

RECONSTRUCTION OF AL-QUR'AN STUDY MATERIAL IN THE TEACHING BOOK OF AL-QUR'AN HADIS AT THE MADRASAH ALIYAH LEVEL

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Abstract

This study aims to determine the limitations and direction of developing subject matter in textbooks used by educators in contextualizing teaching materials with the reality faced by students, as a solution to enrich the knowledge of the material that has been presented in textbooks. The principles that are used as the basis in developing the teaching material of the Koran are conformity, constancy, and adequacy. This study utilizes text sources to obtain descriptive exploratory research data. The primary source used is the al-Qur'an textbook of Hadith written by Lilis Fauziah and Andi Setiawan. Research results obtained; 1) The distribution of material in class X seems to have been coherent and gradual although there are still overlaps in the material as in KD 2 and KD 3, and in class XI and XII the material is delivered only by theme, so that it does not seem coherent and is only a theme selection; 2) The material taught is in accordance with the psychological of students and has been able to read the phenomena around it. But there is material that needs to be developed so that it makes more use of logic in thinking than just memorizing theory; 3) In terms of application of learning the cognitive level of learning has touched, but the affective and psychomotor sides have not; 4) discussion about differences of opinion among scholars is not discussed thoroughly, potentially confusing students. Error in preparing multiple choice questions and answers. Forms of development reconstruction offered by researchers include; 1) In terms of suitability (relevance) Subject with SK and KD; 2) in terms of consistency of learning material; 3) in terms of the adequacy of the material presented; 4) and in terms of the consequences of developing subject matter.

Keywords: subject matter, textbooks, contextualizing teaching materials

Abstrak

Penelitian ini bertujuan untuk mengetahui keterbatasan dan arah pengembangan materi pelajaran pada buku ajar yang digunakan pendidik dalam mengkontekstualisasikan bahan ajar dengan realitas yang dihadapi peserta didik, sebagai suatu solusi untuk memperkaya pengetahuan dari materi yang telah di sajikan dalam buku ajar. Prinsip-prinsip yang dijadikan dasar dalam mengembangkan materi ajar al-Qur'an adalah kesesuaian (relevansi), kejelasan (konsistensi), dan kecukupan (*adequacy*). Penelitian ini memanfaatkan sumber teks untuk memperoleh data penelitian yang bersifat deskriptif eksploratif. Sumber primer yang digunakan adalah buku ajar al-Qur'an Hadis yang ditulis Lilis Fauziah dan Andi Setiawan. Hasil penelitian yang didapat; 1) Sebaran materi pada kelas X terlihat telah runtut dan bertahap walaupun masih ada yang bertumpukan dalam materinya sebagaimana pada KD ke2 dan KD 3, dan pada kelas XI dan XII materi disampaikan hanya berdasarkan tema, sehingga terkesan tidak runtut dan hanya bersifat pemilihan tema saja; 2) Materi yang diajarkan sesuai dengan psikologis siswa dan telah dapat membaca fenomena di sekitarnya. Namun terdapat materi yang perlu pengembangan agar lebih

mendayagunakan logika dalam berpikir daripada sekedar menghafal teori; 3) Dari segi Aplikasi pembelajaran tataran kognitif ranah pembelajaran sudah menyentuh, namun sisi afektif dan psikomotorik belum; 4) pembahasan tentang perbedaan pendapat dikalangan ulama tidak dibahas secara tuntas, berpotensi membuat siswa bingung. Kesalahan dalam penyusunan soal *multiple choice* berikut jawabannya. Bentuk rekonstruksi pengembangan yang ditawarkan peneliti diantaranya; 1) Dari sisi kesesuaian (relevansi) Pokok Bahasan dengan SK dan KD; 2) dari sisi konsistensi materi pembelajaran; 3) dari sisi kecukupan materi yang disampaikan; 4) dan dari sisi konsekwensi pengembangan materi pelajaran.

Kata kunci: materi pelajaran, buku ajar, bahan ajar kontekstual

A. Pendahuluan

Overall learning success is very dependent on the success of the teacher in designing learning materials, because learning materials are an inseparable part of the syllabus, namely planning, predictions, and projections about what will be done during learning activities, of course, by knowing how the teaching material is delivered and how the characteristics of students who receive the subject matter.¹ Material is in the form of material knowledge, value skills and attitudes that must be possessed by students in meeting established competency standards, essentially the material is the content of education which includes science, instilling values and forming attitudes.² Therefore learning material occupies a very important position of the entire curriculum so that the implementation of learning is in accordance with the objectives of vision, mission, goals, program activities and the practice of implementing education, so that competency standards and basic competencies in the learning process will be achieved in the learning process.³

The development of the era that has entered the era of globalization requires teachers to be able to develop learning material as a source of learning and learning reference for students who synergize with the reality of developing needs.⁴ So, in line with the demands of the times, the development of society, and advances in science and technology, education should also set foot into the world of innovation, planned and carried out in accordance with the demands of the times, this term is now often referred to as the contextualization of education to the era required.⁵ Thus, the education program will touch on every aspect of student growth and development both cognitive, affective, and psychomotor, giving rise to encouragement and motivation that underlies certain behaviors and goals for students in the learning and teaching process that runs in the institution.⁶ In addition teaching material used in the learning process must be adjusted to the educational objectives stated in UUSPN No.20 of 2003, which is to develop the

¹Syaiful Sagala, *Konsep dan Makna Pembelajaran; Untuk Membantu Memecahkan Problematika Belajar dan Mengajar* (Bandung: Alfabeta, 2009), hlm. V.

