



THE RELEVANCE OF THE MADRASAH ALIYAH FIQH PACKAGE BOOK PUBLISHED BY THE INDONESIAN MINISTRY OF RELIGION WITH THE 2013 CURRICULUM

Mhd. Reza Fahlevi¹, Asnil Aidah Ritonga², Wahyuddin Nur Nasution³

State Islamic University of North Sumatra Medan, Indonesia^{1,2,3}

muhammadrezafahlevi1801@gmail.com¹, asnilaidahritonga@uinsu.ac.id²,

wahyuddinnurnasution@uinsu.ac.id³

Received: 12-07-2021

Revised: 20-07-2021

Accepted: 19-08-2021

Abstract

This study aims to describe and analyze fiqh textbooks for madrasah aliyah subjects in Batubara Regency. This study uses a qualitative approach with the R&D method. The results of this study indicate that (1) the madrasah aliyah fiqh package book published by the Ministry of Religion of the Republic of Indonesia in Batubara Regency is relevant to the KD component (basic competence) of the 2013 curriculum and is student-centered (student-centered learning); (2) the book component is considered feasible based on the feasibility test which obtains an average score of 67.01 (good category); (3) language suitability is also assessed as accurate and precise, and in accordance with the level of intellectual development of students at the madrasah aliyah level, based on the feasibility test, obtaining an average score of 70.83 (good category); and (4) the presentation of the book is considered good with an average test score of 84.37 (good category) and meets the aspects of graphic standardization in the content design, book size, and cover section. Overall, it was concluded that the madrasah aliyah fiqh textbooks in Batubara Regency were worthy and in a good category to be distributed as reading material for madrasah aliyah students.

Keywords: Fiqh Package Book, Curriculum 2013, Ministry of Religion RI

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisa buku paket mata pelajaran fiqh madrasah aliyah di Kabupaten Batubara. Penelitian ini menggunakan pendekatan kualitatif dengan desain *mix method*. Hasil penelitian ini menunjukkan bahwa (1) buku paket fikih madrasah aliyah terbitan Kemenag RI di Kabupaten Batubara relevan dengan komponen KD (kompetensi dasar) kurikulum 2013 serta berpusat pada siswa (*student centered learning*); (2) komponen buku dinilai layak berdasarkan uji kelayakan yang memperoleh nilai rata-rata 67,01 (kategori baik); (3) kesesuaian bahasa juga dinilai akurat dan tepat, serta sesuai dengan tingkat perkembangan intelektual siswa jenjang madrasah aliyah, berdasarkan uji kelayakan memperoleh nilai rata-rata 70,83 (kategori baik); dan (4) penyajian buku dinilai baik dengan nilai hasil uji rata-rata 84,37 (kategori baik), serta memenuhi aspek standarisasi grafik pada bagian desain isi, ukuran buku dan bagian cover (sampul buku). Secara keseluruhan, disimpulkan bahwa buku paket mata pelajaran fikih madrasah aliyah di Kabupaten Batubara layak dan kategori baik untuk didistribusikan sebagai bahan bacaan siswa jenjang madrasah aliyah.

Keywords: Buku Paket Fiqih, Kurikulum 2013, Kementerian Agama RI,

INTRODUCTION

Books are an important component in the learning process. This has prompted the government to make intensive efforts to procure relevant textbooks used in schools or madrasas. Moreover, now students' reading power and interest has begun to decline, along with the development of technology and the existence of gadgets. For this reason, teachers need innovative teaching materials to influence the optimality of learning in the digital era.

According to Anggela, textbooks and the content in them, greatly affect the process and learning outcomes. For this reason, various developments of teaching materials are needed with educational values for students as a provision of skills in the future.¹ Furthermore, it takes creative and innovative efforts from educators so that the content of the material contained in textbooks can be well received by students in the classroom and outside the classroom.

In the digital era, the rapid development of information technology, especially the internet and television media, has influenced students' reading interest. Not inferior to the creativity of teachers and the creativity of students who differ in influencing the learning process, the teacher or educator will be required to be creative in presenting books as teaching materials. So that books are visualized by students, namely not as outdated or boring teaching materials.

Curriculum change is the government's effort to respond to the needs of the community in building a generation of superior human resources in Indonesia and adaptive to various developments of the times. One of these changes is the establishment of the 2013 curriculum as an effort to respond to the community's needs for problems of moral degradation, the development of science and technology, and global competition. Furthermore, Lubis explained that curriculum changes are intended to be a direction and guide for integrated learning activities and educational processes.²

According to Muchlis, *education without book is unthinkable* (meaning: it is impossible for education to take place optimally without books).³ Furthermore, Wiraman explained that textbooks or textbooks are formal guidelines for learning in schools/madrasahs or subjects at universities.⁴ Likewise, the books used as guidelines must comply with the criteria for quality textbooks according to the National Education Standards Agency (BSNP).

According to Muljono, the standard in question must meet 4 elements, namely content feasibility, presentation feasibility, language feasibility and graphic feasibility.⁵ In more detail, Muchlis explained that the feasibility of the graphic includes the size of the book, the

¹ Mila Anggela, "Pengembangan Buku Ajar Bermuatan Nilai-nilai Karakter pada Materi Usaha dan Momentum untuk Pembelajaran Fisika Siswa Kelas XI SMA," *Pillar of Physics Education* 1, no. 1 (2013), <http://dx.doi.org/10.24036/492171074>.

² Marasamin Lubis, *Telaah Kurikulum Pendidikan Menengah Umum/Sederajat* (Medan: Perdana Publishing, 2016), 1.

³ Mansur Muchlish, *Text Book Writing: Dasar-dasar Pemahaman, Penulisan dan Pemakaian Buku Teks* (Yogyakarta: Ar-Ruzz Media, 2010), 23.

