

Development of an Integrated Thematic Learning Model Based on Islamic Values

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Abstract

This research aims to develop an Integrated Thematic learning model based on Islamic values. This development research follows the steps of 4-D development, product testing of learning model development is carried out through validity, practicality and effectiveness. Because with an integrated thematic learning model based on Islamic values, students can learn various Islamic foundations as a basis that will be developed in learning materials according to the learning theme and linked to students' daily morals. The expected result of the research is the development of an integrated thematic learning model based on Islamic values that is valid, practical and effective. The results of the research on the development of thematic learning models based on Islamic values have proven that the thematic learning models based on Islamic values is a good learning model to be used in the implementation of learning at Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci because there are nine values. Islamic education that was developed by the residents of Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci namely religious, environmental care, social care, honesty, responsibility, curiosity, creative. Even though in integrated development based on other Islamic values such as love of peace, fond of reading, appreciating achievement, they focus on the nine programmed Islamic values and the development of Islamic values which is carried out continuously, integrated, consistent, implementable and enjoyable will have an impact on attitudes and moral behavior of students such as children accustomed to cleaning up leftovers without being ordered, respecting parents, speaking polite words, getting up at night to pray midnight, caring for friends and other positive characters. The development of thematic learning models based on Islamic values has implications for academic studies on classroom learning from various aspects such as: learning design in designing lesson plans, strategies, materials and evaluation, especially for the learning models used by educators in carrying out learning. This research has an impact on the development of theories regarding learning models for design, strategy, and evaluation of learning.

Keywords: *development, model, integrated, thematic learning, islamic values*

1. Introduction

Madrasah Ibtidaiyah (MI) as an educational institution with Islamic characteristics with the 2013 curriculum, has a great opportunity to develop integrated learning based on Islamic values. The aim is to form students with noble character as a characteristic of Madrasah Ibtidaiyah (MI). The implementation refers to government regulation no. 32 of 2013 article 19 paragraph; (1) states: the learning process in educational units is carried out interactively, inspiring, fun, challenging and motivating students to participate actively, as well as providing sufficient space for

initiative, creativity, and independence in accordance with talents, interests, and physical and psychological development learners.

Madrasah Ibtidaiyah (MI) as a general educational institution with Islamic characteristics, has 9 hours more hours of religious education lessons than public schools. The aim is for students to have Islamic values and reflect noble character as a characteristic of Madrasah Ibtidaiyah and be able to practice them in everyday life.

Specifically regulated in RI Minister of Education and Culture No. 67 of 2013 concerning the basic framework and structure of the Madrasah Ibtidaiyah curriculum. This is stated in the appendix which states that the 2013 Curriculum was developed by perfecting the pattern, including the pattern of learning a single

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science (monodiscipline) to learning multiple sciences (multidisciplines).

It is understood that the 2013 curriculum is implemented as a complement to the previous curriculum and prioritizes religious attitudes, social attitudes and knowledge. The point is that the 2013 curriculum prioritizes religious values as cultural resilience in social and community life. The hope in future implementation is that graduates of educational institutions can have strong values in facing the challenges of a global society.

Paying attention to the description of the integrated curriculum and the characteristics of the students above. Development of the 2013 curriculum is part of the strategy to improve educational attainment, because the orientation of the 2013 curriculum embodies increased student abilities and a balance between attitude competence, skills and knowledge at every level of education, including at the Madrasah Ibtidaiyah level.

In connection with the description above, Madrasah Ibtidaiyah (MI) as a general educational institution with Islamic characteristics managed by the Ministry of Religion, has received the mandate and responsibility in implementing the 2013 curriculum education. The 2013 curriculum uses thematic-integrated learning approaches, prioritizing Core Competencies. The core competencies are carried out by developing in the form of KI 1 religious attitude, KI 2 social attitudes, knowledge KI 4 attitude skills.

In line with the goals of national education, it is to develop the potential of students to become human beings of faith, piety and noble character, starting from primary education to tertiary institutions. One of the problems that is of concern to the community, especially in Islamic education institutions, is the decline in the behavior, morals and ethics of students. Madrasah Ibtidaiyah students should have ethics, morals, values and attitudes that reflect noble character.

Noble character is the core of education in general because its position is one of the final goals of the National Education Goals (UUSPN Number 20 of 2003). The inculcation and formation of noble character towards students is something that needs serious attention for educators and education staff, especially at the Madrasah Ibtidaiyah (MI) education level. That is, the success or failure of students in continuing their education to a higher level is largely determined by the experience and abilities they have at the basic education level / MI.

Thus, learning in Madrasah Ibtidaiyah needs to pay attention to the characteristics and development of students' abilities as a meaningful whole. The characteristics of MI students in their development still see themselves as a totality and as the center of the environment. So integrated learning is believed to have a

tendency to accommodate in responding to the demands and developments of the learning process in MI (Nunu Nchiyah, 2007).

The world of education in Indonesia still prioritizes only cognitive intelligence, this can be seen from schools that have students with high grades, but those high grades do not have intelligent behavior and good attitudes, and lack a good mental personality as well, as the academic scores they achieve in school benches and see from the students' graduation which is determined by the results of the school's national final exams. This is known from the many educational institutions that are competing to increase brain intelligence, but ignore the intelligence of the heart, soul and behavior, this is where it seems that education is experiencing an imbalance in achieving true educational goals.

Character education on Islamic values is essentially aimed at forming a nation that is tough, competitive, noble, moral, tolerant, cooperative, patriotic, developing dynamically, science and technology oriented, all of which are imbued with faith and piety and to God Almighty. Masa Esa based on Pancasila.

Efforts from the school to be able to develop Islamic values for students are very important, and one of these efforts is to integrate character education values into teaching and learning activities, school culture, extracurricular activities, activities in the same house as The school is hereby expected to be able to transform and develop Islamic values well for students.

