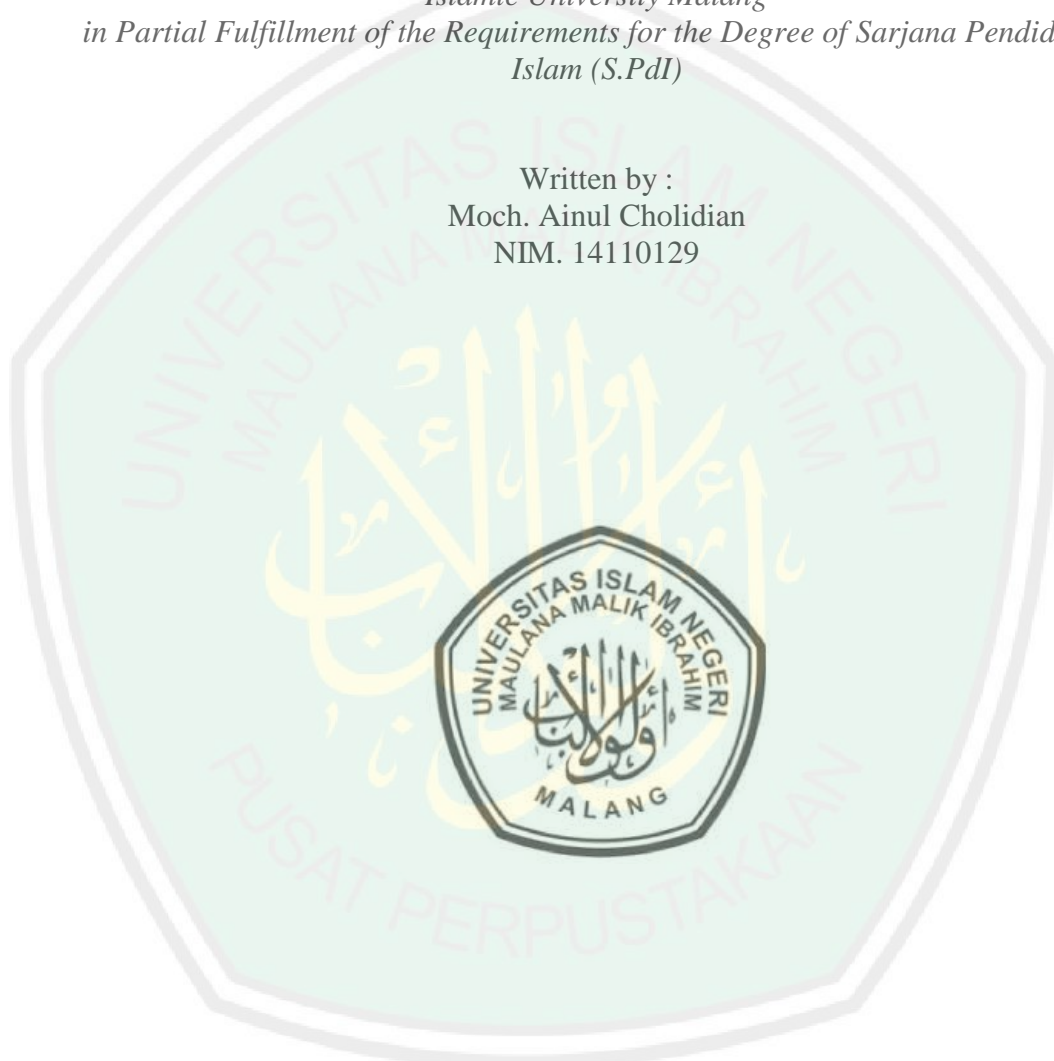


**LEARNING MOTIVATION IN PROJECT BASED LEARNING MODEL
OF X GRADE STUDENT IN ISLAMIC RELIGIOUS EDUCATION
LEARNING IN STATE SENIOR HIGH SCHOOL 7 MALANG**

THESIS

*Presnted to Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim State
Islamic University Malang
in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan
Islam (S.PdI)*

Written by :
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MALANG
MEI, 2018**

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LEARNING MOTIVATION IN PROJECT BASED LEARNING MODEL OF X GRADE
STUDENT IN ISLAMIC RELIGIOUS EDUCATION LEARNING IN STATE SENIOR
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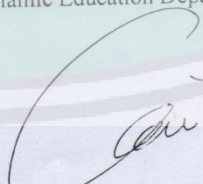
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OF X GRADE STUDENT IN ISLAMIC RELIGIOUS EDUCATION
LEARNING IN STATE SENIOR HIGH SCHOOL 7 MALANG

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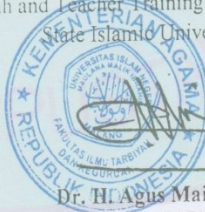
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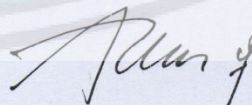
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DECLARATION OF AUTORSHIP

In this moment, I want to declare that this thesis is originally written by me, Moch. Ainul Cholidian, student of Islam Education Department (PAI) as a part of the requirement for obtaining Bachelor Degree in Islam Education Department, Faculty of tarbiyah and Teacher Training at Maulana Malik Ibrahim State Islamic University of Malang. This research is written by naturally and doesn't incorporate any material that have been written before or have been published by other parties to achieve Bachelor Degree too in other University, except those which are indicated in the notes, quotation, and theory. Therefore, I am the only one person who is responsible for this thesis if there is any objection or claim from others.