⁴ Wiraman, *Evaluasi Teori, Model, Standar, Aplikasi dan Profesi, Contoh Aplikasi Evaluasi Program: Pengembangan Sumberdaya Manusia, Program Nasional Pemberdayaan Masyarakat (PNPM) Mandiri Pedesaan, Kurikulum, Perpustakaan, dan Buku Teks* (Jakarta: PT Raja Grafindo Persada, 2011), 260.

⁵ Pudji Muljono, "Kegiatan Penilaian Buku Teks Pelajaran Pendidikan Dasar dan Menengah," in *Buletin BNSP Media Komunikasi dan Dialog Standar Pendidikan* 2, no. 1 (2007): 15.

design of the cover and the design of the contents of the book.⁶ This standard setting is expected to encourage or stimulate students to enjoy learning, and creative and innovative ideas arise in the learning process.⁷

Contextually, Sitepu informed that the textbooks provided must pay attention to the growth and development of students according to the level or level of education.⁸ Lebrun, et al. added, the role of textbooks must also balance the interaction between teachers and students, so that the language presented must be straightforward and interesting, and the content must be positively charged for student development.⁹ In line with this, Nasution explained that the quality of presenting interesting textbooks or textbooks will facilitate the learning process and also the development of students.¹⁰

The trend that has occurred so far is that teachers rely a lot on textbooks as the main guide and put aside other learning resources, causing boredom or boredom for students. For this reason, a learning system is needed that trains students' independence through specially prepared textbooks and learning resources, and can be used directly by teachers or students.¹¹

Hong & Choi explained that textbooks play an important role in the learning process.¹² For this reason, it is necessary to analyze textbooks or textbooks in accordance with the direction of the national education curriculum. This is based on the findings of previous researchers on "oddity" in textbooks that are not in accordance with the curriculum message.¹³

More details, Rasdianah in Muljono explained that the problem of textbooks or textbooks is often a fundamental problem in education.¹⁴ How come? Learning orientation still tends to be reading, not understanding. In the context of learning the Qur'an, reading and memorizing are the main orientations, not yet at the stage of understanding meaning and extracting meaning. In the context of Fiqh lessons, what tends to happen is that teachers teach teaching materials as if the religious activities that are routinely carried out are passive, whereas in Fiqh the materials are dynamic, active, in accordance with the hujjah al-Islam.

In relation to the subject of Jurisprudence, it is deemed urgent to analyze the textbooks (texts/teachings) given to students and teachers. This is based on the balance of material that will be accepted by students. Moreover, the content of the fiqh textbook contains shari'a teachings that must be practiced by students as Muslim students.

Fiqh subjects as one of the Islamic Religious Education (IRE) subject groups characterize Islamic teaching materials for Islamic educational institutions. Because, it contains basic materials and key guidelines for the implementation of worship. The science of jurisprudence discusses syar'i law, practical practice and contains the arguments relating to the

⁶ Muchlish, *Text Book*, 292.

⁷ Muljono, "Kegiatan Penilaian....," 2.

⁸ B.P. Sitepu, *Penulisan Buku Teks Pelajaran* (Bandung: PT Remaja Rosdakarya, 2015), 12.

⁹ Johanne Lebrun, et.al., "Past and Current Trends in the Analysis of Textbooks in a Quebec Context," *Curriculum Inquiry* 32, no. 1 (2002): 51-83. <https://doi.org/10.1111/1467-873X.00215>.

¹⁰ S. Nasution, *Asas-asas Kurikulum* (Jakarta: Bumi Aksara, 2019), 244.

¹¹ Muljono, "Kegiatan Penilaian....," 185.

¹² Dae S. Hong & Kyong Mi Choi, "A Comparative Analysis of Linear Functions in Korean and American Standart-Based Secondary Textbooks," *International Journal of Mathematical Education in Science and Technology*, <https://doi.org/10.1080/0020739X.2018.1440327>.

¹³ Muchlish, *Text Book*, 23.

¹⁴ Muljono, "Kegiatan Penilaian....," 89.

worship of Muslims. Therefore, the material written in fiqh textbooks as well as in other reference books must be correct and based on reliable sources in accordance with the Shari'ah.

Learning Islamic Religious Education, as one of the subjects containing the content of Islamic teachings and the order of Islamic life values, needs to be pursued through good religious education learning planning. Considering that Fiqh learning is also faced with various complex challenges, both internal and external. So it requires a careful learning design including designing Fiqh textbooks that are able to cover these challenges in accordance with the Fiqh learning objectives which want to make students have complete competence in understanding factual, conceptual, and procedural religious knowledge, then present it in the concrete realm. or abstract in accordance with what has been understood,

In fact, the analysis of fiqh textbooks (packages) has been widely studied by previous researchers. Among other things, research was conducted by Atikah on the feasibility study of the 2013 Curriculum Fiqh textbooks for Class XI Madrasah Aliyah.¹⁵ In addition, there is also Adawiyah's research which analyzes gender studies in the book of Fiqh based on PMA Number 2 of 2008 regarding Muslim feminist views.¹⁶ Other research related to fiqh books, was also researched by Maya about the problems of zakat. In conclusion, it is explained that how to overcome the problem of zakat has been taught well by the teacher according to the guidelines in the textbook. However, students themselves are not interested because they are included in the calculations in the zakat material.¹⁷ Other relevant research, there is a study on the content of character education in the fiqh textbooks in the 2013 curriculum.¹⁸ In fact, Dahlia also conducted research on the innovation efforts of fiqh teachers in managing classes and utilizing learning resources for students.¹⁹

Furthermore, Atikah in her thesis also stated that in the textbooks there are still some weaknesses, such as the lack of inclusion of materials and enrichment questions for students, errors in typing words and transliteration and book covers that do not reflect the contents of the book.²⁰ Thus, further research is needed to analyze the content and feasibility of textbooks for students. The research in question is summarized in the title, " The Relevance Of The Madrasah Aliyah Fiqh Package Book Published by The Indonesian Ministry of Religion With The 2013 Curriculum ".

