

Development of Fikih Learning Module at Madrasah Tsanawiyah: An Inclusive Approach

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Abstract

The development of learning modules is a solution to the problems faced by teachers when delivering material to students in class. This study aims to develop Fikih learning tools with an inclusive approach that can be applied in Madrasah Tsanawiyah. In addition, this study also aims to determine whether the learning module product developed is commercially feasible or not. This research is a research and development (Research and Development). In the design validation stage, the class VII Fikih learning tools with the inclusion approach were validated by two material experts and two media experts. The data collection technique is in the form of a questionnaire instrument. The data from the validation results were then converted to a Likert scale. The results showed that Fikih learning tools with an inclusive approach validated by material and media experts had very good quality content of the material (with a value of 4.35), the quality of presentation of the material was very good (with a value of 4.52), these results were obtained after testing second stage, while the quality of media graphics is very good (with a score of 4.53) and the quality of media language is very good (with a value of 4.33). And the results of the trial there was an increase in the average post-test to the pre-test by 17.5 or 29.02%. These results indicate that the Fikih learning tool with the inclusion approach that was developed is feasible to use as a reference for learning tools.

Keywords: Learning Tools, Jurisprudence, Inclusive Approach

Abstrak

Pengembangan modul pembelajaran merupakan solusi dari permasalahan yang dihadapi guru saat menyampaikan materi kepada siswa di kelas. Penelitian ini bertujuan untuk mengembangkan perangkat pembelajaran fikih dengan pendekatan inklusi yang dapat diterapkan di Madrasah Tsanawiyah. Selain itu penelitian ini juga bertujuan untuk mengetahui apakah produk modul pembelajaran yang dikembangkan layak secara komersial atau tidak. Penelitian ini merupakan penelitian pengembangan (Research and Development). Pada tahap validasi desain, perangkat pembelajaran fikih kelas VII dengan pendekatan inklusi divalidasi oleh dua ahli materi dan dua ahli media. Teknik pengumpulan data berbentuk instrument angket. Data hasil validasi kemudian dikonversi dengan skala likert. Hasil penelitian menunjukkan bahwa perangkat pembelajaran fikih dengan pendekatan inklusi yang divalidasi oleh ahli materi dan media



memiliki kualitas isi materi yang sangat baik (dengan nilai 4,35), kualitas penyajian materi sangat baik (dengan nilai 4,52), hasil tersebut didapatkan setelah uji tahap dua, sedangkan kualitas kegrafikan media sangat baik (dengan nilai 4,53) serta kualitas bahasa media sangat baik (dengan nilai 4,33). Dan hasil Uji Coba terjadi kenaikan rerata post-test terhadap pre-test sebesar 17,5 atau 29,02 %. Hasil tersebut menunjukkan bahwa perangkat pembelajaran fikih dengan pendekatan inklusi yang dikembangkan layak di gunakan sebagai rujukan perangkat pembelajaran.

Kata kunci: Perangkat Pembelajaran, Mata Pelajaran Fikih, Pendekatan Inklusif

Introduction

Education is the most critical factor in developing quality human resources that can keep up with the times. In addition, education is an essential component of the progress of a nation because the higher the quality of learning organized by a nation, the better the nation will be (Kadi & Awwaliyah, 2017). Teachers are the central pillar responsible for developing students' abilities in all fields of knowledge, behavior, psychomotor, and aesthetics through various coaching and directing students individually and in groups at school and outside school (Nur Cholid, 2017, p. 3).

Educators are professionals who must have minimum qualifications and certification following the level of teaching authority, be physically and mentally healthy and have expertise in realizing national education goals, as regulated explicitly in Law Number 20 of 2003 concerning the National Education System (SPN). Not only that, but it is also emphasized in PP No. 19 of 2005 concerning SPN requires academic staff to have academic qualifications and competencies as learning agents, physically and mentally healthy, and can realize national education goals (Nur Cholid, Masrukhi, Rusdarti, & AT. Sugito, 2017, p. 51).

The 1945 Constitution article 31 paragraph 1 confirms that every citizen has the same opportunity in obtaining an education (Sumarni, 2019, p. 1). Every citizen is guaranteed and has equal rights in obtaining a quality education, not least for citizens who have physical, emotional, mental, and social disabilities. Efforts to equalize education in the context of completing the nine-year compulsory education quality of primary education for all Indonesian children have a very strategic meaning to educate the nation's life according to the message of Education for All (PUS) (Hakim, 2016). As a result, the state is obliged to provide high-quality education services to all citizens, without discrimination, including those with different abilities or so-called Children with Special Needs (ABK) (Kadir, 2015).