Malang, May 2018



Moch. Ainul Cholidian
NIM. 14110129

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا إِنَّ مَعَ الْعُسْرِ يُسْرًا

Meaning : " *“Then, surely with hardship comes ease:” “Surely, with hardship comes ease,”*¹



¹ Muhammad Shohib Thohir. *Al-Qur'an Terj.* (Bandung : PT. Marwah. 2009) hal 596

DEDICATION

Give thanks to Allah that give me mercy and blessing to finish my thesis without obstacles. And then *sholawat* and *salam* always be given to Prophet Muhammad

SAW who deliver us from the darkness to beautifulness that *addinul islam*.

I would like to dedicate this thesis for special people that i have in this life. I can't do anything without them, they always give me support like inspiration, loving, motivation and many other. They always effort to support me with financial for my study. Ther are my parent **Mr. Yusron and Mrs. Darsi**, this thesis for them effort.

Thanks a lot for our lecture that give me some lesson and great experience that can implement in my real life. Especially for **Dr. H. Ahmad fatah Yasin, M.Ag**

that give me some guidance to finnish my thesis. And then for **Mrs. Ulfa Muhayani** that give me chance to learn and practice in Johor Bahru, Malaysia.

Thanks to my partner **Tias Maulidina Wulandari** that effort together for bussines, for education and any other. Always support and remember me that i do mistake. And then thanks to all my friend especially in **ICP PAI English 14** that create the great story in my study.

And the last thanks a lot for **all who gives many contribution** to help me to finnish my thesis. May Allah give all of you some goodness and happines.

ACKNOWLEDGE

Praise the presence of Allah SWT which always gives *ridho* and *hidayah* so that I remain an Islamic ummah with all the ability to carry out the obligations and stay away from any restrictions. For the blessings and grace of God I remain in a healthy condition so that I can finish this thesis with full sincerity even though there is still less here and there.

Sholawat and greetings remain poured out to the lord of Prophet Muhammad SAW. His hard work and sincerity that invites us to get God's grace and protection and blessings we can live comfortably and peacefully in a bright day that is *addinul islam*.

This thesis is made to get the title S. Pd from the Faculty of Tarbiyah and Teacher Training UIN Maulana Malik Ibrahim Malang, which has been the author through lesson and briefing as a teacher for about 4 years. Surely this thesis can not be completed without the support and assistance from all parties.

Of this thesis I do with the help and guidance of Dr. H. Ahmad Fatah Yasin, he who guides, evaluates and justifies everything that is in this thesis. Thousands of my gratitude goes to him who keeps guiding me in his busy life.

In addition I also say thank you and flattery to all parties who always help and facilitate me working on this thesis, including :