¹⁵ Atikah Al-Batati, "Studi Kelayakan Buku Pelajaran Fikih Kurikulum 2013 Kelas XI Madrasah Aliyah," *Skripsi*, (Purwokerto: IAIN Purwokerto, 2018). <http://repository.iainpurwokerto.ac.id/3870/>.

¹⁶ Robiah Adawiyah, "Jender dalam Buku Ajar Fiqih untuk Madrasah Aliyah Berdasarkan Permenag No. 2 Tahun 2008 Menurut Pandangan Feminis Muslim," *Tesis*, (Semarang: IAIN Walisongo, 2012). <http://eprints.walisongo.ac.id/id/eprint/64/>.

¹⁷ Mei Maya, "Analisis Problematika Pembelajaran Fiqih tentang Zakat di Madrasah Aliyah Muhammadiyah 1 Banjarmasin," *Skripsi*, (Banjarmasin: UIN Antasari, 2016). <http://idr.uin-antasari.ac.id/5341/>.

¹⁸ Uswatun Hasanah BQ., "Muatan Pendidikan Karakter dalam Buku Fiqih Kelas X Kurikulum 2013 dan Implementasinya dalam Pembelajaran di Madrasah Aliyah Muallimat Nahdhatul Wathan Pancor Lombok Timur," *Tesis*, (Surabaya: UIN Sunan Ampel Surabaya, 2019). <http://digilib.uinsby.ac.id/35160/>.

¹⁹ Cici Bungah Dahlia, "Inovasi Guru Mapel Fikih dalam Mengelola Kelas di Madrasah Aliyah Negeri 1 Lamongan," *Skripsi*, (Surabaya: UIN Sunan Ampel Surabaya, 2021). <http://digilib.uinsby.ac.id/47652/>.

²⁰ Al-Batati, "Studi Kelayakan Buku....".

METHOD

This study focuses on the analysis of textbooks for fiqh Madrasah Aliyah subjects in Batubara Regency. To express the substance of this research, in-depth observations and a natural setting are needed. So the approach used in this study is a qualitative approach, with the R&D method.²¹

So, the role of the researcher becomes very important because the validity of the data will be submitted to the research subject, whether the data obtained and the analysis are really in accordance with the perception/view of the subject. Therefore, the presence of researchers as planners, implementers, data collectors, analyzers, data interpreters and at the same time reports the research results.²²

The background of the research in this research is generally carried out in the library, namely by analyzing research documents in the form of the Fiqh Madrasah Aliyah package in Batubara Regency which is published by the Ministry of Religion of the Republic of Indonesia as well as documents in the form of interview transcripts. However, specifically to find out the use of textbooks in this study, it also has a limitation/coverage of the research location, namely in the area of Batubara Regency.

Data is real information or material that can be used as the basis for a study (analysis or conclusion).²³ While the data source is the subject from which the data can be obtained. The data sources are people who can provide data through interviews, places that present views in the form of stillness (eg rooms, objects, etc.) and motion (eg activities, performance, teaching and learning activities, etc.), as well as symbol (paper) that presents a sign in the form of letters, numbers or other symbols.²⁴

The data and data sources are divided into two, namely as follows: *Primary data* is data that is directly obtained from the first research data source or research object.²⁵ Primary data is data taken directly from the researcher to the source, without any intermediary. According to Sugiyono reveals that primary data is a direct source of data from providing data to data or data taken directly from researchers to the source, without any intermediaries.²⁶ The main source of this research is the 2013 Curriculum of Madrasah Aliyah Fiqh Subjects published by the Ministry of Religion of the Republic of Indonesia.

Secondary data is data obtained from a second source that is not directly related to the object or from this research, the material is expected to complement and clarify the primary data.²⁷ Meanwhile, according to Sugiyono, secondary data is a source that does not directly provide data to data collectors or supporting references, as complementary materials needed in a researcher.²⁸ This secondary data is 1 Fiqh subject teacher and 3 students representing each class, as users of the Fiqh subject book published by the Ministry of Religion of the Republic of Indonesia.

²¹ Sudarwan Danim, *Menjadi Peneliti Kualitatif* (Bandung: Pustaka Setia, 2002), 35.

²² S. Nasution, *Metodologi Penelitian Naturalistik Kualitatif* (Bandung: Tarsito, 1996), 5.

²³ Wahid Murni, *Cara Mudah Menulis Proposal dan Laporan Penelitian Lapangan Pendekatan Kualitatif, Skripsi, Tesis, dan Disertasi* (Malang: UM Press, 2008), 41.

²⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2007), 107.

²⁵ Burhan Bungin, *Metodologi Penelitian Kuantitatif* (Jakarta: Prenada Media Group, 2005), 132.

²⁶ Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif & RnD* (Bandung: Alfabeta, 2016), 266.

²⁷ Bungin, *Metodologi Penelitian*.

²⁸ Sugiyono, *Metodologi Penelitian*, 222.

Data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data.²⁹ Without knowing data collection techniques, researchers will not get data that meets the data standards set. The data collection technique in this research is to use the document review technique as the main data collection technique. By using interview techniques as a supporting technique to obtain other data that supports the main data. After the data is collected, the data is analyzed to obtain conclusions from these data as well as to answer the formulation of the problem that has been compiled.³⁰ There are three kinds of activities in analyzing qualitative data, namely: 1) Data Reduction, 2) Data Display and, 3) Drawing Conclusions/verification.

