

DEEPTHELING AND DEVELOPMENT OF FIQH MATERIALS CHAPTER ZAKAT CLASS X AT ISLAMIC SENIOR HIGH SCHOOL

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ABSTRACT

In supporting educational success, textbooks are needed as a tool to guide the learning process. Where, textbook contains materials are used as learning resources. Thus as a teacher must be able to master the teaching materials and develop them. This article aims to analyze the appropriateness of Zakat material in Class X at Islamic Senior High School Fiqh Curriculum 2013 Revision 2020 which is seen from psychological, cognitive, philosophical, sociological, and evaluation aspects. This study is conducted with literature review. Based on the results of the analysis, the in-depth study of Zakat material is not fully appropriate and still needs to be developed. When viewed from psychological aspect, the material is appropriate for the age of teenagers in Class the aspect, form the philosophical and sociological aspects are quite appropriate and form evaluation aspect is appropriate too however the author developed questions those were more appropriate to current developments.

Keywords: Material development, Zakat, Fiqh, Islamic Senior High School

ABSTRAK

Dalam menunjang suatu keberhasilan pendidikan diperlukan Buku Teks sebagai sarana yang menjadi panduan dalam proses pembelajaran. Buku teks berisi materi yang digunakan sebagai sumber belajar. Sehingga seorang guru harus mampu menguasai materi ajar serta mengembangkannya. Dalam artikel bertujuan untuk menganalisis kesesuaian materi Zakat pada Fiqh Kelas X MA Kurikulum 2013 Revisi 2020 yang dilihat dari aspek psikologis, kognitif, filosofis, sosiologis dan evaluasi dan mengembangkan sesuai aspek tersebut. Penelitian ini menggunakan kajian literature. Berdasarkan hasil analisis, pendalaman materi materi Zakat belum sesuai sepenuhnya dan masih perlu dikembangkan. Jika dilihat dari aspek psikologis materi ini sudah sesuai dengan usia anak remaja pada Kelas X dengan tujuan pembelajaran C5 (mengevaluasi) versi bloom taxonomy, secara aspek kognitif pun juga sudah sesuai KI dan KD namun penulis menemukan tidak adanya aspek psikomotirik di KI pada buku tersebut tetapi pada KD nya ada aspek tersebut, dari aspek filosofis dan sosiologis sudah cukup sesuai dan dari segi evaluasi juga sudah sesuai tetapi penulis mengembangkan soal yang lebih sesuai dengan perkembangan zaman saat ini.

Kata Kunci: Pengembangan Materi, Zakat, Fiqh, Madrasah Aliyah

INTRODUCTION

In this competitive season, all countries are competing to increase the quality of their education, since the quality of education is an indicator of the level of social well-being. Through the quality education, higher quality human resources capable of managing natural resources effectively and efficiently. By having high quality human resources, it is hoped that the country will be competitive and improve people's welfare (Rosidi, 2021, p. 3).

One of the most important problems that teachers often face in their teaching learning activities is determining the right teaching materials to achieve students' abilities. This is due to the fact that in the syllabus or curriculum, teaching material is only written in outline in the form of main material. Thus, it is the teacher's job to explain the main material in order to it becomes complete teaching and learning material.

The material is knowledge, skills and attitudes that must be taught by the teachers and studied to achieve the indicators set out in the qualification standards and basic competencies, then which they are evaluated by using assessment tools based on indicators to achieve learning outcomes (Haryati, 2007).

Developing teaching materials is the teacher's responsibility. Teaching materials are all kinds of materials used by teachers to assist in the implementation of teaching and learning activities. The material in query may be written or unwritten. Delivering of teaching material cannot be separated from the role of a teacher (Djamarah, 1994). Therefore, teachers must know how to master in-depth teaching materials that are appropriate to their field of study and the schools' curriculum. (Hamalik, 2003, p. 52)

The teaching material is necessary to be identified, whether it includes cognitive, affective, psychometric aspects or a combination of several types of material. By identifying the types of material that will be taught, a teacher will find it easier to teach the material to students (Majid, 2013, p. 173).

Regardless phenomenon above, a teacher is required to have the ability to develop teaching materials, one of which is in the Fiqh subject. Fiqh is one of the subjects of Islamic religious education which is applied in educational institutions, from basic education to Islamic universities as a means to realize the goals of educational, which forms people who understand Islamic religious law.