Integrated learning in the usual form of curriculum integration is through organizing subjects, where it seems as if all the subjects are related to one another. Even though the substance independence of each subject is maintained. The point is that integration between materials is built to highlight horizontal relationships of various learning experiences of students, both in one subject and between subjects (Ansyar, 2015: 373). The implementation of the integrated curriculum, as stated above, has recently been known as Integrated Thematic Learning.

The Ministry of National Education stated that thematic learning is a learning strategy. Learning that involves several subjects to provide meaningful experiences to students. This integration in learning can be seen from the process or time aspects, curriculum aspects and teaching and learning aspects (Depdiknas, 2003).

According to Poerwadar Minta "Thematic learning is integrated learning that uses themes to link several subjects so that it can provide meaningful experiences to students (Abdul Majid, 2014). The theme is the main idea or main idea that becomes the subject of discussion.

Integrated thematic learning (integrated instruction) is a learning system that allows students both individually and in groups, to actively explore and

discover scientific concepts and principles in a holistic, meaningful and authentic way. Integrated thematic learning can be packaged with themes or topics about a discourse that is discussed from various points of view or scientific disciplines that are easily understood and known by students. In integrated thematic learning, a concept or theme is discussed from various aspects of the field of study.

Based on the researchers' observations of learning at State Islamic Elementary Schools (MIN) and Private Islamic Elementary Schools (MIS) / Islamic Elementary Schools in Kerinci, one of which is the Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci, shows that an integrated thematic learning model has been implemented by students. In fact, the implementation has not been able to form students with noble character to the fullest. This can be seen from several phenomena and behavioral symptoms of MI students in their daily lives. In general, they seem to have not behaved in accordance with what is expected, in fact it shows that their behavior still looks the same as that of school students. Another general basis. The attitude that is reflected in the students is indifferent to environmental conditions, a decrease in the value of respect both among themselves and with educators, a decrease in the shame that students have and does not follow the activities and rules set by Madrasah Ibtidaiyah.

In fact, in general their nature shows that they have weak values of obedience, discipline, courtesy, helping each other, a sense of belonging and values of gratitude/gratitude and so on. The symptoms carried out by these students indicate a shift in values among students, which results in students being far from the noble moral values that are the demands and expectations of society.

The Madrasah Ibtidaiyah that implements Islamic values education is the Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci because it is an Islamic school with an educational concept that combines general knowledge and Islamic sciences as well as certain social values to form character education. To realize the above objectives, the Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci develops character values through school management including developing character values in each subject. Learning materials related to norms or values in each subject must be developed, made explicit, linked to the context of everyday life. School culture as an example of carrying out programmed and routine activities and religious practices (habitation), greetings when meeting. Extracurricular activities, namely by integrating character values in these activities such as scouting, sports and so on in these sports are integrated values of discipline, independence, sportsmanship, hard work and

others. Thus, learning is not only at the cognitive level, but touches on real practice in the daily lives of students in society.

A good understanding of the development of students in MI is the key to the success of the learning process. As expressed by Hamzah B. Uno and Nurdin Mohammad (2011: 261) that by understanding students well, educators are expected to be able to provide appropriate and beneficial educational services for each student. In line with that, Ahmad Susanto (2013: 71) states that the keys to the success of the learning process are: first, being able to know real expectations about students; second, knowing about the psychology of student development to assist us in responding appropriately to certain behaviors for a student; third, helping to recognize various deviations from normal student development; Fourth, help understand yourself.

Furthermore, students at the basic education level also begin to learn to control and control their emotional expressions. Stable (healthy) emotional characteristics are characterized by cheerful faces of students, getting along with friends well, being able to concentrate on learning, being able to respect themselves and others. The moral development of Madrasah Ibtidaiyah-aged students is also marked by their ability to follow rules, demands from parents and educators at Madrasah Ibtidaiyah or their social environment and can even understand the reasons underlying a rule. In addition, students are also able to associate each form of behavior with the concepts of "right or wrong" and "good or bad" (Ahmad Susanto, 2013:74-76).

Piaget in Ansyar (2015: 386) also explains that the level of intellectual development of students is a continuous process, the process of creating more complex forms from one level to another sequentially which includes pre-operational and concrete levels. The pre-operational level (2-7 years) is the pre-conceptual thinking stage which is marked by the start of adaptation to symbols of objects, such as: chairs to sit on, clothes to wear, language behavior, imitation activities and games. Meanwhile, the concrete operational level (7-11 years) is the stage of thinking which is characterized by the ability to think logically and obtain facilities for the ability to solve problems about things that are already known. The development of students' thinking abilities at this stage is already in a steady phase, where the ability of assimilation schemes is already higher in carrying out a consistent coordination between schemes.

o be able to optimally align the development of basic abilities of students continuously (continuity), it requires the creativity and professionalism of educators, especially those related to noble character. Educators should be able to choose alternative learning models that are in accordance with the characteristics of students, so that learning can run more effectively. One way to instill

strong basic skills for students is by compiling curriculum components, as a guide for educators in carrying out student learning processes (Ansyar, 2015: 371).

Realization of learning objectives effectively can be done through procedures or systematics of organizing curriculum components, such as; content/material, media and learning activities that students need to go through through a learning process that takes place over several months and years. This process goes on until everything has accumulated into a coherent educational program or curriculum (Ansyar, 2015: 371).

Furthermore, Ansyar revealed that there are two dimensions of curriculum organization that can produce learning experiences that are relevant to the goals to be achieved by students, namely the horizontal dimension and the vertical dimension. The horizontal dimension is an integration which is then better known as the integration curriculum. Horizontal integration expands students' views of their knowledge (widening of knowledge), that students can not only understand the relationship between one subject and other subjects, but they are also able to master the link between knowledge in Madrasah Ibtidaiyah and learning experiences outside Madrasah Ibtidaiyah (out of school experience).

