



Integrating Sharia Economics into the High School Economics Curriculum

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This research was aimed to develop economics learning media by integrating sharia economic materials into the economics basic competencies in 10th Natural Science Grade. This research uses descriptive analysis to measure feasibility and t test analysis to measure the effect of using the sharia economic learning media on learning outcomes, student interest, and activity. Validation of learning tools and worksheets by two experts in the field of sharia. The results of the validation of learning tools and worksheets are 80% with decent criteria. Then student worksheet which has been validated by experts was tested on 80 samples from the High School and Islamic High School majoring in economics at the Science Department in the term of determining the effect of using the sharia economic learning media on learning outcomes, student interests, and activities to help them learn economics. Sampling uses a purposive sampling technique. The analysis in this research used the t-test. The test results of the integrated sharia economic learning media on learning outcomes, the interest to learn, and the activity of the students during the activity presented a significant effect ($p < 0.05$). Integrated sharia economic learning media can be applied in the economics learning process in the 10th Natural Science Grade 2013 Curriculum.

Keywords: basic competencies, economics learning, natural science grade, sharia, economics curriculum, curriculum

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INTRODUCTION

Researchers found distinctive differences in classroom instruction between Asia and Western countries (e.g., Hefner and Zaman 20017; Aydin 2007; Alavi 2008; Sahin 2013; Findlow 2008; Hayes 2017; Weber and City 2012; Halstead 2004). The differences of classroom instruction are reflections of distinctive underlying cultural beliefs and values (Ahmad 2011; Hefner 2009; Warnk 2009) Cai et al. 2007; Brown et al. 2009; Cheung 2006; Leung et al. 2006; Perry 1999. Cultural beliefs about teaching do not directly dictate what teachers do, but teachers do draw upon their cultural beliefs as a normative framework of values and goals to guide their teaching (Bruner 1996; Ying-hui 2004; Czerniak and Lumpe 1996). Thus, the fundamental question is: What is effective teaching for teachers in sharia economics education starting in primary education and continuing in secondary education is required? This study focuses on identifying basic competencies which can be inserted into sharia economic materials at the high school level (Senior High School or Islamic Senior High School).

Sharia economics has become one of the most widely used economic concepts, starting from sharia banking, sharia cooperative, and in the business sector. Economic problems usually do not occur because of a lack of a system, but a lack of the economic actors themselves. The principle of sharia economics is to be beneficial for all of the people, which means that sharia economics is aimed at the common good and obviously not to enrich individuals. Thus, going forward, the concepts of sharia economics will be easily accepted and used by the people (Khan, 1991).

Sharia economics in Indonesia present positive progress; to support it, public awareness about the concept of sharia economics needs to be improved. Public understanding and awareness of sharia-based ventures and businesses are one of the fundamental issues. Educational institutions as information providers of the community can have a very strategic role. Until now, the introduction and the study of business and sharia economics are mostly taught at higher education levels. Meanwhile, in elementary and middle schools, it is still limited. Therefore, at the elementary level of education, it needs to be reconciled.

Special features that are important points in sharia economic learning, i.e., introducing the philosophy, the principles and the sharia economic practice. The main principle of sharia economic is to prioritize the good of the people (Akhtyamova et al., 2015). Learning of sharia economics not only emphasizes the improvement of student's cognitive intelligence abilities but the emotional and spiritual intelligence are also an important aspect in the sharia economic perspective (Hassan et al., 2010). Thus, it is necessary to develop concepts of economics learning by integrating the sharia economic materials for the elementary educational system. Indonesia, which has a large number of Muslims, has a strong potential to develop sharia-based education (Bansaid and Machouche, 2013).

Meanwhile, providing information about certain Islamic topics or mastery of a particular textbook without opposing student discussion of ideas that emerged will increase the memorization of the students, which then resulted in implications of change and community development. Learning of Islam from Islamic thought can affect

virtuousness and moral discipline; including social change as an effective learning validation parameter can also connect with the surrounding community (Minister of Education and Culture, 2013).

The 2013 Curriculum for Economic Learning at secondary education level (Senior High School/Islamic Senior High School) in Indonesia still refers to conventional economics, included in the group of subject interest by regulation (Prihantoro, 2015). Plomp (1997) stated that the understanding and awareness of sharia economics are indispensable and advantageous over conventional economic understanding since taking into account the needs of human resources are essential for businesses. Thus, the study of sharia economics starting in primary education and continuing in secondary education is required. This study focuses on identifying basic competencies that can be inserted into sharia economic materials at the high school level (Senior High School/Islamic Senior High School).