Fiqh education curriculum at Islamic Senior High School (Madrasah Aliyah) must adhere to predefined standards off competence where Fiqh education at Islamic Senior High School is expected to be able to create and develop the potential of students to become people who believe and are devoted to Allah SWT. and apply the law in everyday life.

RESEARCH METHODOLOGY

The approach of this study used in this research is qualitative. A qualitative approach is used since the purposes of this research to analyze a textbook, which is done by describing the research objectives that have been determined. The data source comes from Fiqh Book Class X Curriculum 2013 Revision 2020. The data collection technique used in this article was library research using qualitative data analysis.

FINDINGS

The Concepts of Islamic Religious Education (PAI) Teaching Materials

Teaching materials are the substances that will be taught in teaching and learning activities. The main material is the subject matter in the field of study held or taught by the teacher. The overall success of learning actually depends on the success of the teacher in designing teaching materials (Ahmad & Nurjanah, 2016). Teaching material plays a very important position in the entire curriculum (Nurhayati & Nu'man, 2022). According to Ibrahim, teaching materials are everything that students want to learn and acquire, either in the form of knowledge, skills or attitudes through learning activities (Anwar & Harmi, 2011, pp. 101-102). According to Abdul Majid, teaching materials are information, tools and texts that teachers or instructors need to plan and review the learning implementation (Majid, 2013, p. 173). Teaching material is basically "the content" of the curriculum in the form of subjects with topics and details (Tim Pengembang MKDP Kurikulum dan Pembelajaran, 2013). Meanwhile, according to Abdurrokhman Gintings, teaching materials are a summary of the material to be taught which is given to students either in the form of printed materials or in other forms stored in electronic files, both orally and written (Majid, 2013, p. 174). Thus, it can be concluded that from several opinions above that teaching materials are a set of learning materials that have been prepared systematically and practically, both in written and non-written form, which are useful for the smooth running of the educational process.

Islamic Religious Education can be interpreted as a program designed to prepare students to know, understand, appreciate and believe in Islamic teachings (Nurhayati & Nu'man, 2022). Thus, PAI teaching materials are Islamic learning materials that are made in a planned manner to prepare students to know, understand, appreciate, believe in, and practice in the Islamic teaching aspects (Erwin, 2009, p. 7).

Learning Objectives of Fiqh Subject at Islamic Senior High School (*Madrasah Aliyah*)

The aim of studying Fiqh is to apply Islamic law to actions and speech of people. (Wahab, 1996, p. 3). The subject of Fiqh has a contribution in encouraging motivation for students to practice and apply Islamic law in daily life as a formation of harmony, conformity and balance in human relationships with Allah SWT, with humans themselves, fellow humans, other creatures or the environments (Zubaidillah, 2018). The Fiqh subjects at Islamic Senior High School (*Madrasah Aliyah*) aim to:

- a. Understanding the principles and procedures of applying Islamic law both in terms of worship and muamalah to be guide to life and develop them by analyzing them in the context of their life.
- b. Carrying out and practicing the provisions of Islamic law correctly, as a manifestation of obedience in the application of the teachings of the Islamic

religion in human relationships with Allah SWT, with humans themselves, fellow humans, and other creatures and relations with their environment (Menteri Agama Republik Indonesia, 2013, p. 48).

The Relationship Between KI & KD And Its Relationship To Bloom Taxonomy

The striking difference between K13 and the previous curriculum is the emphasis on the learning domain. K13 places more emphasis on a holistic education process where the scope of competencies is broader, namely the cognitive, affective and psychomotor domains (Effendi, 2017). All components of education must be directed at creating the ideal human being, who is aspired to, namely a human being who is capable of self-actualization (Fatonah, 2005). The 2013 curriculum is implemented to prepare students to have competence in spiritual attitudes, social attitudes, knowledge and skills so that they will excel in the global competition of the 21st century (Rachmawati, 2018). The implementation of K13 is expected to improve the quality of productive, creative, innovative and affective human resources through strengthening attitudes, knowledge and skills competencies (Nafiati, 2021).

The 2013 curriculum classifies competencies into 4 competencies, namely spiritual attitudes (KI-1), social attitudes (KI-2), knowledge (KI-3), and skills (KI-4). Each competency level is formulated based on criteria at each level of student ability development, competency qualifications in Indonesia and also tiered competency mastery (Wahyuningtyas, Widodo, & Katminingsih, 2022).