RESULTS AND DISCUSSION

Findings

The results obtained from the analysis activities on the textbooks of the relevance of the book to the 2013 curriculum, the appropriateness of the content, language, presentation, and graphics in the fiqh textbooks used by Madrasah Aliyah in Coal Regency, especially at MAS Al Washliyah Desa Pakam. The results of the analysis are in the form of triangulation results from the researcher as the first observer and the second observation. From this research, it is known that the books of Fiqh Madrasah Aliyah studied are:

Table 1. Jurisprudence Subject Book

No.	Book title	Publishing Supervisor	Reviewer	Manuscript Contributor	Publication Year
1.	Jurisprudence Class X	Directorate of Madrasah Education, Directorate General of Islamic Education, and Ministry of Religion of the Republic of Indonesia.	Fahrurrozi	Ahmad Alfian, Ahmad Taufiq Wahyudi AS, Tri Bimo Soewarno	1st printing, 2014
2.	Jurisprudence Class XI	Directorate of Madrasah Education, Directorate General of Islamic Education, and Ministry of Religion of the Republic of Indonesia.	Khamami Zada, Sarmidi Husna	Tri Bimo Soewarno, Ahmad Alfian, H. Ahmad Taufiq Wahyudi	1st printing, 2015
3.	Jurisprudence Class XII	Directorate of Madrasah Education, Directorate General of Islamic Education, and Ministry of Religion of the	Dr. Abdul Maqsith Ghozali, MA	Amari Ma'ruf, Sudiyanto, M. Khamzah	2016

²⁹ Sugiyono, *Metodologi Penelitian*, 104.

³⁰ Abbas Tashakkori & Charles Teddie, *Mixed Methodology: Mengkombinasikan Pendekatan Kualitatif dan Kuantitatif* (Jakarta: Pustaka Pelajar, 2010), 208.

Republic of
Indonesia.

Source: Islamic Students Book (Fiqh) of MAS Al Washliyah Desa Pakam

The Relevance of the Jurisprudence Package Book to the 2013 Curriculum Book of Jurisprudence Class X

The fiqh textbooks published by the Ministry of Religion contain 49 Basic Competencies (KD) covering 26 KD in semester 1 and 23 KD in semester 2. While in KMA No. 165 of 2014 there are 42, which includes semester 1 totaling 20 KD and semester 2 totaling 22 KD, Fiqh Materials in class X totaling 11 chapters.

The KD contained in the Fiqh textbook with KMA No. 165 of 2014 has a difference in the initial use of words in the KD. For example, in KD 2.1 in the Fiqh package, the material on the Concept of Fiqh and Worship in Islam: "Understanding fiqh law in sharia worship". While in KMA No. 165 KD 2.1 it reads: "Showing obedient behavior to the provisions of the Fiqh law in daily life", which is contained in the Fiqh textbook for class X semester 1. KD while in KMA No. 165 there are 5 KD.

Furthermore, in the second semester of the tenth grade Jurisprudence textbook, there are differences in KD, namely KI 1 KD 1.2 regarding the obligations of God's commandment regarding issuing property to mustahiq. While at KMA No. 165 contained in KD 1.3, namely living the values contained in waqf, grants, alms and gifts. Furthermore, in the fiqh package book for semester 2 of KI 1, there is no KD material on Economics in Islam. And many basic competencies are listed in the fiqh textbook but are not listed in every chapter. For example, the material on Islamic Economics in Chapter 7 semester 2, seen from the KD class X there are 3 KD which include: 2.2 Getting used to working together in the Islamic economy, 3.2 Studying Islamic rules regarding Islamic economics, and 4.2 Practicing how to buy and sell syiar, musaqah, muzara' Ah, mukharabah, syirkah, murabahah, mudharabah, and greetings.

KD contained in the teacher's handbook with students has gaps or differences in sentence redaction and meaning. This creates an inconsistency between the teacher's handbook and the student's book. In the fiqh textbook for the second semester of class X, there are also differences in the use of different words but have the same meaning. For example, in KI 4, the word "Practice" is found, while KI 4 in KMA No. 165 contains the word "Simulate".

Class XI Jurisprudence Package Book

There are 27 Fiqh textbooks for class XI, including: in semester 1, there are 16 and in semester 2, there are 11 KD. While the KD contained in KMA No. 165 totaling 24 which includes: semester 1 totaling 16 and semester 2 totaling 8 KD, then the material presented in class XI amounted to 5 chapters.

In the class XI fiqh textbooks, there are mappings of KI and KD. In contrast to fiqh textbooks for class X and XII, KI and KD are not listed at the beginning of the book before the table of contents and are only listed in each chapter. In class XI fiqh textbooks studied by KI and KD, KI and KD differ in their use of words with

KMA No. 165 of 2014. For example, in class XI fiqh textbooks, it is found that KD reads: "Appreciating Islamic Shari'a on Hudud Law". While at KMA No. 165 reads: "Appreciating the wisdom of hudud Islamic law". And at KD 1.4 in class XI, it was found that KD 1.4 reads: "Accepting Islamic judicial law" and at KMA No. 165 of 2014 in KD 1.4 reads: "Believes in the truth of Islamic judicial law".

There are many other KDs where there are differences between the Fiqh textbook and KMA No. 165 of 2014. The difference lies in the use of words or sentences in KD although there are differences in the use of words but they have the same meaning. An example is in KD 4.3 the initial word in the Fiqh package book "Shows examples of violations that are subject to bughat provisions". While in KMA No. 165 of 2014 in the same KD, namely 4.3, it reads: "Presenting the provisions of the law on bughat".

Class XII Jurisprudence Package Book

Based on the fiqh package book class XII listed 40 KD which includes: semester 1 totaling 20 KD and semester 2 totaling 20 KD. While those listed in KMA No. 165 totaling 51 KD covering: semester 1 totaling 19 KD and semester 2 totaling 32, then the Fiqh material in the Fiqh package book amounted to 5 chapters.

