

Development of Fiqh Teaching Materials Based on Internalization of Social Values in class XI SMA IT Al-Mawaddah Warrahmah Kolaka.

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Abstract

This study aims to develop and test a Fiqh teaching material based on the internalization of social values for 11th-grade students at SMA IT Al-Mawaddah Warrahmah Kolaka. The teaching material was validated by experts using four evaluation aspects: content feasibility, language feasibility, presentation feasibility, and graphic feasibility. The validation results show that the teaching material is categorized as highly valid, with an average score of 3.50. Furthermore, the practicality test was conducted by observing the implementation of the teaching process by four observers who assessed aspects such as learning syntax, interaction, classroom management, and the use of teaching aids. The practicality test results indicate that the teaching material was fully implemented, with an average score of 1.75. The effectiveness of the teaching material was measured by comparing pre-test and post-test results using the gain index. The results show that the average gain score of students is 0.80, categorized as high. The findings of this study indicate that the Fiqh teaching material based on the internalization of social values is effective in improving students' learning outcomes, and is very practical and valid for use in teaching. Therefore, this teaching material can be used as a model for developing learning resources in Fiqh education and is expected to help students understand the social concepts in Islamic law.

Keywords : Teaching Materials, Fiqh, Internalization, Social Values

INTRODUCTION

Education is a conscious effort to form better people intellectually, emotionally and socially (Dalimunthe, 2018). However, in practice, education often focuses more on academic achievement alone, such as obtaining high grades and mastering cognitive skills, while social and emotional aspects still do not receive adequate attention (Nata, 2016). In fact, ideal education should instill social values in students, so that they are able to behave in accordance with the norms that apply in society.

The concept of education in Islam emphasizes the importance of character formation that reflects moral and social values. Education is not only limited to the transfer of knowledge, but also aims to shape the personality of students who have noble character and social awareness (Nurhayati et al., 2022). In the context of national education, this is in line with Law Number 20 of 2003 concerning the National Education System which emphasizes that education must develop the potential of students so that they become human beings who are faithful, devout and have noble character and are responsible in social life (Republic of Indonesia, 2003).

One of the important instruments in realizing these educational goals is through developing curriculum and teaching materials that are relevant to the needs of students. The

curriculum as the spirit of education must continue to be evaluated and adapted to current developments and community needs (Suriaman, 2020). In the context of the Independent Curriculum, teachers have the freedom to develop more creative and effective teaching materials in order to increase students' competence (Tuasalamony et al., 2020). Developing teaching materials based on the internalization of social values is important to ensure that students not only understand theory, but can also apply these values in everyday life.

Fiqh as one of the subjects in Islamic education, it has an important role in shaping the character of students. Fiqh not only contains normative teachings regarding Islamic law, but also contains social aspects that can be used as guidelines in interacting with the surrounding environment (Arofah, 2019). Therefore, the development of teaching materials, which is based on the internalization of social values, is a solution in connecting the understanding of jurisprudence with the practice of everyday social life.

From the perspective of Islamic education, integration between religious knowledge and social sciences is the main challenge that must be faced. Azyumardi Azra (2022) emphasized that religious sciences must not be separated from social values, but must be integrated so that they

can provide wider benefits in social life. Thus, the development of teaching materials based on social values can be a strategic effort in teaching jurisprudence concepts in a more applicable and contextual manner.

For example, learning fiqh which only emphasizes the legal aspect without highlighting the social dimension, it will be difficult to form students' awareness in social life. On the other hand, if teaching materials are developed with a social approach, students will better understand that jurisprudence not only regulates human relationships with God, but also with fellow humans. For example, in discussing zakat, apart from understanding its provisions, students also need to be invited to understand the role of zakat in overcoming poverty and building social solidarity (Murali, 2022).

By looking at the importance of integrating social values in teaching materials fiqh, then this research aims to develop teaching materials which are based on the internalization of social values for class XI students at SMA IT Al-Mawaddah Warrahmah Kolaka. It is hoped that the development of this teaching material can increase students' understanding of fiqh more holistically and encourage them to apply social values in their daily lives.