Taxonomy is a classification system or grouping of objects based on certain characteristics (Gunawan & Palupi, 2012). In the field of education, taxonomy is used with the aim of classifying instructional objectives or learning objectives, learning targets, where these are classified into three domains, namely: 1) cognitive domain, emphasizing intellectual abilities such as students' knowledge and thinking skills; 2) affective domain, including behavior in emotional aspects such as feelings, emotions, attitudes, obedience, etc.; 3) the psychomotor domain includes competence in carrying out work that involves body parts and physical movements (Tulasi, 2010).

Table 1. Operational Verbs for Cognitive Domain (Krathwohl, 2002)

Cognitive Level	Operational Verbs
C1/Remembering	Recognize, recall, describe, identify
C2/Understanding	Classify, compare, interpret, inferring
C3/Applying	Carry out procedures (execute), implement, disseminate (share),
C4/Analyzing	Attribute, organize, integrate, validate
C5/Evaluating	Check, criticize, hypothesis, experiment
C6/Creating	Generalize (generate), design, produce, plan (devise)

Table 2. Operational Verbs for the Affective Domain (Nasrullah, 2020)

Affective Level	Operational Verbs
Reception	Trust things and people, choose something or someone to follow, and allocate.
Response	Confirm, respond, read messages, assist, execute, report, and display
Value Cultivation	Want, invite people to get involved, propose, and do.
Value Organizer	Verify values, select values, synthesize values, integrate values, connect values, influence life with values.
Life characteristics	Use values as a view of life, maintain the values that you already believe in.

Table 3. Operational Verbs for Concrete Psychomotor Domains

Psychomotor Level	Operational Verbs
Copy	try, copy, follow (movement), duplicate, imitate.
Get used to it	assemble, create, calibrate, build, disassemble, display, dissect, tighten, repair, grind, heat, manipulate, measure, repair, mix, arrange, sketch
Proficient	assemble, build, calibrate, construct, disassemble, display, bind, fix, grind, heat, manipulate, measure, repair, mix, organize, sketch (the difference with the familiarization level, this level shows that the performance is faster, better, more accurate, etc.
Experience	adjust, change, change, rearrange, reorganize, revise, vary

Table 4. Operational Verbs for Abstract Psychomotor Domain(Nafiati, 2021)

Psychomotor Level	Operational Verbs
Observe	see, hear, read, listen, feel, observ and identif
Ask	ask (orally), write down questions, discuss, ask and answer.
Try	conduct experiments, search for information, read, conduct interviews

Reasoning	conclude, connect, associate, classify, look for cause and effect relationships.
Communicate	present, write (report), exhibit

Core Competencies/KI, Basic Competencies/KD and Indicators (Learning Objectives) in Class X Fiqh “Chapter *Zakat*”

Table 5. Core Competencies and Basic Competencies for Fiqh Material for Class X (As’ary, 2020, p. 45):

NO.	CORE COMPETENCES	BASIC COMPETENCIES
1	Live and practice the teachings of the religion he adheres to	1.3 Observe the provisions of zakat in reducing the gap between the rich and the poor
2	Demonstrate honest, disciplined, responsible, caring behavior (mutual cooperation, collaboration, tolerance, peace), polite, responsive and pro-active as part of the solution to various problems in interacting effectively with the social and natural environment and placing oneself as a reflection nation in world relations	2.3 Practice a socially caring and responsive attitude in everyday life
3	Understand, apply and analyze the factual, conceptual, procedural and metacognitive knowledge based on curiosity about science, technology, arts, culture and humanities with insight into humanity, nationality, statehood and civilization regarding the causes of phenomena and events as well as applying procedural knowledge in the field of study specific according to his talents and interests to solve problems	3.3 Evaluate zakat provisions in Islamic law and zakat management laws
		4.3 Communicate the implementation of zakat provisions and zakat management laws

Table 6. Learning Objectives Class X Fiqh Material Chapter III Zakat in the 2013 Curriculum Student Book Revised 2020 (As’ary, 2020, p. 45):

1.3.1	Believes in the provision of zakat in reducing the gap between the rich and the poor
1.3.2	Disseminating zakat provisions to reduce the gap between the rich and the poor
2.4.1	Being an example of social care and responsiveness in everyday life
2.4.2	Maintaining a socially caring and responsive attitude in daily life
3.4.1	Reviewing zakat provisions in Islamic law and zakat administration laws
3.4.2	Investigating zakat provisions in Islamic law and zakat administration laws
4.4.1	Writing reports on the implementation of zakat provisions and zakat administration laws
4.4.2	Presenting the implementation of zakat provisions and zakat administration laws

