	361
8	Ishomudin Al-Aziz	75	76	97	21	441
9	Kanzul Wafa	75	72	85	13	169
10	M. Tidar Primary	75	72	97	25	625
11	Lutfiyah Hidayati	75	76	100	24	576
12	M. Zidni Abilun Najah	75	72	82	10	100
13	Huda M. Alfian Ilman	75	72	70	-2	4
14	Rifki M. Al-Azhar	75	72	82	10	100
15	M. Alfian Mubarroq	75	80	65	-15	225
16	M. Baqo 'Uddin	75	64	82	18	324
17	M. Fi tahul Bisri	75	70	60	-10	100
18	Muhtadi When Anwar	75	70	94	24	576

19	Savira Emilia P	75	68	97	29	841
20	Princess Silvia	75	64	85	21	441
21	Minarsih Sri Wulandari	75	74	94	20	400
22	Vivi Laylatu Wisdom	75	68	91	23	529
23	F. Shobrina Salsabila	75	76	97	21	441
24	Risa Yola Izzatin KH	75	78	97	19	361
25	Devi Khoiriyah	75	64	94	30	900
26	Layla Sahnas	75	64	91	27	729
Number			1858	2297	439	10218
Average			71.5	88.4	16.88	

$$Md = \frac{\sum d}{n} = \frac{439}{26} = 16,88$$

Description:

Md = the average of the gain between pre-test and post-test

d = gain (difference) post-test scores on the pre-test each subject

n = number of subjects

Step 4. Calculate the average test

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

$$t = \frac{16,88}{\sqrt{\frac{10218 - \frac{(439)^2}{26}}{26(26-1)}}$$

$$t = \frac{16,88}{\sqrt{\frac{10218 - \frac{19721}{26}}{26(25)}}$$

$$t = \frac{16.88}{\sqrt{\frac{10218 - 7412.35}{650}}}$$

$$t = \frac{16.88}{\sqrt{\frac{2805.65}{650}}}$$

$$t = \frac{16.88}{\sqrt{4.32}}$$

$$t = \frac{16.88}{2.08} = 7.69$$

Thus obtained $t_{\text{count}} = 7.69$

Step 5. Determine testing rules

- For the degrees of freedom (db) = $N-1$
= $26-1 = 25$
- Significance level (α) = 0.05
- Then $t_{\text{table}} = 1.706$
- If $t_{\text{count}} > t_{\text{table}}$ or $t_{\text{count}} < t_{\text{table}}$, then there is a significant difference (H_0 is rejected and H_a accepted)

Step 6. Comparing t_{table} and t_{count}

$$\begin{aligned} \text{Obtainable} &= t_{\text{count}} > t_{\text{table}} \\ &= 7.69 > 1.706 \end{aligned}$$

- Thus, H_0 is denied and H_a is accepted

Step 7. Conclusion

H_a = Students' worksheet of science with Asmaul Husna approach can improve learning achievement of fourth grade students of Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang

ACCEPTED

H_0 = Students' worksheet of science with Asmaul Husna approach cannot improve learning achievement of fourth grade students of Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang

DENIED

Based on the results of t-test showed that there was difference in the score average of students before and after using the product development. This shows that the use of students' worksheet of science with Asmaul Husna approach can improve learning achievement of fourth grade students of Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang.

CHAPTER V

DISCUSSION

A. Description of Development Result Analysis Students' Worksheet of Science

The use of student's worksheet in learning, is necessary to support the effective achievement of learning outcomes. Students' worksheet and serves as a benchmark supporting a student's ability. Because in the students' worksheet also contained a summary of the material presented compendiously, and supported by work step and some exercises that can be used to measure the success of student learning.

Worksheet are well laid out with a systematic structure and sequence, motivate students to study harder, give a brief and concise information, giving an understanding of the concepts that have been described, providing practical steps and exercises, as well as to measure student achievement.

In connection with this, this study produces students' worksheet of science on the subject of Earth and the Universe, the standard of competence "Understanding changes of appearance of earth and celestial bodies". The view of content, students' worksheet consists of four parts, namely the introduction, core, complementary, and cover. While in view of display can be seen from and images shown. As for more details, will be described as follows.

1. Content of Students' Worksheet of Science

There are several criteria of eligibility contents that must be met, namely (1) the suitability of the material with a standard competence and basic competence contained in the curriculum subject in question, and (2) the accuracy of the material and learning support materials.¹

In terms of component content in teaching materials is divided into three parts:

- a. Introduction is consisting of preface, contents lists are, learning and grain distribution
- b. The core part presents the concept map as the opening, concept and description of appearance of earth and celestial bodies, a summary of the material, understanding the concept of knowledge, competence and training of students. Material presented complete and adapted to science material of fourth grade science curriculum for first semester. Activity lab to test and support the theory presented in the content of teaching materials. exercises and comprehension test is used to improve the skills of students who have read the material and to determine the level of student understanding
- c. The concluding section contains a list of references glossary, and author's bio²

¹ Masnur, Muslich, *Text Book Writing*. As cited by Mey Risa Retnowati. "Pengembangan Bahan Ajar untuk Meningkatkan Pemahaman Konsep Fotosintesis pada Siswa Kelas V Min Seduri di Kabupaten Mojokerto", *Thesis*, Faculty Education and Teaching Sciences State Islamic University of Maulana Malik Ibrahim Malang, 2013. hlm. 77

² Mey Risa Retnowati. *Ibid.*,

2. Display of Students' Worksheet of Science

Display the students' worksheet also need to be considered in the development of students' worksheet. For a good display will create the impression of attractiveness of the reader in learning the students' worksheet. Given the object of students' worksheet development is fourth grade elementary school students, it is necessary that the visual aspect can attract the attention of students and they will be motivated in learning the students' worksheet. There are several points to consider in sheets to students, namely:

- a. Using A4 paper (210 x 297 mm), with the proportion of the top margin 3.5 cm, left 3.5 cm, right, 2.5 cm, and bottom 2.5 cm. While the space used is 1.5
- b. The font used is Maiandra for the title on the cover, the title of the chapter, material, and exercises. Baar Metanoia for concept maps and activity sheets. Font Candara for additional information column and image sources. And Papyrus for captions.
- c. The use of color in students' worksheet 80% is dominated by the color blue, and 20% orange, yellow, red and gray.
- d. In the students' worksheet also contained a combination of images, both images that support material or as a garnish. This is caused by the interest in the fourth grade students at the elementary school level really like the picture.

B. Validation Analysis of Students' Worksheet Development

Students' worksheet on the subject of the earth and the universe that was developed can be said to be appropriate, if it has reached the criteria of at least 75%. If the results of the analysis of various validator reaches a predetermined minimum criteria, then the students' worksheet can be said to be feasible and can be used as one learning resources in the learning process in the classroom.

1. Data Analysis Expert Validation results of Contents Students' Worksheet of Science

Based on the conversion scale set out in the questionnaire assessment student's worksheet, are as follows:

- a. Score 1 for no obvious, non-specific, not appropriate, not operational, not systematic, not motivate, do not measure the ability
- b. Score 2 for, less obvious, less specific, less appropriate, less operations, less systematic lack of motivation, lack of measuring ability
- c. Score 3 for quite obvious, quite specific, quite appropriate, adequate operational, systematic enough, motivate enough, enough measuring capability
- d. Score 4 for a very clear, very specific, very appropriate, very operational, very systematic, very demotivating, so measuring the ability

Responses from questionnaires filled out by one of the Science lecturers as a content expert of students' worksheet of science, the percentage of the validity level of the students' worksheet can be calculated as follows:

$$P = \frac{\sum X}{\sum X1} \times 100\%$$

$$P = \frac{46}{48} \times 100\% = 95,8\%$$

Based on the calculation above, the presentation of the results obtained by 95.8%. In accordance with the scale conversion table, the percentage was 95.8% in the qualification valid so that, the students' worksheet does not require revision anymore. This suggests that the students' worksheet of science for fourth grade students on the subject of the earth and the universe with Asmaul Husna approach is good and worthy to be used according to science content expert of students' worksheet.

2. Analysis of Data Validation result by Design Expert Students' Worksheet of Science

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

- a. Score 1 for strongly disagree
- b. Score 2 for less agree
- c. Score 3 for agree

d. Score 4 for strongly agree

From the questionnaire responses were filled out by one of the physics lecturer as design expert of students' worksheet, can be calculated percentage level of validity of the students' worksheet as follows:

$$P = \frac{\sum X}{\sum X1} \times 100\%$$

$$P = \frac{34}{40} \times 100\% = 85\%$$

Based on the calculation above, the percentage that was obtained is 85%. In accordance with the conversion table scale, the achievement level of 85% at a valid qualification. So the development of worksheet fourth grade elementary school students on the subject of the earth and the universe with Asmaul Husna approach does not require revision as a whole.

3. Analysis of data validation result by fourth grade science teacher, elementary school

From the questionnaire responses were filled out by 4th grade science teachers of elementary school, can be calculated percentage level of validity of the students' worksheet as follows:

$$P = \frac{\sum X}{\sum X1} \times 100\%$$

$$P = \frac{34}{40} \times 100\% = 85\%$$

Based on the calculation above, the percentage that was obtained is 85%. In accordance with the conversion table scale, the achievement level of 85% at a valid qualification. Therefore, according to teachers of elementary school fourth grade science, development worksheet fourth grade elementary school students on the subject of the earth and the universe with Asmaul Husna approach does not require revision as a whole.

4. Students' Worksheet of Science Effectiveness and Attractiveness Validation Data Analysis

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

- a. Score 1 for no ease, no encouragement, tough, cannot be understood
- b. Score 2 for less ease, lack of encouragement, lack of easy, difficult to be understood
- c. Score 3 for quite ease, quite encouraging, fairly easy, fairly easy to be understood
- d. Score 4 for a very ease, very encouraging, very easy, very easy to be understood

From the questionnaire responses were filled out by 26 fourth grade students as respondents, are used to determine the percentage of effectiveness level of the students' worksheet as follows:

$$P = \frac{\sum X}{\sum X1} \times 100\%$$

$$P = \frac{898}{1040} \times 100\% = 86\%$$

Based on the results of the calculation above, the obtained percentage of 86%. In accordance with the conversion table scale, the achievement level of 86% at a valid qualification. Therefore, according to fourth grade elementary school students, developing worksheet fourth grade elementary school students on the subject of the earth and the universe with Asmaul Husna approach does not require revision as a whole.