The term ABK has developed along with understanding the community's science, public awareness, and culture. The opinion of James, Lynch in Astati, that children who are included in the category of special needs are extraordinary (children with disabilities and or children with extraordinary abilities), children who never go to school, children who do not attend school regularly, children who drop out, children who sick, young working children, orphans, orphans, and street children. Special needs may be caused by congenital abnormalities or are later acquired due to economic problems, social-emotional conditions, political conditions, and natural disasters (Santoso, 2012, p. 1). The category of children with special needs (learning disorders with special needs) includes children with permanent special needs as a result of specific disabilities (children with disabilities) and children with special needs that are temporary (temporary).

Children with permanent special needs experience learning barriers and disabilities, such as children who lose sight, hearing, intelligence, and cognitive development disorders, movement (motor) disorders, communication-interaction disorders, emotional, social, and behavioral disorders in demand. In other words, permanent ABK has the same meaning as children with disabilities. (Atmaja, 2017, p. 13) In Hargio's book, permanent children with special needs have permanent needs and are continuously experienced by children without knowing completion or loss, such as blindness, deafness, mental retardation, emotional and social disorders (Santoso, 2012).

According to Hargio, children with temporary special needs have difficulty adjusting due to the riots' trauma and difficulty concentrating because they are often treated harshly or cannot read because of the teacher's mistakes. Children with Special Needs are temporary (temporary) are children who experience learning barriers and developmental barriers caused by external factors. One example is a child experiencing emotional disturbance due to trauma due to being raped, not learning (Atmaja, 2017). Such traumatic experiences are temporary, but if not treated properly, they may become permanent. So the child needs educational services that are tailored to the obstacles he experienced.

Opportunities to get education for ABK have been regulated in the Law on National Education System Chapter IV part one Rights and Obligations of Citizens article 5 paragraphs 1,2,3, and 4 which reads: (1) Every citizen has the same right to get a quality education. (2) Citizens who have physical, emotional, mental, intellectual, and social disorders are

entitled to special education. (3) Citizens in remote or underdeveloped areas and remote indigenous peoples are entitled to special education services. (4) Citizens who have the potential for intelligence and unique talents are entitled to special education. (*Peraturan Menteri Pendidikan Nasional No.70 Tahun 2009. Pendidikan Inklusif Bagi Peserta Didik Yang Memiliki Kelainan Dan Memiliki Potesnsi Kecerdasan Dan/Atau Bakan Istimewa, Pasal 1., n.d.*)

The education system in Indonesia desperately needs a curriculum that is inclusive of all students and is non-discriminatory. An integrated education model or educational model is needed that serves all students and children with special needs in an educational institution environment. The inclusive education model is the name given to this educational model today. Inclusive education is a type of educational service that allows all children to study together in public schools while taking into account their differences and needs in order for their abilities to develop to their full potential (Directorate of Special School Development, 2008). Inclusive education is attending regular education classes with the support and services needed to achieve educational goals successfully (Tirocci & Resse, 2015, p. 5).

The need for education that includes disabilities is then outlined in a learning module that is friendly to people with disabilities. The study conducted by Handayani, for example, developed a science/physics learning module in the form of a pop-up and a smash book on the nature of light. The results showed that the media validator and material validator stated that the science learning module was from pop-up and smash book material for Alam Cahaya feasible. The effectiveness of the module is 92.00 percent, with N-Gain of 0.64 and practicality of 92.50 percent. This study concludes that using pop-up and smash books to teach deaf students about light is feasible, effective, and practical (Handayani, Sugianto, & ..., 2019). In the same field, Ni'mah and Utami also developed a braille-based science module. The quality of the module product produced is outstanding, with responses from 96.25 percent (material experts), 95.7 percent (media experts), 91 percent (braille experts), 92.40 percent (peer reviewers), and 100% (Biology science teachers).

In the field of mathematics, Mutmainnah and Hermawati develop modules for blind students. Doing mathematics modules for blind students includes three stages, namely introduction, development, and limited product trials. After several revisions, the three validators stated that the module could be used, with an average score of 181.67 and a maximum of

215. based on limited trials, it is said that the module can be used. Based on the results of the limited trial, the two blind students quickly understood the line, angle, triangle, and quadrilateral module material (Mutmainah & Hermawati, 2021).