METHOD

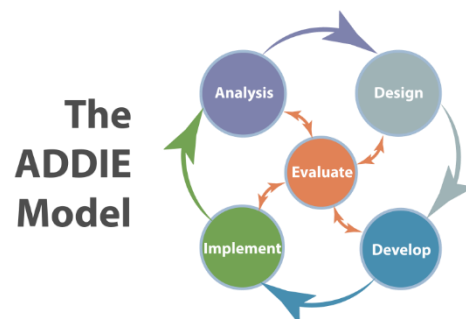
This research approach uses qualitative and quantitative methods. The qualitative approach is based on the constructivist paradigm, which emphasizes the meaning of individual experiences as well as their social and historical context. (Basiroen et al, 2025) This approach involves interviews and direct observation, with a productive mindset that goes from specific observations to general conclusions. Meanwhile, the quantitative approach focuses on numerical data and formulas to ensure the accuracy of the results.

The type of research used is Research and Development (R&D), which aims to produce and test the validity, practicality and effectiveness of a product. (Okpatrioka, 2023) This research continues to the product testing stage using the experimental design method. The focus of development in this research is fiqh teaching

materials based on the internalization of social values, which aims to help students understand fiqh not only from a religious aspect, but also in a social context in accordance with the expected competencies.

In this research, the research procedure follows model **ADDIE**, which consists of 5 stages ((Mudjisusatyo et al., 2024). As for the stages are as follows:

1. **Analysis (Analysis):** Identifying needs and problems that form the basis for developing teaching materials.
2. **Design (Design):** Designing the concept and structure of teaching materials based on the internalization of social values.
3. **Develop (Development):** Develop teaching materials and carry out initial validation.
4. **Implementation:** Applying teaching materials in learning and collecting data on their effectiveness.
5. **Evaluate (Evaluate):** Analyzing implementation results to improve the teaching materials developed The flow is as follows



RESULTS AND DISCUSSION

Research result

1. Textbook Design

At the design stage, the teaching material book has been designed by Fiqh based on the Internalization of Social Values that will be created, then at this development stage the creation of products begins that are in accordance with the structure that has been designed and in accordance with the results of student analysis. The first stage is making a cover that has been designed, then the second stage is making the contents of the textbook whose structure has also been adapted to the structure of the guidebook at the design stage. The draft content of the guidebook includes:

Title, Flow of Learning Objectives, Objective Learning, learning outcomes, presentation of material systematic, learning activities, visualization and illustration, learning evaluation and material summary.

Table. 1 Design for the development of Fiqh Teaching Materials based on the Internalization of Social Values

Initial Products: On the cover, the image used looks less attractive to students, there are no learning outcomes, flow of learning objectives and reflections on the textbook.	
	
Product After Development	
	
Cover	Learning Outcomes
	
Learning materials	Student Reflection/i

2. Validation, Practicality and Effectiveness

The results of expert validation of teaching materials are as follows

Table 2 Expert Validation of Teaching Materials

No	Assessm ent Aspects	Validat or 1	Validat or 2	Rata - Rata	Criteria
1	Content Eligibilit y	3,42	3,68	3,56	Very Valid
2	Languag e Qualific ation	3,50	3,50	3,50	Very Valid
3	Feasibili ty of Presenta tion	3,29	3,64	3,46	Valid
4	Graphic s Qualific ation	3,42	3,58	3,50	Very Valid
	Rata- Rata	3,41	3,60	3,50	Very Valid

Table 2 shows the results of expert validation of teaching materials based on four aspects of assessment, namely appropriateness of content, appropriateness of language, appropriateness of presentation, and appropriateness of graphics. This assessment is carried out by two validators, who each provide a score for each aspect. The scores given are then averaged to determine the level of validity of the teaching material.

Based on the validation results, the content feasibility aspect obtained an average score of 3.56, which was categorized as *very valid*. This shows that the material in the teaching materials is in accordance with established standards and can be used without significant revision. The language suitability aspect also received an average score of 3.50 by category *very valid*, indicating that the language used in teaching materials is clear, communicative, and easy to understand by users.

Meanwhile, the feasibility aspect of presentation received an average score of 3.46 and was included in the category *valid*. This

shows that in general the presentation of the material is good, but there are still several things that might need to be improved to make it more optimal. The graphic feasibility aspect received an average score of 3.50, which is again included in the category *very valid*, indicating that the visual appearance of teaching materials supports readability and user comfort.

Overall, the validation results show that this teaching material has an average score of 3.50 and is categorized as *very valid*. Thus, this teaching material is considered suitable for use in learning with little or no revision.