²Abdurahman An-Nahlawy, *Prinsip-prinsip dan Metode Pendidikan Islam, dalam Keluarga, Sekolah, dan Masyarakat*, (Bandung: CV. Diponegoro, 1989), hlm. 65. Baca juga Ahmad Janan Asifuddin, *Mengungkit Pilar-Pilar Pendidikan Islam: Tinjauan Filosofis* (Yogyakarta: Suka Press, 2009), hlm. 100.

³Muhaimin, *Pengembangan Kurikulum Pendidikan Agama Islam di Sekolah, Madrasah, dan Perguruan Tinggi*, (Jakarta: PT. Raja Grafindo Persada, 2007), hlm. V.

⁴Direktorat Tenaga Kependidikan Dirjen Peningkatan Mutu Pendidik Dan Tenaga Kependidikan Depdiknas, *Pengembangan Mata Pelajaran Dalam KTSP*, 2008.

⁵Oemar Hamalik, *Dasar-dasar Pengembangan Kurikulum*, (Bandung: PT. Remaja Rosdakarya, 2007), hlm. iii.

⁶*Ibid*, hlm. 119.

potential of students to have faith in God, and to be pious, noble, healthy, knowledgeable, creative, independent, and responsible.⁷

Al-Quran Hadith is a subject that is designed so that students can understand and practice the content contained in the Qur'an so that they are able to read fluently, translate, summarize the contents of content, copy and memorize selected verses and understand and practice the teachings the teachings contained therein as guidance and guidance in all aspects of life.⁸ That fact makes the subject of the Qur'an has a more special function than the others, but the features contained in this subject are not directly proportional to the output obtained in the learning process, because the background and environment owned by each student.⁹ In addition, the learning model used by the teachers of the Qur'an is still very monotonous. This is indicated by several things namely; a) the lecture method is a method that is consistently used by the teacher in the order of explaining, giving examples, exercises, and homework; and b) teachers rarely provide opportunities for students to interact with peers in studying verses and traditions to improve learning outcomes and to create a system of social interaction as a reflection of a democratic society.¹⁰ Therefore, it is necessary to reconstruct the reading of each textbook, in order to have a clear output target and be able to maximize all kinds of potential possessed by each student,¹¹ so that the subject does not stop at the cognitive level but has positive implications in the affective and psychomotor level in each learning material in the textbook al-Qur'an Hadith.

Al-Qur'an material in Madrasah Aliyah is one of the subjects of Islamic Religious Education incorporated in the Al-Qur'an Hadith Subjects, which originally consisted of two subject areas namely the Qur'an and Hadith, then integrated into one field of the Qur'an and Hadith subjects is a continuation of the subjects of the Qur'an and Hadith in Tsanawiyah Madrasahs, while the emphasis of these subjects is the ability to read, understand, and relate to everyday life.¹² However, in further developments, the material of the Qur'an is only presented as an identifier, which is only a form of legitimacy of the subject matter, and does not have a deep touch related to the conditions experienced by students. As a result, students' understanding of the material presented al-Qur'an is still very inadequate, this is due to the portion of the discussion of the study of the Qur'an and the hadith is not too significant in the expected learning process and objectives. This was found by researchers in teaching materials contained in the Qur'an textbooks and hadiths, there was confusion between the learning process, and learning objectives through standard competencies and basic competencies expected in the textbooks as written by Lilis Fauziah and Andi Setiawan, and published by the publisher Tiga

⁷Departemen Pendidikan Nasional, *Undang-undang Sistem Pendidikan Nasional (UUSPN) No. 20 Tahun 2003 Bab II Pasal 3* (Jakarta: Diknas, 2003), hlm. 3.

⁸Ar-Rasikh, Pembelajaran al-Qur'an Hadits di Madrasah Ibtidaiyyah; Studi Multisitus Pada MIN Model Sesela dan MI at-Tahzib, *Journal Penelitian Kelslaman*, Vol. 15, No. 1, 2019, pp. 14-28, hlm. 15.

⁹Tri Dewi, Analisis Keterampilan Membaca Pada Mata Pelajaran Al-Quran Hadits bagi Peserta Didik MAN 3 Palembang. *Muaddib: Islamic Education Journal*, Vol. 1, No. 1, 2018, pp. 43-52.