LITERATURE REVIEW

Learning is a process of change carried out by individuals from before doing the learning process until learning is complete. The results of learning can be either behavioral changes or something that is cognitive. Farliana (2015) reveals that learning outcomes are abilities possessed by students after receiving learning experiences. Learning outcomes are a result achieved by students according to their abilities through an effort that has been done at a certain time. The results of learning evaluation are not only intended to achieve learning goals, but also to find out whether the learning goals are in accordance with what students expect and need. The expected learning outcomes are an increase in students in cognitive, affective, and psychomotor. With these learning outcomes students will know their abilities in the assignment and understanding the material that has been taught.

The interest in learning is the tendency of someone to do something. According to Umaryati (2017) interest (interest) tendency to focus and do certain activities continuously with pleasure. Indicators of stiffness in learning can be measured using indicators of student interest in learning, responsibility, student response, collaboration, and levels of student satisfaction after participating in learning activities, as adopted from Bourgeois et al. (1991) statement.

Kurniawati (2010) is the physical and spiritual activeness of students when participating in learning, this is related to the principle of activeness which is always curious. The level of student activity was measured by using observation sheets with regard to activeness aspects, namely oral activities, visual activities, listening activities, mental activities, and emotional activities.

As in the research conducted by Arifah (2015) aspects of activeness assessment include: (1) Visual activities, such as reading, watching pictures, experiments, the work of others; (2) Oral activities, such as: declaring, formulating, asking, giving advice, issuing opinions, conducting interviews, discussions, interruptions; (3) Listening activities, such as listening: descriptions, conversations, discussions, music, speeches; (4) Writing activities, such as writing stories, essays, reports, questionnaires, copying; (5) Drawing activities, such as drawing, making graphics, maps, diagrams; (6) Motor activities, such

as conducting experiments, making model construction, repairing, playing, gardening, and raising livestock; (7) Mental activities, such as responding, remembering, solving problems, analyzing, seeing relationships, making decisions.

METHOD

Research Design

This study is a development of the research of Plomp (1997) which integrated and developed economics learning media of cross-interest for 80 students of 10th Natural Grade, including a syllabus, lesson plan, and student worksheet. This research used the descriptive research method, to describe the sharia economic materials that can be inserted to 10th Grade economics subject in high school (Senior High School/Islamic Senior High School). This research was done in five stages: Preliminary investigation, design, realization/construction, evaluation and revision, and implementation. The testing and dissemination phase in the field was done using a randomized two groups pre-test and post-test experimental design based on Frankael and Wallen (2003) (Table 1).

Table 1

Pre-Test & Post-Test Experimental Design (Frankael and Wallen, 2013)

Group	Subject	Pre-test	Treatment	Post-test
Experiment	R ^a	O ₁ ^b	X ^c	O ₂ ^e
Control	R ^a	O ₁ ^b	C ^d	O ₂ ^e

Note: ^a R: Samples taken randomly; ^b O₁: Economics materials pre-test; ^c X: Learning process using integrated sharia economics materials; ^d C: Conventional economics learning; ^e O₂: Economics materials post-test.

Data Collection Techniques/Instrument

Data collecting techniques/instruments used were pre-test and post-test item, questionnaire and observation sheet. For pre-test and post-test item, integrated sharia economics learning module, validity, reliability, difficulty, and differentiation tests were conducted to discover the progress of learning outcomes after implementing. For questionnaire, twenty questions were given to 20 students who selected randomly. A validity test of the materials developed was conducted by using Pearson correlation (r) and reliability test by Cronbach alpha. If r value is greater than r table, instrument used are valid and reliable. Then, observation sheet used in this test were activity assessment sheets, self-assessment sheets, learning media validation sheets and teacher validation sheets that have been validated by experts.