Table 3 Practicality Test of Teaching Materials

The results of the practicality assessment of teaching materials are as follows

No	Assessment Aspects	Rata-Rata	Criteria
1	Learning Syntax	1,63	Completely Implemented
2	Interaction in Learning Activities	1,75	Completely Implemented
3	Class Management Ability	1,71	Completely Implemented
4	Use of Devices and Learning Aids	1,92	Completely Implemented
	Rata-Rata	1,75	Completely Implemented

Table 3 presents the results of the practicality test of teaching materials based on four aspects of assessment, namely learning syntax, interaction in learning activities, class management skills, and use of learning tools and aids. This assessment was carried out by four observers, each of whom gave a score for each aspect. The values obtained are then averaged to determine the level of implementation of teaching materials in learning.

The results of the practicality test show that the syntax aspect of learning gets an average score of 1.63, which is categorized as *completely implemented*. This shows that the learning structure implemented is in accordance with the design that has been determined. The interaction aspect in learning activities received an average

score of 1.75 in the same category, indicating that the interaction between students and teaching materials took place well during the learning process.

Classroom management ability gets an average score of 1.71, which is also categorized as *completely implemented*. This indicates that the teaching materials support effective classroom management. Meanwhile, the aspect of using learning tools and tools received the highest score with an average of 1.92, indicating that the learning tools used can be utilized optimally during the learning process.

Overall, the results of the practicality test of teaching materials show an average score of 1.75, by category *completely implemented*. This indicates that the teaching materials tested can be applied well in the learning process without significant obstacles.

Effectiveness of Teaching Materials

For now, effective teaching material is done through hand learning outcomes. Based on the results of the pre-test and post-test, use Fiqh textbook based on the internalization of social values in class XI SMA IT Al Mawar Kolaka can be calculated on the gain index as follows:

Table 4 Learning Results Test

No.	No	Pre - Test	Post-Test	G	Is
1	Muh. Sidiq Sakti Pratama	60	85	0,62	High
2	Satriana Taruna Jaya,	40	90	0,83	High
3	Muh. Nuralam Shah	40	90	0,83	High
4	Alfin Fazah Fatih.	40	90	0,83	High
5	Ahmad Nur Huda	60	90	0,75	High
6	Fadli Ahmad	40	90	0,83	High
	G average score:				0,80

The table above shows that the results of the gain test calculation are as follows: It is

known that the score of students in the high category is 5 people, the medium category is 1 person and the total number of students who took the test is 6 people. To find out the % for each category, namely for the High category: $\frac{5}{6} \times 100 = 83,3 \%$ currently: $\frac{1}{6} \times 100 = 16,7 \%$ As for the conclusions from several results contained in the pre-test post-test value table by calculating the N-Gain value with a value of 4.69 and an average G value of 0.80, it can be concluded that the textbook product is declared effective for use. by teachers to teach Fiqh subjects to students.

Discussion

The results of this research indicate that the development of Fiqh teaching materials based on the internalization of social values in class XI SMA IT Al-Mawaddah Warrahmah Kolaka has high validity, practicality and effectiveness based on various assessment aspects. Product validation involving experts shows that the teaching materials developed are in the "very valid" category, with an overall average of 3.50. In addition, the practicality test shows that this teaching material is "fully implemented" in learning implementation, with an average practicality value of 1.75. The effectiveness test based on the learning outcomes test using the gain index calculation shows a significant increase with an average gain value of 0.80, which is categorized as high.

Product Validity

The validity of teaching materials is a crucial aspect in developing quality learning resources. The validation results show that the Fiqh teaching materials developed meet very good standards in the aspects of suitability of content, language, presentation and graphics. Content appropriateness obtained an average score of 3.56, language appropriateness 3.50, presentation appropriateness 3.46, and graphic appropriateness 3.50. These results show that the teaching materials are in line with the expected competencies, use language that is communicative and easy to understand, and have a visual appearance that supports the learning process. This finding is in line with previous research which confirms that teaching materials

validated by experts tend to be more effective in improving students' understanding and skills (Silvia et al, 2024)

Practicality of Teaching Materials

The practicality of teaching materials is an important aspect that shows the extent to which teaching materials can be implemented in learning activities. Based on the results of observations from four observers, an average practicality of 1.75 was obtained, which indicates that the teaching materials were "fully implemented" in the learning process. This practicality was assessed from several aspects, including learning syntax (1.63), interaction in learning activities (1.75), class management skills (1.71), and use of learning tools and aids (1.92). The successful implementation of this teaching material shows that teachers and students can easily use it without significant obstacles. Previous research by Setiawan et al. (2020) shows that teaching materials that are practical in their use tend to be more popular with teachers and have a positive impact on student learning outcomes (Yulaikha, et al, 2020)