¹⁰Muhammad Nasir, The Teaching Model Development of the Qur'an-Hadis Subject in Islamic Senior High School in Samarinda, *Jurnal Al-Qalam*. Vol. 20, No. 1. Juni 2014. pp. 9-24, hlm. 10.

¹¹Muhammad Aji Nugroho, Embedding Multicultural Values in Islamic Education: A Portrayal of Contemporary Indonesian Textbooks. *Journal Edukasia Islamika*, Vol. 4, No. 2, Nov. 2019, p. 226-242.

¹²Maman Abdul Djalil, *Al-Qur'an Hadis untuk MTS Berdasarkan Standar Isi 2008*, (Bandung: CV Armico, 2008), hlm. iii.

Serangkai. This study tries to analyze and examine the material used (written) in this book, and provide or offer (reconstruct) teaching material to suit the needs of students.

B. Method

The design of this study is qualitative research that focuses on text studies, this study utilizes text sources to obtain research data without doing field research.¹³ The nature of this research is exploratory descriptive which is to explore a variable that is correlated with each other by emphasizing the explanation and interpretation.¹⁴ This research is sourced from: 1) Primary Sources: the Al-Qur'an textbook of Hadith written by Lilis Fauziah and Andi Setiawan, and published by the publisher Tiga Serangkai which is used in the first and second grade Madrasah Aliyah of Salatiga; 2) Secondary Sources: the literature and literature relating to material objects. In analyzing data, researchers use content analysis (content analysis), to study the description of the content, characteristics of messages, and developments (trends) of a content.¹⁵

The strategies used in the study; 1) determine the model or design of the research to be carried out; 2) determine the primary data to be used as research objects; 3) contextualization of teaching materials related to phenomena that occur in society,¹⁶ then the steps used, namely: 1) Descriptive steps on the textbooks used; 2) The interpretation step, which outlines the detailed form of textbook text study; 3) The analysis step, which is analyzing the explanations contained in the textbook and then being linked to contextual reality; 4) The step of drawing conclusions, namely drawing conclusions on the interpretation and analysis of the content of the textbook study material that has been used.

C. Findings and Discussion

1. Description of Learning Material al-Qur'an Hadith

Al-Qur'an and Hadith Subjects are elements of Islamic Religious Education (PAI) in madrasah aliyah which aim to make students love to read the Koran and Hadith correctly, study it, understand it, believe in its truth and practice its teachings and the values contained therein as a guide and guide in all aspects of life. Therefore, for the implementation of learning in accordance with the objectives of vision, mission, goals, program activities and in the practice of educational implementation there needs to be basic competencies and competencies, while SK and KD in learning the Qur'an in Madrasah Aliyah and time allocation is presented at Table 1.

This is a general description, as a sample of learning as well as the allocation of time given in learning the Qur'an and Hadith. So, based on the competency standards and basic competencies above as well as the allocation of time given in learning the Koran, so that a discussion of the Koran can be understood and practiced the need for situational interpretation of the verse with several strategic steps, namely: 1) Understanding the text of the Koran in accordance with its situational background that is with its *asbabul nuzul* if any, and relevant Qur'anic instructions. 2) formulating the moral

¹³Mestika Zed, *Metode Penelitian Kepustakaan*, (Jakarta: Obor Indonesia. 2008), hlm. 1.

¹⁴Gerben Heitink, dan Heselars Hartono. *Teologi Praktis Pasterol dalam Era Modernitas-Postmodernitas*. Terj. Ferd. Hheselars Hartono (Yogyakarta: Kanisius. 1999), hlm. 175-176.

¹⁵Eriyanto, *Analisis Isi: Pengantar Metodologi untuk Penelitian Ilmu Komunikasi dan Ilmu-Ilmu Sosial Lainnya*, (Jakarta: Kencana, 2011), hlm. 10.

¹⁶Mudrikah. *Nilai-Nilai Pendidikan Sosial Keagamaan Dalam Novel Bidadari Bermata Bening Karya Habiburrahman El Shirazy*, (Surakarta: FITK IAIN Surakarta, 2018), hlm. 67-68.

ideal principles from the material of the Koran and the hadith to be applied and adapted in today's sociological setting.¹⁷

Table 1. SK and KD Learning Al-Qur'an Hadith

Smt	Competency standards	Basic competencies	Time Allocation
I	1. Able to define the purity of the Qur'an	1) Interpreting the verses of the Qur'an about the purity & perfection of the Qur'an.	6 lesson hours (3x meeting)
		2) Applying the Qur'an and Hadith as a source of values and thoughts about the greatness of God Almighty.	6 lesson hours (3x meeting)
	2. Applying the principle of the Qur'an as a source of Value	3) Identifying various types of favors Allah Almighty.	6 lesson hours (3x meeting)
		4) Demonstrating ways to give thanks for God's favor	6 lesson hours (3x meeting)
	3. Get to know the favor of God and how to give thanks	5) Applying the teachings of the Koran as a source of value and basis for the obligation to worship God Almighty.	4 lesson hours (3x meeting)
		6) Applying the teachings of the Qur'an hadith about the use of natural resources.	12 lesson hours (3x meeting)
II	Able to apply the teachings of the Koran about simple lifestyle, the points of virtue and amar ma'ruf nahi mungkar and apply it in everyday life	1) Applying the Qur'an and Hadith about a simple lifestyle.	18 lesson hours (9x meeting)
		2) Applying the points of virtue, as prescribed in the Qur'an and Hadith.	6 lesson hours (3x meeting)
		3) Tells the retribution for believers and virtuous people.	4 lesson hours (2x meeting)
		4) Committing amar ma'ruf nahi mungkar.	4 lesson hours (2x meeting)