The data analysis technique used in this research is to use qualitative and quantitative data analysis. Data analysis techniques for the feasibility of the media, carried out by the following steps: (1) tabulate data obtained from validators for each component, sub-components of items available in the instrument; and (2) calculate the average total score of each component by using descriptive statistics. The formula used is:

$$P = \frac{x}{xi} \times 100$$

Information:

P = Percentage of each criterion

x = score of each criterion

xi = maximum score of each criterion

The results obtained from the formula above will be referred to the eligibility criteria for teaching materials and learning media. The results obtained from the formula above will be referred to the eligibility criteria for teaching materials and learning media (Table 1) to determine the feasibility of teaching material products.

Table 1
Feasibility Criteria

Scale	Criteria
81-100	Very feasible
65-80	Feasible
45-64	Less feasible
0-44	Not feasible

National Education Standards the Republic of Indonesia (2014)

Measurement of Learning Media Feasibility

The learning media included a syllabus, lesson plan, and sharia economic worksheet. If the development of worksheet product is complete, a feasibility test will be conducted with the validation of two experts for content and construct validity, the first validation of the sharia worksheet was done by lecturers in sharia economics as a media expert to validate the appropriateness of the media added by the sharia curriculum. And then the second validation of sharia worksheet was done by economics teachers as a media expert. Validation of the first draft was done by lecturers in sharia economics as well as economics teachers. The first draft was revised based on the advice of the experts after being validated by the experts. The revised learning media (second draft) was then re-validated to the experts to get a decent learning media to be tested. The validated second draft of the learning media was used in a trial of 80 randomly selected students. The samples tested were classified in a control class of 40 students and an experimental class of 40 students.

Measurement of Material Effectiveness Degree

The effectiveness degree of integrated sharia economic material was measured through students learning outcomes, learning interest and activity participation in sharia economic material after conducting the treatment. Student learning outcomes were used to determine the difference in the level of student understanding of the sharia economic material. In the control class group, conventional economic learning material was conducted, while in the experimental class group the learning process was done by using the integrated sharia economic material.

Data Analysis

The success rate of the integrated sharia economic learning media development was assessed with a t-test analysis on the learning outcomes, learning interest and learning activity. To avoid a biased test, first, the normality of the data and then the homogeneity

of variance was tested. Normality of the data were tested by the Kolmogorov–Smirnov test, using a significance level of 0.05. Homogeneity of the data were tested by Levene's test. The pre-test and post-test, learning interest, and student's activity data were tested with a t-test to find out whether there was an influence on the integrated sharia economic learning media on learning outcomes learning interest, and student activity.

Testing the empirical validity of this research data using Pearson Product Moment Correlation (Lomax, 2001). In this method compared between r count with r table. If r count $>$ r table then the statement is valid, and vice versa if r count $<$ r table then the question is invalid. The variable will be said to be reliable if the Cronbach Alpha has a value greater than 0.60. Conversely, if the alpha coefficient of the instrument is lower than 0.60 then the instrument is not reliable for use in research (Lomax, 2001).

FINDINGS

Validity and Reliability of Instruments

All items of pre-test and post-test questions were valid and reliable. Twenty questions used had a value of r count between 0.453–0.810, greater than the value of r table 0.444. The reliability test of the items used the Cronbach's Alpha test, which had a value of 0.546, greater than the value of r table 0.444, such that the questions used in this test were concluded as being reliable. The difficulty test had a value of 0.20 to 0.85 with the following details: 7 items of the questions were categorized as difficult, 9 items of the questions were categorized as fair, and 4 items were categorized as easy. In terms of differentiation, the test had a value of 0.60 to 1.00, so the whole items of the question were categorized as felicitous.

Twenty questionnaire items on learning interest in questionnaire instrument validity and reliability test, from the test results on 20 students in the 10th Grade Natural Science interest group, the questionnaire validity had a value of r count from 0.462–0.723, greater than the value of r table 0.444, so it can be concluded that the learning interest questionnaire is valid. The reliability test had a value of r count 0.733, greater than the value of r table 0.444 so that the questionnaire can be categorized as reliable.

Feasibility Level of Learning Media

The first draft of learning media was validated by the lecturers and the teachers, who included in it the syllabus, lesson plan, and Student Worksheet in their lessons. It presents very feasible criteria with the value of 80% to 86%, so it can be concluded that all of the learning media drafts are very suitable for integrated sharia economics learning in the 10th Grade Natural Science interest group (Table 2).

