

**PENGEMBANGAN BUKU TEKS FIKIH MADRASAH TSANAWIYAH
BERBASIS INTEGRASI KURIKULUM PESANTREN DAN MADRASAH
UNTUK MENINGKATKAN KETERAMPILAN MEMBACA KITAB
KUNING DAN BERPIKIR KRITIS**



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ABSTRAK

- Judul : Pengembangan Buku teks Fikih Madrasah Tsanawiyah Berbasis Integrasi Kurikulum Pesantren dan Madrasah untuk Meningkatkan Keterampilan Membaca Kitab Kuning dan Berpikir Kritis
- Penulis : M. Faishal Khoirurrijal
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Dr. Hisbullah Huda, M.Ag.
- Kata Kunci : Buku teks Fikih, integrasi kurikulum, pesantren dan madrasah, multi strategi, membaca kitab, berpikir kritis.

Penelitian ini bertujuan untuk: (1) mengembangkan buku teks Fikih berbasis integrasi kurikulum pesantren dan madrasah untuk meningkatkan keterampilan membaca kitab dan berpikir kritis siswa di MTs Nurul Ummah Kotagede Yogyakarta; (2) mengetahui kelayakan buku teks yang dikembangkan; dan (3) mengetahui efektivitas buku teks tersebut dalam pembelajaran Fikih. Penelitian ini menggunakan metode Research and Development (R&D) dengan model pengembangan Borg & Gall yang diadaptasi oleh Sugiyono melalui sepuluh langkah pengembangan. Pengumpulan data dilakukan melalui observasi, wawancara, angket, tes, dan dokumentasi. Analisis data dilakukan secara deskriptif kuantitatif dan inferensial menggunakan uji Shapiro–Wilk, Wilcoxon Signed-Rank Test, dan Mann–Whitney U Test. Hasil penelitian menunjukkan bahwa: pertama, proses pengembangan buku teks dilakukan melalui integrasi metode pembelajaran tradisional pesantren dan pendekatan pembelajaran modern madrasah dalam bentuk multi strategi. Kedua, buku teks yang dikembangkan dinyatakan sangat layak digunakan berdasarkan hasil validasi ahli materi yang memperoleh persentase sebesar 96,50% dan ahli media sebesar 93,55%. Ketiga, buku teks yang dikembangkan terbukti efektif dalam meningkatkan keterampilan membaca kitab dan keterampilan berpikir kritis siswa. Keterampilan membaca kitab pada kelas eksperimen meningkat dari 42,9 menjadi 82,8 dengan nilai signifikansi 0,000, sedangkan keterampilan berpikir kritis meningkat dari 60,83 menjadi 79,44 dengan nilai signifikansi 0,000. Hasil uji Mann–Whitney U Test juga menunjukkan adanya perbedaan signifikan antara kelas eksperimen dan kelas kontrol pada keterampilan membaca kitab (Sig. 0,046) dan keterampilan berpikir kritis (Sig. 0,000).

ABSTRACT

- Title : The Development of an Islamic Jurisprudence Textbook for Madrasah Tsanawiyah Based on the Integration of Pesantren and Madrasah Curricula to Improve Students' Classical Islamic Text Reading and Critical Thinking Skills
- Author : M. Faishal Khoirurrijal
- Promoters : Prof. Dr. H. Abd A'la, M.Ag.
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- Keywords : Islamic jurisprudence textbook, curriculum integration, pesantren and madrasah, multi-strategy, classical Islamic text reading, critical thinking.

This study aims to: (1) develop an Islamic Jurisprudence (Fikih) textbook based on the integration of pesantren and madrasah curricula to improve students' classical Islamic text reading and critical thinking skills at MTs Nurul Ummah Kotagede Yogyakarta; (2) determine the feasibility of the developed textbook; and (3) examine the effectiveness of the textbook in Fikih learning. This study employed the Research and Development (R&D) method using the Borg & Gall development model adapted by Sugiyono through ten development stages. Data were collected through observation, interviews, questionnaires, tests, and documentation. Data analysis was conducted using descriptive quantitative and inferential analysis through the Shapiro–Wilk test, Wilcoxon Signed-Rank Test, and Mann–Whitney U Test. The findings of this study indicate that: first, the process of developing the textbook was carried out through the integration of traditional pesantren learning methods and modern madrasah learning approaches in the form of a multi-strategy framework. Second, the developed textbook was categorized as highly feasible based on expert validation results, with material experts giving a feasibility score of 96.50% and media experts giving 93.55%. Third, the developed textbook proved effective in improving students' classical Islamic text reading and critical thinking skills. In the experimental class, the average score of classical Islamic text reading skills increased from 42.9 to 82.8 with a significance value of 0.000, while critical thinking skills increased from 60.83 to 79.44 with a significance value of 0.000. The results of the Mann–Whitney U Test also showed significant differences between the experimental and control classes in classical Islamic text reading skills (Sig. 0.046) and critical thinking skills (Sig. 0.000).