In psychology, Hendriani developed an intervention module to increase the resilience of persons with disabilities. The findings of this study are a set of intervention modules designed to increase resilience in persons with disabilities by strengthening protective factors and developing coping and adaptation strategies. The module package includes five sub-modules: (1) strengthening family support for persons with disabilities; (2) initial assistance for persons with disabilities; (3) follow-up intervention 1 (strengthening of internal protective factors); (4) follow-up intervention 2 (coping strategy development); and (5) follow-up intervention 3 (positive adaptation step) (Hendriani, 2016).

Vitianingsih researched training on doing multimedia-based modules for students with disabilities. Students and GPK can quickly learn graphic design skills by carrying out and evaluating activities. Teachers can also collect design materials and place them in student-friendly web-based learning media. The evaluation of learning success results show students' ability to make design projects 60% faster and design creativity increases by 100% (Vitianingsih, Choiron, & Nur Tiara Shanty, 2017). Suprihatiningrum and Fitriyani added that there was no significant difference between the achievement, motivation, and independence of blind students using the JAWS screen reader module and the braille module (Suprihatiningrum & Fitriyani, 2014).

In studying the integration of Islam and science, Yuliawati has done a module for students with disabilities. The science learning module based on the integration of science and Islam produced is printed in Braille and is intended for blind students. This Braille module has good quality (B) with an ideal percentage of 74.31 percent, based on the assessment of 1 media expert (SLB educator) and a reviewer (2 inclusive SD educators and 1 SLB educator). This learning module can be further developed with studies between science and Islam to broaden scientific knowledge in both fields. It is also necessary to develop products with similar research on other topics to increase students' knowledge (Yuliawati, Rokhimawan, & ..., 2013).

For the Ministry of Religion to be involved in the development of inclusive education is the right decision. According to the Regulation of the Minister of Religion (PMA) Number 90 of 2013 concerning the

Implementation of Madrasah Education, madrasahs must provide students with special needs. It is in response to the Ministry of Religion's intention to increase access to education for children with special needs (disability), known as inclusive education, which prompted madrasahs to start their efforts to provide inclusive education with the assistance of the Australian Agency for International Development in 2015 (Aus AID) (Sumarni, 2019) On Friday, September 25, 2020, LP Ma'arif PWNNU Central Java held virtual coordination of madrasahs and inclusive schools in Central Java through a zoom meeting, in preparing and extending the Decree of the Director-General of Islamic Education of the Ministry of Religion of the Republic of Indonesia regarding the establishment of Inclusive Madrasahs. in 17 Madrasahs. In this coordination, LP Ma'arif expanded the target of inclusive education programs in Central Java.

Regarding inclusive education in Central Java, researchers from the Ma'arif PWNNU Central Java LP strongly support this initiative. Islamic education is a field of study that researchers are interested in developing through inclusive madrasah learning tools. Jurisprudence learning tools take an inclusive approach to madrasah education. In particular, teachers need to use learning tools before starting the learning process. The use of a disabled-friendly module can assist the teaching and learning process. In this research, the modules include Kaldik, Prota, Syllabus of Time Allocation Analysis of Promissory Notes, lesson plans, and Main Materials.

Fikih is an Islamic religious education that studies the science of *ijtihad*, which compiles various types of Islamic law and various rules of life to benefit individuals, groups, society, and humans in general. In the context of education, Fikih can be defined as a collaborative teaching-learning activity between teachers and students to foster students' comprehensive thinking in the field of Islamic law in terms of worship and *muamalah*, both in terms of its legal origins and applications (Wahyuni, 2018; Zusnani & Murfi, 2020). Jurisprudence education aims to equip students with an understanding of the basics of Islamic law and the procedures for its application in everyday life so that they can grow into Muslims who always obey Islamic law. Law lessons are one of the subjects taught in Madrasahs.

There is no specific research on developing inclusive learning modules in Fikih subjects based on the explanation above. On the other hand, the results of Mufid's study explain that the problems experienced by teachers in learning Fikih include: limited hours of lessons, limited supporting books, and classroom management facilities. The problems

experienced by students include foreign intelligence of students, different background knowledge, and student's enthusiasm for learning that is not the same or different. (Mufid, 2013) Faudah added that the problems that arise for teachers in applying learning methods are underprivileged, and the allocation of learning time is limited (Faudah, 2015). While the problems faced by students are the lack of being able to understand the material given by the teacher, and many students who have not been able to write and read the Qur'an fluently and well according to recitation, and fardhu prayers have not been carried out routinely (Arifin, 2021).