2. Design of Al-Qur'an Material Development

As described in the general description above, it makes it easy for writers to develop teaching materials of the Qur'an and Hadith in Aliyah Madrasas, assuming the needs of students and the level of relevance of the material to the psychology of students. The principles that are used as the basis in developing the teaching material of the Koran are conformity, constancy, and adequacy.¹⁸ Students are expected to be individuals who have crucial roles that will be able to and with abilities skills possessed by students, so that he can by itself to improve as a person for himself, his family, and society, as well as the Caliph of Allah on earth.¹⁹ As for the form of developing the teaching material of the Qur'an and the Hadith will be further explored in Table 2.

¹⁷Suryadi, *Metode Kontemporer Memahami Hadis Nabi, Prespektif Muhammad al-Ghazali dan Yusuf Qordhawi* (Yogyakarta: Sukses Ofset, 2008), hlm. 19.

¹⁸Direktorat Pendidikan Madrasah, Dirjen PI Depag RI, *Standar Kompetensi dan Kompetensi Dasar materi Al-Qur'an Hadis Madrasah Aliyah*, 2006.

¹⁹Rossi Febria Rahayu, & Dwi Nur Aini Dahlan, Korelasi Antara Tanggung Jawab Belajar Dengan Prestasi Belajar Pada Mata Pelajaran PAI SISWA SMPN 1 MUARA PAHU, *Tarbiyah Wa Ta'lim: Jurnal Penelitian Pendidikan dan Pembelajaran*, Vol. 6 (3), 2019, pp.29-40, h. 3

Tabel. 2 SK, KD Subject and Sub Subject

Competency standard	Basic competencies	Subject and Sub Subject Discussion
<p>Semester 1 Able to Define the Qur'an and revelation, understand the ways and wisdom of revelation and the Qur'an revealed, identify the position, function and purpose and points of the Qur'an, recognize the miracles of the Qur'an and know how to position , and how to search for surahs and verses of the Qur'an</p>	<ol style="list-style-type: none"> 1. Defining the Qur'an and Wahyu 2. Demonstrate an understanding of the ways in which wahyu is revealed 3. Tells the process of the descent of the Qur'an 4. Identify the position, function and purpose of the Qur'an 5. Delivering the main points of the contents of the Qur'an 6. Tells the miracle of the Qur'an 	<p>Bab 1. Understanding the Qur'an and Revelation, which examines: <i>The Definition of the Qur'an and Revelation, Other Names of the Qur'an and Its Nature, Understanding the Difference between the Qur'an and the Qudsi Hadith, the Difference between the Qudsi Hadith and the Nabawi Hadith.</i></p> <p>Bab 2. Judging from the way Wahyu was sent down, the material being reviewed: <i>The Process of the Falling of Wahyu, the First ayat Going Down, the Last ayat descending.</i></p> <p>Bab 3. The process of the Fall of Wahyu, as for the material studied: <i>Stages of the fall of the Qur'an, Periods of the Declining of the Qur'an, order of Surah Makkiyah, Rules of Surah Madaniyyah, Characteristics of Makkiyah and Madaniyyah, Benefits of Understanding Makkiyah and Madaniyyah, Hikmah Al-Qur'an 'Gradually Going Down, Lessons Learned in the Teaching and Learning Process.</i></p> <p>Bab 4. Al-Qur'an as a Guide to Life, as for the material studied: <i>Guidance for Humans, Main Resources of Islamic Teachings, Warnings and Lessons for Humans.</i></p> <p>Bab 5. Exploring the Basic Content of the Qur'an. As for the material studied: <i>Main contents of the Koran, Aqeedah Problems, Worship Problems, Muamalah Problems, Ahlak Problems, Legal Problems, Historical Problems, Problems of Fundamentals of Science.</i></p> <p>Bab 6. Miracles of the Holy Qur'an are Powerful. As for the material being studied: <i>Knowing Miracles, the Qur'an Is Not Made by Muhammad, Proof of the Miracles of the Qur'an.</i></p> <p>Bab 7. Tips for Finding Letters and ayat. As for the material studied: <i>About Surahs and ayat, Identification of Serial Numbers and Letter Numbers, Looking for ayat and surat.</i></p>
<p>Semester 2. In the second semester the elucidation of the Koran material is still the same but the explanation of the explanation leads more to the aspects of the hadith, meaning that the material reviewed is still the same but the form of the review is added with the hadith.</p>	<ol style="list-style-type: none"> 7. Defining the Qur'an and wahyu. 8. Defining the Qur'an and wahyu. 9. Demonstrate an understanding of the ways in which wahyu is revealed 10. Tells the process of the descent of the Qur'an. 11. Identify the position, function & purpose of the Qur'an. 12. Delivering the main points of the contents of the Qur'an. 13. Get to know how to search for surah in the Qur'an 	