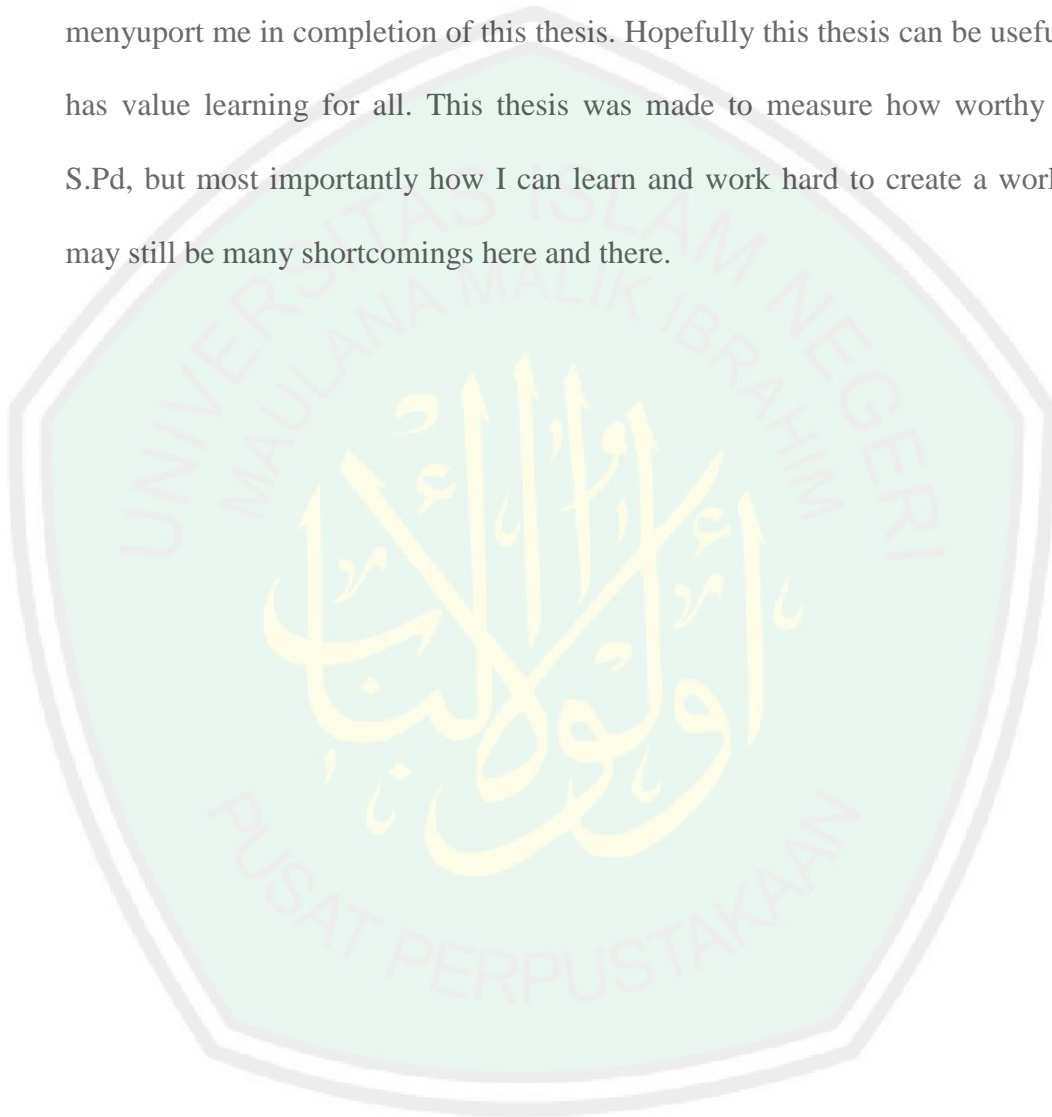
1. My beloved parents, Mr. M. Yusron and Mrs. Darsi. Those who never tired of helping and menyupport me in all purposes teruuk education. They

advised me though the mother of primary and junior high school graduates but my child must be a high school so humans are useful and useful. This message that I always remember and make me eager to make it happen.

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4. Headmaster of SMAN 7 Malang that has allowed me to do research in SMAN Malang.
5. Mr. Khoir, as a teacher of PAI class X SMAN 7 Malang who has allowed me to research in class X and share with me on how to teach PAI and other.
6. Students of class X IPA 5 and X IPS 3 who have mnejadi object of research and want various about how to teach PAI in their class.
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8. My Friends in ICP PAI English 14, which for 3 years together, a class and fixed it is encountered, but no borednya. Fought together and shared the

subject of the lecture. May we all be successful people and can meet again in the future with the good news of each of us.

For those who may not have said me thank you for helping me and menyupport me in completion of this thesis. Hopefully this thesis can be useful and has value learning for all. This thesis was made to measure how worthy I got S.Pd, but most importantly how I can learn and work hard to create a work that may still be many shortcomings here and there.



GUIDENCE OF transliteration

Transliteration of Arabic letters used in the preparation of this thesis is guided by the Joint Decree of the Minister of Religious Affairs and Minister of Education and Culture of the Republic of Indonesia Number: 158/1987 and 0534b / U / 1987.

A. Huruf

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ,
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Vokal Diftong

أُؤ = aw

أُئ = ay

أُؤ = û

إِئ = î

Table of Content

TITTLE	i
APROVAL SHEET	ii
LEGITIMATION SHEET	iii
ADVISOR OFFICIAL NOTE	iv
DECLARATION OF AUTHORSHIP	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGE.....	viii
GUIDENCE OF TRANSLITERATION	xi
TABLE OF CONTENT	xii
LIST OF PICTURE	xiv
LIST OF TABLE	xv
LIST OF APENDIX.....	xvi
ABSTRAK.....	xvii
ABSTRACT.....	xviii
المستخلص	xix
CHAPTER I : INTRODUCTION.....	1
A. Background of the Reserach	1
B. Focus of the Research	5
C. Objectives of the Reserach.....	6
D. Significances of the Research	6
E. Previous Research	7
F. Operational Definition	9
G. Composition of Research Finding.....	9
CHAPTER II : REVIEW OF RELATED LITERATURE	11
A. Theoretical Framework	11
1. Learning Motivation.....	11
2. Project Based Learning	22
3. Islam Education Learning	30
B. Reserch Roadmap.....	38
CHAPTER III : METHOD OF THE RESEARCH	39
A. Approach and Research Design	39
B. Attendance of the Researcher	40
C. Setting of the Research.....	40
D. Data and Data Reseources.....	41
E. Data Collection.....	41
F. Data Analysis	44
G. Research Procedure.....	46
CHAPTER IV DATA EXPOSURE AND RESEARCH FINDINGS	47