Moreover, there are students with special needs who need more extra handling in learning. Departing from this urgency, it is necessary and exciting to develop modules that include students with disabilities. This study aims to develop a Class VII Jurisprudence Learning Toolkit at Madrasah Tsanawiyah with an Inclusive Approach.

Research Method

This research uses the type of Research and Development (R&D). Development research is a type of research conducted to produce a particular product and test its effectiveness (Cohen, Manion, & Morrison, 2017). Products *prototype* The model for developing the Fikih learning module with this inclusive approach is used as a needs analysis research. Therefore, in this development model, two research methods are used, namely a combination of qualitative methods with quantitative methods or *mixed methods*. (Sugiyono, 2019, p. 207) According to John. W. Creswell in Sugiono states that a *mixed method* is a research approach that combines qualitative and quantitative methods in research activity (Sugiyono, 2016, p. 220).

MTs Ma'arif NU 3 Grabag is where this research takes place. In this study, qualitative methods were used to describe the concepts related to the madrasa model developed at MTs about how the learning model for students with learning disabilities was. As for the quantitative method, the researcher used to find out to what extent the application of the Fikih learning module with an inclusive approach made MTs Ma'arif NU 3 Grabag ready to organize an inclusive madrasah program.

Stages of research and development (R&D), according to Sugiono, are as follows:

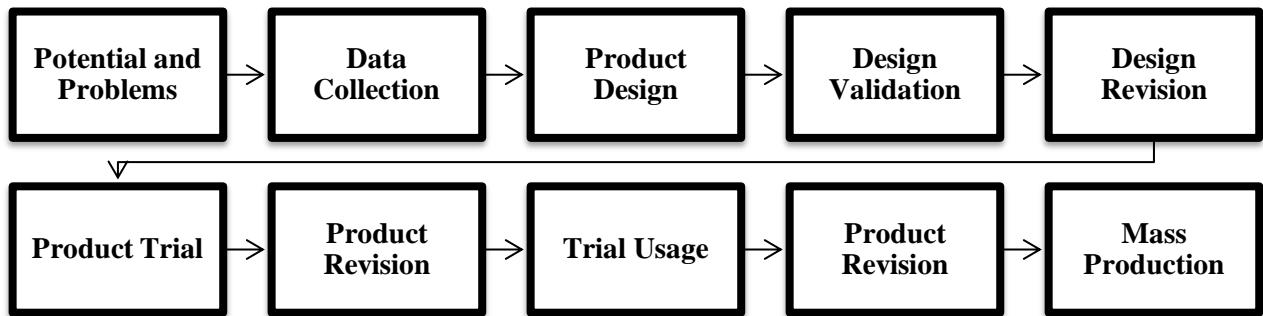


Figure 1. Sugiono's Design Method *Research and Development* (R&D)

Results and Discussion

Tabel 1. Procedure for the Implementation of ABK Profile Preparation

No	Stage	Activity
1	Preparation	a. Consultation with the Head of the Madrasah where this research took place. b. Strengthening the profile of the Inclusive Madrasah Learning Device profile program by coordinating with the Curriculum Waka. c. Collaborating with Fikih teachers at MTs Ma'arif NU 3 Grabag to collect the data needed for the format of Fikih learning tools.
2	Implementation	a. Making learning device profile covers for ABK using CorelDRAW. b. Making permanent and temporary crew members data collection format using Microsoft Excel. c. Collecting data on crew members at MTs Ma'arif NU 3 Grabag. d. Inputting data (<i>entry data</i>) into the available format. e. Re-checking the data that has been inputted.
3	Evaluation	a. Presenting the results of the Fikih learning device breastfeeding program by printing the results of profiling and processing. b. Evaluating the program's results and following up on the program's results to prepare Fikih learning tools.