The design of the development of the first semester's Teaching Material starts from Competency Standards which focus on the ability to Define the Qur'an and revelation, understand the ways and wisdom of revelation and the Qur'an is revealed, identify positions, functions and objectives as well as the points of the Qur'an 'an, know the miracles of the Qur'an and know how to position, and how to look for surahs and verses of the Qur'an, while in basic competence; 1) first basic competency remains and does not change; 2) the second basic competency is combined with the third basic competency, because both are considered to be sustainable, and complementary; 3)

Tells the process of the descent of the Qur'an, the changes to the KD not only tell but also indicate the phases of the decline of the Qur'an; 4) Identifying the position, function and purpose of the Qur'an, adding the benefits of learning in order to foster motivation to learn; 5) Delivering the main points of the contents of the Qur'an, the addition is to show special features in the verses makkiyah and madaniyah; 6) Tells the miracle of the Qur'an, the form of addition by explaining the difference that lies in the miracles of the Qur'an with other miracles; 7) Knowing how to search for surah in the Qur'an, its development lies with the basic recognition of the naming of letters from, along with other names attached to the Qur'an.

While in the subject matter and sub-topic there are some changes and additions, including; Chapter 1, interpret the Qur'an and Wahyu, which examines: Definition of the Qur'an and Revelation, Other Names of the Qur'an and Its Nature, Understanding the Difference between the Qur'an and the Qudsi Hadith, the Difference between the Hadith Qudsi and Hadith Nabawi form of development is to provide a comprehensive understanding of the Hadith and the difference with the Qur'an as a holy book. Chapter 2, Viewing the Way of Revelation Lowered, as for the material being studied: The Process of the Revelation of Revelation, First Verse Going Down, The last verse coming down. The form of development by adding the prophetic process of Muhammad with the revelation and the difference with other divine books (Injil, Taurat, Zabur). Thus, as a form of development that the material discussed in chapters 3 & 2, is a single unit that is the process of understanding about the Koran as a whole, which includes the process of revelation, either the beginning or the end, and is equipped with an explanation surah makiyah madani-yah, and the process of gradually descending the Qur'an. This is a form of development oriented to time efficiency. Chapter 4. In the description of the main subject and sub-chapter, the author agrees, but the form of development is by increasing the wisdom of studying the Qur'an. Chapter 5. The form of development is to introduce that the Qur'an is the source of knowledge. Chapter 6. The additional forms are having the ability to distinguish miracles, karomah and magic. Chapter 7 The form of development in this sub-chapter is to introduce other names of the Qur'an according to the ayat-ayat of the Qur'an. The explanation above can be described in detail in the form of learning process diagrams in teaching materials used in class XI semester 1 (one) and 2 (two), through competency standards, basic competencies, subject areas and sub-subjects that form the basis of the learning process conducted in class within a predetermined time duration and target as well as goals expected by educators of students. The form of the design and development of teaching materials is presented at Table 3.

Reconstruction of Teaching Book Material in Class XII Semesters 1 and 2 (Table 4), directed at meeting the needs of extensive knowledge information, which allows students to be able to distinguish which verses of the Koran and which are the results of human reflection, because they know the methods that have been used in the process recitation of the Koran. In addition, the form of implementation of the theoretical study that is built on the theme of teaching materials does not only stop at cognitive and affective learning processes above, but is directed to the form of direct application of what has been learned in the textbook, for example field studies or displaying information obtained from problems that occur in the community. thus the study material studied by students does not stop at the level of discourse and minimal execution.