A. Data Exposure	47
1. History of SMAN 7 Malang.....	47
2. Vission and Mission of SMAN 7 Malang.....	49
3. Organization structure of SMAN 7 Malang.....	50
4. Facilities in SMAN 7 Malang	51
5. Main Program in SMAN 7 Malang.....	51
B. Research Findings	52
1. The Implementation of Project Based Learning in Islam Education Learning process at X Grade in SMAN 7 Malang	52
2. The Impact for the Learning Motivation through the Implementation of Project Based Learning Model at X Grade in SMAN 7 Malang ...	58
3. Supporting and obstacles of the Implementation Project Based Learning in Islam Education Learning process at X Grade in SMAN 7 Malang.....	63
CHAPTER V ANALYSIS AND DISCUSSION.....	68
A. The implementation of Project Based Learning in Islam Education Learning process at X Grade in SMAN 7 Malang	68
B. The Impact for the Learning Motivation through the Implementation of Project Based Learning Model at X Grade in SMAN 7 Malang	71
C. Supporting and obstacles of the Implementation Project Based Learning in Islam Education Learning process at X Grade in SMAN 7 Malang...	73
CHAPTER VI CLOSING	76
A. Conclusion	76
B. Suggestions	77
BIBLIOGRAPHY	78
APPENDIX	81

LIST OF PICTURE

Picture 4.1 Organization Structure SMAN 7 Malang	50
Picture 4.2 Separated Student for 5 Group to Make Poster	58
Picture 4.3 Creating Poster in the Class	58
Picture 4.4 Monitoring from the Teacher	60
Picture 4.5 Presentation of Second Group from Grade X IPA 5	60
Picture 4.6 Article of 5 th group	63
Picture 4.7 Training of Manner	69

DAFTAR TABLE

Table 1.1 Previous Research	10
Table 4.1 Main Program of State Senior High School Malang	52



LIST OF APPENDIX

I.	Biodata	81
II.	Evidence of Consultation.....	82
III.	Research Permission	83
IV.	Research Recommendation.....	84
V.	Certificate of Research	85
VI.	Guidelines of Interview.....	86
VII.	Facilities in SMAN 7 Malang	87
VIII.	List teacher of SMAN 7 Malang	88
IX.	List student of X IPA 5 dan IPS 3.....	90
X.	Lesson Plan of Promiscuity and <i>Zina</i> material.....	92
XI.	List of Student Mark.....	98
XII.	Student Activities	102
XIII.	Project Based Learning Process	104

ABSTRAK

Cholidian, Moch Ainul. 2018. *Motivasi Belajar Siswa Kelas X Dalam Model Pembelajaran Berbasis Proyek Pada Pembelajaran Pendidikan Agama Islam Di SMAN 7 Malang.* Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr. H. Ahmad Fatah Yasin, M.Ag.

Rendahnya motivasi siswa untuk belajar Pendidikan Agama Islam menjadi masalah utama di SMA. Banyak siswa yang menjadikan Pendidikan Agama Islam sebagai subjek ke dua di bawah IPA, Bahasa dan lainnya. Hal ini dikarenakan mereka merasa bosan dengan metode yang monoton seperti ceramah dan mengerjakan LKS. Tentu untuk mengatasi masalah tersebut dibutuhkan model pembelajaran yang aktif dan partisipatif, seperti yang dilakukan guru SMAN 7 dengan menerapkan project based learning model. Namun dengan hal tersebut, masih ada siswa yang tidak tertarik dan tetap tidak memiliki motivasi untuk belajar Pendidikan Agama Islam.

Penelitian ini bertujuan untuk mengetahui apa saja faktor yang membuat masalah tersebut terjadi. Apakah proses penerapan model pembelajarannya, atau gurunya ataupun siswanya yang membuat masalah ini tetap terjadi. Dengan begitu akan akan diketahui formulasi yang tepat untuk mengatasi masalah utama pada pembelajaran Pendidikan Agama Islam.

Penelitian ini menggunakan metode kualitatif dimana peneliti ingin melihat secara real fenomena yang terjadi dalam pembelajaran di kelas. Populasi dalam penelitian ini adalah kelas X di SMAN 7 Malang. Sedangkan sampelnya adalah kelas X IPA 5 dan X IPS 3. Data dalam penelitian ini didapatkan dengan teknik observasi, wawancara dan dokumentasi. Untuk analisis data dalam penelitian ini menggunakan triangulasi dan reduksi data.

Hasil penelitian ini menunjukkan bahwa, dengan model pembelajaran aktif partisipasi siswa dalam pembelajaran mereka meningkat. Selain itu motivasi belajar siswa juga terlihat baik daripada dengan model pembelajaran konvensional. Ada beberapa faktor yang mempengaruhi motivasi belajar siswa dengan project based learning ini, pertama yakni faktor pendukungnya yang meliputi 1) kurikulum, 2) fasilitas dan 3) program islami, sedangkan kedua adalah faktor penghambat yang meliputi 1) mindset siswa tentang guru Pendidikan Agama Islam, 2) penguasaan yang kurang tentang model pembelajaran project based learning.