Based on the results of the validation of the whole, a good validation by experts, teachers of science and fourth grade elementary school students to the students' worksheet of sciences fourth grade elementary school on the subject of the earth and the universe with Asmaul Husna approach indicates a valid result. So in general product development student's worksheet have met the eligibility and need not be revised or improved. So the development of students' worksheet of sciences fourth grade elementary school on the subject of the earth and the universe with Asmaul Husna approach can be said to be effective and feasible to be used as a source in the learning process.

C. Test Analysis of Differences in Using Students' Worksheet of Science

Table 4.9 on the results of field trials on the development of students' worksheet of sciences for fourth grade elementary school with Asmaul Husna

approach in Islamic Primary School of Salafiyah Khairudin Gondanglegi Malang indicates a difference in the average of pre-test score and the average of post-test scores. The average of pre-test scores that was obtained from the 26 fourth grade students is 71.5, while the average of post-test score that was obtained is equal to 88.4.

To know there is a significant difference or not, it was calculated by using two-sample t test with a significance level of 0.05, the obtained results is t_{count} of 7.969. Further t_{count} was compared with t_{table} is equal 1.706. Thus, there are significant differences. So the development of students' worksheet of sciences fourth grade elementary school on the material earth and the universe with Asmaul Husna approach can improve student achievement.

This students' worksheet attracts the students to learn and understand the material presented in it. This is due to the attractiveness of the students' worksheet that the presences the colorful images, easily understood language, and presentation materials are complete and detailed.

CHAPTER VI

CONCLUSION

This chapter describes the two main ideas, namely (1) the conclusion of the study, and (2) the suggestions both the use of suggestion good, further product development, and further research.

Based on the research that has been done, it can be concluded as follows:

1. This research produced a product, which is a students' worksheet of science for fourth grade elementary school. Students' worksheet was developed by researchers with the aim is to facilitate students in understanding the subject matter of the earth and the universe and its integration with Asmaul Husna through development of the students' worksheet of sciences for fourth grade on the subject of the earth and the universe with Asmaul Husna approach . As for the components in the students' worksheet includes contents and display of students' worksheet.
 - a. Developed content is the material from various sources that was combined and adapted to the topics, level of education, and the student's ability level. The main component in the development of students' worksheet are introduction, core, and closing.
 - 1) Introduction consisted of preface, list of contents, as well as the competency standard mapping, basic competencies, and indicators of achievement.

- 2) The core part consists of a concept map, a summary of the material, lab work steps, and practice questions.
 - 3) Complementary part consists of "*Tahukah Kamu?*" And "*Mari Kita Renungkan*". As well as the concluding section consists of a list of libraries as a reference in developing the students' worksheet.
- b. Display of students' worksheet is designed to blend the images and colors in order to attract the interest of students in learning student's worksheet. And the selection of letters that are tailored to the interests of students and other instructional materials used by students.
2. Assessment of development students' worksheet was conducted through validation by content experts, design experts, and science teacher 4th grade of elementary school, as well as the responses of the respondents to the development of student's worksheet gain good results and the level of validity and high effectiveness. Here are the details of the percentage obtained as follows:
 - a. The response was given by the content experts on the development of students' worksheet of sciences is very good based on the validity of the assessment results with the percentage reached 95.8%.
 - b. Responses were given by experts on the development Desai students' worksheet of sciences very good based on the validity of the assessment results with the percentage reaches 85%.
 - c. Responses given by teachers of elementary school science classes IV to the development of students' worksheet of sciences is very good based

on the validity of the assessment results with the percentage reaches 85%.

- d. Responses given by the students of 4th science teacher to the development of students' worksheet of science very good based on the validity of the assessment results with the percentage reaches 86%.

Development of students' worksheet of sciences has some specifications as follows:

- a. Presented is Material on the development of students' worksheet earth science is a matter of the universe and the standard of competence "Understanding changes in the appearance of the earth and celestial bodies".
 - b. The worksheet has a material relationship with Asmaul Husna that are described briefly
 - c. Students' worksheet has a material relationship with the Qur 'an well with the arguments as well as with other aspects
 - d. Students' worksheet was presenting exercises that can be used to measure the level of student understanding
 - e. The material described in this close students' worksheet and experienced directly by students every day
3. Based on the average post-test scores obtained by the 884, there are differences in the mean scores obtained from the pre-test is 71.5. From these results it can be seen that the difference is quite significant. Calculation is then performed with two-sample t_{count} and t_{table} 7.969 and 1.706 t_{table} . Then

compare t_{count} and t_{table} with criteria $t_{\text{count}} > t_{\text{table}}$ or $7.969 > 1.706$. So that H_0 was rejected and H_a was accepted.

Thus it can be concluded, that the use of the development of students' worksheet of sciences on the subject of the earth and the universe with Asmaul Husna approach can improve learning achievement of fourth grade students of Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang.

Suggestions

The suggestions can be given either for the use of the product, the purpose of further development, and further research, can be explained in detail as follows:

1. Suggestions for Using Products

For effective use of students' worksheet for fourth grade of elementary school science on the subject of the earth and the universe with the Asmaul Husna approach, suggested the following:

- a. Students's worksheet of science on the topic of earth and the universe with Asmaul Husna approach should be used as an alternative learning natural science in the material of the earth and the universe.
- b. Students's worksheet of science on the topic of earth and the universe with Asmaul Husna approach this should be with teacher guidance. This is because the students' worksheet with Asmaul Husna approach has not been known in general. So the use of the students' worksheet will not cause miss understanding.

- c. It is recommended to the fourth grade Science teacher of elementary school to use this students' worksheet welcomed the implementation of the curriculum 2013. Because students' worksheet of science on the topic of earth and the universe with Asmaul Husna approach has suitability for implementation in 2013 with the advanced integration curriculum.

2. Suggestions for Advanced Development

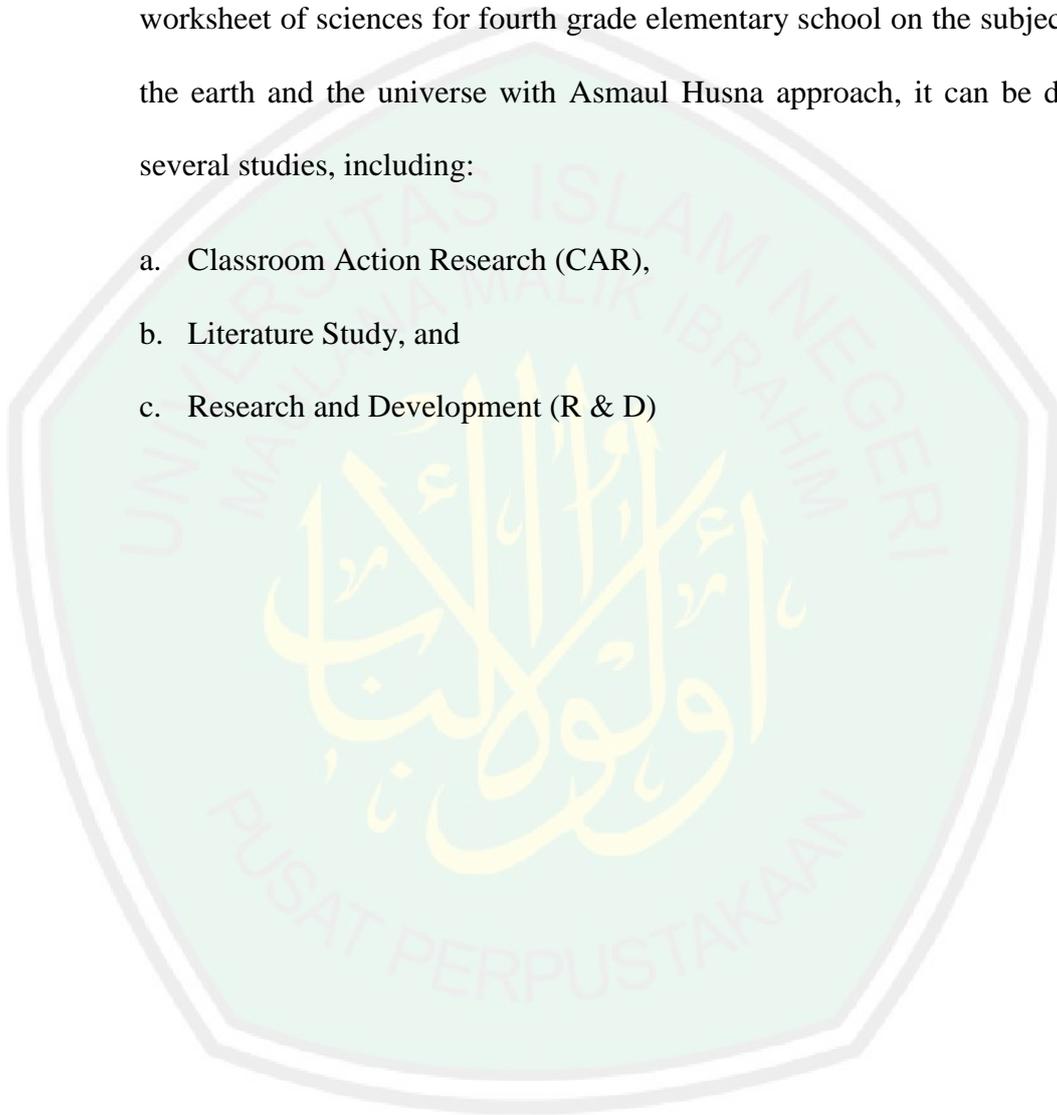
For the purpose of further development, the following is recommended.

- a. Worksheet fourth grade science students on the subject of the earth and the universe with Asmaul Husna approach it still has some drawbacks. Therefore, researchers suggest to who will be interested to overcome weaknesses of the development of the students' worksheet.
- b. Fourth grade science worksheet with Asmaul Husna approach on the subject of the others also need to be developed. So it can provide knowledge about nature and the integration of Asmaul Husna. Thus, the students' knowledge about nature, integrated with Asmaul Husna will be intact.
- c. It is recommended to elementary school teachers especially science teachers to develop students' worksheet in accordance with the conditions of existing students and schools. Thus, learning materials will be close to the student life.