In the Fiqh package book for class XII semester 1 KD which is included with KMA No. 165 of 2014 is appropriate. It's just that there are differences in the initial use of words in KD, although different prepositions have the same meaning and purpose of KD. For example, the KD 3.5 in the Fiqh textbook reads: "Explaining the concept of syar'i in Islam (al judge, al hukmu, al mahkum fih and mahkum 'alaih). While in KMA No. 165 2014 it reads: "Understanding the concept of syar'i in Islam (al judge, al hukmu, al mahkum fih and mahkum 'alaih). Then in KD 4.1: "Showing examples of the application of the basics of the caliphate, while in KMA No. 165 reads: "Presenting an example of the application of the basic caliphate". After analyzing the KD of the Fiqh textbooks for Madrasah Aliyah with KMA No. 165 of 2014, it can be confirmed that the fiqh textbooks published by the Ministry of Religion of the Republic of Indonesia under study are quite relevant.

The Relevance of the Jurisprudence Package Book to the 2013 Curriculum Viewed from the Components of the Learning Process

The main characteristic of the learning process in the 2013 Curriculum is student centered learning. In this case the student is the subject and the teacher is the learning facilitator. In the Fiqh package book published by the Ministry of Religion of the Republic of Indonesia, there are tasks and a learning process.

Table 2. The Suitability of the 2013 Curriculum Learning Process with the MA Fiqh Package Book

No.	2013 Curriculum Learning Process	Book of Jurisprudence Subjects		
		Class X	Class XI	Class XII
1.	Student centered	√	√	√
2.	Develop student creativity	√	√	√
3.	Creating pleasant conditions	√	√	√

4. Contains values, ethics, aesthetics, logic, and kinesthetics	√	√	√
5. Providing a diverse learning experience through the application of various strategies and learning methods that are fun, contextual, effective, efficient and meaningful	√	√	√

The learning process in the Fiqh Madrasah Aliyah subject book which is studied refers to the 2013 curriculum, which includes; observing, questioning, gathering information and communicating. The learning process in the Fiqh textbook under study uses a student centered approach. The learning strategy is that students observe, ask questions, examine/gather information and communicate in the form of presentations and construct their own learning experiences independently. In this case, teachers are required to use learning strategies that can liven up the learning atmosphere for students and certainly challenge students to be more active and play a role in learning.

There are many ways to develop students' creativity, one of which is assignments for students. In the Fiqh Madrasah Aliyah subject book, which is examined, it contains assignments for students who are formed in groups (teams) to study, observe, and discuss an object (in the form of problems, daily events in the community). This is in accordance with the problem-based learning model where students in groups explore learning experiences. The results are made in the form of a paper, or a double folio report. This is where students explore and build their knowledge independently or in groups.

In line with Gultom's opinion that the 2013 curriculum learning process was developed on the principle of student-centered learning through observing (seeing, reading, listening, listening), asking (oral, written), analyzing (connecting, determining relationships, building relationships). stories/concepts), communicating (oral, written, pictures, graphs, tables, charts, etc.).³¹

The learning process of the 2013 curriculum is expected to create good student quality, among others, so that students; (a) each individual (student) is able to become an independent learner throughout life in the sense that the learning process in the classroom is able to shape students into individuals who have the ability to teach themselves in situations and contests that develop in the future. (a) creativity, (c) independence, (d) cooperation, (e) solidarity, (f) leadership, (g) empathy (h) tolerance, and (i) student life skills.

The learning process of the 2013 curriculum is in line with the research of Alexandra Blinkova & Paul Vermeer most of the homework assignments emphasize the acquisition of knowledge. In addition, the acquisition of new knowledge is done more by memorizing certain pieces of information, such as poetry, hymns or prayers, and not so much by developing analytical skills. After each lesson students are given the task of telling their parents what they have learned in class and each subsequent lesson begins with a

³¹ Syawal Gultom, *Modul Pelatihan Implementasi Kurikulum 2013* (Jakarta: BPSMPK-PMP, 2013), 84.

brief discussion of how this conversation with parents went.³² Obviously, such a strategy is primarily focused on transmitting knowledge, both to students as well as to their parents, and not so much on the development of critical thinking.

Such learning strategies are in accordance with several learning theories. For example, the humanistic learning theory which is essentially that learning must be centered on students (*learning centered*).³³ In this humanistic theory, students perceive their own learning experiences and actively internalize these learning experiences into themselves.

Another theory is constructivism. This theory views that students have the ability to construct themselves by interacting continuously with their environment.

If it is confirmed with the standard learning process in the 2013 curriculum which emphasizes observation, questions, gathering information, reasoning and presenting the results through the use of learning resources (students find out), then the learning process applied in the Jurisprudence textbook published by the Ministry of Religion of the Republic of Indonesia relevant. It also has relevance to learning theories whose practice is student centered (student centered learning).

The Relevance of the Jurisprudence Package Book to the 2013 Curriculum Viewed from the Assessment Component

A very basic change in the 2013 curriculum in terms of assessment is an authentic assessment of the aspects of attitudes, knowledge, and skills based on a portfolio. The instrument developed certainly refers to these three aspects. In the fiqh package book published by the Ministry of Religion of the Republic of Indonesia, the assessment provisions refer to the realm and range of cognitive (knowledge), affective (attitudes), and motor (skills) assessments, then the principles of assessment which include: valid, objective, fair, integrated, open, comprehensive, and continuous systematic, criteria-based, accountable, educational, and meaningful, as well as types and assessment instruments include tests and non-tests.