Kata Kunci : Motivasi Belajar, Project Based Learning, Pendidikan Agama Islam

ABSTRACT

Cholidian, Moch Ainul. 2018. *Learning Motivation in Project based Learning Model of X Grade Student in Islamic Religious Education Learning in State Senior High School 7 Malang.* Thesis, Islamic education Department, Tarbiyah and Teacher Training Faculty, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Dr. H. Ahmad Fatah Yasin, M.Ag.

Low motivation of students to learn about Islamic religious education became a main problem in high school. Many students make the Islamic religious education as a second subject under Sains, Economy, language and more. This is because they are bored with the monotonous methods such as lectures and finish their worksheet. Of course to resolve the issue required an active learning model and participatory, as do teachers of State Senior High School 7 Malang by implementing project based learning model. But with this, there are still students who are not interested and still not have the motivation to study Islamic studies.

This research aims to find out what are the factors that make the problem happen. What is the process of implementation the model of the learning process, or teacher or student that makes this problem still occurs. So will be the proper formulation is known for solve the main issues on the Islamic religious education learning.

This study uses qualitative methods where researchers would like to see on a real phenomenon that happens in the learning in the classroom. The population in this research is a X class in State Senior High School 7 Malang. While the sample is a Sains 5 and Social 3 classes. The data in this study obtained with techniques of observation, interview and documentation. For data analysis in this study uses the triangulation and reduction of data.

The results of this research indicate that, with the active learning model the participation of students was increased. Besides, it student learning motivation also looks better than with the conventional learning model. There are several factors that affect the motivation of learning students with project based learning is the first is supporting factor that include 1) curriculum, 2) facilities and 3) Islamic program, while the second is an obstacles which includes 1) mindset students of Islamic religious education teachers, 2) Mastery Learning model is less about the project based learning.

Keywords : Learning Motivation, Project Based Learning, Islamic Religious Education

المستخلص

خالديان، محمد عين. ٢٠١٨. حماسة التعليم من التلاميذ في الفصل العاشر عند نموذج التعليم القائم على المشروع في مادة التربية الإسلامية بمدرسة الثانوية السابعة الحكومية مالانج. بحث جامعي، قسم التربية الإسلامية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرف: الدكتور الحاج محمد فتاح ياسين، الماجستير

انخفاض الحماسة من التلاميذ لتعليم مادة التربية الإسلامية أصبحت مشكلة هامة في المدارس الثانوية. أغلبهم يجعلون تلك المادة في الدرجة الثانية تحت علم الطبيعي، اللغة، وغير ذلك. وهذا بسبب ملهم عن الطرق المملة كالخطاب وإنهاء لوحة الوظيفة. ولحل هذه المشكلة، أحتيج نموذج التعليم الناشط والمشارك، كما فعله المعلم بمدرسة الثانوية السابعة الحكومية مالانج بتطبيق التعليم القائم على المشروع، رغم أن هناك التلميذ الذي ما زال سائما لتعليم مادة التربية الإسلامية.

يهدف هذا البحث لمعرفة العوامل المسببة لوقوع هذه المشكلة. أكانت المشكلة في تطبيق منهج التعليم، أو في المعلم أو التلاميذ. ومن ثم، ستعرف الحلول الأفضل لتحليل المشكلة الأساسية في تعليم مادة التربية الإسلامية.

استخدم هذا البحث طريقة الكيفي، إذ ينظر الباحث الظواهر الواقعة داخل الفصل. الموضوع في هذا البحث هو الفصل العاشر بمدرسة الثانوية السابعة الحكومية مالانج. أما عينة البحث هي الفصل العاشر لعلم الطبيعي ٥ وعلم الإجتماعي ٣. وطريقة جمع البيانات هي المراقبة، المقابلة والتوثيق. أما طريقة تحليل البيانات هي التثليث وتقليل البيانات.

أما نتائج البحث هي أنه باستخدام منهج التعليم الناشط، ارتفعت مشاركة التلاميذ في عملية التعليم. علاوة على ذلك، حماستهم التعليمية أجود بالنسبة إلى نموذج التعليم التقليدي. وهناك العوامل المؤثرة إلى حماسة التعليم بطريقة التعليم القائم على المشروع، الأولى العوامل الدافعة. منها: (١) المنهج الدراسي؛ (٢) المرافق؛ و (٣) البرنامج الإسلامي. والثانية هي العوامل الرادعة، منها: (١) طريقة التفكير الخاطئة عن المعلم؛ (٢) قلة التسلط عن نموذج التعليم القائم على المشروع.

الكلمات الرئيسية: حماسة التعليم، التعليم القائم على المشروع، تربية الإسلامية

CHAPTER I

INTRODUCTION

A. Background of the Research

Education is one of the most important aspects of human life. With education we are able to gain new knowledge, add insight, shape the character and know which is right and wrong and still many others. In accordance with the UU SISDIKNAS No. 20 of 2003, education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners are able to actively develop their potential to strengthen spiritual, religious, self-control, personality, intelligence, noble character and skills that are useful for life, society, nation, state and religion.² This illustrates the urgency of education for students' lives, especially in this era of globalization. Many changes are happening to the students, for example many students who prefer HP rather than study, promiscuity becomes a habit and many others.