3. Suggestions for Advanced Research

For researchers who are willing to do research on students' worksheet of sciences for fourth grade elementary school on the subject of the earth and the universe with Asmaul Husna approach, it can be done several studies, including:

- a. Classroom Action Research (CAR),
- b. Literature Study, and
- c. Research and Development (R & D)



BIBLIOGRAPHY

- Achmadi. In *Lentera Kecil*. (Online). (<http://lenterakecil.com/pengertian-lembar-kerja-siswa-lks/> accessed at May, 18th 2014, at 20.20 WIB)
- Akhmad Sudrajad. *Pengertian Pendekatan, Strategi, Metode, Teknik, Taktik dan Model Pembelajaran*. (Online). (<http://akhmadsudrajat.wordpress.com/2008/09/12/pendekatan-strategi-metode-teknik-dan-model-pembelajaran/> accessed at September, 5th 2013, at 11.30)
- Al-Qur'an and Transliteration
- Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktek*. In Fuad Hadiatullah. 2010. Peran Guru dalam Pendidikan anti Narkoba di SD Negeri Dinoyo IV. *Thesis*. Faculty of Tarbiyah State Islamic University of Maulana Malik Ibrahim Malang
- In Ayu Muhayyinah. 2012. Pengembangan Bahan Ajar Ilmu Pengetahuan Alam Materi Gaya dengan Model *Learning Cycle 5* Fase untuk Siswa Kelas IV MI Islamiyah Pakis Tumpang. *Thesis*. Faculty of Education and Teaching Sciences State Islamic University of Maulana Malik Ibrahim Malang
- Azhar, in *Pramudya Ksatria Budiman*. (Online) (<http://sisatruk.blogspot.com/2012/06/pengertian-lembar-kerja-siswa-lks.html> accessed at May, 18th 2014, at 10.51 WIB)
- Azhar, Lalu M. In Lailatul Faizah. 2006. Pemanfaatan Bahan Ajar Lembar Kerja Siswa (LKS) untuk Meningkatkan Efektivitas Pembelajaran Pendidikan Agama Islam Kelas VII di SMP Negeri 3 Malang. *Thesis*. Faculty of Tarbiyah State Islamic University of Maulana Malik Ibrahim Malang
- Ericsson, Anders K. and Stasewski, James J. "Chapter 9: Skilled Memory and Expertise: Mechanism of Exceptional Performance" in Wikipedia, (Online), (<http://en.wikipedia.org/wiki/Expert> accessed at July, 5th 2014, at 14.35 WIB)
- Ericsson, Anders K. and friends. 2007. The Making of an Expert. *Review Harvard*
- Pribadi, Benny A. 2010. *Model Desain Sistem Pembelajaran* Jakarta: Dian Rakyat
- Nugraha, G. Setya and F, R. Maulina. *Kamus Lengkap Bahasa Indonesia*
- Haryanto. *Pengertian Prestasi Belajar*. (Online). (<http://belajarpsikologi.com/pengertian-prestasi-belajar/> di accessed at November, 29th 2013, at 08.37 WIB)

- Kamus Besar Bahasa Indonesia. (Online).
(<http://bahasa.kemdiknas.go.id/kbbi/index.php> accessed at November, 30th 2013, at 15.04 WIB)
- Kamus Besar Bahasa Indonesia. (Online) (<http://kbbi.web.id/> accessed at September, 5th 2013, at 08.45)
- Kurnia, Victor Uji. *Definisi Prestasi Belajar*. (Online)
(<http://koffieenco.blogspot.com/2013/07/definisi-prestasi-belajar.html#sthash.2p7ekvZj.dpuf> accessed at November, 29th 2013)
- Lexy J. Moleong, *Metodologi Penelitian Kualitatif*. In Fuad Hadiatullah. 2010. Peran Guru dalam Pendidikan anti Narkoba di SD Negeri Dinoyo IV. *Thesis*. Faculty of Tarbiyah State Islamic University of Maulana Malik Ibrahim Malang
- Membuka Wahana Dunia. (Online).
(<http://duniagil.wordpress.com/2012/05/10/lembar-kerja-siswa/> accessed at May, 18th 2014, at 21.36 WIB)
- Muslich, Masnur. In Mey Risa Retnowati. 2013. Pengembangan Bahan Ajar untuk Meningkatkan Pemahaman Konsep Fotosintesis pada Siswa Kelas V MIN Seduri di Kabupaten Mojokerto. *Thesis*, Faculty Education and Teaching Sciences State Islamic University of Maulana Malik Ibrahim Malang
- Purwanto, Ngalim. In *AZH@rMK* (Online).
(<http://azharm2k.wordpress.com/2012/05/09/definisi-pengertian-dan-faktor-faktor-yang-mempengaruhi-prestasi-belajar/> diakses pada 30 November 2013, pukul 16.12)
- Prida Purwoko. (Online). (<http://pridapurwoko.blogspot.com/> accessed at May, 18th2014, at 21.14 WIB)
- Rafina Annisa Ridha. (Online)
(<http://rafina1101015063.blogspot.com/2011/02/hadits-mengenai-asmaul-husna.html> accessed at May, 19th 2014, at 20.56)
- Setyosari, Punaji. 2013. *Metode Penelitian Pendidikan & Pengembangan*. Jakarta: Kencana Prenadamedia
- Simajutak, Wanti. *Faktor-faktor yang Mempengaruhi Prestasi Belajar*. (Online)
(<http://edukasi.kompasiana.com/2013/05/22/faktor-faktor-yang-mempengaruhi-prestasi-belajar-558299.html> accessed at November, 29th 2013, at 08.55 WIB)

- Sugiono. In Shahibul Ahyan. *Penelitian Pengembangan dalam Pendidikan* (pdf) (<http://yekamath.files.wordpress.com/2012/08/penelitian-pengembangan-dalam-pendidikan1.pdf> downloaded at June, 27th 2013, at 19.08)
- Sugiyono. In Konsistensi (Online). (<http://www.konsistensi.com/2013/04/angket-sebagai-teknik-pengumpulan-data.html>, accessed at May, 12th 2014, at 18.57 WIB)
- Surahman, Agi. *Pendidikan IPA dengan Berbasis Agama*. (Online). (<http://agisurahman.blogspot.com/2012/04/pendidikan-ipa-dengan-berbasis-agama.html>)
- Syarifuddin. In *Shoel Mys*. (Online) (<http://fikarsul10.blogspot.com/2012/06/makalah-lks.html> accessed at May, 18th 2014, at 12.16 WIB)
- The Free Dictionary. *Worksheet*. (Online). (<http://www.thefreedictionary.com/worksheet> accessed at July, 17th 2014 at 20.30 WIB)
- Tim Puslitjaknov. 2008. *Metode Penilitin Pengembangan*. Badan Penelitian dan Pengembangan Departemen Pendidikan Nasional
- Trianto, In Facebook. (Online) (<https://id-id.facebook.com/RIZKYPUSTAKA/posts/332279850190711> accessed at June, 18th 2014, at 9.57 WIB)
- Tugas Avan. *Metode Dokumentasi*. (Online) (<http://tugasavan.blogspot.com/2013/05/metode-dokumentasi.html>, accessed at June, 14th 2013 at 21.47 WIB)
- Wahidmurni. 2008. *Cara Mudah Menulis Proposal dan Laporan Penelitian Lapangan* Malang: UM Press
- Wikipedia. *Asmaul Husna*. (Online) (http://id.wikipedia.org/wiki/Asma'ul_husna accessed at May, 19th 2014, at 19.53 WIB)
- , *Integrasi Sosial*. (Online) (http://id.wikipedia.org/wiki/Integrasi_sosial accessed at May, 19th 2014, at 18.13)
- , *Asmaul Husna*. (Online) (id.wikipedia.org/wiki/Asma'ul_husna accessed at September, 2nd 2013, at 21.28 WIB)
- , *Expert*. (Online), (<http://en.wikipedia.org/wiki/Expert> accessed at July, 5th 2014, at 14.35 WIB)

Penyusun
Alfan Nur Azizi

pengembangan Lembar Kerja Siswa (LKS)

Pendekatan Integrasi Asmaul Husna

Pesona Semesta di balik Asmaul Husna

LKS IPA untuk kelas IV SD/MI semester 2

Pokok Bahasan “Bumi dan Alam Semesta”