Table 3. 2013 Curriculum Assessment

No.	Assessment in Curriculum 2013	Aspect	Item	Book of Jurisprudence Subjects		
				Class X	Class XI	Class XII
1.	Learning Process Assessment	Attitude	Self-assessment	-	√	-
		Aspect	Peers	-	√	-
2.	Assessment of Learning	Knowledge	Multiple choice	√	√	√
		Aspect	Stuffing	√	-	√

³² Alexandra Blinkova & Paul Vermeer, "Religious Education in Russia: A Comparative and Critical Analysis," *British Journal of Religious Education* 40, no. 2 (2018): 194-206. <https://doi.org/10.1080/01416200.2016.1190687>.

³³ Erwin Ginting, "Pengaruh Strategi Pembelajaran dan Kemampuan Berpikir Logis Terhadap Hasil Belajar Biologi pada SMA PGRI 20 Siborong-borong Kabupaten Tapanuli Utara," *Tesis*, (Medan: UNIMED, 2010): 29. <http://digilib.unimed.ac.id/2872/>.

Outcomes	Matchmaking	-	-	-
	Description	√	√	√
	Oral test	-	-	-
	Homework	-	-	-
	Practice Test	√	√	√
	Project	-	√	√
Attitude Aspect	Portfolio	√	√	√

When examined in depth in the book under study, the assessment process includes process assessment and outcome assessment. Process assessment is carried out during the learning process. The assessment of the teaching and learning process involves the assessment of teachers, student activities, teacher and student interaction patterns and the implementation of the teaching and learning process. The follow-up to the assessment of the learning process is that if students get unsatisfactory results, the teacher must conduct classroom action research (CAR).³⁴

Thus the teacher must diagnose the cause of the difficulties of students in the learning process. In the Fiqh Madrasah Aliyah subject book, namely in the teacher's handbook, there is an affective assessment or attitude and the aspects assessed include: Activeness in discussion, respect for opinions and accuracy, which are found in grades X and XII. Assessment of the learning process aspects of attitudes which include; Self-assessment and peer assessment can only be found in class XI fiqh textbooks. While the result assessment refers to the competency standards possessed by students after participating in the learning process.

The assessment includes; knowledge assessment and skills assessment. Knowledge assessment includes multiple choice, matchmaking, filling, description, oral test and homework. In the assessment of knowledge of fiqh textbooks for grades X, XI and XII, the multiple choice and fill-in sections are found in the teacher's handbook, while the description section is found in the teacher's book and student's book, but there are differences between the teacher's and student's book questions. With regard to matching, oral tests, and homework, the researchers did not find it in either the teacher's handbook or the student's book. Then in the aspect of skills assessment, we can see that only class X does not have project assignments, this project assignment is only found in the textbooks of fiqh subjects for class XI and XII only.

The emphasis on the process and outcome assessment is in accordance with Widjajanto's opinion that the assessment is carried out to find out how far the program can achieve the goals that have been set. The assessment is carried out on two aspects, namely the process and results. Process assessment is carried out whether the process is running according to plan. While the result assessment is carried out to determine the effectiveness of the process in achieving the goals that have been set. If it is confirmed with the assessment standards in the 2013 curriculum, the assessment in the Jurisprudence textbook published by the Ministry of Religion of the Republic of Indonesia is researched quite relevant.

³⁴ Muhammad Shaleh Assingkily, *Penelitian Tindakan Kelas (Meneliti dan Membenahi Pendidikan dari Kelas)* (Medan: CV. Pusdikra Mitra Jaya, 2021), 27.

Discussion

Book Content Analysis

The results of the analysis carried out by the author are based on an assessment of the feasibility of the contents of the book. With the item assessment criteria of the instrument with a score of 1 = Less (if it is less appropriate and far from expectations with a total score of 25), a score of 2 = Enough (at least meets half of the expected total score of 50), a score of 3 = Good (3/4 of which is expected to be met with a total score of 75), a score of 4 = Very Good (100% in line with expectations and all elements are met with a total score of 100). The following shows the criteria for the suitability of the results and their assessment intervals.

Table 4. Criteria for Conformity of the Results of Assessment of Package Book Contents with BNSP Instruments

Interval	Criteria
75% < X 100%	Very suitable/Very good
50% < X 75%	Appropriate/Good
25% < X 50%	Fairly suitable/Good enough
0% < X 25%	Not suitable/Not good

Content analysis consists of the suitability of the description of the material with the SK and KD, the accuracy of the material, the supporting material, as follows:

Table 5. List of Results of Analysis of Madrasah Aliyah Fiqh Books

Sub Component	Item	Class X	Class XI	Class XII
Conformity of Material Description with SK and KD	Material Equipment	4	4	4
	Material Breadth	4	4	4
	Material Depth	3	3	3
Material Accuracy	Accuracy of facts and concepts	3	3	3
	Principle Accuracy	4	4	4
	Procedure Accuracy	3	3	3
	Illustration Power	3	3	2
	Question Accuracy	3	4	3
Supporting Learning Materials	Compliance with the Development of Science and Technology	2	2	2
	Up-to-date Features, Examples and References	2	2	3
	Reasoning	3	3	3
	Solution to problem	2	3	3
	Relationship Between Concepts	3	2	3
	Communication	3	2	2
	Application	3	2	3
	Material Interest	2	2	2
	Encouraging Seeking More Information	2	3	3
	Material Enrichment	2	2	2

Total score	51	50	51
Mark	67.01	65.78	67.01

Based on the table above, it can be seen that the results of the first instrument assessment for the feasibility of the contents of the Fiqh Madrasah Aliyah textbook published by the Ministry of Religion of the Republic of Indonesia, it is known that class X obtained a score of 51 out of 76 (67.01) with a good category, for class XI a score of 65.78 from 76 (65,78) with good category. Then in class XII obtained a score of 51 out of 76 (67.01) in the good category. From the content assessment, there are 3 (three) components based on the BNSP which are assessed in 19 sub-component points. These components are the suitability of the material description with SK and KD, the accuracy of the material, and learning support materials.