Therefore, the presence of education is needed as a filter in the students. Same with Azizy's opinion cited by Abdul Majid in his book, the essence of education is the existence of a process of transferring the values, knowledge, skills of the older generation to the younger generation so that they can live their lives well.³ Explicitly the meaning of education is a process

² UU SISDIKNAS No 23 tahun 2003

³ Abdul Majid dan Dian Andayani.. *Pendidikan Agama Islam Berbasis Kompetensi*. (Bandung : PT. Pemuda Rosdakarya. 2005)., hal 130

of founding in the build character and a strong sense of self to face all forms of challenges and obstacles that exist in their lives.

Given the importance of education, Jokowi and JK's government proclaimed a work program of mental revolution, where the government began to feel the decline in various fields and this is felt due to lack of mental and knowledge of the individual. This problem can be formed through quality education. As stated in the journal entitled "The Role of Headmaster Leadership in Exploiting Learning Media as Efforts to Improve the Quality of Learning Process" compiled by Eko Triyanto, mentioned that education is a human need, which is expected to be able to direct education and help individuals to continue to grow and not to be a generation left behind.⁴ This is expected from the presence of education, where the government gets help to get the national goals listed in the opening of the 1945 Constitution alenia 3 which reads "Increase the intelligence of National life", this nation can grow and intelligent with the education.

What the education that able to form the character of students who are in accordance with the spiritual and Pancasila values, the answer is Islamic Religious Education. Islamic Religious Education is one of the foundations that can fortify the students in the course of their lives. According to Zakia Drajad quoted by Abdul Majid, Islamic Religious Education is an attempt for nurture learners to always be able to understand the teachings of Islam as a

⁴ Eko Triyanto. 2013. *Peran Kepemimpinan Kepala Sekolah Dalam Pemanfaatan Media Pembelajaran Sebagai Upaya Peningkatan Kualitas Proses Pembelajaran*. Jurnal Teknologi Pendidikan Vol 1 no 2, hal. 226.

whole and then live the purpose and able to practice the teachings of Islam as a view of his life.⁵ You could say Islamic Religious Education becomes one of the subjects that can give more attention for learners to become human as a whole who has a balance of birth and mind. One of the functions of Islamic Religious Education is prevention, the intention is to prevent the occurrence of negative things from the environment or from other cultures that can endanger themselves and hamper the development to real people.⁶ This is the main reason why Islamic Religious Education becomes urgent for learners in the face of the ferocious development of the era in this globalization era.

But it is unfortunate that many learners who do not have more motivation to study Islamic Religious Education, they prefer other lessons such as chemistry, physics, English and other general subjects because the general lessons are more varied and fun while religious lessons tend to be monotonous and boring. This is in accordance with research conducted by Mujahid Damopoli entitled *Problematic of Islamic Religious Education and its Solution Efforts*, in this journal mentioned that there are still many teachers who do the learning that is covical as well as lectures and there are still many teachers who have not mastered the technology.⁷ This is what makes learners feel bored and no longer interested in Islamic Religious Education. For high school students who have complex problems, when Islamic Religious Education learning is not interesting then automatically they are not interested

⁵ Abdul Majid., *Op.,cit*, hal 130

⁶ *Ibid.*, hal. 134

⁷ Mujahid Damapoli. 2015. *Problematika Pendidikan Agama Islam dan Upaya-Upaya Pemecahannya*. TADBIR Jurnal Manajemen Pendidikan Islam, Volum 3 No 1, hal. 73

and do not want to learn Islamic Religious Education. When this happens then high school students can be considered critical, because the complexity of the problem and the temptation of the internal and external will make it fall in the negative things because there is no filtering that became one of the tasks of Islami education.

One way to overcome this is by updating the learning method, that is by using Student Centered Learning, where learners are given more role to actively participate in their learning. Like Ali Bin Abi Thalib said, *“Teach your child appropriate with the era development, because they aren’t life in your era”* . This statement show about the way to teach our child clearly, with the some method or way that appropriate with the era development. If we still use the traditional method so our child is can’t get the knowledge from the teacher difficult.

In the fact, many studies show that with the active and creative learning and involving students in it, will create a conducive learning atmosphere and able to improve student learning motivation. One of the methods that can be used that is with project based learning. Why use project-based learning, because with this method learners will be invited to think creatively and critically and create a product which will bring benefits for himself and others. The learning of this project is deemed appropriate because it is the principle that makes students learn happily rather than with a lot of pressure.

The teacher of Islamic Religious Education in Senior High School 7 Malang is one of creative teacher. Because in this school, the teacher always try to doing some different with other, like in learning method. They use Project Based Learning Method to improve the learning motivation of student actually in X grade and making the learning process more interesting. They assume that this method is good for the student in senior high school because it can make the student more active and show their creativity. But the main problem that happen in this school is any student still not interested to learn about the Islamic Religious Education although the teacher effort to doing anything. This the reason why the researcher doing research in this problem. The researcher try to finding the answer for this problem. So researchers raised a title " **Learning Motivation in Project based Learning Model of X Grade Student in Islamic Religious Education Learning in State Senior High School 7 Malang** "

B. Focus of the Research

1. How the implementation of Project Based Learning in Islamic Religious Education learning process at X Grade in State Senior High School 7 Malang ?
2. What the impact of the implementation of Project Based Learning for learning motivation in Islamic Religious Education learning process at X Grade in State Senior High School 7 Malang ?
3. What kinds the support and difficult factor of Improving the Learning Motivation with Project Based Learning in Islamic Religious

Education learning process at X Grade in State Senior High School 7 Malang ?