الْعَلِيمُ

الْعَلِيمُ

**Dikembangkan dengan mengacu pada Kurikulum KTSP
2006 dan Implementasi Kurikulum 2013**



Pemetaan Standar Kompetensi, Kompetensi Dasar, dan Indikator Pembelajaran

➤ Standar Kompetensi

9. Memahami perubahan kenampakan permukaan bumi dan benda langit

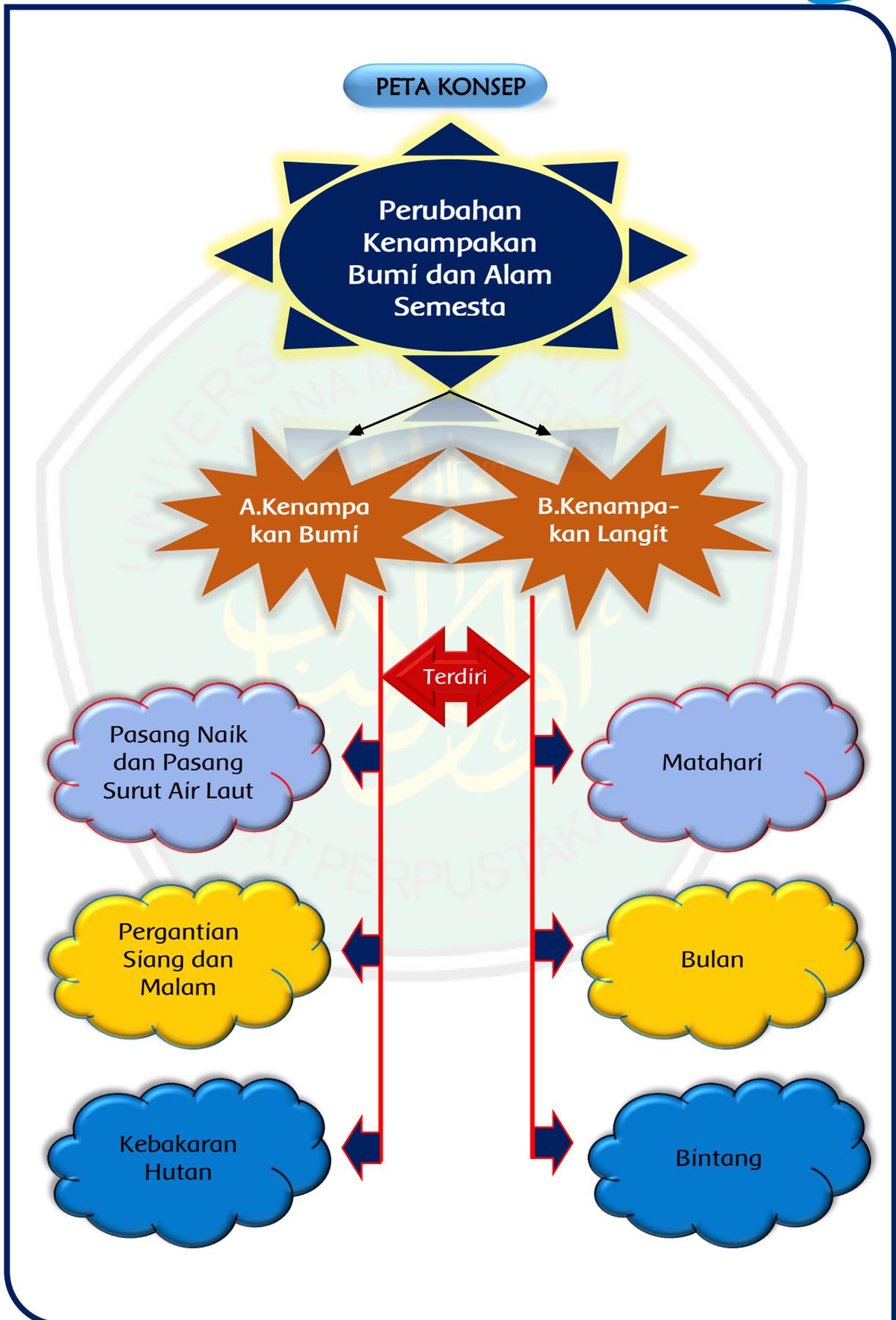
➤ Kompetensi Dasar

9.1 Mendeskripsikan perubahan kenampakan bumi

9.2 Mendeskripsikan posisi bulan dan kenampakan bumi dari hari ke hari

➤ Indikator Pembelajaran

- Menyebutkan faktor yang menyebabkan perubahan kenampakan bumi
- Menyebutkan pengaruh dari perubahan kenampakan bumi
- Menjelaskan posisi bulan dari hari ke hari
- Menjelaskan kenampakan benda langit lain (seperti bintang dan matahari)
- Menjelaskan keterkaitan antara perubahan kenampakan bumi dan benda langit terhadap Asmaul Husna





Perubahan Kenampakan Bumi dan Benda Langit

- | | | |
|---|--|--|
| ➤ Standar Kompetensi
9. Memahami perubahan kenampakan permukaan bumi dan benda langit | ➤ Kompetensi Dasar
9.1 Mendeskripsikan perubahan kenampakan bumi

9.2 Mendeskripsikan posisi bulan dan kenampakan bumi dari hari ke hari | ➤ Indikator Pembelajaran <ul style="list-style-type: none">- Menyebutkan faktor yang menyebabkan perubahan kenampakan bumi- Menyebutkan pengaruh dari perubahan kenampakan bumi- Menjelaskan posisi bulan dari hari ke hari- Menjelaskan kenampakan benda langit lain (seperti bintang dan matahari)- Menjelaskan keterkaitan antara perubahan kenampakan bumi dan benda langit terhadap Asmaul Husna |
|---|--|--|

Ringkasan Materi

A. Kenampakan Bumi

Di bumi ini terdapat banyak peristiwa-peristiwa alam yang dapat mengubah kenampakan bumi ini, baik karena kejadian alam maupun karena tindakan manusia. Hal inilah yang mengakibatkan perubahan kenampakan bumi.



Sumber: www.x-tk2-2.blogspot.com

Gambar 1.1

Kenampakan Permukaan Bumi

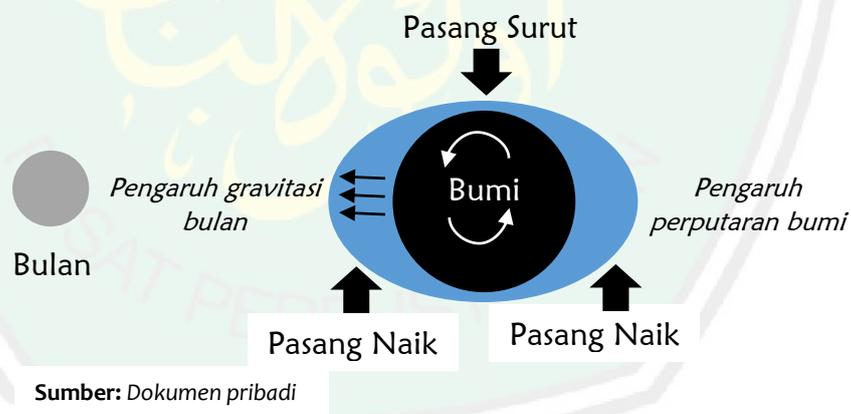


1. Pasang Naik dan Pasang Surut Air Laut

Pernahkah berlibur ke pantai? Pada saat kalian tiba di pantai, air laut masih tidak terlalu tinggi. Namun semakin lama air laut semakin naik. Atau mungkin sebaliknya. Mengapa bisa demikian?

Air laut dapat mengalami pasang naik dan pasang surut. Pasang naik adalah peristiwa naiknya air laut. Biasanya terjadi pada malam hari. Sedangkan pasang surut adalah peristiwa turunnya air laut yang terjadi pada siang hari.

Pasang surut di sebabkan oleh gaya gravitasi (gaya tarik) bulan. Bagian laut yang berdekatan dengan bulan akan tertarik oleh *gravitasi bulan*, sehingga pada bagian ini akan terjadi *pasang naik*. Dan bagian laut yang paling jauh dengan bulan terpengaruh oleh *perputaran bumi*, sehingga juga terjadi *pasang naik*. Akibat perputaran bumi tersebut, mengakibatkan pasang naik terjadi 2 kali dalam sehari. Sedangkan pada bagian yang lain akan mengalami *pasang surut*. Perhatikan gambar berikut!



Gambar 1.2 Peristiwa Pasang Naik dan Pasang Surut Air Laut

Dari gambar di atas, maka jelaslah bahwa yang mempengaruhi keadaan pasang naik dan pasang surut air laut adalah gravitasi bulan dan perputaran bumi.

**Tahukah kamu?**

Allah menjadikan pasang naik dan pasang surut air laut ini sesuai dengan asma Allah "Al-'Adl (العدل)" yang artinya **Maha Adil**. Sebab, di mana ada pasang naik, maka di sisi lain juga ada pasang surut. *Subhanallah*.

2. Perubahan Siang dan Malam

Pada saat kamu bangun dari tidur di pagi hari, cobalah kamu amati langit di sebelah timur! Apa yang kamu lihat? Ya, kamu dapat melihat matahari yang baru saja terbit. Hari pun menjadi terang bukan?

Ketika sore hari, coba kamu amati langit di sebelah barat! Dan apa lagi yang kamu lihat? Ya, kamu dapat melihat matahari yang akan terbenam dan seolah-olah matahari menghilang. Dan hari pun menjadi gelap.

Coba amati waktu matahari terbit, dan terbenam selama satu pekan! Catat hasil pengamatanmu ke dalam tabel berikut ini!

Tabel 1.1 Tabel Hasil Pengamatan

No	Hari	Tanggal, Bulan, dan Tahun	Waktu Terbit	Waktu Terbenam
1.	Senin	... / ... / 20...	Pukul ...	Pukul ...
2.	Selasa	... / ... / 20...	Pukul ...	Pukul ...
3.	Rabu	... / ... / 20...	Pukul ...	Pukul ...
4.	Kamis	... / ... / 20...	Pukul ...	Pukul ...
5.	Jumat	... / ... / 20...	Pukul ...	Pukul ...
6.	Sabtu	... / ... / 20...	Pukul ...	Pukul ...
7.	Minggu	... / ... / 20...	Pukul ...	Pukul ...



Mengapa waktu terbit dan terbenam matahari sangat teratur? Matahari terbit dan terbenam karena bumi berputar pada porosnya, yang disebut dengan *rotasi*. Perputaran bumi dari arah barat ke timur. Sehingga matahari terbit dari bumi bagian timur. Bagian bumi yang terkena sinar matahari akan mengalami waktu siang, sedangkan bagian bumi yang tidak terkena sinar matahari akan mengalami waktu malam.

Coba lakukan kegiatan berikut ini!

Praktikum 1

Tujuan: Menjelaskan perubahan siang dan malam

Alat dan Bahan:

1. Globe
2. Lampu senter

Langkah Kerja

1. Siapkan globe dan lampu senter
2. Nyalakan lampu senter mengarah ke globe
3. Mintalah bantuan temanmu untuk memutar globe secara perlahan
4. Jawablah pertanyaan-pertanyaan yang terdapat di bawah ini

Jawablah pertanyaan berikut!

1. Pada saat dinyalakan ke arah globe, perbedaan apa yang dapat kamu lihat?
2. Mengapa hal tersebut bisa terjadi?
3. Bagaimanakah keadaan pada bagian globe yang terkena cahaya?
4. Bagaimanakah keadaan pada bagian globe yang tidak terkena cahaya?
5. Apa kesimpulan yang dapat kamu ambil dari kegiatan yang telah kamu lakukan tadi?

Jawaban

1. _____
2. _____
3. _____
4. _____
5. _____



Mari Kita Renungkan!

إِنَّ فِي خَلْقِ السَّمَاوَاتِ وَالْأَرْضِ وَاجْتِذَافِ اللَّيْلِ وَالنَّهَارِ لآيَاتٍ لِأُولِي الْأَبْصَارِ.
﴿آل عمران: ١٩٠﴾

Artinya: “Sesungguhnya di dalam penciptaan langit dan bumi dan pergantian siang dan malam terdapat tanda-tanda bagi orang-orang yang berpikir”

Ternyata pergantian siang dan malam adalah salah satu tanda kekuasaan Allah yang ditunjukkan kepada kita. **Subhanallah.**

3. Kebakaran Hutan

Selain sebagai bencana, kebakaran hutan juga termasuk faktor yang mengakibatkan perubahan kenampakan bumi. Kebakaran hutan biasanya terjadi pada musim kemarau, karena pada musim kemarau ranting-ranting menjadi kering dan daun-daun banyak yang berguguran ke tanah.

Secara alami kebakaran hutan disebabkan oleh terik matahari yang membakar daun-daun dan ranting-ranting yang kering. Selain itu, kebakaran hutan juga dapat disebabkan oleh ulah manusia yang membuang puntung rokok atau meninggalkan perapian dalam keadaan masih menyala.



Sumber: www.pengertian-definisi.blogspot.com

Gambar 1.3 Kebakaran Hutan

Kebakaran hutan dapat mempengaruhi bentuk daratan. Daratan yang subur oleh aneka jenis tumbuhan, menjadi gersang, kering dan berwarna hitam bekas pembakaran.



Tahukah Kamu?