Book Language Analysis

Language eligibility is the use of good and correct language in books, both in accordance with the conditions and development of children, while it is true that the language is still based on grammar and general Indonesian spelling guidelines (PUEBI). With the item assessment criteria of the instrument with a score of 1 = Less (if it is less appropriate and far from expectations with a total score of 25), a score of 2 = Enough (meets at least half of the expected total score of 50), a score of 3 = Good (3/4 of which is expected to be met with a total score of 75), a score of 4 = Very Good (100% in accordance with expectations and all elements are met with a total score of 100).

Table 6. Criteria for Conformity of the Results of the Language Assessment of Package Books with BNSP Instruments

interval	Criteria
75% < X 100%	Very suitable/Very good
50% < X 75%	Appropriate/Good
25% < X 50%	Fairly suitable/Good enough
0% < X 25%	Not suitable/Not good

Table 7. List of Language Analysis of Madrasah Aliyah Fiqh Package Books

Sub Component	Item	Class X	Class XI	Class XII
Conformity to the level of development of students	Conformity to the level of intellectual development	3	3	3
	Conformity with the level of social emotional development of students	3	3	2
Communicative	Message readability	3	3	2
	The Accuracy of Reading Rules	2	3	3
Confusion and Flow of Thinking	Coherence and Cohesiveness Between Chapters	3	3	3
	Coherence and Coherence Between Paragraf	3	3	3
Total		17	18	16

Mark	70.83	75.00	66.66
------	-------	-------	-------

The results of the assessment on the above instruments, which are related to the linguistic assessment of the Jurisprudence package book published by the Ministry of Religion of the Republic of Indonesia Madrasah Aliyah for class X with a total score of 17 out of 24 (70.83) good category, for class XI a score of 18 out of 24 (75.00) category good. Then in class XII with a score of 16 out of 24 (66,67) in the good category.

Book Presentation Analysis

Presentation of books, assessed from presentation based on content (material) and presentation based on language. With the item assessment criteria of the instrument with a score of 1 = Less (if it is less appropriate and far from expectations with a total score of 25), a score of 2 = Enough (meets at least half of the expected total score of 50), a score of 3 = Good (3/4 of which is expected to be met with a total score of 75), a score of 4 = Very Good (100% in accordance with expectations and all elements are met with a total score of 100).

Table 8. Criteria for Conformity of the Results of the Assessment of the Presentation of the Package Book to the BNSP Instruments

interval	Criteria
75% < X 100%	Very suitable/Very good
50% < X 75%	Appropriate/Good
25% < X 50%	Fairly suitable/Good enough
0% < X 25%	Not suitable/Not good

Table 9. List of Results of Analysis of Madrasah Aliyah Fiqh Package Books Based on Presentation

Component	Item	Class X	Class XII	Class XII
Presentation	Presentation Systematics	4	4	4
Technique	Serving Confusion	3	3	4
	Balance Between Chapters	3	3	3
Learning	Learning	3	3	2
Presentation	Developing Process Skills	3	3	3
Presentation	Introductory Part	4	4	4
Equipment	Contents Section	3	3	3
	Finishing Section	4	4	3
Total Score		27	27	26
Mark		84.37	84.37	81.25

The results of the assessment on the above instrument, namely the assessment of the presentation of the Jurisprudence package book published by the Ministry of Religion of the Republic of Indonesia Madrasah Aliyah for class X with a total score of 27 out of 32 (84.37) in the Very Good category, for class XI a score of 27 out of 32 (84.37) in the category Very good. Then in class XII with a score of 26 out of 32 (81.25) in the Very Good category.

Book Graphic Analysis

With the item assessment criteria of the instrument with a score of 1 = Less (if it is less appropriate and far from expectations with a total score of 25), a score of 2 = Enough (meets at least half of the expected total score of 50), a score of 3 = Good (3/4 of which is expected to be met with a total score of 75), a score of 4 = Very Good (100% in accordance with expectations and all elements are met with a total score of 100).

Table 10. Criteria for Conformity of Assessment Results
Package Book Graphics Against BNSP Instruments

interval	Criteria
75% < X 100%	Very suitable/Very good
50% < X 75%	Appropriate/Good
25% < X 50%	Fairly suitable/Good enough
0% < X 25%	Not suitable/Not good

Table 11. Results of Graphical Assessment Using BNSP Instruments

Description	Score		
	Class X	Class XI	Class XII
A. Book Size			
Book Size Compatibility with ISO Standard	4	4	4
Compatibility with Book Contents	4	3	3
B. Book Skin Design			
Layout	4	4	4
Book Skin Typography	3	3	3
Use of Letters	3	3	3
C. Book Content Design			
Book Content Reflection	3	3	3
Layout Harmony	3	3	3
Layout Equipment	3	3	3
Layout Comprehension	3	3	3
Book Content Typography	3	3	3
Content Illustration	4	4	4
Total	37	36	36
Mark	84.09	81.81	81.81

The results of the assessment on the above instrument, namely the graphic assessment of the Jurisprudence package book published by the Ministry of Religion of the Republic of Indonesia Madrasah Aliyah for class X with a total score of 37 out of 44 (84.09) in the Very Good category, for class XI a score of 36 out of 44 (81.81) in the category Very good. Then in class XII with a score of 36 out of 44 (66,66) in the Very Good category.