C. Objectives of the Research

1. To know about the implementation of Project Based Learning in Islamic Religious Education learning process at X Grade in State Senior High School 7 Malang.
2. To know the impact of the implementation of Project Based Learning for learning motivation in Islamic Religious Education learning process at X Grade in State Senior High School 7 Malang.
3. To know kinds of support and difficult factor to Improve the Learning Motivation with Project Based Learning in Islamic Religious Education learning process at X Grade in State Senior High School 7 Malang.

D. Significances of the Research

1. Academic
 - a. Give the contribution about the concept of the Implementation of Project Based Learning in Islamic Religious Education Learning process.
 - b. Increase the new preception and knowledge, actually in the Islamic Religious Education Subject.

2. Practice

- a. Give the real experience for the research as the candidate of the teacher.
- b. Increase the learning motivation of student in the Islamic Education's learning.

E. Previous Research

Table 1.1 List of Previous Research about The Project Based Learning

No	Researcher Name, Tittle, Type, Year	Similarity	Diffirent	Research Originality
1	Risqi Ramdani Putu Dipo, " <i>Upaya Mengembangkan Kecerdasan Majemuk (Multiple Intelegence) Siswa Melalui Model Pembelajaran Project Based Learning (PjBL) Pada Pembelajaran Fisika</i> ", Thesis. 2012	Implement the Project Based Learning in learning process.	the subject and the purpose of implement the PjBL.:	This research will doing in the senior high school and increase the learning motivation of the student for learn ISLAMIC RELIGIOUS EDUCATION.
2	Nailatur Rohmah, " <i>Upaya Peningkatan Partisipasi dan Prestasi Belajar Siswa Dengan Menerapkan Model Pembelajaran PBL (Project Based Learning) Materi Pokok Sistem Pernapasan Pada Manusia Siswa Kelas VIII di MTs N Model Kebumen</i> ", Thesis. 2009	Increase the participation of student with the Project Based Learning	The grade or level of student and the institute.	This research will doing in the senior high school in the general institute not in islamic institute, because need more effort.
3	Sa'adah Hayati, " <i>Peningkatan Pemahaman Konsep</i> "	Implement the Project Based	The grade or level of student and	This research will doing in the senior high

	<i>Hukum Bacaan Nun Mati dan Tanwin serta Mim Mati melalui Penerapan Pembelajaran Kotekstual Strategi Project Based Learning pada Siswa Kelas IV MI Muhammadiyah Pantirejo Sukodono Kabupaten Sragen Tahun Pembelajaran 2010or2011”, Thesis. 2011</i>	Learning in the Islamic Education Religion.	the institute.	school in the general institute not in islamic institute, because need more effort.
4	Adji Iman Santoso, “Penerapan Metode Project Based Learning dalam Pembelajaran ISLAMIC RELIGIOUS EDUCATION di SMPN 2 Godean Sleman Jawa Tengah.” . Thesis. 2017	Implement the Project Based Learning in the Islamic Education Religion.	The grade or level of student and the institute and then in this research haven’t the variable that get by this research	This research will doing in the senior high school in the general institute not in islamic institute, because need more effort. And in this research there is the variable that will get from this research.
5	Maria Anita Titu, “Penerapan Model Pembelajaran Project Based Learning (PjBL) untuk Meningkatkan Kreativitas Siswa pada Mteri Konsep Masalah Ekonomi”. Journal. 2015	Implement the Project Based Learning to get the learning purpose.	In the subject or learning.	This research will implement in Islamic Religious Education subject, because researcher feel that motivation of many student decrease in the Islamic Religious Education.

F. Operational Definition

1. Learning Motivation

Learning motivation is an encouragement or desire that arises in the learners to be active and the spirit to follow the learning. Learning motivation includes student attendance, student activeness, student learning outcomes and application of knowledge in everyday life.

2. Project Based Learning

Project-based learning is one of the active learning methods which provides more space for students to express what they can in a lesson. As the name implies this method requires students to create and create a project that is certainly in accordance with the theme of learning.

G. Composition of research Findings

For give easier to understanding about this research, so the researcher make this composition

Chapter I, in this chapter consist of background, focus of the research, objectives and significances of the research, previous research, definition of key term and composition of reseach finding

Chapter II, in this chapter consist of the literatur review that spread in two part, theoritical framework and research roadmap. It can be a guide for this research.

Chapter III, in this chapter consist of the way to collecting and processing the data, there are approach and research design, attendance of the researcher, setting or location, data and data sources, data collection, data analysis and research procedure.