Research Result

The explanation of the seven steps of Sugiyono's research and development above is:

- a. Potentials and problems: Development research starts with potentials and problems. Researchers conducted observations and interviews with madrasa principals, waka curriculum, and Fikih teachers regarding learning tools at MTs Ma'arif NU 3 Grabag Magelang to explore potentials and problems.
- b. Data collection: After identifying potential problems, collecting data and information used as material for planning is necessary.
- c. Product Design: This research will produce a class VII Fikih learning device at Madrasah Tsanawiyah with an inclusive approach. At this stage, the researcher designs Fikih learning tools with an inclusive approach tailored to students' needs and abilities. The steps taken in product design planning are:
 - 1) Develop a plan for making learning devices (*design flowchart*)
 - 2) Observing the parts of learning tools that need to be adjusted to the abilities of students.
 - 3) Determine the parts of the learning device be modified.
 - 4) Modify existing learning devices at the madrasa where the research is located
 - 5) Design *Storyboard*
A storyboard is a short descriptive description of the development of Fikih learning tools at Madrasah Tsanawiyah, which will be modified with an inclusive approach according to the needs of students. The following is the design model for developing Fikih learning tools for class VII at Madrasah Tsanawiyah with an inclusive approach as follows:

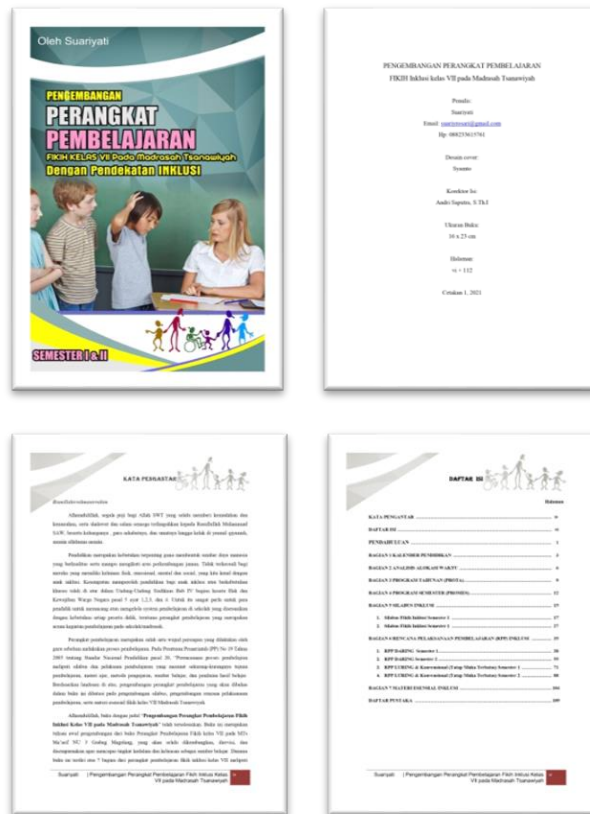
Table 2. Storyboard

Scan	Link Scene	Visual	Information
1	Front Cover	Development Model Name	Contains the name/identity of the model for developing inclusive Fikih learning tools for class VII at Madrasah Tsanawiyah and pictures that have meaning about the contents of the device book.
2	Inner Cover		It contains the identity of the book as well as the boldface, page count, and the crew who contributed to the creation of this device book.

Scan	Link Scene	Visual	Information
3	Foreword	background	The page containing the author's expression of gratitude for the completion of the preparation of the Development of Inclusive Jurisprudence Learning Tools for class VII at Madrasah Tsanawiyah
4	list of contents	background	A page that shows the main content of the research and shows the locations of the research sections
5	preliminary	background	The page that contains what and why this research is essential and needs to be studied
6	Education Calendar	Background and Table	Educational calendar issued by the Ministry of Religion
7	Time Allocation Analysis	Background and Table	Calculation of effective hours in one week then divided according to learning hours
8	Prota	Background and Table	Contains Core Competencies and Materials that will be studied within one year
9	Promise	Background and Table	The learning program in one semester is adjusted to the learning material by considering the practical week.
10	Syllabus	Background and Table	The syllabus that is already running in Madrasas, modified according to the needs of each student, leads to the Inclusive Madrasah syllabus
11	RPP	Background and Table	The existing learning plans are modified according to the needs of students to go to inclusive madrasas
12	Essential Material	Background and Table	The available Essential Materials are modified to suit the abilities and needs of students.

Scan	Link Scene	Visual	Information
13	References	background	A list containing all books and scientific writings that are used as references in research
14	Writer biography	background	It contains the author's educational background and the forums that the researcher has participated in.
15	Back Cover	background	It contains text according to the front cover and a background image that matches the front cover.