Based on the grand tour in the field, it was revealed that several religious activities that were programmed and carried out at Madrasah Ibtidaiyah / Islamic Elementary Schools were detailed, one of which was Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci in order to form students with noble morals, had not had much influence on students. Even so, the head of Madrasah Ibtidaiyah as the head of the institution, together with teaching and educational staff, always strives for the best for students.

Subsequent observations that the researchers made at Madrasah Ibtidaiyah / Islamic Elementary Schools were detailed, one of which was Mutiara Al Madani Sungai Penuh Kerinci Islamic Elementary School regarding learning conducted in class, indicating that there was still a visible dividing line between subjects and materials developed by educators in class. In general, learning tools and learning models are still national in nature and efforts have not been made to develop learning models integrated with Islamic values.

Next, the observations that the researchers made at Madrasah Ibtidaiyah were detailed, one of which was the Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci, the researchers' observations of the attitudes and behavior of students showed that their morals did not seem much different from one another. However, the advantages and disadvantages in carrying out the moral development of students in each Islamic Elementary School still exist. When asked about the class IV learning tools whose learning implementation

was being observed, the educator stated that the learning tools had not been completed and were still being refined. However, when the fourth grade teacher was interviewed about integrated thematic learning, he seemed to be quite proficient. Although, the integration of learning with Islamic values has not been carried out in an integrated manner, it is already in the planning stage.

This shows that Islamic-based integrated thematic learning has not yet been implemented and there is a lack of ongoing transformation of Islamic values in the learning process. In the end, students have not been able to internalize Islamic values in their lives. So that it is not uncommon to hear complaints from both educators and families and the community about how to improve the morals of students in a better direction.

Based on the preliminary study that the researchers conducted, through observation, data was revealed regarding shifts in the behavior and morals of students, including most of them lacked respect for both educators and education staff, lack of mutual respect among friends, were indifferent and used to speak impolite or dirty words at Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci. Some students seem to like to fight among their friends, don't want to give in, litter, when given assignments students are far from being responsible, lazy to do the assignments given by the teacher; for example watering flowers, sweeping class and lack of embarrassment, if students don't carry out the assignments given by educators.

The learning model implemented by students at the Mutiara Al Madani Islamic Elementary School level, Sungai Penuh Kerinci, is carried out through learning with an integrated thematic approach. Learning through Islamic Religious Education subjects is more emphasized on the cognitive domain alone, so that students in Madrasah Ibtidaiyah can have knowledge of Islamic Religious values, but are very limited in practicing Islamic values. As a result, the attitudes and morals of the students at the Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci are not in accordance with the value of their knowledge. This can be seen from the value of the report card that has high achievement, but his morals are not in accordance with his achievements. This is where it is necessary to apply Islamic values in learning in order to minimize the shift in the morals of students and form students with noble character in everyday life.

Integrated thematic learning has been carried out at one of the Mutiara Al Madani Islamic Elementary Schools Sungai Penuh Kerinci, but there has not been any visible integration of Islamic values in the learning process optimally. Therefore, the integration of Islamic values in the learning process needs to be carried out optimally through learning activities according to the

theme rationally. This is the right context for developing Islamic values in forming students with noble morals. While studying diligently, keeping promises, being honest and responsible are activities that can be carried out in the context of instilling and developing Islamic values in students through actions, words in daily life. Through this, it is hoped that it can train students to be accustomed to behaving and having noble character in their daily lives.

In fact, the values prevailing in society originate from Islamic religious values, Pancasila values and cultural values. From the three sources of ethical values, religion, state philosophy, and national culture, behavioral values are born that are to be developed in the life of the family environment, Madrasah Ibtidaiyah/SD and society. Ministry of National Education (2011: 3), states that the values developed include: religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendly/communicative, peace-loving, fond of reading, environmental care, social care, and responsibility. Meanwhile, the Islamic values developed in Madrasah Ibtidaiyah educational institutions originate from the values of Islamic teachings, including: aqidah values, moral values and values of worship. Includes: faith and devotion to Allah SWT, (belief), obedience, cleanliness, honesty, responsibility, discipline, diligent and diligent, respect for parents and educators, etiquette in eating and drinking, etiquette in learning and helping.

Thus, through integrated thematic learning based on Islamic values, several relevant concepts are used as themes and do not need to be discussed repeatedly in different fields of study. All values of life have been comprehensively and universally regulated earlier in the sources of Islamic teachings. This should be used as a reference to strengthen and strengthen the discussion on each theme in the learning process. So that the use of time for discussion is more effective and efficient in achieving learning objectives.

In the school environment, especially for the development of students' *akhlakul karimah*. The development of Islamic values at the Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci is also carried out with habituation, namely by providing opportunities for students to always practice their religious teachings. With this approach, students are accustomed to practicing religious teachings, both individually and in groups in everyday life. The development in question is a way that is carried out by educators by providing exercises or assignments to students for certain actions, so that students have habits that are in accordance with Islamic teachings.

Islamic Elementary School of Mutiara Al Madani Sungai Penuh Kerinci expects to have graduates who are

able to (1) memorize several verses of the Qur'an, hadith, and daily prayers; (2) diligent and consistent in worship; (3) devoted to parents and respect for teachers; (4) affection for younger peers and respect for older ones; (5) discipline and responsibility; (6) honest and caring; (7) beneficial for all; (8) able to communicate effectively; (9) skilled; (10) high morale and achievement; and (11) cultured healthy and clean living and other positive behaviors.

Based on the description above, it can be understood that actually Islamic values are the standard of reference in determining the good or bad of a person's morals. The acceptance or rejection individually is more based on conscience. Values originating from Islamic teachings are universal and absolute. Behavior based on teaching sources is called noble, while behavior based on cultural values or customs is very relative and tentative in nature and depends on the local community, which is called cultured.