Table 3. Textbooks for Class XI

Competency standards	Basic competencies	Subject and Sub Subject	Competency standards	Basic competencies	Subject and Sub Subject
<p>Semester 1 Able to identify the purity and perfection of the Qur'an, apply the principles of the Qur'an as a source of value, recognize the blessings of God and give thanks, and apply the teachings of the Qur'an about the use of nature</p>	<ol style="list-style-type: none"> 1. Interpreting the ayat-ayat of the Qur'an about the purity & perfection of the Qur'an 2. Applying the Qur'an & Hadith as a source of values & thoughts about the greatness & power of Allah. 3. Identifying the kinds of blessings of Allah 4. Demonstrate ways to give thanks for God's favor 5. Applying the Qur'an as a source of values & basic obligation to worship God 	<p>Bab 1. Perfection of the Qur'an Guaranteed in: (Surah Yunus: 37-38, An-Nisa: 82, Al-Isra: 88) about: Challenges for those who doubt</p> <p>Bab 2 <i>The Universe & His Greatness in (Surah An-Nahl: 65-70).</i> <i>Material about: God's Power, the Universe, Rizqi, Bees, Medicine, Commemoration of the Wisdom</i></p> <p>Bab 3 & Bab 4. Gratitude for the grace of God: (Qs. Az-Zukhruf: 9-13, Qs. Al-Ankabut: 17). Theory; Favours no limits on the Implementation of Gratitude</p> <p>Bab 5. Performing Ibadah, (Surah Az-Zariyat: 56, Qs. al-Baqarah: 43,183, Qs. Ali Imran 3: 97).</p> <p>Bab 1. <i>leaving a wasteful life (Al-Qasas: 79-82 Al-Isra: 26-27).</i> <i>Material about: Excess prohibition, Spender of Satan's Partners</i></p> <p>Bab 2. Become a True Muttaqin. (Surat al-Baqarah 2: 177)</p> <p>Bab 3. Faith & Amal Shaleh, two things must be in line (Qs. An-Nahl: 97 and Qs. Al-Asr: 1-3).</p>	<p>Semester 1 Able to identify the purity and perfection of the Qur'an, apply the principles of the Qur'an as a source of value, recognize the blessings of God and give thanks, and apply the teachings of the Qur'an about the use of nature</p> <p>Semester 2 Able to apply the teachings of the Qur'an and Hadith about simple lifestyle, the points of virtue and amar ma'ruf nahi munkar and apply them in everyday life</p>	<ol style="list-style-type: none"> 1. Interpret verses of the purity & perfection of the Qur'an 2. Applying the Qur'an & Hadith as a source of values & thoughts of the greatness & power of Allah. (join KD 5) 3. Identifying the kinds of favours of Allah. 4. Demonstrate ways to give thanks for Allah's favor 5. Applying the Qur'an as a source of values & basic religious obligations <p>Development: made into one KD 5 and 2 because of the same goal.</p> <p>namely: Obligations of Ibadah</p> <ol style="list-style-type: none"> 1. Implement a simple lifestyle. 2. Applying the Principle of good deeds in the Qur'an & Hadith 3. Tells the Retribution for the Faithful and Righteous Charity 	<p>Development in this chapter: the explanation of the method of interpretation of the Koran & models of interpretation is included, thus this material also includes the material of interpretation.</p> <p>Development in this chapter: KD 2 & 5 are combined, the greatness of God's power and the obligation to worship are included in the subject and sub-topic.</p> <p>Development in Chapters 3 & 4: transforming KD into Grateful for God's Favor, the subject of the study of the identification of various kinds of God's blessings & forms of gratitude, & demonstrating by deeds</p> <p>Development on this material. making al-Qur'an as a source of human activity on this earth.</p> <p>Development in the second semester on: aspects of verse application, with a focus on psychomotor aspects. Because this book is only on the affective & cognition side.</p>

Tabel 4. Teaching Material for Class XII

Competency standards	Basic competencies	Subject and Sub Subject	Competency standards	Basic competencies	Subject and Sub Subject
Semester 1 Able to understand the teachings of da'wah, human responsibility, obligations to be fair and honest	1. Apply Da'wah Law & Method 2. Familiarize yourself with family and community responsibility 3. Familiarize Yourself Fair and Honest	Bab 1. <i>Da'wah: Past and Present. material studied: Commemoration of the Method of Propagation of the Prophet</i> Bab 2. <i>Every human being is a Leader. reviewed material; Humans and Responsibilities</i> Bab 3. <i>Fair and Honest: The Pillar of Success. material studied: Honest and Fair, Two Sentences that Need Each Other</i>	Semester 1 Able to understand the teachings about da'wah, human responsibility, obligations to be fair and honest	1. Apply the Law and Method of Da'wah 2. <i>Getting Responsible in Family and Community. Development on KD 2 is: Formation of Character with Responsibility.</i> 3. Familiarize Yourself Fair, Honest and Trustful	Development in this chapter: Introducing technology-based Da'wah or e-Da'wah in the language of IT (electronic dakwah) which began to flourish in this modern era. The development in this chapter is to shape leadership and character education. Development in this chapter: Guarding the Islamic Brotherhood, instilling tolerance among others.
Semester 2 Able to understand the teachings of the Qur'an and Hadith about social ethics, hard work, personal and community development and science	1. Shows fellow human relationships and not exaggerating 2. Apply ayat of the Qur'an and Hadith about good and halal food	Bab 1. <i>Al-Qur'an About Association. Material about making friends.</i> Bab 2. <i>The pleasure of Halal food</i>	Semester 2 Able to understand the teachings of the Qur'an & Hadith about social ethics, hard work, personal & community development, science	1. Shows the association of fellow human beings and not exaggerating (Excess words are transferred to the next KD) 2. Apply ayat al-Qur'an and Hadith about good and halal food	Development in this chapter, the strict prohibition of excess in terms of food (foraging food)