6) Display Design



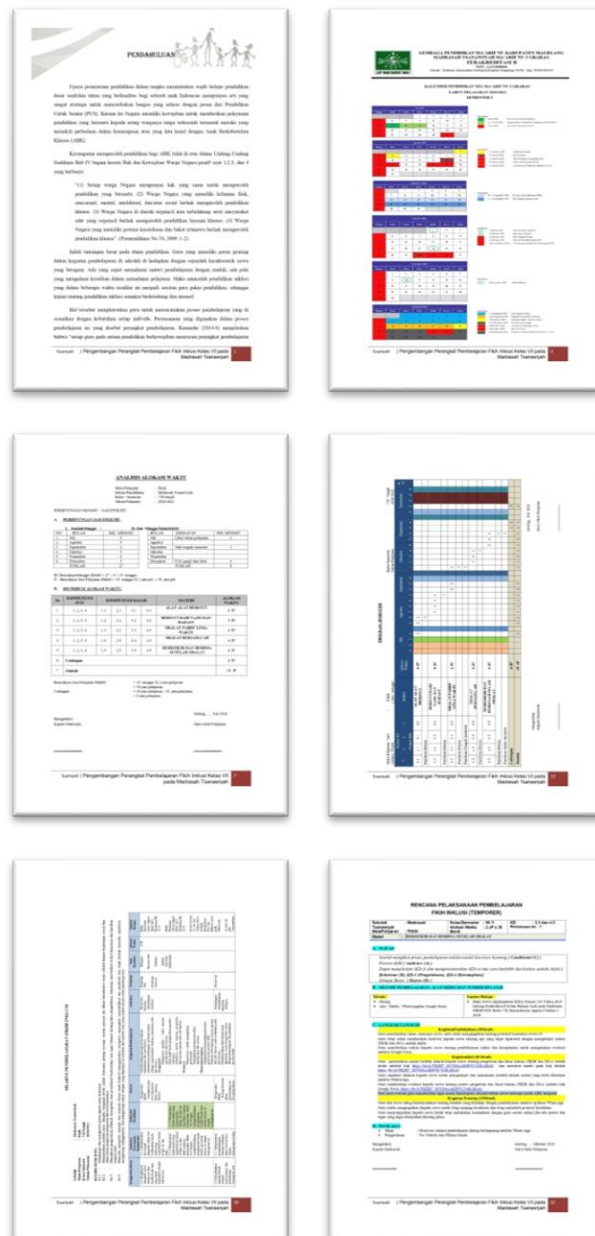




Figure 1. Display of Jurisprudence Learning Tools with an Inclusive Approach

- a. Design validation: the process of assessing whether the new work is rationally good and effective compared to the old using the judgment of an experienced expert. The design validation here is carried out by two Material Expert Validators and two Media Expert Validators.
- b. Design revision: corrected or revised after known weaknesses.
- c. Product Trial: This activity is carried out as a product implementation step which is carried out through two methods, namely *online* for *pre-test* and one meeting *offline/conventional* (limited face-to-face) for *treatment* at once *post-test* by presenting respondents at Madrasah Tsanawiyah Ma'arif NU 3 Grabag namely class VII E with a total of 32 students.
- d. Product Revision: After a product has been tested on a limited basis, it needs to be repaired or revised.

Development Results

1. Goal Analysis

The goal to be achieved in this research is to develop a Fikih learning module at Madrasah Tsanawiyah that is adjusted to students' needs and abilities, namely by using an inclusive approach, especially class VII MTs.

2. Product Development

The module product developed is Fikih learning tools for class VII Madrasah Tsanawiyah with an inclusive approach that is packaged in the form of a learning tool book that is designed in such an attractive way as well as in the syllabus, lesson plans, and essential materials that are modified according to the needs and abilities of students. The results of this development product were adopted from the Fikih learning tools found in the place where this research took place, namely MTs Ma'arif NU 3 Grabag Magelang.

3. Expert Validation Results

a. Material Expert Validation

The Fikih learning device for class VII Madrasah Tsanawiyah with an inclusive approach that was developed was validated by two material experts, namely a lecturer at Wahid Hasyim University Semarang and the Deputy Head of Curriculum at MTs Ma'arif NU 3 Grabag. Material expert validation itself consists of content and presentation aspects. This data was obtained by providing a questionnaire that included the material's content and presentation aspects. The expert asked directly about several things related to the product and provided criticism and suggestions as a guide for revising the developed product, namely the product of Fikih learning tools for class VII Madrasah Tsanawiyah with an inclusive approach.