The behavior of students displays characteristics that indicate a decline in noble character which is the complaint of religious leaders, parents and educational observers, even officials who are competent in their fields. This is due to several factors, including: loose grip on the teachings of Islam, making students farther away from Islamic values and the commendable morals that society expects.

The learning model used by educators in the learning process has not been effective in making participants less interested in learning. The learning developed at Madrasah Ibtidaiyah/Islamic Elementary Schools in Kerinci has not integrated the values of Islamic teachings, so that the transformation of Islamic values does not take place in the learning process. This resulted in Islamic values not being internalized in everyday life. This is what makes students not used to applying Islamic values in everyday life, by itself noble morals are still far from the expectations of society.

The aim of education at the basic education level is achieved through an integrated thematic learning model, which can provide a meaningful experience (meaningful experience) and develop the potential of students holistically and authentically. According to Trianto (2012: 7) that the Integrated Learning model is a learning approach that allows students to be able to search, explore and find concepts in developing their potential holistically and authentically.

The achievement of educational goals at the Madrasah Ibtidaiyah level, which has been determined nationally, needs to be based on Islamic values. Meanwhile, Islamic values are the nature of individual actions and words that are in accordance with Islamic teachings. These values can always save human life in accordance with the goals of Islamic education, namely

that every human being is safe in the life of the world and the hereafter.

Integrated Learning based on Islamic Values needs attention in line with changes and culture of life. Changes in the meaning of inculcating and forming noble character in every subject at all levels of education, especially in integrating and transforming Islamic values. The achievement of Islamic values needs to be continuously improved in anticipation of various phenomena that will occur in the future and in shaping the noble character of students.

Given the importance of learning outcomes that can produce graduates with noble character, especially in Madrasah Ibtidaiyah (MI) / Islamic Elementary Schools as elementary level educational institutions. For this reason, it is necessary to formulate a thematic learning model based on Islamic values that can form students with noble morals. Therefore, the researcher is interested in conducting development research with the title "Development of an Integrated Thematic Learning Model Based on Islamic Values in Forming Students with Noble Morals at Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci"

2. Method

a. Type of Research

Guided by research objectives that are valid, practical, and effective, this type of research is research and development (Research and Development). Development research is research designed in a structured and systematic way to develop a product through certain stages and evaluations to test its validity, practicality, and effectiveness in using it.

This type of development research was chosen because this research is not to formulate a theory but to develop an effective product through stages and evaluation to test the level of validity, practicality and effectiveness of the product. The product that the researchers developed is an integrated thematic learning model based on Islamic values in grade IV at Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci.

b. Development Models

The development model is a set of sequential procedures to carry out the design and development of learning that is manifested in graphic or narrative form. The development model used in this research is the 4-D development model (four D models). According to Trianto (2012: 189) the stages of the 4-D model include: define, design, develop, and disseminate.

The development model selected in each study has advantages that can be used as a basis and reference in the selection of models that are carried out. The advantages of 4-D include: (1) it is more appropriate to use as a basis for developing learning models, (2) the

description looks more complete and systematic, (3) in its development it involves the assessment of experts, so that prior to conducting field trials revisions based on the results of assessments, suggestions, and input from experts. The learning model that was produced after being validated by experts and practitioners will be tested limited to fourth grade students at Mutiara Al Madani Islamic Elementary School Sungaipuh, Kerinci. At the time of the trial, the implementation and use of the integrated thematic learning model based on Islamic values would be observed in the learning process by the observer. At the end of the learning process, educators and students will be asked to respond to the learning model used.

c. Development Procedures

The development procedure corresponds to the stages of the 4-D development model. The development activity begins with analyzing the curriculum, designing a learning model and so on following the steps for developing a learning model. The steps for designing an integrated thematic learning model based on Islamic values above can be broken down as follows:

1. Defining Stage (Define)

The defining stage aims to determine and define the learning requirements in accordance with the research objectives, namely the development of an integrated thematic learning model based on Islamic values. At this stage, the stages of activities carried out are: Curriculum Analysis, Needs Analysis and Student Analysis

2. Design Stage (Design)

The design stage is to design an integrated thematic learning model based on Islamic values in class IV at Mutiara Al Madani Islamic Elementary School Sungaipuh, Kerinci. The development of the learning model that will be designed includes the following:

- a. Designing an integrated thematic learning model guidebook based on Islamic values
- b. Designing an educator work handbook
- c. Designing student work manuals

3. Development Stage (Develop)

The development stage aims to produce a design of an integrated thematic learning model based on Islamic values which is compiled based on the concepts, theories, and principles of developing learning models that have been built in theoretical studies. This development stage consists of: Validation Stage, Revision Stage, Product Trial Stage

4. Disseminate Stage

The disseminate stage is the final stage of the proposed 4-D step. After being validated and tested for practicality and effectiveness in a particular class, an integrated thematic learning model based on Islamic values is obtained which is valid, practical,

and effective. The disseminate stage is carried out on a limited scale, namely trials on other classes. This aims to test the effectiveness of using learning models that have been developed in other class groups. The aim is to test the effectiveness of using learning models that have been developed on different subjects.

d. Trial Subject

The test subjects in this study were students and educators of grade IV Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci. Observations were made on the use of integrated thematic learning models by educators and students and the impact they had. The basic reasons for the researchers' considerations in choosing student subjects at the Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci include: (1) the conditions of the students according to the needs of the researchers, (2) the Islamic Elementary School environment that supports the implementation of the research.

e. Data Type

The type of data taken in this study is qualitative and quantitative data. Qualitative data in the form of responses and suggestions provided by instrument validators, design experts (curriculum), content experts (materials), research focus experts, practitioners (users). Advice given during product trials is given by the user. Meanwhile, quantitative data was taken from the results of a questionnaire given to the subject of design experts (design) and material experts.

f. Data Collection Instruments

Data collection instruments used in this development research are as follows:

1. Needs Analysis Instruments

This instrument is used to determine the needs of educators and students for learning models that can facilitate the implementation of learning processes and objectives. The instruments used were observation sheets and interview guidelines.