3. Analysis of Learning Materials

The results of the development of al-Qur'an learning material and the Hadith in Madrasah Aliyah above, based on the results of the analysis and evaluation of the author of the distribution of learning material contained in textbooks used by Madrasah Aliyah today. Thus the development which is the result of the analysis of the writer's discourse, is expected to be able to complement what is considered lacking in the textbook Al-Qur'an Hadith written by Lilis Fauziah and Andi Setyawan by the author, so that learning seems very effective and efficient for the development of student learning. So in this analysis the author has two concepts, the first to analyze with an evaluation system, from the results of this evaluation will be born the second concept, namely the development of the textbook evaluated earlier, as an offer of evaluation. For more details, it can be described as follows:

a. Evaluation of Learning Materials

After looking at the material distribution map and differentiating its classification and suitability in the study of the Qur'an for Madrasah Aliyah, an analysis can be carried out which includes;

1) In terms of allocation of material distribution.

The distribution of material in class X seems to have been coherent and gradual although there are still overlaps in the material as in KD 2 and KD 3, and in class XI and XII the material is delivered only based on themes, so that it does not seem coherent and is only a choice of themes. And when viewed the material taught in broad outline covers all the main points of thought contained in the Qur'an, it's just that the allocation of these points is made in stages. For example, in class X (ten) learning orientation looks the most widely taught *aqeedah* material with an allocation of 85.7%, while for the subject of worship 42.8% and *muamalah* and morality of 14.2%. While in class XI (eleven), the material is more oriented to the discussion of the content of the Qur'an and the most widely taught is 75%, worship and *muamalah* by 25%, and morals by 50%. While class XII (twelve) *muamalah* material is the most widely taught, namely 62.5%, *aqeedah* 20.7%, worship 13.8%, and *muamalah* 31%. Overall from class X to class XII, *aqeedah* material has a large allocation of 52%, then worship and *muamalah* have the same allocation of 34.8% and morals of 30.4%.

2) In terms of the compatibility of the material of the Qur'an with the psychological situation of students which includes the interests, potential, and modalities of students.

The material taught is largely in accordance with the psychology of students who are growing up and has been able to read the phenomena around them. Materials such as wasteful prohibitions, work ethics, are appropriate for those who are in times easily influenced by consumerism and are lazy to try. And the material about the universe is in accordance with the level of maturity of thinking of madrasa aliyah students. But there are also materials that are deemed necessary to develop considering the level of students who should use logic in thinking rather than just memorizing theories, for example material on the meaning of the Qur'an and revelation, ways of revelation revealed, and the process of revelation, where materials it should have become basic knowledge for students at the Madrasah aliyah level. And halal food material is more relevant to be given early on to tsanawiyah madrasa students, so the material needs development so that there is a difference with the tsanawiyah level. Tips on finding surahs and verses are also considered less relevant (in the sense of being too high), considering that students have not been able to read the book. However, as a form of development in the context of understanding the verses and the Qur'an the basic layout is needed, so the author's goal in that case is to make the material for finding letters and verses a basic step for the cognitive development of students' abilities later.

3) In terms of learning applications (affection, cognition, psychomotor).

In terms of learning applications that include cognitive, affective, and psychomotor. The results of the author's analysis, when viewed in the cognitive level of learning have touched that level. As conceptualized in competency standards and material content, then when linked to affective that is an attitude of the understanding of the hadith, the author's assumption has touched also, this is seen in the assignments in the textbook that encourage students to have an attitude towards the greatness of God who has created al-Qur'an as a guide to the lives of Muslims, but in the psychomotor level that results in a behavior or action from the results of the attitude of understanding above, it has not been fully realized, so as a form of development reviewed by the writer in the column above, it would be better to insert exemplary story of the reality of life today. So that the child's understanding of the verse is really in the verse or letter that is being studied in the subject, because psychomotor is part of the *l'tibar* for students.

4) In terms of the textbook

The textbooks used in general are good based on decisions made by the Department of Religion. The language used is quite communicative in accordance with the style of adolescent language, themes and sub themes are made more diverse equipped with various enrichment articles such as character studies, names of well-known commentaries, and vocabulary (*mufradat*) that are packaged in an interesting way. The

verses used in supporting the theme are also largely relevant to the theme under study. The weakness of the textbook lies in the existence of several discussions about differences of opinion among scholars who are often not thoroughly discussed, so that it has the potential to make students confused. Another weakness is in the preparation of competency tests (evaluations), there are a number of problems that still need to be corrected in relation to multiple choice questions where the choice of answers still contains many weaknesses.

b. The offered form of development

After seeing the results of the analysis of some of the problems above, then as a form of developing al-Qur'an teaching materials for Madrasah Aliyah offered by the authors of the evaluation results in the above column, the form of elaboration of the development offered by the author above is as follows:

1) In terms of suitability (relevance) Subject with SK and KD.