Scope of Fiqh Material Chapter Zakat Class X 2013 Curriculum

The Islamic Senior High School (*Madrasah Aliyah*) Fiqh book material for Class (As'ary, 2020, pp. 46–63):

- a. Zakat in Islam
 - 1) Understanding of Zakat
- b. Various types of Zakat
 - 1) Zakat Nafs or Zakat Fitrah
 - 2) Zakat Mal
- c. Requirements for assets that must be released
- d. Assets that must be given zakat
 - 1) Gold and Silver
 - 2) Cattle
 - 3) Plants
 - 4) Zakat on income or profession
 - Gross or Net
 - 5) Poultry
 - 6) Found items (rikaz)
- e. Zakat Recipient Groups
- f. Identification of Zakat Laws
- g. Example of Zakat Management
- h. Implementation of Legislative Provisions regarding Zakat
- i. String of Wisdom

- j. Summary
- k. Competence test

The Development Techniques of Islamic Religious Education (PAI) Teaching Material

Teaching materials are information, tools and texts that teachers or instructors need to plan and study learning implementation. The teaching materials chosen to be studied by teachers and which must be studied by students should contain materials or teaching materials that really support the achievement of competency standards and basic competencies. In general, teaching material development techniques include:

1. Analyzing the aspects contained in competency standards and basic competencies.
2. Designing types of materials or teaching materials that are in accordance with competency standards and basic competencies.
3. Developing sources of teaching materials.
4. Evaluating and revising the results of developing teaching materials (Yuliana, 2021)

The steps for developing teaching materials can be explained specifically as follows: Identifying the aspects contained in competency standards and basic competencies. Before determining learning materials, it is first necessary to identify aspects of competency standards and basic competencies that students must learn or master. These aspects need to be determined, because each aspect of competency standards and basic competencies requires different types of material in learning activities. It is necessary to determine whether the competency standards and basic competencies that students must learn include aspects or domains:

- a. Cognitive which includes knowledge, understanding, application, synthesis, analysis and assessment.
- b. Psychomotor which includes initial, semi-routine and routine movements.
- c. Affective which includes responding, appreciating, assessing, and internalizing.

Each aspect of these competency standards requires different learning materials or materials to help achieve them.

1. Identify types of learning materials.
2. Choose the type of material that is appropriate or relevant to competency standards and basic competencies.
3. Select the source of learning material and then package the learning material (Sudrajat, 2018).

Another thing that really needs attention is that according to its specificity, Islamic Religious Education teaching materials are mostly abstract philosophical in nature which is difficult to approach scientifically or religiously. The ability and

skills of educators to concretize abstract material is very necessary, even though it is not easy (Sudrajat, 2018).

The orientations for developing PAI teaching materials that need to be considered are as follows:

1. The broad concept of religion means that PAI teaching materials are a life guide that instills values and attitudes towards all life.
2. The call of Islam is a sacred duty, meaning that the development of PAI materials is a sacred duty for those who carry it out.
3. Centered on monotheism, meaning that PAI teaching materials are the central point and the basis is the teachings of monotheism.
4. Based on self-control, inner discipline as the voice of conscience.
5. Meaningful for individuals and the community in their environment (Yuliana, 2021).

Thus, it is necessary to master the techniques and steps for developing teaching materials, especially the scope of Islamic Religious Education, by teachers and educators. The need for developing PAI teaching materials is very important to be implemented in education. Both in primary and secondary education and higher education, the role of educators is very important to be able and capable of mastering and implementing the development of teaching materials, in order to the educators are able to provide maximum learning material to students (Inayati & Mulyadi, 2023)

DISCUSSION

Deeptheling and Development of Fiqh Material for Class X Chapter Zakat

The Zakat material that will be analyzed by the author is the 2013 Revised 2020 Jurisprudence Subject Student Book. In this case the analysis referred to is the suitability of the material seen from psychological, cognitive, philosophical, sociological and evaluation aspects.