Table 2
Feasibility Level of Learning Media in First Draft for Integrated Sharia

Learning Media	Lecturer		Teacher	
	Percentage	Criteria	Percentage	Criteria
Syllabus	85.71%	Very feasible	80.00%	Feasible
Lesson Plan	82.22%	Very feasible	80.00%	Feasible
Student Worksheet	83.00%	Very feasible	86.00%	Very Feasible

After validation by the experts, second draft which revised from first draft were adding lesson materials, using 2013 curriculum, and adding self-assessment and portfolio. The student worksheet would be adjusted and improved for better learning media (Table 3). Re-validation of teachers and lecturers from second draft also presents very feasible for all learning media with increased value ranged from 88% to 92% (Table 4).

Table 3
Revised First Draft Learning Media Summary

Media	After Being Revised
Syllabus	<ul style="list-style-type: none"> - Adjusting the lesson hours with the syllabus material - Setting on the syllabus format
Lesson Plan	<ul style="list-style-type: none"> - Adding the lesson materials on the lesson plan handouts - Lesson plan format has to be adjusted to the new format of 2013 curriculum 2017 revision by adding 4C aspects (Creative, Critical Thinking, Communicative, Collaborative) - Adding self-assessment sheets for students, and teacher assessment sheets - Adding portfolio sheets
Student Worksheet	<ul style="list-style-type: none"> - The student worksheet questions sequences have to be adjusted in the order of HOTS (High Order Thinking Skill), LOST (Low Order Thinking Skill), and MOTS (Middle Order Thinking Skill) - The image resolution in the worksheet have to be improved - The design on the cover page of the worksheet has to be improved - Adjustment of bibliography

Table 4
Feasibility Level of Learning Media in Second Draft for Integrated Sharia

Learning Media	Lecturer		Teacher	
	Percentage	Criteria	Percentage	Criteria
Syllabus	91.48%	Very feasible	87.14%	Very feasible
Lesson Plan	88.89%	Very feasible	90.00%	Very feasible
Student Worksheet	88.00%	Very feasible	90.00%	Very feasible

Effectiveness Degree of Material

Student Learning Outcomes

Both the experimental class ($0.054 > 0.05$) and the control class ($0.143 > 0.05$) pre-test data were normally distributed. The normality test result of the pre-test from the experimental class was $0.054 > 0.05$ and from the control, the class was so it can be concluded that the pre-test value of both classes was normally distributed. The post-test values were normally distributed as well: control ($0.67 > 0.05$); experimental ($0.110 > 0.05$). Based on Levene test for homogeneity, data showed homogeneous with the pre-test data of the learning outcomes presented a value of $0.424 > 0.05$; the post-test score presented a value of $0.632 > 0.05$. The t-test results of the experimental class learning outcomes indicate the increase was significant.

The average gain-score of the control class was 16.38 whereas in the experimental class was 26.12. By using the gain-score between the pre-test and post-test, both the control class and experimental class had a t-value of $0.002 < 0.05$ (Table 5).

Table 5
Gain-Score Test on the Students Learning Outcomes

No.	Varian Type	N	Mean	T score	Df	SD	Sig 2 tailed
1	Control Class Pretest	40	16.38	-3.255	39	13.867	0.002*
2.	Experimental Class Pretest	40	26.12	-3.255	39	16.270	0.002*

Note:

* t-value < 0.05; learning media could affect the student learning outcomes significantly.

Figure 1 showed that the average values of learning outcomes in the experimental class which used integrated sharia economic subject have a higher increase in value compared to the control class. In the Experimental Class, the increase in learning outcomes advanced on average by 26 points, from 55 to 81. Whereas in the control class the average learning outcomes increased by 12 points, from the initial average of 56 to 72. Thus, it can be concluded that using the integrated sharia economic learning media could improve the student learning outcomes significantly.