The technique used to provide the criteria for the quality value of the developed product is that the data obtained from the questionnaire is converted into intervals as shown in the following table:

Table 3. Questionnaire Guidelines Criteria (Barus, Yohanes.K, & Djukri, 2013, p. 227)

Criteria	Score
Very Not good	1

Less Well	2
Enough Well	3
Well	4
Very Well	5

Based on the results of the assessment by two material expert validators, it showed that Fikih learning tools with an inclusive approach had “Very Good” quality of material content (with a value of 4.35), the quality of presentation of material “Very good” (with a score of 4.52). These results are based on the guidelines for converting quantitative to qualitative data.

b. Media Expert Validation

As for the assessment of the media expert validator consisting of visual aspects and language aspects by two media expert validators based on the guidelines for converting quantitative to qualitative data, it was obtained that the graphic quality of the media was very good (with a score of 4.53) and the quality of the media language was very good (with a value of 4,33).

These results indicate that the Fikih learning module with an inclusive approach that was developed is feasible to use as a reference for learning tools. Even though it is included in the outstanding category, material experts and media experts ask that the learning tools developed be revised according to suggestions and input from experts. The average score from the material expert and media expert assessment is converted into a Likert scale with the following references:

Table 4. Convert Score to Value on a Scale of Five

Score	Criteria	Intervals Score	
		Formula	Calculation
A	Very Well	$X > X_i + 1,8 S_{bi}$	$X > 4,20$
B	Well	$X_i + 0,6 S_{bi} < X \leq X_i + 1,8 S_{bi}, S_t$	$3,40 < X \leq 4,20$
C	Enough	$X_i + 0,6 S_{bi} < X \leq X_i + 0,6 S_{bi}$	$2,60 < X \leq 3,40$

D	Not enough	$X_i + 0,6 S_{bi} < X \leq X_i + 0,6 S_{bi} - 0,6$	$1,80 < X \leq 2,60$
E	Very Not enough	$X \leq X_i - 1,8 S_{bi}$	$X \leq 1,80$

Source: Sugiyono (2019)

4. Trial Results (Pree-test & Post-test)

Activities *pre-test* and *post-test* carried out after the expert test was carried out and produced the final product of class VII Fikih learning tools at Madrasah Tsanawiyah with an inclusive approach developed. This activity is carried out as a product implementation step which is carried out through two methods, namely online for *pre-test* and one meeting *offline/conventional* (limited face-to-face) for *treatment* at once *post-test* by presenting class VII E respondents as many as 32 students.

The online method for *pre-test* carried out a maximum of 30 minutes, and this implementation is carried out before the teacher gives the respondent treatment in the application of Fikih learning tools with an inclusive approach. Before the *post-test* is done, the teacher treats applying Fikih learning tools for class VII with an inclusive approach for the sub-materials of sunnah mu'akkad and ghairu mu'akkad prayers duration as stated in the Fikih learning module. The teacher delivers material adapted to students' intellectual abilities for *post-test* carried out with the same duration and its implementation after the students have been given *treatment* by the teacher on the application of the learning device. The trial results in an increase in the average *post-test* against *pre-test* by 17.5 or 29.02%.

Conclusion

This study concludes that the process of developing Fikih learning tools for class VII Madrasah Tsanawiyah with this inclusion approach includes the stages of potential and problems, data collection, product design, design validation, and design revision. The potential and problem stages were conducted with initial observations and interviews at MTs Ma'arif NU 3 Grabag Magelang. The product design stage includes the design of flowcharts, storyboards, and the initial appearance of the product. The research validation stage includes material experts and media experts. The last stage is design revision to improve or revise the product based on the validation results. Based on the results of the validation of material experts and media experts, it was determined that: a. Validation from the

Materials Expert with an assessment of the quality aspect of the material content which is "Very Good" (with a value of 4.35), and an assessment of the quality aspect of the presentation of the material "Very good" (with a score of 4.52).b. Validation from Media Experts with an assessment of the quality aspects of media graphics is very good (with a value of 4.53), and the quality of media language is very good (with a value of 4.33). The average post-test increased by 17.5 or 29.02 percent from the pre-test. Based on these results, it can be understood that the developed module can be used for the inclusive learning process.

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