2. Validity Instrument

The validation instrument is used to determine the validity of the designed learning model. This validation sheet will later be filled in by the validator. The validation instruments include validation sheets for the design of learning models, educator work guidelines (RPP) and student work guidelines.

3. Practical Instruments

This instrument is used to collect practicality data from the educator's learning model, this instrument consists of: Observation sheet on the Implementation of the Learning Model, Educator's Response Questionnaire on the Practicality of the developed learning model, Student Response Questionnaire on

the Practicality of the Learning Model Developed and Observation Sheet

4. Effectiveness Instruments

This instrument consists of student competencies covering aspects of integrated thematic learning skills based on Islamic values. The effectiveness instrument is used to obtain the necessary data in determining the percentage of success of students after participating in learning. The effectiveness instrument data was obtained from the implementation of the assessment instrument during the trial run, and the dissemination was in the form of an assessment sheet. Assessment sheets are used to determine the ability of students in learning. This sheet contains aspects related to learning skills according to predetermined indicators and the results assessment sheet contains aspects related to Islamic values.

g. Data Analysis Techniques

The data analysis technique used is primary data analysis, namely data taken from the results of validation by the validator and data taken during the trial implementation in the form of practicality and effectiveness data of integrated thematic learning models based on Islamic values. The data that has been obtained is then analyzed for each component.

3. Results and Discussion

Ongoing Islamic values in learning at the Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci include:

a) Religious based Islamic values

The implementation of religious-based Islamic values so far that has taken place in dominant schools is reflected in two things, namely, prayer activities before and after lessons and the implementation of prayer services at school. From the results of the questionnaire it is known that 85.9% of students have been trained to carry out prayer activities before and after class hours. Furthermore, in worship activities students are still under the guidance of the teacher in their worship activities, namely with a percentage of 73.6%.

b) Honest-Based Islamic Values

The implementation of honest-based Islamic values in the scope of the school is illustrated by the behavior of students arranging their own seats during exams by 73.6%, students reporting finding lost items in class by 84.2%, and the class treasurer periodically reporting class finances to their friends as much as 82.4%.

c) Tolerance-Based Islamic Values

Implementation of Tolerance-Based Islamic Values that have been carried out so far, namely, teachers arrange the division of students into groups and

students work in groups as much as 73.7%. Teachers provide different services to children according to the needs of 73.7%.

- d) Discipline-Based Islamic Values
From the questionnaire given, Discipline-Based Islamic Values were reflected in the activities of students who had submitted their own work in accordance with the agreed time of 71.9% and teachers who already had records of student attendance and activity as much as 91.2%.
- e) Hard Work Based Islamic Values
From the questionnaire given to the teacher, it was obtained that the teacher's data created learning conditions with high ethical conditions by creating an atmosphere of competition in the class with a percentage of 88.6% and the teacher gave many other examples of questions to encourage students to have high learning power of 82.4
- f) Creative Based Islamic Values
From the questionnaire given, the teacher gave assignments that supported student creativity by giving independent assignments with a percentage of 82.4% and the teacher provided many learning resources in the classroom at 81.5%.
- g) Self-Based Islamic Values
From the questionnaire given, it was obtained that teacher data had given individual assignments to students by accustoming students to independent learning by 73.6%.
- h) Democratic Based Islamic Values
From the questionnaire given to the teacher, data was obtained that the teacher involved all students in learning activities by 78.9% and the teacher accustomed students to deliberating on all activities in class by 77.2%.
- i) Curiosity-Based Islamic Values
From the questionnaire given, it was obtained that the teacher had given assignments that invited students' curiosity by 73.7%, and the teacher facilitated learning facilities for students by 78.1%.
- j) Islamic Values Based on National Spirit
From the questionnaires distributed, 78.1% obtained information from teachers facilitating students to visit historical places, and 71.2% of teachers had accustomed students to commemorating national holidays.
- k) Islamic Values Based on Love for the Motherland
From the questionnaire, data was obtained that the teacher gave information to students about domestic products by 78.1%, the teacher gave assignments to students to compose about historical tourist objects by 78.1%.
- l) Islamic Values Based on Appreciating Achievement
From the questionnaire given, it was obtained information that the teacher had displayed various

awards obtained by students with a percentage of 82.4%.

- m) Islamic Values Friendly/communicative based
From the questionnaire given, it was obtained that the teacher had carried out dialogic learning by 86.8% and the teacher had listened to student complaints and looked for solutions by 82.3%.
 - n) Peace-based Islamic Values
From the questionnaire given by the teacher, learning was not gender biased with a percentage of 73.7%, and teachers used to familiarize themselves with kinship in the classroom with a percentage of 78.1%.
 - o) Islamic Values Based on Love of Reading
From the questionnaire given, it was obtained information that the teacher provided a number of reading materials in class by 78.1%, and the teacher gave assignments to students which emphasized that students read by 78.1%.
 - p) Social Care-Based Islamic Values
From the questionnaire given, it was obtained that information on studying together in groups was 97.4%, teachers used students to carry out social activities such as visiting friends who were sick by 78.1%.
 - q) Islamic Values Based on Love for the Environment
From the questionnaire given, information was obtained that the teacher had accustomed students to throwing garbage in its place by 81.6% and the teacher gave assignments to students to find reading material about the environment by 86.8
 - r) Responsibility-Based Islamic Values
From the questionnaire given by the teacher, 82.4% got used to students filling out the daily activity agenda book and the teacher played an active role in all school activities by 73.7%.
 - s) Humble-Based Islamic Values
From the questionnaire provided, information was obtained that most teachers had reprimanded students who insulted their friends with a percentage of 88.6%. Students who have a sense of humility will not insult their friends.
 - t) Islamic Values Based on Frugality and Gratitude
From the questionnaire given, it was found that the teacher used students not to be wasteful in using school equipment by 89.5%, and the teacher encouraged students to make optimal use of objects that were not used optimally by 94.7%.
- Application of Islamic Values that can shape the Ongoing Student Morals at Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci. The Application of Islamic Values that can shape the Morals of Students at the Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci include:

- a) Religious, prioritizing religious values in all aspects of activities both during the teaching and learning process and so on. The points of religious values are as follows: (1) purify and maintain purity properly (2) pray after ablution, (3) perform the dhuha prayer, (3) pray the sunnah qabliyah and ba'diyah (4) perform the five daily prayers, (5) performing midnight prayers, (6) reading the Qur'an mindfully, (7) praying before and after carrying out activities, (8) greeting when meeting.
- b) Caring for the environment in the form of (1) maintaining cleanliness and beauty of the environment, (2) doing greenery in the school environment by planting and caring for plants
- c) Social care in the form of (1) social service, (2) social assistance, (3) visits to school residents affected by the disaster, (3) polite in speaking/communicating and acting with peers, teachers and other people, (4)) aware of the rights and obligations of others.
- d) Honest, which includes honest points in words and deeds to anyone.
- e) Discipline includes (1) obeying school rules and agreements made in class, (2) discipline in coming to school on time, (2) discipline in the time of Duha prayer and midday prayer, ashar congregation, (3) discipline in reading Al-Qur'an.
- f) Responsibility, which includes (1) awareness of taking or the risk or consequences of his actions, and (2) awareness of carrying out what has been entrusted to him.
- g) Independent includes (1) doing personal tasks, (2) fulfilling the needs and needs of learning in thinking and working, (3) not overly prioritizing the help of others in meeting personal needs.
- h) Curiosity which includes (1) enthusiasm for learning, (2) freedom to operate a computer, (3) a culture of fond of reading, (4) a culture of visiting book and digital libraries to seek information and new insights.
- i) Creative includes (1) the activity of holding work held per semester, (2) painting competitions, (3) respecting the achievements of others in the form of appreciation spaces in the form of magazines and other publications.

Application of Islamic Values developed for Students at the Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci can be seen on Table 1.

Table 1. Character dan Indocators of Islamic Values

No	Character & Description	Indicators
	Religious Obedient attitude and behavior in carrying out the teachings of the religion they adhere to	<ul style="list-style-type: none"> a. Say greetings b. Pray before and after studying c. Performing religious worship. d. Celebrating religious

No	Character & Description	Indicators
	Environmental care: Attitudes and actions that always try to prevent damage to the environment in the surrounding natural environment, and develop efforts to repair the damage to nature that has occurred	<ul style="list-style-type: none"> holidays a. Maintain the cleanliness of the classroom and school environment b. Take good care of vegetation without stepping on or damaging it c. There is a place to dispose of garbage. d. Provide bathrooms, toilets, clean water, places for ablution and hand washing
	Social care: Attitudes and actions that always want to provide assistance to other people and communities in need	<ul style="list-style-type: none"> a. Doing social service activities b. Make visits to the homes of friends affected by the disaster c. Providing assistance to underprivileged communities d. Provide charity boxes
	Honest: Behavior based on efforts to make oneself a person who can always be trusted in words, actions and work	<ul style="list-style-type: none"> a. Create and do tasks correctly b. Do not cheat/give cheats c. Report school activities transparently
	Discipline: Actions that show orderly behavior and comply with various rules and regulations	<ul style="list-style-type: none"> a. Teachers and students are present on time b. Upholding principles by providing punishment for violators and rewards for achievers c. Implement school rules
	Responsibility: A person's readiness and behavior to carry out his duties and obligations, which he should do to himself, society, environment, country and God Almighty	<ul style="list-style-type: none"> a. Doing assignments and homework well b. Responsible for every action c. Carry out pickets according to a predetermined schedule d. Doing group assignments together
	Independent: Attitudes and behaviors that are not easy to depend on others in completing tasks	<ul style="list-style-type: none"> a. Train students to be able to work independently b. Building student independence through individual

No	Character & Description	Indicators
		assignments
	Curiosity: Attitudes and actions that always seek to know more deeply and broadly from something that is learned, seen and heard	a. The learning system is directed to explore students' curiosity b. The school provides facilities through both print and electronic media so that students can find new information
	Creative: Think and do something to produce new ways or results from something you already have.	a. Creating new ideas at school b. Appreciate each work that is unique and different c. Building a learning atmosphere that encourages student creativity

The strategy for developing Islamic values in the Formation of Student Morals at the Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci

1. Integration of character values through teaching and learning activities

Whatever the form of activity at Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci, both in planning and in practice, the character content that is prioritized is to develop religious character values in students and in educating love is prioritized. In the learning process at Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci the priority for the teacher is to shape the character of the child in each activity, and in the development of learning programs carried out at Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci include; teacher development as a character model, effective learning and the creation of a conducive classroom.