ملخص البحث

العنوان : تطوير كتاب الفقه للمدرسة الشناوية القائم على تكامل منهج المعهد الإسلامي والمدرسة لتحسين مهارات قراءة الكتب التراثية والتفكير النقدي لدى الطلاب

الباحث : محمد فيصل خير الرجال

المشرفان : الأستاذ الدكتور الحاج عبد الأعلى، الماجستير الدكتور حسب الله هدى، الماجستير

الكلمات المفتاحية : كتاب الفقه، تكامل المناهج، المعهد الإسلامي والمدرسة، تعدد الاستراتيجيات، قراءة الكتب التراثية، التفكير النقدي.

تهدف هذه الدراسة إلى: (١) تطوير كتاب الفقه القائم على تكامل منهج المعهد الإسلامي والمدرسة لتحسين مهارات قراءة الكتب التراثية والتفكير النقدي لدى طلاب المدرسة الشناوية نور الأمة كوتا غيدي يوكياكرتا، (٢) معرفة مدى صلاحية الكتاب المطور، و(٣) معرفة فعالية الكتاب في تعليم الفقه. استخدمت هذه الدراسة منهج البحث والتطوير (Research and Development) من خلال نموذج بورغ وغال (Borg & Gall) المعدل بواسطة سوجيونو عبر عشر مراحل تطويرية. وجمعت البيانات من خلال الملاحظة، والمقابلات، والاستبانة، والاختبارات، والوثائق. كما تم تحليل البيانات باستخدام التحليل الوصفي الكمي والتحليل الاستدلالي من خلال اختبار شايبرو-ويلك (Shapiro-Wilk)، واختبار ويلكوكسون للرتب الموقعة (Wilcoxon Signed-Rank Test)، واختبار مان-ويتني (Mann-Whitney U Test). وأظهرت نتائج الدراسة ما يلي: أولاً، أن عملية تطوير الكتاب تمت من خلال دمج أساليب التعلم التقليدية في المعاهد الإسلامية مع أساليب التعلم الحديثة في المدارس في إطار تعدد الاستراتيجيات. ثانياً، أن الكتاب المطور قد صُنف بدرجة «مناسب جداً» بناءً على نتائج تحكيم الخبراء، حيث حصل تقييم خبراء المادة العلمية على نسبة ٩٦,٥٠٪، بينما حصل تقييم خبراء الوسائط التعليمية على نسبة ٩٣,٥٥٪. ثالثاً، أثبت الكتاب المطور فعاليته في تحسين مهارات قراءة الكتب التراثية والتفكير النقدي لدى الطلاب. فقد ارتفع متوسط درجات مهارات قراءة الكتب التراثية في الفصل التجريبي من ٤٢,٩ إلى ٨٢,٨ بقيمة دلالة إحصائية بلغت ٠,٠٠٠، كما ارتفع متوسط مهارات التفكير النقدي من ٦٠,٨٣ إلى ٧٩,٤٤ بقيمة دلالة إحصائية بلغت ٠,٠٠٠. كذلك أظهرت نتائج اختبار مان-ويتني وجود فروق ذات دلالة إحصائية بين الفصل التجريبي والفصل الضابط في مهارات قراءة الكتب التراثية (Sig. 0.046) ومهارات التفكير النقدي (Sig. 0.000).

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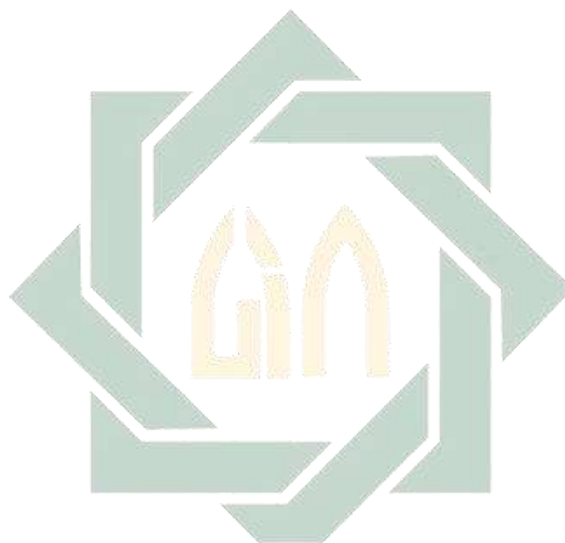
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