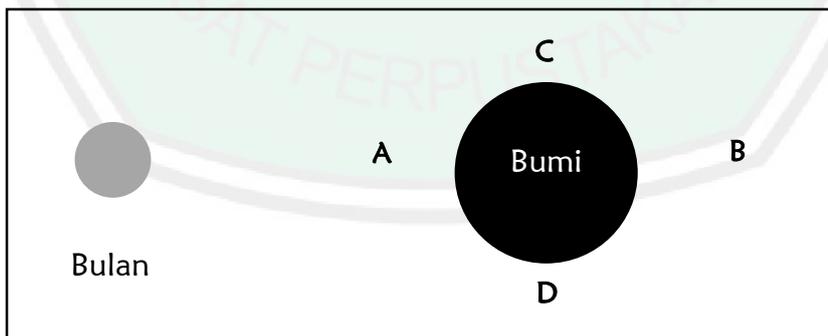
Kebakaran hutan termasuk peringatan atau balasan atas perilaku manusia yang merusak lingkungan. Ini salah satu bukti Asma Allah “*Al-Muntaqim (المنتقم)*” yang artinya adalah **Maha Memberi Balasan**

Ayo Uji Pemahaman Kamu!

1. Berilah tanda silang (x) pada salah satu jawaban a, b, c, atau d yang kamu anggap benar!

1. Peristiwa turunnya air laut dari keadaan biasanya disebut
 - a. pasang surut
 - b. pasang naik
 - c. pasang turun
 - d. air surut

2. Pasang naik dan pasang surut air laut dipengaruhi oleh
 - a. kecepatan angin laut
 - b. gaya tarik bulan
 - c. perputaran bumi
 - d. sinar matahari

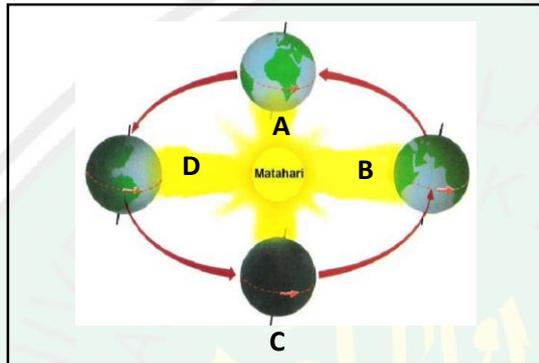


3. Pada Gambar di atas, bagian air laut yang mengalami pasang naik paling tinggi adalah
 - a. C
 - b. D
 - c. A
 - d. B



4. Pergantian siang dan malam disebabkan oleh
 - a. gaya tarik bumi
 - b. gaya tarik bulan
 - c. perputaran bumi
 - d. perputaran bulan
5. Perputaran bumi pada porosnya disebut
 - a. rotasi
 - b. revolusi
 - c. gravitasi
 - d. evolusi

6.



Pada gambar di samping bagian bumi yang mengalami waktu malam hari adalah

- a. D
 - b. C
 - c. B
 - d. A
7. Waktu siang hari dimulai dari
 - a. matahari terbenam dari timur
 - b. matahari terbit dari barat
 - c. matahari terbenam dari barat
 - d. matahari terbit dari timur
 8. Kebakaran hutan biasanya terjadi pada musim
 - a. kemarau
 - b. kering
 - c. panas
 - d. gugur
 9. Kebakaran hutan secara alami disebabkan oleh
 - a. Sisa perapian
 - b. Panas matahari
 - c. Puntung rokok
 - d. Udara panas
 10. Salah satu dampak kebakaran hutan pada kenampakan bumi adalah
 - a. Terjadi kabut asap
 - b. Tumbuhan banyak yang mati
 - c. Tanah menjadi gersang
 - d. Hutan menjadi gundul

II. Jawablah soal-soal berikut dengan benar!

1. Sebutkan faktor-faktor yang mempengaruhi kenampakan bumi!
2. Apa yang dimaksud dengan pasang naik dan pasang surut air laut?
3. Jelaskan proses peristiwa pergantian siang dan malam!
4. Jelaskan penyebab terjadinya kebakaran hutan!
5. Apa dampak yang disebabkan oleh kebakaran hutan? Sebutkan!



B. Kenampakan Benda Langit

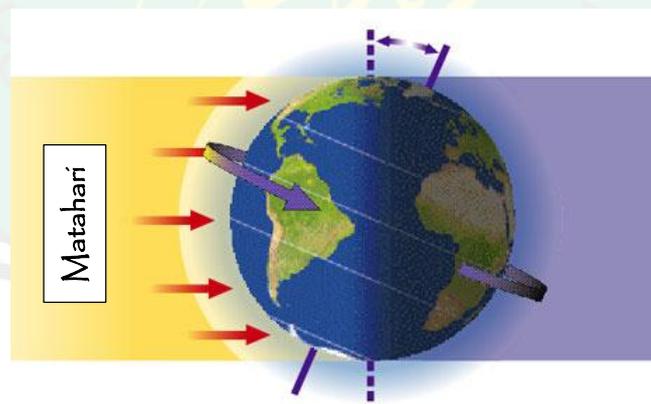
Di langit terdapat berbagai macam benda langit, seperti matahari, bulan, bintang sebagaimana yang dapat kita lihat setiap hari.

Pada dasarnya bentuk ketiga benda langit tersebut tidak berubah, akan tetapi kenampakan dari ketiga benda tersebut seakan-akan berubah jika kita lihat dari bumi. Mengapa hal tersebut bisa terjadi? Mari kita pelajar bersama-sama.

1. Kenampakan Matahari

Pada siang hari matahari selalu memancarkan sinarnya ke segala penjuru bumi. Akan tetapi mengapa matahari tidak terlihat pada waktu malam hari?

Pada malam hari matahari tidak tampak karena akibat dari perputaran bumi. Sehingga satu saat bagian bumi yang kita tempati akan berada di posisi yang membelakangi matahari. Pada saat itulah matahari tidak terlihat, sehingga pada bagian bumi tersebut mengalami waktu malam hari. Dan sebaliknya bagian bumi yang lain sedang menghadap cahaya matahari. Pada saat itulah bagian tersebut mengalami waktu siang hari.



Sumber: <http://dalbo14.student.umm.ac.id>

Gambar 2.1 Pergantian Siang dan Malam



Tahukah Kamu?

Allah menjadikan matahari dan bulan keluar secara bergantian untuk menyinari bumi.

Ini adalah bukti atas Asma Allah “*Al-Bari*” (البارئ) yang artinya adalah **Maha Menyeimbangkan**.

2. Kenampakan Bulan

Jika kita amati, setiap malam bulan seakan-akan berubah. Kadang kala tampak utuh (bulan purnama), kadang tampak bulan sabit, bahkan terkadang bulan tidak tampak sama sekali. Mengapa demikian? Mari kita pelajar bersama!

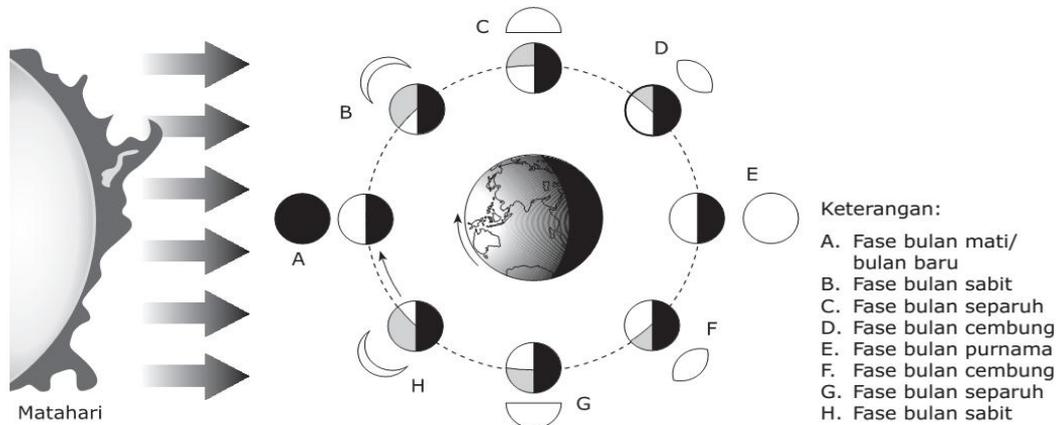
Pada dasarnya bentuk bulan sama seperti bumi, yaitu bulat seperti bola. Perubahan kenampakan bulan yang biasa kita lihat disebabkan oleh pergerakan bulan mengelilingi bumi.

Pada saat malam hari, bulan dapat kita lihat dengan jelas, karena pantulan cahaya matahari yang dipantulkan oleh bulan ke bumi tampak jelas. Namun pada siang hari, bulan tidak tampak secara jelas. Hal ini disebabkan pantulan cahaya matahari yang dipantulkan oleh bulan ke bumi tidak lebih terang dari cahaya matahari yang menyinari bumi secara langsung.

Dengan demikian, pada saat bulan terkena cahaya matahari sepenuhnya, maka pada saat itulah tampak bulan purnama. Dan ketika hanya beberapa bagian yang terkena cahaya matahari, maka hanya sebagian yang terlihat dari bumi. Karena sesungguhnya cahaya bulan berasal dari cahaya matahari yang dipantulkan ke bumi.



Supaya lebih jelas, mari kita amati gambar di bawah ini!



Sumber: <http://3.bp.blogspot.com>

Gambar 2.2 Proses Perubahan Kenampakan Bulan

Gambar di atas adalah perputaran bulan mengelilingi bumi yang ditempuh adalah waktu 29 hari lebih 12 jam (1 bulan). Dan perputaran bulan inilah yang dijadikan acuan untuk menentukan kalender hijriah.

3. Kenampakan Bintang

Pada saat malam hari terdapat benda-benda kecil yang bercahaya di langit. Benda itulah yang kita sebut dengan bintang. Sesungguhnya ukuran bintang tidaklah sekecil itu, bahkan ada pula bintang yang ukurannya ribuan kali ukuran bumi. Akan tetapi jaraknya yang sangat jauh dari bumi, sehingga bintang terlihat sangat kecil.

Bintang memiliki cahaya sendiri, berbeda dengan bulan yang hanya dapat memantulkan cahaya matahari ke bumi. Sehingga bintang terlihat berkelap-kelip, hal itu karena panas yang dipancarkan oleh bintang sehingga menimbulkan gelombang panas. Hal itulah yang mengakibatkan bintang tampak berkelap-kelip dari bumi.

Pada dasarnya matahari juga termasuk salah satu bintang. Matahari adalah bintang yang paling dekat dengan bumi, sehingga matahari tampak lebih besar daripada bintang-bintang yang lain.