2. Integration of character values through school culture

- a) Routine activities for managing the school's physical environment such as classroom gardening programs, school environment greening programs, school yard management, classroom management and infrastructure facilities.
- b) Psychological development of socio-cultural schools such as good relations between all members of the school, be it the relationship between the SDIT head and teachers and school caretakers, between teachers and students, fellow teachers, fellow students. This good relationship can be seen from the friendliness of the school community when interacting, the politeness of the language used when communicating like

Ana's language, you. Activities to welcome students at the gate, spontaneous activities to rebuke students who make mistakes, flag ceremonies, congregational Duha prayer activities, activities to prepare students before class begins, regular morning recitation, environmental conditioning, anti-smoking programs, polite language programs, reading programs The Koran, morning prayers and a culture of discipline.

c) Integration of character values through extracurricular activities

Each extracurricular branch must be filled with character value content, almost the same as the learning process which is always included with character values. This extracurricular activity begins with a prayer and ends with reading alhamdulillah. After praying, the teacher emphasizes to the students the character to be developed, such as the need for sportsmanship in matches. is indispensable.

d) Daily activities at home are the same as activities at school

In the context of character education, children's character development is maximally successful if it is carried out comprehensively and integratively between the components of education in schools and the participation of parents. The formation of children's character is carried out partially and there is no common perception, view and treatment of all components of education in schools and the role of parents will experience failure.

The impact of the development of Islamic values on the attitudes and moral behavior of students at the Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci

The impact of the development of character education values on students' attitudes and behavior at Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci is as follows:

1. Religious
 - a) Students without being instructed when the bell rings to enter class take ablution and form lines to perform duha prayers in congregation every day before entering class. The teacher only coordinates from the side of the student line.
 - b) When collecting assignments without being instructed by students to differentiate between student and female assignments, this is done to keep the distance between students and female students so they don't always mix if there is no need.
 - c) Students read the Qiyamah letter at recess spontaneously following the tartil sound of the

- Qur'an through the sound system even though it is one verse, because the teacher always gives reinforcement and motivation to love the Qur'an, one of which is by reading it.
- d) When calling his friends students use your language and when calling me use your language.
 - e) Shaking and kissing the teacher's hand when meeting, as well as what the researcher felt when he entered the VF class to make observations.
 - f) Say hello when starting the lesson.
 - g) Carry out Friday prayers at the mosque and pray for students who are assigned to Friday prayers in rotation.
 - h) Greet when meeting friends, when meeting children sometimes say assalamua'alikum, where are you going?, how are you? And others
 - i) Pray before and after learning.
 - j) Reading prayers before and after eating, this joint eating activity is carried out after the midday prayer by showing Islamic films such as children who are devoted to their parents, stories of the prophet, and other exemplary stories
 - k) Washing in the right order, when doing ablution children are always accustomed to doing ablution properly, if there are members of the ablution who are not exposed to water then the teacher orders them to repeat the ablution until it is completely perfect.
2. Care for the environment
 - a) Do not pick flowers in the school garden
 - b) Not uprooting and stepping on plants
 - c) Always keep the classroom clean.
 - d) Always keep the body clean.
 - e) Take care of the plants in the school yard.
 - f) Carry out class pickets.
 - g) Cleaning the toilet after using it. After the Dhuha prayer, the teacher continues to advise them to always keep the toilets and bathrooms clean, to throw garbage in the trash, this habit is carried out continuously so that the spirit of love for cleanliness is instilled in students. Every time he gives an announcement the teacher always gives concrete examples of the impact of not maintaining cleanliness, such as lots of mosquitoes, contracting various diseases and others.
 - h) Dispose of garbage in its place.
 - i) Storing waste before disposal in its place.
 3. Care social
 - a) Likes to help friends in trouble or disaster.
 - b) Eat in congregation after midday prayers in class.
 - c) Invite friends to eat lunch brought from home.
 - d) Not quick to anger and have a patient nature.
 - e) Be brave and independent.
 - f) Take care of own goods and other people's goods in activities.
 - g) Comply with the rules that apply to the activity.
 - h) Polite in words and deeds
 - i) Love friends
 4. Be honest
 - a) Not imitating friends' answers when doing assignments, if they can't anymore they are allowed to ask friends to teach them.
 - b) Answer the teacher's questions based on what he knows
 - c) Answer honestly even if you are punished, such as when the teacher asked last night who did not pray the midnight, dawn and sunset prayers?
 - d) Store and return student items that are left behind or fall on the road, or notify the homeroom teacher.
 - e) Honest in words and deeds, the importance of honesty is always developed by the teacher by continuously providing reinforcement in the form of stories about the impact of dishonest people, one of which is the story of a person who was eaten by a wolf as a result of playing with honesty, once we lie, other people will not believe it, honesty will not expensive is better to be honest even if you get punished.
 5. Discipline
 - a) Arrive on time.
 - b) Be orderly during the flag ceremony
 - c) Complete school assignments according to the set time.
 - d) Can eat alone when it comes time to eat.
 - e) Be patient and queue in taking lunch.
 - f) Obeying school rules, even though there are still some who violate it but a few and character development takes a long process
 6. Responsibility
 - a) Dare to admit mistakes and not be ashamed to apologize.
 - b) Complete the tasks given by the teacher, both individual and group assignments according to the set time.
 - c) Always maintain cleanliness, especially after lunch in class.
 - d) Dare to admit mistakes for his actions.
 - e) Dare to accept punishment gracefully if wrong.
 - f) Doing assignments according to directions from the teacher.
 - g) Carry out picket duties seriously.
 - h) Advise his friends who are not in line to wash the dishes
 7. Independent
 - a) Trying to wear the mukena itself even though it's not perfect.
 - b) Can eat alone.

- c) Can tidy up prayer equipment by yourself.
 - d) Dispose of garbage that is full in trash cans without being ordered.
 - e) Wash the dishes yourself.
 - f) Caring for pets, such as the teacher instilling simple responsibilities by asking students to bring animals from home to be kept for a few days at school such as ornamental fish, rabbits, then brought home.
8. Curiosity
- a) ask about the dangers of smoking and the substances contained in it.
 - b) Remind friends who are angry or eat/drink standing by reading the hadith.
 - c) Raise your hand when asking a question.
 - d) Freedom to operate the computer with a certain schedule to form the special skills that children have.
 - e) Read Duha prayer simultaneously.
 - f) Ask about lessons that have not been understood
9. Creative
- a) Be honest and fair in sports
 - b) Make works in the form of writing or pictures that are affixed to the classroom walls.
 - c) Make motivational slogans with variations on paper.
 - d) Changing class bench rotation once a week.
 - e) Speak basic English and Arabic when the teacher teaches.
 - f) Shouting different yells from other study groups.