CONCLUSION

Based on the findings and explanations above, it can be concluded that (1) the madrasah aliyah fiqh package book published by the Ministry of Religion of the Republic of Indonesia in Batubara Regency is relevant to the KD component (basic competence) of the 2013 curriculum and is student centered (student centered learning); (2) the book component is considered feasible based on the feasibility test which obtains an average score of 67.01 (good category); (3) language suitability is also assessed as accurate and precise, and in accordance with the level of intellectual development of students at the madrasah aliyah level, based on the feasibility test, obtaining an average score of 70.83 (good category); and (4) the presentation of the book is considered good with an average test score of 84.37 (good category), and meets the aspects of graphic standardization in the content design, book size and cover section. Overall,

REFERENCES

- Adawiyah, Robiah. "Gender in Fiqh Textbooks for Madrasah Aliyah Based on Minister of Religion Regulation No. 2 of 2008 According to Muslim Feminist Views," Thesis. Semarang: IAIN Walisongo, 2012. <http://eprints.walisongo.ac.id/id/eprint/64/>.
- Al-Batati, Atikah. "Feasibility Study of the 2013 Curriculum for Class XI Madrasah Aliyah Textbooks," Thesis. Purwokerto: IAIN Purwokerto, 2018. <http://repository.iainpurwokerto.ac.id/3870/>.
- Angela, Mila. "Development of Textbooks Containing Character Values on Effort and Momentum Materials for Physics Learning for Class XI High School Students," *Pillar of Physics Education* 1, no. 1 (2013), <http://dx.doi.org/10.24036/492171074>.
- Arikunto, Suharsimi. *Research Procedure A Practical Approach*. Jakarta: Rineka Cipta, 2007.
- Assingkily, Muhammad Salih. *Classroom Action Research (Researching and Reforming Classroom Education)*. Medan: CV. Pusdikra Mitra Jaya, 2021.
- Blinkova, Alexandra & Paul Vermeer. "Religious Education in Russia: A Comparative and Critical Analysis," *British Journal of Religious Education* 40, no. 2, 2018: 194-206. <https://doi.org/10.1080/01416200.2016.1190687>.
- BQ., Uswatun Hasanah. "Character Education Content in Fiqh Book Class X Curriculum 2013 and Its Implementation in Learning at Madrasah Aliyah Muallimat Nahdhatul Wathan Pancor East Lombok," Thesis. Surabaya: UIN Sunan Ampel Surabaya, 2019. <http://digilib.uinsby.ac.id/35160/>.
- Bungin, Burhan. *Quantitative Research Methodology*. Jakarta: Prenada Media Group, 2005.
- Dahlia, Cici Bungah. "Innovation of Fiqh Subject Teachers in Managing Classes at Madrasah Aliyah Negeri 1 Lamongan," Thesis. Surabaya: UIN Sunan Ampel Surabaya, 2021. <http://digilib.uinsby.ac.id/47652/>.
- Danim, Sudarwan. *Become a Qualitative Researcher*. Bandung: Faithful Library, 2002.
- Ginting, Erwin. "Pengaruh Strategi Pembelajaran dan Kemampuan Berpikir Logis Terhadap Hasil Belajar Biologi pada SMA PGRI 20 Siborong-borong Kabupaten Tapanuli Utara," *Tesis*. Medan: UNIMED, 2010. <http://digilib.unimed.ac.id/2872/>.
- Gultom, Syawal. *Modul Pelatihan Implementasi Kurikulum 2013*. Jakarta: BPSMPK-PMP, 2013.

- Hong, Dae S. & Kyong Mi Choi. "A Comparative Analysis of Linear Functions in Korean and American Standard-Based Secondary Textbooks," *International Journal of Mathematical Education in Science and Technology*, <https://doi.org/10.1080/0020739X.2018.1440327>.
- Lebrun, Johanne, et al. "Past and Current Trends in the Analysis of Textbooks in a Quebec Context," *Curriculum Inquiry* 32, no. 1 (2002): 51-83. <https://doi.org/10.1111/1467-873X.00215>.
- Lubis, Marasamin. *Review the General/Equivalent Secondary Education Curriculum*. Medan: Perdana Publishing, 2016.
- Maya, May. "Analysis of Fiqh Learning Problems on Zakat at Madrasah Aliyah Muhammadiyah 1 Banjarmasin," Thesis. Banjarmasin: UIN Antasari, 2016. <http://idr.uin-antasari.ac.id/5341/>.
- Milles, Matthew B. & A Michel Huberman. *Qualitative Data Analysis on New Methods*, Trans. Tjetjep Rohidi. Jakarta: University of Indonesia Press, 2009.
- Muchlish, Mansur. *Text Book Writing: Fundamentals of Understanding, Writing and Using Textbooks*. Yogyakarta: Ar-Ruzz Media, 2010.
- Muljono, Pudji. "Primary and Secondary Education Textbook Assessment Activities," in *BNSP Bulletin Media Communication and Education Standards Dialogue* 2, no. 1 (2007).
- Pure, Wahid. *Easy Ways to Write Proposals and Field Research Reports Qualitative Approach, Thesis, Thesis, and Dissertation*. Malang: UM Press, 2008.
- Nasution, S. *Qualitative Naturalistic Research Methodology*. Bandung: Tarsito, 1996.
- Nasution, S. *Principles of Curriculum*. Jakarta: Earth Literacy, 2019.
- Sitepu, BP *Writing Textbooks*. Bandung: PT Youth Rosdakarya, 2015.
- Sugiyono. *Research Methodology Quantitative, Qualitative & RnD*. Bandung: Alfabeta, 2016.
- Tashakkori, Abbas & Charles Teddie. *Mixed Methodology: Combining Qualitative and Quantitative Approaches*. Jakarta: Student Library, 2010.
- Wiraman. *Evaluation of Theory, Models, Standards, Applications and Professions, Examples of Program Evaluation Applications: Human Resource Development, National Program for Community Empowerment (PNPM) Rural Mandiri, Curriculum, Libraries, and Textbooks*. Jakarta: PT Raja Grafindo Persada, 2011.