Cahaya bintang tidak tampak pada siang hari, karena jaraknya yang sangat jauh menyebabkan cahaya bintang yang sampai ke bumi sangat lemah. Oleh karena itu, cahaya bintang kalah terang dengan cahaya matahari.



Sumber: <http://televue.com/farnsword/pleidas.gif>

Gambar 2.3 Bintang pada Malam Hari

Tahukah Kamu?

Di alam semesta ini terdapat jutaan kumpulan bintang (gugusan bintang). Gugusan bintang dapat disebut juga dengan galaksi. Di dalam satu galaksi (gugusan bintang) terdapat jutaan bintang. Kalau dalam satu gugusan bintang terdapat jutaan bintang, maka dapatkah kamu bayangkan betapa banyaknya jumlah bintang yang ada di alam semesta ini. Dan semua itu adalah ciptaan Allah SWT. *Subhanallah*.

Ini adalah bukti Asma Allah “**Al-‘Adhim** (العظيم)” yang artinya adalah **Maha Agung**

Mari Kita Renungkan!



Ketiga benda langit di atas diabadikan oleh Allah dalam Al-Qur’an, bahkan ketiganya dijadikan sebagai nama surat.

- Matahari diabadikan sebagai nama surat **Asy-Syams** (الشمس) artinya **Matahari**.
- Bulan diabadikan sebagai nama surat **Al-Qomar** (القمر) artinya **Bulan**.
- Sedangkan bintang juga diabadikan sebagai nama surat **An-Najm** (النجم) artinya **Bintang**.

Ini semua membuktikan bahwa semua yang ada di alam semesta termasuk benda langit tersebut adalah benar-benar ciptaan Allah SWT. *Subhanallah*.



Ayo Uji Pemahaman Kamu!



- I. Berilah tanda silang (x) pada salah satu jawaban a, b, c, atau d yang kamu anggap benar!
- Ketika malam hari matahari tidak tampak karena
 - Bumi tepat di bawah matahari
 - Matahari membelakangi bumi
 - Bagian bumi yang membelakangi matahari
 - Jarak bumi dengan matahari terlalu jauh
 - Bagian bumi yang menghadap ke arah matahari akan mengalami
 - Waktu siang
 - Waktu malam
 - Musim kemarau
 - Suhu panas
 - Berikut ini adalah pernyataan yang tidak benar tentang matahari adalah
 - Termasuk salah satu bintang
 - Bergerak mengelilingi bumi
 - Terbit dari timur
 - Memancarkan cahaya sendiri
 - Bulan memantulkan cahaya dari
 - Lampu
 - Bintang
 - Matahari
 - Bumi
 - Bulan yang tampak lingkaran penuh adalah
 - Bulan purnama
 - Bulan sabit
 - Bulan baru
 - Bulan mati
 - Perubahan kenampakan bulan disebabkan oleh
 - Gravitasi bulan
 - Perputaran bumi
 - Cahaya matahari
 - Perputaran bulan mengelilingi bumi
 - Waktu yang diperlukan bulan dalam mengelilingi bumi adalah
 - 24 jam
 - 356 $\frac{1}{4}$ hari
 - 12 bulan
 - 29 $\frac{1}{2}$ hari
 - Cahaya bintang berasal dari
 - Cahayanya sendiri
 - Cahaya bulan
 - Cahaya matahari
 - Cahaya bumi



9. Ukuran bintang tampak sangat kecil karena
 - a. Ukurannya sangat kecil
 - b. Jaraknya sangat jauh
 - c. Cahayanya sangat lemah
 - d. Jumlahnya sangat banyak

10. Bintang tampak berkelap-kelip karena
 - a. Bintang tampak sangat kecil
 - b. Jarak bintang sangat jauh
 - c. Gelombang panas yang dihasilkan
 - d. Ukurannya lebih besar dari bumi

II. Jawablah soal-soal berikut dengan benar!

1. Sebutkan macam-macam benda langit yang kamu ketahui!
2. Mengapa matahari hanya tampak pada waktu siang hari?
3. Mengapa bentuk bulan seolah-olah berubah setiap hari? Jelaskan!
4. Jelaskan perbedaan antara bulan dan bintang!
5. Mengapa cahaya bintang tidak tampak pada siang hari?



Evaluasi

- I. Berilah tanda silang (x) pada salah satu jawaban a, b, c, dan d yang kamu anggap benar!
- Pasang naik dan pasang surut air laut disebabkan oleh
 - Gaya tarik bumi
 - Gaya tarik bulan
 - Gaya tarik bintang
 - Gaya tarik langit
 - Perputaran bumi pada porosnya mengakibatkan setiap tempat di bumi mengalami pasang naik ... sehari.
 - 1 kali
 - 2 kali
 - 3 kali
 - 4 kali
 - Pasang naik tertinggi air laut terjadi pada saat
 - Bulan cembung
 - Bulan sabit
 - Bulan purnama
 - Bulan mati
 - Pada siang hari bumi menjadi terang, karena
 - Bumi mendapat cahaya dari matahari
 - Bumi dekat dengan matahari
 - Bumi lebih kecil dari matahari
 - Bumi tidak terhalang oleh bulan
 - Bagian bumi yang membelakangi matahari akan mengalami waktu
 - Pagi
 - Siang
 - Petang
 - Malam
 - Perputaran bumi pada porosnya dari arah ... ke
 - Barat ke timur
 - Utara ke selatan
 - Timur ke barat
 - Selatan ke utara
 - Kebakaran hutan biasanya terjadi pada musim
 - Gugur
 - Kering
 - Panas
 - Kemarau
 - Perbuatan manusia yang dapat menyebabkan kebakaran hutan adalah
 - Panas matahari pada musim kemarau
 - Gugurnya daun-daun kering
 - Meninggalkan Sisa perapian di dalam hutan
 - Menebang pepohonan



9. Salah satu dampak kebakaran hutan pada kenampakan bumi adalah
 - a. Terjadi kabut asap
 - b. Tumbuhan banyak yang mati
 - c. Tanah menjadi gersang
 - d. Hutan menjadi gundul

10. Matahari hanya terlihat pada waktu siang hari karena
 - a. Jarak bumi dan matahari lebih dekat
 - b. Cahaya matahari hanya menyala waktu siang hari
 - c. Cahaya matahari tidak terhalang oleh bulan
 - d. Beberapa bagian bumi menghadap ke arah matahari

11. Cahaya bulan berasal dari
 - a. Bulan itu sendiri
 - b. Cahaya matahari
 - c. Cahaya bintang
 - d. Cahaya matahari yang dipantulkan oleh bumi

12. Bulan tidak tampak pada siang hari, karena
 - a. Tidak mendapatkan cahaya
 - b. Cahaya matahari lebih terang dari bulan
 - c. Posisi bumi membelakangi bulan
 - d. Bulan terhalang oleh bumi

13. Bulan purnama terjadi ketika
 - a. Bulan membelakangi matahari
 - b. Bagian bulan yang mendapat sinar matahari penuh menghadap ke bumi
 - c. Separuh bagian bulan mendapat cahaya matahari
 - d. Bulan berada di antara bumi dan matahari

14. Bintang terlihat sangat kecil karena
 - a. Bentuk bintang sangat kecil
 - b. Ukuran bumi lebih besar dari bintang
 - c. Jarak bumi dan bintang sangat jauh
 - d. Jumlah bintang sangat banyak

15. Berikut ini yang bukan termasuk benda langit adalah
 - a. Awan
 - b. Bulan
 - c. Bintang
 - d. Matahari



II. Isilah titik-titik di bawah ini dengan jawaban yang benar!

1. Peristiwa naiknya air laut dari keadaan biasanya disebut
2. Pasang naik dan pasang surut air laut dipengaruhi oleh
3. Pergantian siang dan malam terjadi karena
4. Matahari terbit dari arah ... dan terbenam di arah
5. Kebakaran hutan terjadi pada musim
6. Secara alami kebakaran hutan terjadi karena
7. Bagian bumi yang menghadap cahaya matahari akan mengalami waktu
8. ... terjadi ketika seluruh bagian bulan mendapatkan cahaya matahari.
9. Benda langit yang memiliki cahaya sendiri adalah
10. Gugusan bintang disebut juga dengan