In order to realize the development of character education values for students, the physical condition of the school must be made as comfortable as possible, neatly arranged, clean, beautiful and cool. The characteristics of the physical condition in developing character values are as follows:

- a) Have a clean, tidy, beautiful school yard
- b) Have a secure school yard
- c) Have a neatly arranged school yard
- d) Have a clean school yard
- e) Have a shady school yard
- f) Have classrooms that are neatly arranged, conducive with sufficient lighting.
- g) Have classrooms with adequate air ventilation.

An Integrated Thematic Learning Model Based on Islamic Values based on Validity, Practicality and Effectiveness in Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci

1. An Integrated Thematic Learning Model Based on Islamic Values Based on Validity in Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci

Based on the table above, it can be seen that the results of the validation of teaching materials by expert validators obtained an average value of 3.67 in the very good category. Thus it can be concluded from teaching material experts that this instrument is very good and can be used for thematic learning research based on Islamic values in forming students with noble morals

2. An Integrated Thematic Learning Model Based on Islamic Values Based on Practicality in Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci

Based on the table above it can be explained that the results of observing the implementation of the Integrated Thematic Learning Model Based on Islamic Values by practitioners, obtained the results of observer observations on the aspects assessed, namely:

The guideline aspect consists of Instructions for using the questionnaire which are stated clearly with an average of 3.75, and the criteria for evaluating the questionnaire are stated clearly with an average of 4. Furthermore, the coverage aspect consists of; The suitability of the statement measures the indicator of clarity of instructions with an average of 3.75, The suitability of the statement measures the indicator of achievement of competence and learning objectives gets an average of 3.75, The suitability of the statement measures the indicator of student responses also gets an average of 3.75, The suitability of the statement measures the indicator of sufficient time with an average mean of 3.75 and finally the suitability of the statement measures the time adequacy indicator with an average of 4. Furthermore, the aspect of language is using correct, simple, communicative Indonesian with an average of 4 and using sentences that are easy to understand, and do not cause double interpretations also with an average of 4. The practicality of the model looks at the extent to which educators and students can properly use learning models in thematic learning based on Islamic values. A learning model is said to be practical if the learning model can be used easily by educators and students (Plomp, 2007: 127).

Observation data on the practicality/implementation of Islamic values-based thematic learning models were obtained from observer observations on the implementation of Islamic values-based thematic learning models with aspects that were assessed were clarity of instructions for using learning program designs (RPP) with very good categories of competency achievement and learning objectives in the very good category, student activities in the very good category, not many difficulties encountered in implementing integrated thematic learning models

based on Islamic values and learning outcomes in the good category. Thus, this model can already be used in learning at the Mutiara Al Madani Islamic Elementary School Sungai penuh, Kerinci

3. An Integrated Thematic Learning Model Based on Islamic Values Based on Effectiveness in Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci

From the table above it can be understood that the activities of students in learning using the Integrated Thematic learning model based on Islamic values in Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci seem to increase with the assessment indicators of ten (10) assessment aspects, namely: 1) Spiritual , 2) Manners, 3) Honesty, 4) Responsibility, 5) Discipline, 6) Confidence, 7) Cleanliness, 8) Competitiveness, 9) Social relations and 10) Tolerance. On average, 80% of student activities get a very good score (4), 20% get a good score (3), 0% get an adequate score (2) and 0% get a poor score (1). Students look happy during the learning process by using the Islamic Values-Based Integrated Thematic learning model. So it can be concluded that this model is able to involve students actively during the learning process and can gradually change the behavior of students, at least it can be observed while in the Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci environment.

4. Conclusion

Based on the results of the research described above, it can be concluded that thematic learning based on Islamic values in order to form students with noble morals is carried out to help make it easier for educators to teach at Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci in delivering learning material in class IV whose current conditions have carried out the Integrated Thematic learning version of the 2013 curriculum. With clarity of the learning steps that must be carried out by educators, it will increase the confidence of educators in carrying out learning. So that student learning outcomes can be achieved in accordance with the expected goals, namely in order to form students who have noble character in accordance with Islamic values.

With the development of an integrated thematic learning model based on Islamic values, it is expected to form students with noble character. The product resulting from the development of the Integrated Thematic Learning learning model based on Islamic values is expected to be useful material so that it can help students in the learning process to understand thematic learning material Integrated which is taught using a learning model based on Islamic values.

The product that is expected from the results of the development in this study is the Integrated Thematic Learning Model Based on Islamic Values which is documented in the form of a book. This book contains aspects related to the Integrated Thematic learning model, efforts are made to have an integrated learning process with Islamic values to increase learning effectiveness. The expected instructional impact is an increase in the ability to construct religious attitudes and social attitudes of knowledge, and students' skills. And the expected accompanying impact is the development of Islamic values in the learning process so that the moral character of students is formed in a better direction. increased interest, motivation, cooperation, effective thinking and activeness of students towards Integrated Thematic Learning based on Islamic values.

The development of an integrated thematic learning model based on Islamic values at Madrasah Ibtidaiyah (MI) Kerinci, one of which is at Mutiara Al Madani Sungai Penuh Kerinci Islamic Elementary School, is an effort to overcome shifts in students' moral values. Through integrating Islamic values in the learning process for each subject in stages and stages. Revising and input from various educational experts and practitioners, it is hoped that it will be able to improve the morals of students at Madrasah Ibtidaiyah in Kerinci, one of which is at the Mutiara Al Madani Islamic Elementary School Sungai Penuh Kerinci

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