a. Psychological Aspects

In the zakat chapter, places it under in the Basic Competencies (KD) which require students to improve their high-level thinking skills, if in the 2013 curriculum in 2014 revised version, C4 (Analyzing) increased to C5 (Evaluating), there was addition material in a gross or net, also zakat legislation in Indonesia, and official zakat institutions such as BAZNAS. If the Islamic Junior High School (*Madrasah Tsanawiyah/MTs*) book deals with zakat from Islamic law, this book deals with the integration of zakat with existing laws in Indonesia. Therefore based on the examples, it can be concluded that although from those books contain

same materials, the level of students thinking and the depth of the material are different, it was adapted to the conditions in Indonesia.

b. Cognitive Aspect

Fiqh emphasizes a correct and good understanding of the provisions of Islamic law and the ability to perform worship and muamalah (Menteri Agama Republik Indonesia, 2013, p. 53). The cognitive aspect in teaching material can be divided into four types, namely: facts, concepts, principles and procedures (Reugeluth, 1987, p. 57). These four aspects form the basis of material development. In its development, these four aspects must reflect breadth and depth, and be distinct (different/special), functional, valuable and easy to use (Karwadi, 2020).

1) Fact

In this case, fact refers to the material can be proven through historical, investigative and objectively demonstrable (Khoirul Huda, 2019). The fact presented in chapter 3 of the zakat material are generally accurate. Such as the accuracy of the Quranic command to give zakat and the zakat regulations of Islamic law.

2) Concept

Concept is in the form of meaning, essence and definition (based on facts) (Khoirul Huda, 2019) The concept and definition explained in subject 3 are precise, such as the definition of zakat, namely a certain amount of wealth that Allah must give to people who are entitled to receive zakat (*mustahiq*) which has been mentioned in the Quran. The legal basis, types and procedures of expenses are also explained.

The presentation of subsections and discussion topics on main topic 3 is systematic. It can be seen from this presentation that when it first deals with the provisions of Islamic Law, namely Zakat, the discussion begins with the Definition of Zakat (there are: Legal Basis of Zakat, Purpose of Implementing Zakat), Types of Zakat, Groups of Zakat Recipients (*Mustahiq*), Zakat Legislation.

3) Principle

Principles are postulates, foundations, formulas, paradigms (Khoirul Huda, 2019) KD The material analyzed here is Fiqh material about zakat in class X 2013 Curriculum Revised 2020.

a) The Principle of Relevance

The principle of relevance is evident by the absence of KI-4 which is a psychomotor aspect at the beginning of the chapter, however in KD there is a psychomotor aspect that corresponds to the treated material with the KI/KD included in the curriculum.

b) The principle of consistency

The principle of consistency seen from the KI and KD, is not compatible because there is no KI-4, however the KD and learning objectives already have consistency, namely the discussion is the same as the KD.

c) The Principle of Sufficiency

The principle of sufficiency is included in this chapter. Where the material presented is not too much or too little for the students so that they can understand the material easily. However, this still needs to be developed.

Based on the results of the author's analysis of the KI and KD in the Zakat Material in the 2013 Revised 2020 Fiqh Curriculum Student Books, it was found that the material about zakat was not accurate and did not comply with the three principles of book preparation.

4) Procedure

Procedures take the form of work steps or understanding steps (Khoirul Huda, 2019, p. 240). The presentation of subsections and discussion topics of main topic 3 is systematic. From this presentation, it can be seen that when it the first deals with the provisions of Islamic law, namely Zakat, the discussion begins from the meaning of Zakat, the legal basis for Zakat, the purpose of implementing Zakat, types of Zakat, Amil Zakat, groups of Zakat recipients (Mustahiq), Zakat legislation, and wisdom, Zakat Application.

Table 7. Analysis and Development of Zakat Chapter Material in the Class X Fiqh Book, 2013 Curriculum, 2020 Revision

Aspect	Material
Fact	<ol style="list-style-type: none"> 1. The order of zakat in Islamic Sharia 2. Zakat is a pillar of Islam 3. Al-Qur'an and hadith as the basis 4. History of Zakat. <p>In the fact aspect it can be developed into:</p> <ol style="list-style-type: none"> 1. Stories of people who did not want to pay zakat during the time of the Prophet Muhammad SAW. 2. Zakat heals the body healthy based on medical science explanations. (Wahib, 2022)
Concept	<ol style="list-style-type: none"> 1. Understanding Zakat 2. Various types of zakat 3. Provisions for Zakat Mal and Zakat Fitrah 4. Zakat Recipient Groups 5. Example of Zakat Management 6. Identification of Zakat Laws <p>In terms of concept, it can be developed into:</p>