III. Jawablah soal-soal berikut dengan benar!

1. Sebutkan beberapa perubahan pada kenampakan bumi!
2. Apa yang disebut dengan pasang surut air laut?
3. Mengapa matahari tidak tampak pada malam hari?
4. Jelaskan penyebab terjadinya kebakaran hutan!
5. Mengapa bintang tidak terlihat pada malam hari?

~~~~~(((Selamat Mengerjakan)))~~~~~

**Tabel Penilaian Siswa**

| Skor PG     | Total Skor | Catatan Guru | Paraf Guru |
|-------------|------------|--------------|------------|
| Skor Essay  |            |              |            |
| Soal Uraian |            |              |            |



### Daftar Pustaka

- Ahmad, Yusuf Al-Hajj. 2009. *Ensiklopedi Kemukjizatan Sains dalam Al-Qur'an & Sunnah*. Diterjemahkan oleh: Abu Maulana. dkk. Kuala Lumpur: Hidayah Publication.
- Amin, Choirul dan Priyono, Amin. 2009. *Ilmu Pengetahuan Alam*. Jakarta: Pusat Perbukuan Depdiknas.
- Aprilia dan Achyar, Afifatul. 2008. *Ilmu Pengetahuan Alam*. Jakarta: Pusat Perbukuan Depdiknas.
- Arifin, Mulyati. dkk. 2009. *Ilmu Pengetahuan Alam dan Lingkunganku*. Jakarta: Pusat Perbukuan Depdiknas.
- Ayu, Ratna. dkk. 2012. *Aktual: Ilmu Pengetahuan Alam*. Malang: PT. Temprina Medika Grafika.
- Devi, Poppy K dan Anggraeni, Sri. 2008. *Ilmu Pengetahuan Alam*. Jakarta: Pusat Perbukuan Depdiknas.
- Forum Peningkatan Profesi Guru. 2012. *Ilmu Pengetahuan Alam*. Surabaya: Lentera Ilmu.
- Mikrodo, Gordo, dkk. 2008. *IPA SD*. Jakarta: Erlangga.
- Primagama. 2014. *Try Out Persiapan Semester 2*. Malang: Primagama.
- Rositawati, S dan Muharam, Aris. 2008. *Senang Belajar Ilmu Pengetahuan Alam 4*. Jakarta: Pusat Perbukuan Depdiknas.
- SD, Ikhwan. 2009. *Ilmu Pengetahuan Alam 4*. Jakarta: Pusat Perbukuan Depdiknas
- Suhartanti, Dwi dan Susantiningih. 2010. *Ilmu Pengetahuan Alam untuk SD Kelas IV*. Jakarta: Pusat Perbukuan Depdiknas.
- Sulistiyanto, Heri dan Wiyono Edy. 2008. *Ilmu Pengetahuan Alam*. Jakarta: Pusat Perbukuan Depdiknas.
- Wahyono, Budi dan Nurachmadani, Setya. 2008. *Ilmu Pengetahuan Alam 4*. Jakarta: Pusat Perbukuan Depdiknas.
- [http://x-tkr-2.blogspot.com/2011/06/bentuk-permukaan-bumi\\_16.html](http://x-tkr-2.blogspot.com/2011/06/bentuk-permukaan-bumi_16.html).



Catatan:

Lined writing area for student notes, containing a faint watermark of the Maulana Malik Ibrahim State Islamic University logo.





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://tarbiyah.uin-malang.ac.id> email : [psg\\_uinmalang@ymail.com](mailto:psg_uinmalang@ymail.com)

Nomor : Un.3.1/TL.00.1/1444/2013  
Lampiran : 1 ( satu ) berkas proposal skripsi  
Perihal : **Penelitian**

19 Juli 2013

Kepada :  
Yth. Kepala SDI Salafiyah Khairudin  
di  
Malang

*Assalamu'alaikum Wr. Wb.*

Kami mengharap dengan hormat agar mahasiswa di bawah ini:

Nama : Alfian Nur Azizi  
NIM : 10140097  
Jurusan : PGMI  
Semester : Genap. 2012/2013  
Judul Skripsi : **Developing Students' Worksheet of Science on Earth and Universe with Asmaul Husna Approach to Improve Learning Achievement of Fourth Grade Students in Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang**

dalam rangka menyelesaikan tugas akhir/menyusun skripsi yang bersangkutan mohon diberikan izin/kesempatan untuk mengadakan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian atas perkenan dan kerjasama Bapak/Ibu disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

  
UNIVERSITAS ISLAM NEGERI  
MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
**Dr. H. Nur Ali, M.Pd**  
NIP. 19650403 199805 002

Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip



Certificate No. ID08/1219



SEKOLAH DASAR ISLAM  
” SALAFIYAH KHAIRUDDIN ”

Status : Terakreditasi B      NSS : 104031815042  
JL. Murcoyo No 15 ☎ ( 0341 ) 878812 Gondanglegi Malang 65174  
E-Mail : sdisalkha@yahoo.co.id

**SURAT KETERANGAN**  
NO. 25/035/421.102.822.027/VII/2014

Yang bertanda tangan di bawah ini :

Nama : M A S J K U R  
Jabatan : Kepala Sekolah SDI Salafiyah Khairuddin  
Alamat : Jalan Murcoyo 1 No. 12 Rt. 14 Gondanglegi Wetan Malang

Menerangkan bahwa :

Nama : ALFAN NUR AZIZI  
NIM : 10140097  
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan  
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)  
Judul Penelitian : Developing Students' Worksheet of Science on Earth and Universe with Asmail Husna Approach to Improve Learning Achievement of Fourth Grade Students in Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang

Telah melakukan penelitian Skripsi di SDI Salafiyah Khairuddin Gondanglegi pada tanggal 9 - 30 Mei 2014.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai Lampiran Laporan Skripsi.

Gondanglegi, 1 Juli 2014

Kepala Sekolah



**MASJKUR**



Consultation Proof Sheet

Name : Alfian Nur Azizi

NIM : 10140097

Guide Lecture : H. Mokhammad Yahya, MA, Ph.D

Title of Thesis : Developing Students' Worksheet of Science on Earth and Universe with Asmaul Husna Approach to Improve Learning Achievement of Fourth Grade Students in Islamic Elementary School of Salafiyah Khairudin Gondanglegi Malang

| No. | Date      | Matter                      | Signature |
|-----|-----------|-----------------------------|-----------|
| 1.  | 13/5/2014 | Consultation Chapter I      | 1.        |
| 2.  | 20/5/2014 | Consultation Chapter II     | 2.        |
| 3.  | 3/6/2014  | Consultation Chapter III    | 3.        |
| 4.  | 10/6/2014 | Revision Chapter III        | 4.        |
| 5.  | 17/6/2014 | Consultation Chapter IV     | 5.        |
| 6.  | 24/6/2014 | Revision Chapter IV         | 6.        |
| 7.  | 1/7/2014  | Consultation Chapter V & VI | 7.        |
| 8.  | 6/7/2014  | Revision Chapter V & VI     | 8.        |
| 9.  | 7/7/2014  | Last Revision               | 9.        |
| 10. |           |                             | 10        |

Malang, 4 Juli 2014



Dean  
**Dr. H. Nur Ali, M.Pd**

NIP. 19650403 199803 1 002

## INSTRUMEN VALIDASI LKS UNTUK AHLI MATERI

### A. Pengantar

Berkaitan dengan pelaksanaan pengembangan bahan ajar Ilmu Pengetahuan Alam materi "Bumi dan Alam Semesta" dengan menggunakan pendekatan integrasi Asmaul Husna kelas IV MI/SD, maka peneliti bermaksud mengadakan validasi LKS yang telah diproduksi sebagai salah satu bahan pembelajaran. Untuk maksud di atas, peneliti mohon kesediaan Bapak/Ibu agar mengisi angket di bawah ini sebagai ahli materi. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan LKS ini sebagaimana yang telah dirancang berdasarkan disiplin ilmu pengetahuan alam. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan LKS agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak/Ibu sebagai ahli materi.

Nama : Dewi Anagraeni, M.Sc.  
NIP :  
Instansi : UIN Maulana Malik Ibrahim  
Pendidikan : S2- Fisika  
Alamat : Jl. Arif Margono 8/1804, Malang

### B. Petunjuk pengisian angket

1. Sebelum mengisi angket ini, mohon terlebih dahulu Bapak/Ibu membaca atau mempelajari bahan ajar yang dikembangkan.
2. Berilah tanda silang (x) pada salah satu huruf a, b, c, atau d pada jawaban sesuai dengan penilaian yang Bapak / Ibu anggap paling tepat.
3. Kecermatan dalam penilaian ini sangat diharapkan.

### C. Pertanyaan-pertanyaan angket

1. Bagaimanakah rumusan topik pada pengembangan LKS ilmu pengetahuan alam ini?  
 a. Sangat jelas, spesifik, dan operasional  
b. Cukup jelas, spesifik, dan operasional  
c. Kurang jelas, spesifik, dan operasional  
d. Tidak jelas, spesifik, dan operasional
2. Bagaimanakah kesesuaian materi yang disajikan pada pengembangan LKS ilmu pengetahuan alam ini?  
 a. Sangat sesuai  
b. Cukup sesuai  
c. Kurang sesuai  
d. Tidak sesuai
3. Apakah rumusan indikator dalam buku siswa disajikan dengan rumusan Kompetensi Dasar yang telah ditetapkan dalam KTSP 2006?  
 a. Sangat sesuai  
b. Cukup sesuai  
c. Kurang sesuai  
d. Tidak sesuai
4. Bagaimana relevansi Standar Kompetensi dengan indikator pada pengembangan LKS ilmu pengetahuan alam ini ini?  
 a. Sangat relevan  
b. Cukup relevan  
c. Kurang relevan  
d. Tidak relevan
5. Apakah isi pembelajaran dalam LKS sesuai dengan KTSP 2006?  
 a. Sangat sesuai  
b. Cukup sesuai  
c. Kurang sesuai  
d. Tidak sesuai
6. Bagaimana sistematis uraian isi pembelajaran dalam LKS ilmu pengetahuan alam ini?  
 a. Sangat sistematis  
b. Cukup sistematis  
c. Kurang sistematis  
d. Tidak sistematis
7. Bagaimana ruang lingkup materi yang disajikan dalam LKS ilmu pengetahuan alam ini?  
a. Sangat sesuai dengan tema  
 b. Cukup  
c. Kurang  
d. Tidak

8. Apakah materi yang disajikan melalui LKS ilmu pengetahuan alam ini dapat memberikan motivasi kepada siswa agar lebih giat belajar?
- a. Sangat memotivasi
  - b. Cukup
  - c. Kurang
  - d. Tidak
9. Bagaimana tingkat kesukaran bahasa yang digunakan, apakah sesuai dengan tingkat pemahaman siswa?
- a. Sangat sesuai
  - b. Cukup
  - c. Kurang
  - d. Tidak
10. Apakah instrumen evaluasi yang digunakan dapat mengukur kemampuan siswa?
- a. Dapat mengukur kemampuan siswa
  - b. Cukup
  - c. Kurang
  - d. Tidak
11. Apakah pemilihan Asmaul Husna yang digunakan sesuai dengan materi?
- a. Sangat sesuai
  - b. Cukup
  - c. Kurang
  - d. Tidak
12. Apakah penjelasan antara Asmaul Husna terhadap materi sudah tepat?
- a. Sangat tepat
  - b. Cukup
  - c. Kurang
  - d. Tidak

**C. Kritik dan Saran**

Malang, 6 April 2014



Dewi Anggraeni, M.Sc.  
NIP.

# INSTRUMEN VALIDASI BAHAN AJAR AHLI DESAIN PRODUK LKS

## A. Pengantar

Berkaitan dengan pelaksanaan pengembangan bahan ajar Ilmu Pengetahuan Alam materi “Bumi dan Alam Semesta” dengan menggunakan pendekatan integrasi Asmaul Husna kelas IV MI/SD, maka peneliti bermaksud mengadakan validasi LKS yang telah diproduksi sebagai salah satu bahan pembelajaran. Untuk maksud di atas, peneliti mohon kesediaan Bapak/Ibu agar mengisi angket di bawah ini sebagai ahli media LKS. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan LKS ini sebagaimana yang telah dirancang berdasarkan disiplin ilmu pengetahuan alam (IPA). Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan LKS agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak/Ibu sebagai ahli bahan ajar.