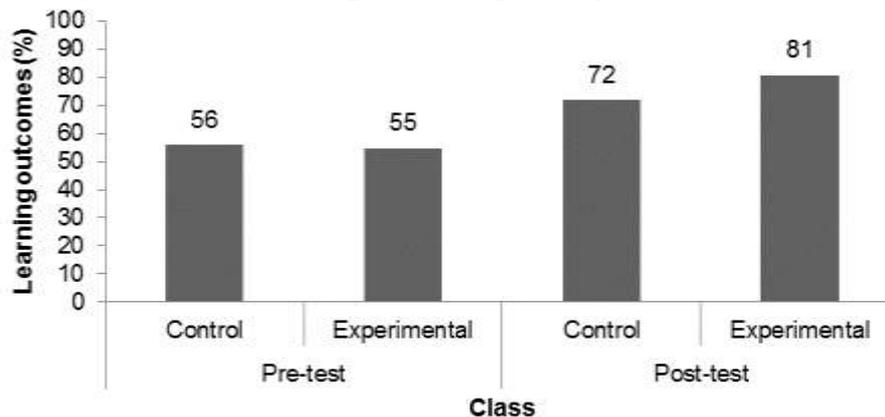


Figure 1
Students Learning Outcomes Summary

Student Learning Interest

The result showed learning interest was normally distributed: control (0.064 > 0.05); experimental (0.200 > 0.05). The learning interest variable was homogeny with value was 0.378 > 0.05. The average learning interest value of the control class in sharia economic learning was 2.9550 while in the experimental class that used integrated sharia economic learning the average learning interest value was 4.0250. The significance of the t-test was 0.000 < 0.05 so it can be concluded that there was a significant influence from the utilization of the integrated sharia economic learning media to the Students learning interest in sharia economics (Table 6).

Table 6
T-Test of Students Learning Interest

No.	Varian Type	N	Mean	T score	df	SD	Sig 2 tailed
1	Students Learning Interest of the control class	40	2.9550	-13.900	39	0.32181	0.000*
2.	Students Learning Interest of the experimental class	40	4.0250	-13.900	39	0.38280	0.000*

Note:

* t-value < 0.05; learning media could affect the student learning interest significantly.

The interest to the sharia economic learning was 95% in the medium category; only 5% of students had a low interest in learning sharia economics. In the experimental class that used the integrated sharia economic learning, the students learning interest in sharia economic was much higher: 67% of students were very interested in studying sharia economic, while 43% had a moderate learning interest (Figure 2). It could be concluded that integration of sharia in class could improve their interest in sharia learning significantly.

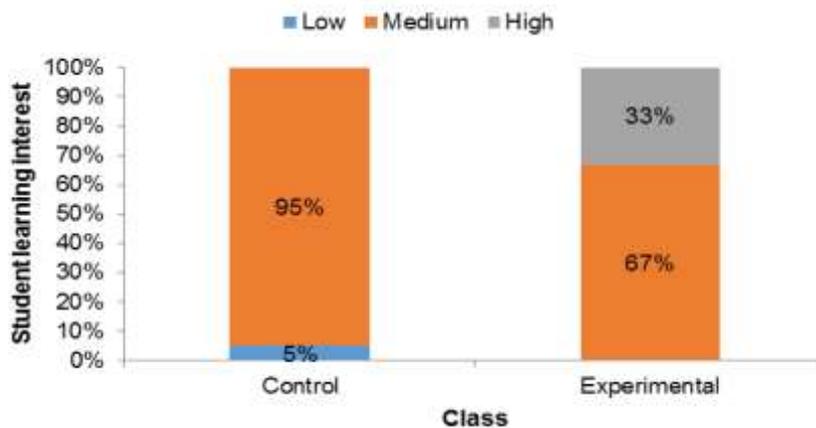


Figure 2
Students Learning Interest in Control and Experimental Class

Student Activity in Learning

The result showed data of learning activity were normally distributed with value of control were 0.200 > 0.05 and the experimental were 0.144 > 0.05. The student activity had homogeneous data with value was 0.344 > 0.05. The average student learning activity of the control class was 3.5100, while in the experimental class, the average student learning activity is 4.0150. The t-test result had a significance value of 0.000 < 0.05, so it can be concluded that there was a significant influence from the utilization of the integrated sharia economic learning media on the student learning activity towards sharia economics (Table 7).

Table 7
Student Learning Interest Activity T-Test

No.	Varian Type	N	Mean	T score	df	SD	Sig 2 tailed
1.	Students learning activity of the control class	40	3.5100	-5.474	39	0.43430	0.000*
2.	Students learning activity of the experimental class	40	4.0150	-5.474	39	0.40099	0.000*

Note: * t-value < 0.05; learning media could affect the student learning activity significantly.

Sixty three percent of the students were in the moderate category in terms of learning activity, while 37% were in the high category. In the experimental class with integrated sharia economic learning, the Students activity in learning was higher: 83% of students had high activeness, while 17% had moderate activeness (Figure 3).