	<ol style="list-style-type: none"> 1. Law of Zakat Fitrah with Money 2. Law on Giving Zakat to Family 3. Law on Giving Zakat to Orphans
Principle	<ol style="list-style-type: none"> 1. Ar-Rum (39), Al-Baqarah (110), and authentic hadiths which narrate about zakat. <p>In the Principle Aspect it can be developed into:</p> <ol style="list-style-type: none"> 1. The evidence from the Qur'an and Hadith that explains the consequences of people who do not want to pay zakat: Like QS. Fushsilat (6-7) "And woe to those who do not pay zakat and they deny the life of the hereafter". At-Taubah (34-35),(Nuridin, 2019) Narrated by Bukhari & Muslim "There is no owner of gold and silver who does not take it away, however on the Day of Resurrection the gold and silver will be formed into fire plates of fire, which will be heated in Hell, then be placed in the fire to cool, heated again. Each day is as long as fifty thousand years in length." 2. Lafdz and Intention to Pay Zakat 3. Ulama's Opinion about Zakat Fitrah with Money
Procedure	<ol style="list-style-type: none"> 1. To be able to pay zakat properly, you must know the meaning of zakat, the types of zakat, the provisions on assets that must be zakated as well as the conditions and pillars of fasting, and know the things that invalidate fasting. <p>In the Principle Aspect it can be developed into:</p> <ol style="list-style-type: none"> 1. To pay zakat, you also need lafadz and the intention to pay zakat.

c. Philosophical Aspect

From a philosophical point of view, the material given to students in class X MA is not too difficult, since the material is material that was previously taught when they were at MTs. The difference is that it contains the same discussion but has different levels of thinking in students and also the different depth material is different (Qalbi, Muna, & Barni, 2024).

d. Sociological Aspects

This material is sufficient for learning and the needs of the daily life to shape children's social development. Such as cultivating a generous nature, helping others, avoiding arrogance, helping weak people, working hard, discipline, responsibility, patience, never giving up, having a big soul, jihad (Qalbi et al., 2024). However, there was something left out of this book, namely about the lafadz

of zakat intentions and the prayers for receiving zakat. Because in society, especially South Kalimantan, it is imperative to read the lafadz for the intention of zakat and pray to receive zakat.

e. Evaluation Aspect

At the evaluation aspect, the K13 assessment consists of social, cognitive and psychomotor aspects. If you look at KI-1, KI-2 and KI-3, they are in accordance with what is desired from the learning objectives. Regarding for KI-4, the author sees that there is no form of instruction in the book to ask students to write reports and present the implementation of zakat regulations and zakat administrative laws. The questions in the book consist of discussions that include instructions for calculating the payment of zakat. The other form of evaluation is in the form of essay questions, but if you look at the format of the questions, these questions are not HOTS (Higher Order Thinking Skills), although the KI/KD shows C5 (Evaluate). This question can be developed into:

Table 8. Development of Zakat Material Questions

Questions in the Book	Question Development	Aspect Change
Explain the meaning of zakat according to language and terms!	Why do Muslims have to pay zakat if they have reached their <i>nisab</i> ?	Cognitive
Mention the conditions of property on which zakat is due!	If someone saves 98 grams of gold in 2023, and in 2024 the gold increases by 50 grams, in 2024 whether he is obliged to pay zakat on gold or not! If so why and if not why!	Cognitive
Explain the differences of zakat fitrah and zakat maal!	<i>Gharim</i> is a term for people who have debts which is part of the <i>mustahiq</i> (people who are entitled to receive zakat), so people who have debts are not obliged to pay zakat!	Cognitive
Explain the <i>mustahiq</i> or people who are entitled to receive zakat!	Can siblings receive zakat?	Cognitive
Mention the wisdom contained in zakat! (As'ary, 2020, p. 63)	Presenting the results of discussions on the correlation between the wisdom of zakat and everyday events	Psychomotor

CONCLUSION

In deeptheling and developing PAI material in the field of Jurisprudence for Class Therefore, the author developed this material from these 5 aspects with more HOTS (Higher Order Thinking Skills) because when viewed from the psychological aspect this material is appropriate for the age of teenagers in Class from a cognitive aspect it is also in accordance with KI and KD but the author found that there is no psychomotor aspect in KI in the book but in KD there is this aspect, from a philosophical and sociological aspect it is quite appropriate and from an evaluation point of view it is also appropriate but the author developed questions that I think it's more in line with current development

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