Learning materials have developed by adding several subjects and adding and subtracting their basic competencies. This aims to present several subjects and new basic competencies, to make it easier for students to understand the next subject, as reviewed in the above column, and this development as seen in the KD class (X: KD 2nd and 3rd combined, then 4th KD and the seventh has been added) (XI: 2nd and 5th KD combined, then the 4th KD has been summarized) (XII: 2nd and 3rd KD has undergone changes and additions, then in second semester no 2 has shifted). As for the subject and sub-discussion the authors assume that what is offered there are still many additions as outlined in the column above, the authors' assumptions to add insight and knowledge to students so that there is an expansion of discussion that includes aspects of cognitive, affective, psychomotor, which are part of the learning objectives.

2) In terms of consistency of learning material

Considering the number of abilities that must be mastered by students contained in SK and KD, there are some materials that need to be developed in learning for example eating halal, which according to the author is tsanawiyah material but in the level of development to suit students, with the expansion of the meaning of haram and halal, the discussion orientation is more towards research and research in the level of science (khamer: what is its content, why is it forbidden, then why are pigs and dogs not to be eaten) and the level of thought (something that is lawful can be unlawful and something that is unlawful can be halal: forbidding food, eating something unclean in areas where there is no food at all, and so on). Adding interpretive science material to eleventh grade XI as a form of development that the author judged was very helpful in learning.

3) In terms of adequacy

The purpose of this adequacy side is that the material delivered is not too little and not too much, but it is suitable and fits the portion. As described in the above column, several KDs are combined, for example class X KD 2 and KD 3, then class XI KD 2 and KD 3, there are additional forms, and summarizing as described above. Likewise on the subject matter which the author judges is good, it only needs to be added and combined by taking into account the time allocation given above, so that the breadth of the material is very awake and too wide with its proportions.

4) From the approach and ordering of the material

There are procedural mismatches in material such as KD and subject matter, for example class X KD 2 and KD 3, then class XI KD 2 which tells various kinds of revelations that came down and KD 3 which tells the process of the descent of the Koran, both materials in the discussion too many repetitions of the discussion are considered, so that as a solution the material above goes down to function to complete the discussion on the subject matter being studied, thus the assumptions of the authors of the material will coherent in the discussion.

5) In terms of the consequences of material development

With the transfer and addition of basic competencies and subject areas and sub-subjects, this has implications for the addition or reduction of some abilities that must be

mastered by students contained in the competency standards and basic competencies, this happens because learning materials must refer to SK and KD that have been specified in the syllabus.

D. Conclusion

The results of the analysis and development shown above, clearly describe that 1) The distribution of material in class X seems to have been coherent and gradual although there are still overlaps in the material as in KD 2 and KD 3, and in class XI and XII the material is delivered only by theme, so that it does not seem coherent and is only a theme selection; 2) The material taught is in accordance with the psychological of students and has been able to read the phenomena around it. But there is material that needs to be developed so that it makes more use of logic in thinking than just memorizing theory; 3) In terms of application of learning the cognitive level of learning has touched, but the affective and psychomotor sides have not; 4) discussion about differences of opinion among scholars is not discussed thoroughly, potentially confusing students. The achievement of the program and learning is not only seen from the cognitive side, but is attached to all aspects that bind to the material, learning process, ways of learning, students and educators, this is seen from teaching materials (textbooks) used in terms of the distribution of material distribution, the compatibility of the material of the Koran with the psychology of students (interests, potential, and modalities of students), as well as the application and implementation of learning in social reality. So in reconstructing teaching material it is necessary to pay attention to the suitability (relevance) of the subject with SK and KD, the consistency of learning material, the adequacy side so that the material delivered is appropriate and fitting in proportion, the approach and sequencing of the material used, and the consequence of the material development . Thus the results of research on teaching materials and forms of development offered are very comprehensive and adequate to be used as evaluation and development materials in the preparation of textbook materials that will be used in the learning process for each student and educator, so that students have a broad understanding of the material which is described from teaching materials and the breadth of explanations conveyed by educators, and the learning process becomes interesting and challenges students to be actively involved.

Al-Qur'an textbook material of hadith written by Lilis Fauziah and Andi Setiawan and used by class X, XI, and XII, already has the requirements to be ideal and comprehensive teaching materials for use in the learning process, but has several notes including the selection some themes that are considered less relevant to the psychological side of students who seem to repeat the material that is below its level, namely in class IX, VIII and VII, so that the material wrangling presented in the preparation of textbooks causes boredom in students, and even educators themselves in the process learning that takes place, besides that there are still materials that need to be developed to make more use of logic in thinking rather than just memorizing theory, therefore an educator (teacher) is required to be able to combine art, strategy, learning methods with the allocation of available time and resources and existing media. Some of the description above hopes to become a role model that can be developed in the learning process, which not only stops at the transfer of knowledge, values, and culture from educators to students, but also creates a learning climate based on the reality of the needs that exist in society.

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Muhammad Aji Nugroho

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