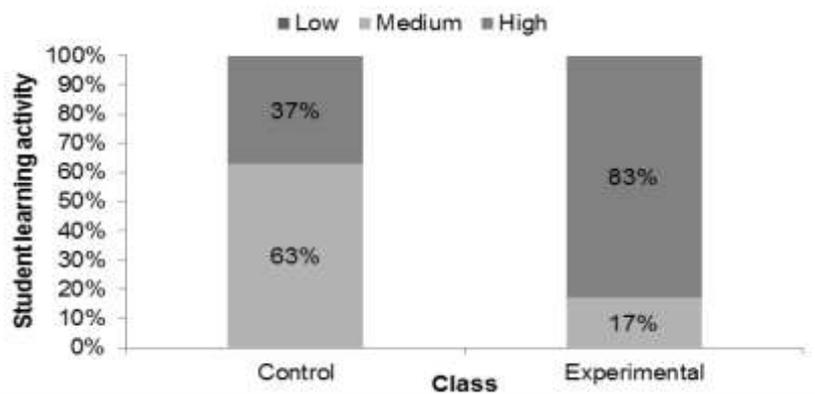


Figure 3
Students Learning Activity in Control and Experimental Class

DISCUSSION

As stated in Appendix 12 of the Minister of Education and Culture of the Republic of Indonesia Regulation No. 24 of 2016, the main and basic competencies of 2013 curriculum for Senior High School/Islamic Senior High School in Economics subjects are as follows: Spiritual Attitude, which is defined as "Living and practicing the faith of the religion"; and Social Attitude Competence, defined as "Indicating an honest behaviour, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), courteous, responsive, and proactive; as part of the solution to various problems in interacting effectively with the social and natural environment and ensconcing themselves as a reflection of the nation in the association of the world." Both competencies are achieved through indirect teaching, through example, habituation, and school culture, taking into account the characteristics of the subject, as well as the needs and conditions of the students. The Three Educations of Main Competencies above were derived from nine basic competencies. There are nine basic competencies, except for business entities, that integrated with sharia economic style. Eight of them were

describing the concept of economics integrated with Islamic, problem analyzing in economic based sharia system, determining role of performers by considering ethics and model of production and consumption, demanding and pricing for market equilibrium, sharia banking in financial service, identifying monetary policy/policies in sharia for payment system and instrument, determining Islamic cooperative system, and describing management role through ESQ role management (Minister of Education and Culture of Republic of Indonesia, 2013; Minister of Education and Culture of Republic of Indonesia, 2016).

Some of the basic competencies of skill on economics subjects in 10th Grade Natural Science interest group could be integrated with sharia economic materials. The integrated materials would complement the discussion of each of the basic competencies. Based on the nine basic competencies that exist in the 10th grade, eight of them could be integrated with sharia economic materials. The addition of sharia economic materials were expected to increase the student's competence especially on understanding and the awareness of the sharia economic itself. There were eight basic competencies that can be integrated with sharia economic materials. The results of this study were expected to comprehensively equip students with conventional economics knowledge and sharia economics. Sharia economic material was expected to complement the skills of the students (Minister of Education and Culture of Republic of Indonesia, 2016).

The sharia economic learning media development process for economics subject of the cross-interest students with scientific approach base in natural science department of senior high school had been developed by the researchers in accordance with the development model of Plomp (Plomp, 1997). There were five stages: Preliminary Investigation, Design, Realization/Construction, Evaluation and Revision Testing, and Implementation. This study was limited to only up to the Realization/Construction stage. The first stage was the Preliminary Investigation stage. In the implementation of this stage, the researchers conducted a preliminary study through interviews with the teachers of economics subject related to the economics learning process in the 10th Grade of Natural Science. In the interview result, although the economics lessons had no linearity with Natural Science, the students exhibited an interest in it. This was shown by the student learning outcomes being above the standard, up to 83%. Not only that, there were students who participated in the Economics Olympiad from the Natural Science Department. The economics subject that has been taught, however, were still the conventional ones. The sharia economic has not been integrated into the learning media of economics subjects.

The second stage was the Design stage, with the format selected according to the learning media compiled to produce the first draft. The third stage is the Realization/Construction stage. This stage started out with the expert test or validation, followed by a revision based on their input to produce the second draft. The second draft of the learning media was simultaneously tested by the experts, then again revised according to their suggestions and inputs, to produce the third draft, which was the one tested.