Nama : A. Abtokhi, M.Pd.  
NIP : 19761003 200312 1004  
Instansi : UIN Malang Fisika  
Pendidikan : S1-S2-S3 Unesa  
Alamat : .....

### Petunjuk pengisian angket

1. Bacalah setiap item dengan cermat
2. Instrumen ini terdiri dari kolom pernyataan dan kolom jawaban. Silakan anda memberi tanda cek pada salah satu jawaban yang sesuai dengan pernyataan anda.
3. Keterangan makna pada huruf pilihan anda adalah sebagai berikut:

| Jawaban | Keterangan          | Skor |
|---------|---------------------|------|
| SS      | Sangat setuju       | 4    |
| S       | Setuju              | 3    |
| TS      | Tidak setuju        | 2    |
| STS     | Sangat tidak setuju | 1    |

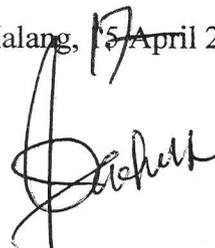
**B. Pertanyaan-pertanyaan angket**

| NO            | PERNYATAAN                                                  | KETERANGAN |    |    |     |
|---------------|-------------------------------------------------------------|------------|----|----|-----|
|               |                                                             | SS         | S  | TS | STS |
| 1             | Desain cover sesuai dengan isi materi.                      |            | ✓  |    |     |
| 2             | Jenis huruf yang digunakan sesuai dengan siswa MI kelas IV. |            | ✓  |    |     |
| 3             | Ukuran huruf yang digunakan sesuai dengan siswa MI kelas IV |            | ✓  |    |     |
| 4             | Gambar pada buku sesuai dengan materi.                      |            | ✓  |    |     |
| 5             | Gambar yang digunakan menarik minat siswa.                  |            | ✓  |    |     |
| 6             | Tata letak gambar pada buku menarik.                        | ✓          |    |    |     |
| 7             | Gambar pada buku dekat dengan kehidupan siswa.              |            | ✓  |    |     |
| 8             | Ukuran gambar pada buku tepat.                              | ✓          |    |    |     |
| 9             | Warna pada buku konsisten.                                  |            | ✓  |    |     |
| 10            | Layout pada buku menarik.                                   |            | ✓  |    |     |
| <b>JUMLAH</b> |                                                             | 8          | 24 |    |     |

#### D. Kritik dan Saran

1. Background kurang baik.
2. Gambar yang alami
3. ukuran huruf besar
4. Pemilihan gambar yang alami
5. variasi frame.

Malang, 15 April 2014



.....  
NIP.

# INSTRUMEN VALIDASI AHLI PEMBELAJARAN UNTUK GURU BIDANG STUDI IPA KELAS IV SD/MI

## A. Pengantar

Berkaitan dengan pelaksanaan pengembangan bahan ajar Ilmu Pengetahuan Alam materi "Bumi dan Alam Semesta" dengan menggunakan pendekatan integrasi Asmaul Husna kelas IV MI/SD, maka peneliti bermaksud mengadakan validasi LKS yang telah diproduksi sebagai salah satu bahan pembelajaran. Untuk maksud di atas, peneliti mohon kesediaan Bapak/Ibu agar mengisi angket di bawah ini sebagai ahli pembelajaran. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan LKS ini sebagaimana yang telah dirancang berdasarkan disiplin ilmu pengetahuan alam. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan LKS agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak/Ibu sebagai ahli pembelajaran.

Nama : AZIZATUL ASMA, S.Pd  
NIP : -  
Instansi : SDI SALAFIYAH  
Pendidikan : S1 PENDIDIKAN TEKNIK BANGUNAN  
Alamat : Jl. MURCOYO I Rt.15 Rw.04 GONDANGLEGI MALANG

## B. Petunjuk pengisian angket

1. Sebelum mengisi angket ini, mohon terlebih dahulu Bapak/Ibu membaca atau mempelajari bahan ajar yang dikembangkan.
2. Berilah tanda silang (x) pada salah satu huruf a, b, c, atau d pada jawaban sesuai dengan penilaian yang Bapak / Ibu anggap paling tepat.
3. Kecermatan dalam penilaian ini sangat diharapkan.

### C. Pertanyaan-pertanyaan angket

1. Bagaimanakah rumusan topik pada pengembangan LKS ilmu pengetahuan alam ini?  
 a. Sangat jelas, spesifik, dan operasional  
 b. Cukup jelas, spesifik, dan operasional  
 c. Kurang jelas, spesifik, dan operasional  
 d. Tidak jelas, spesifik, dan operasional
2. Bagaimanakah kesesuaian materi yang disajikan pada pengembangan LKS ilmu pengetahuan alam ini?  
 a. Sangat sesuai  
 b. Cukup sesuai  
 c. Kurang sesuai  
 d. Tidak sesuai
3. Apakah rumusan indikator dalam buku siswa disajikan dengan rumusan Kompetensi Dasar yang telah ditetapkan dalam KTSP 2006?  
 a. Sangat sesuai  
 b. Cukup sesuai  
 c. Kurang sesuai  
 d. Tidak sesuai
4. Bagaimana relevansi Standar Kompetensi dengan indikator pada pengembangan LKS ilmu pengetahuan alam ini ini?  
 a. Sangat relevan  
 b. Cukup relevan  
 c. Kurang relevan  
 d. Tidak relevan
5. Apakah isi pembelajaran dalam LKS sesuai dengan KTSP 2006?  
 a. Sangat sesuai  
 b. Cukup sesuai  
 c. Kurang sesuai  
 d. Tidak sesuai
6. Bagaimana sistematik uraian isi pembelajaran dalam LKS ilmu pengetahuan alam ini?  
 a. Sangat sistematis  
 b. Cukup sistematis  
 c. Kurang sistematis  
 d. Tidak sistematis
7. Bagaimana ruang lingkup materi yang disajikan dalam LKS ilmu pengetahuan alam ini?  
 a. Sangat sesuai dengan tema  
 b. Cukup  
 c. Kurang  
 d. Tidak
8. Apakah materi yang disajikan melalui LKS ilmu pengetahuan alam ini dapat memberikan motivasi kepada siswa agar lebih giat belajar?  
 a. Sangat memotivasi

- Cukup
- c. Kurang
- d. Tidak

9. Bagaimana tingkat kesukaran bahasa yang digunakan, apakah sesuai dengan tingkat pemahaman siswa?

- a. Sangat sesuai
- Cukup
- c. Kurang
- d. Tidak

10. Apakah instrumen evaluasi yang digunakan dapat mengukur kemampuan siswa?

- a. Dapat mengukur kemampuan siswa
- Cukup
- c. Kurang
- d. Tidak

#### D. Kritik dan Saran

Mungkin perlu ditambah beberapa latihan soal dalam evaluasi untuk menambah wawasan siswa ~~tentu~~ ~~soal~~ dalam mengerjakan soal dalam UTS atau UAS.

Malang, 6 April 2014



Azwatie Arma, S.Pd

NIP.



# SEKOLAH DASAR ISLAM ” SALAFIYAH KHAIRUDDIN ”

Status : Terakreditasi B      NSS : 104031815042  
JL. Murcoyo No 15 ☎ ( 0341 ) 878812 Gondanglegi Malang 65174  
E-Mail : sdisalkha@yahoo.co.id

## PROFIL MADRASAH

### 1. IDENTITAS MADRASAH

|                            |                                 |
|----------------------------|---------------------------------|
| Nomor Statistik Sekolah    | : 104031815042                  |
| NPSN                       | : 20518709                      |
| Alamat Sekolah             | : Jl. Murcoyo I No.15           |
| Desa                       | : Gondanglegi Wetan             |
| Kecamatan                  | : Gondanglegi                   |
| Kabupaten                  | : Malang                        |
| Propinsi                   | : Jawa Timur                    |
| Kode Pos                   | : 65174                         |
| Jenis Sekolah              | : SD Islam Salafiyah Khairuddin |
| Tanggal Pendirian          | : 16 April 1933                 |
| Lokasi                     | : Desa Gondanglegi Wetan        |
| Status                     | : Swasta                        |
| Penyelenggara Yayasan      | : Yayasan Pendidikan Khairuddin |
| Jumlah Guru                | : 21 Orang                      |
| Jumlah Tenaga Kependidikan | : 2 Orang                       |
| Jumlah Siswa               | : 394 siswa                     |
| Contact Person             | : 0341 – 878812                 |
| email                      | : sdisalkha@yahoo.co.id         |

# VISI & MISI

## SDI SALAFIYAH KHAIRUDDIN

### VISI SEKOLAH :

Mencetak generasi islam berakhlak mulia, cerdas, berpengetahuan luas dan terampil

### MISI SEKOLAH :

- ▶ Mencetak generasi muslim beriman, bertaqwa, bermanfaat dunia akhirat
- ▶ Menyelenggarakan pendidikan dengan semangat, tertib dan disiplin
- ▶ Selalu berbenah diri tanpa henti
- ▶ Mewujudkan syariat islam dan menciptakan lingkungan islami
- ▶ Kebersihan, keindahan dan kerindangan
- ▶ Perjuangan, keikhlasan, kebersamaan dan kesejahteraan
- ▶ Ikut menegakkan dakwah islamiyah

### TUJUAN SEKOLAH :

- ▶ Ikut menegakkan Da'wah Islamiyah
- ▶ Mencetak generasi muslim beriman bertaqwa, bermanfaat dunia akherat

## CURRICULUM VITAE OF RESEARCHER

Full Name : Alfian Nur Azizi  
 Nickname : Alfian  
 Place, Date of Birth : Malang, April, 12<sup>th</sup> 1992  
 Gender : Male  
 Address : RT. 22 / RW. 07 Gondanglegi Wetan Village, Sub-district of Gondanglegi, Malang  
 Phone Number : 085 784 054 572  
 Parent's Name : Dra. Istibsyaroh  
 Parent's Profession : Teacher (PNS)  
 Parent's Address : RT. 22 / RW. 07 Gondanglegi Wetan Village, Sub-district of Gondanglegi, Malang  
 Last Education : Senior High School  
 History of Education :

| School Name                                       | School Place | Year      |
|---------------------------------------------------|--------------|-----------|
| Islamic Elementary School of Salafiyah Khairudin  | Gondanglegi  | 1998-2004 |
| State Islamic Secondary School (MTsN) 3 Malang    | Gondanglegi  | 2004-2007 |
| Islamic Senior High School (SMAI) of Almaarif     | Singosari    | 2007-2010 |
| State Islamic University of Maulana Malik Ibrahim | Malang       | 2010-2014 |

### Organization Experiences:

| No. | Organization                                              | Year | Position                          |
|-----|-----------------------------------------------------------|------|-----------------------------------|
| 1.  | Administrator of OSIS                                     | 2008 | Section of 5 <sup>th</sup> Sector |
| 2.  | Administrator of Islamic Boarding School Hidayatul Qur'an | 2008 | Section of Worship                |
| 3.  | Administrator of Islamic Boarding School Hidayatul Qur'an | 2009 | Treasurer and Secretary           |
| 4.  | Administrator of Ma'had Sunan Ampel Al-Aly                | 2011 | Language Division                 |