Effectiveness in Improving Learning Outcomes

The effectiveness of teaching materials is measured through a comparison of pre-test and post-test results using the gain index. The results showed that the average student gain score reached 0.80, which is included in the high category. Of the six students who took the test, five students were in the high category with a gain value of between 0.62 to 0.83, while one student was in the medium category with a gain value of 0.75. This shows that the teaching materials developed are able to increase students' understanding significantly.

These results are in line with research conducted by Sukitman (2016), which found that internalizing social values can increase students' involvement in learning and their academic results. This success can be attributed to a values-based approach which not only increases conceptual understanding but also shapes students' character in understanding social aspects of Islamic law.

Implications of Research Findings

The findings of this research have several important implications for the development of teaching materials in Islamic-based schools. First, the high validity obtained shows that this teaching material can be a model in developing other learning resources, especially in Fiqh subjects. Second, the practicality of this teaching material confirms that teachers can easily integrate it into the learning process without requiring significant adaptation. Third, the effectiveness of teaching materials in improving learning outcomes shows that an approach based on the internalization of social values has a significant impact on students' understanding and involvement in learning.

Apart from that, a values-based approach in teaching Fiqh can also help students develop critical and reflective thinking skills related to the social values contained in Islamic teachings. This is in line with research which shows that values-based learning can help students connect academic concepts with real-life experiences, which ultimately increases the meaning of learning for them (Rantesalu, 2020)

Although this study has shown positive results, there are several limitations that need to be considered. First, the number of research subjects is still limited, so generalization of the results of this research needs to be done with caution. Second, this research has not explored the long-term impact of using this teaching material on student character formation. Therefore, further research involving more samples as well as longitudinal studies is needed to measure the long-term impact of these teaching materials.

As a recommendation, the development of similar teaching materials can be carried out in other subjects that are related to social and religious values. Apart from that, further research needs to be carried out to see how the integration of teaching materials can be strengthened with digital technology to increase student involvement in learning.

Overall, this research shows that Fiqh teaching materials based on the internalization of social values developed for class XI SMA IT Al-Mawaddah Warrahmah Kolaka have high validity, practicality and effectiveness. The

results of this research confirm that a social values-based approach not only improves students' academic understanding but also helps them internalize values that are relevant to their social lives. Therefore, a similar approach can be applied in the development of other teaching materials to improve the quality of learning in Islamic-based schools.

CONCLUSION

Based on research results, development of teaching materials Fiqh based on the internalization of social values in class XI SMA IT Al-Mawaddah Warrahmah Kolaka shows high validity, practicality and effectiveness. Validation results by experts show that this teaching material is in the very valid category with an overall average score of 3.50. All aspects assessed, such as appropriateness of content (3.56), appropriateness of language (3.50), appropriateness of presentation (3.46), and appropriateness of graphics (3.50), indicate that the teaching materials have met good quality standards. This confirms that the material presented is in accordance with the expected competencies, uses communicative language, and is supported by a graphic display that makes learning easier.

Overall, this research shows that the teaching materials developed have high validity, can be applied practically, and are proven to be effective in improving student learning outcomes. Thus, this teaching material is suitable for use in learning Fiqh and can be a model in developing similar teaching materials, especially in the context of values-based education. An approach based on the internalization of social values in learning Fiqh also contributes to the development of students' critical and reflective thinking skills, helps them connect academic concepts with real life experiences, and strengthens their social and Islamic character.

SUGGESTION

Based on the findings of this research, it is recommended that Fiqh's teaching materials Fiqh based on the internalization of social values, continue to be developed and refined by adding more relevant and contextual content and

updating the material according to current developments. Additionally, the integration of technology in the form of digital modules or online learning platforms can increase student effectiveness and engagement. Teachers also need to receive more intensive training to maximize the use of teaching materials in learning, including using a more interactive and value-based approach. Continuous evaluation of the application of this teaching material is very important to find out the strengths and weaknesses that need to be improved, so that learning can improve Fiqh can be more optimal in shaping students' character and increasing their understanding of social values in everyday life.

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