Based on the validation results, the data presented were analyzed using quantitative descriptive analysis techniques, by changing the quantitative data into percentage form. The syllabus feasibility component in the expert test or the second validation was categorized as very feasible with the percentage of 91.48%, done by the lecturers and 87.14% by the economics teachers, with an average percentage of 89.31%.

The lesson plan feasibility component was categorized as very feasible in the second expert test or validation; from the sharia economic lecturers the percentage number was 88.89%, and from the economics teachers the percentage number was 90%, with an average percentage of 89.79%. The student worksheet eligibility component was categorized as very feasible in the second expert test or validation: from the sharia economic lecturers the percentage number was 88%, and from the economics teachers the percentage number was 90%, with an average percentage of the student worksheet eligibility of 89%.

Regarding students' Islamic economic learning outcomes, the fact that students tend to view that Islamic economic subjects are attractive to them and make their learning outcomes increase. Kyriakides, L., & Creemers, BP (2009) explains that the factors that influence the results learning including the quality of teachers in teaching and evaluating. Abrantes et al explained other factors besides learning outcomes, namely the interest in learning where pedagogical influence, and their learning performance and indirectly on student-instructor interaction, instructor responsiveness, course organization, instructor's preferences / attention, and student learning performance. While Kwakman (2003) explains that student learning activities are influenced by teacher activities in providing learning. Teachers may also have a tendency towards views about teaching and learning in Islamic economics which includes encouraging students to be actively involved in solving problems in various contexts. However, our findings regarding sharia economic learning appear to contrast with Schiefele (1991) and Ainley et al (2002) who show that interest in learning does not have a significant impact on learning outcomes and learning activities. Some of the teachers' views on teaching assignments in their studies acknowledge that most provide context-based assignments that can provide individual assignments. This teacher's view does not support the idea of teaching economics as problem solving because of our findings about teachers who agree to teach economics as problem solving. Thus, there is an inconsistency between the actual teaching of economics teachers and there is an inconsistency between the actual teaching practices of teachers and their views on teaching problem solving in improving learning outcomes, interest in learning and learning activities.

From the analysis results and data tests, it can be concluded that the integrated sharia economic learning media had a significant effect on the Students learning outcomes, learning interest, and learning activity. In the experimental class that used the integrated sharia economic material, the increase of the learning outcomes was higher than the control class; this occurred because the culture and basic principles of sharia economics were introduced, so it was easier for the students to understand the sharia economic material. An educational learning process not only prioritizes cognitive skills but also

attitudes and emotional aspects as well (Bensaid & Machouche, 2013). The application of learning and assessment in Islamic educational methods improves student attitudes and morale and significantly improves student spiritual and emotional intelligence (Ashaari et al., 2012).

Integrated sharia economic learning also had a positive influence on student learning interest. The students in the control class had higher learning interest because of the sharia economic learning design explained that the purpose of sharia economics is for the benefit of the people which was able to move the Students emotions and attracted students to learn it. Application of sharia principles in learning can also teach the students about ethics and empathy towards human beings in conducting economic action, which helps attract students learning interest in the sharia economic learning (Mahdavikhou & Khotanlou, 2012).

The learning activity indicated that students who undertook the integrated sharia economic learning had a higher level of learning activity. Student learning activity was quite highly increased after the development of economic learning media because it was arranged with various activities that directly involved the students (Teresa et al., 2015).

CONCLUSION

Based on the validation test and feasibility test of the integrated sharia economics subject including syllabus, lesson plan, and student worksheets, it meets the feasibility standard to be used as economics learning media in the 10th Grade of Natural Science interest group. The materials integrated into the economics syllabus are in accordance with the Basic Competency of the 2013 Curriculum. The materials integrated into the student worksheet were adjusted to the integrated sharia syllabus and the basic competencies of economics learning in the 10th Grade 2013 Curriculum. The lesson plan was also adapted to the 21st-century learning, so it can be used effectively in learning. The integrated sharia economic learning media significantly improved the Students learning outcomes, learning interest, and learning activity in the sharia economics learning process. Thus, integrated sharia economic learning media can be concluded to be appropriate and qualified for application in the economics learning process in the 10th Grade of Natural Science interest group 2013 Curriculum.

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