Chapter IV, this chapter show about the result of the research, like the view of the SMAN 7 Malang, learning result, facilities and etc.

Chapter V, in this chapter the research give his analysis, that can give the right answer for the problem that in this research.

Chapter VI, this chapter is the closing of the research, in there consist of the conclusion and suggestion for the next researcher or for the Islamic Religious Education's teacher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Learning Motivation

According to Mc Donald's motivation is a change of energy in a person's person characterized by the emergence of effective (feeling) and reaction to achieve goals.⁸ Energy changes in a person has a form of real activity in the form of physical activity. This is because a person has a certain purpose of his activity, then someone has a strong motivation to achieve it with all the efforts he can do to achieve it.

Meanwhile, according to WS Winkel, motivation is the driving force that has become active, the motive becomes active at a certain time, even the need to achieve goals is felt or lived.⁹ This proves that individuals with high motivation then he who has a great opportunity to achieve the purpose of life. Because of the motivation that drives them to perform a real action.

In Indonesian dictionary learning has the meaning of trying to gain intelligence or knowledge.¹⁰ According Slameto quoted by Syaiful also formulate understanding of learning that is a process of business undertaken

⁸ Syaiful Bahri Djamarah. *Psikologi Belajar*. (Jakarta, Rineka Cipta, 2002), hal. 114.

⁹ Sardiman A.M, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta : C.V. Rajawali, 1990), Cet. Ke-12, hal. 87

¹⁰ Peter Salim dan Yenny Salim, *Kamus Besar Bahasa Indonesia Kontemporer*, (Jakarta : Modern English, 1991), hal.522

by individuals to obtain a new change of behavior as a whole, as a result of individual experience itself in interaction with the environment.¹¹

Thus the meaning of learning motivation is the overall driving force within the self that leads to learning activities that ensure continuity of learning activities and that provide direction on learning activities, so that the desired goal by the subject of learning can be achieved.

According Sardiman there are several indicators of learning motivation that comes from within the student (intrinsic), among others:¹²

1. Diligent to face the task, meaning students can work continuously for a long time (never stops before completion). As students begin to pursue tasks on time, search for other sources, not easily discouraged and check the completeness of the task.
2. Ductile facing difficulties, students are not quickly desperate in the face of adversity. In this case, students are responsible for success in learning and carrying out learning activities.
3. Showing interest in a variety of problems consisting of courage to face problems, looking for solutions to problems that are facing and not easy to despair in the face of problems.
4. Preferably working independently, meaning without having to do what he did his job.

¹¹ Syaiful Bahri Djamarah, *Op.Cit.*, hal. 13

¹² Sardiman A.M. *Op.Cit.*, hal. 81

5. get bored with routine tasks or mechanical things, over and over again so they are less creative.
6. Can defend his opinion (if you are sure of something).
7. It is not easy to let go of what he believes, meaning he believes in what he does or stands firm.

According to Chernis and Goleman there are some aspects possessed by good learning motivation, among others:¹³

1. The drive to achieve something

A condition in which individuals struggle against something to improve and meet the standards or criteria to be achieved in learning.

2. Commitment

One of the most important aspects of this learning process is the commitment in the classroom. Students who are committed to learning, doing personal tasks and groups are certainly able to balance the task that must take precedence first. A committed student is also a student who feels that He has a duty and obligation as a student, must learn. Not only that, with his group as well, students who have a conscious commitment to do the tasks together.

3. Initiative

Readiness to act or do something about opportunities or opportunities.

Initiative is one of the student process can be seen its ability, if the student

¹³ E-book, <http://ororrepository.usu.ac.id/orbitstream/or123456789/or24783/or4/orChapter%20II.pdf>

have the thinking from within to do the task by told parent or student already have understanding to finish job of homework without in tell parent. Students who have the initiative, are students who already have their own thoughts and understanding and do something based on the opportunity. When students complete assignments, study for exams, students have the opportunity to expand their knowledge and can solve other more useful things.

4. Optimistic

A persistent stance in pursuing a goal regardless of failures and setbacks. Students who have an optimistic attitude, will not give up when studying replication, despite getting a bad score, but students who have a sense of optimism will certainly continue to study hard to get a better value. Optimism is an attitude that every student should have, so that students learn that failure in learning is not an end of learning and does not mean that students are "stupid" students.

Simple learning motivation can be regarded as a passion or a learning impulse possessed by a learner. However, there are still many parties who have not understood what kind of learning motivation. According to Sardiman there are two main forms of learning motivation, namely:¹⁴

¹⁴ Sardiman A.M. *Op.Cit.*, hal. 88

1. Intrinsic Motivation

What is meant intrinsic motivation is the motives - motives that become active or functioning does not need to be stimulated from the outside, because of every individual already there is a push to do something.

Intrinsic motivation when the goal is inherent to the learning situation or and meets the needs and goals of the students to master the values contained in the lesson. Motivated learners learn solely to master the values contained in the subject matter, not because of other desires such as wanting to get praise, high value or prizes and so forth.¹⁵ Some reason that can make the student have intrinsic motivation and the student believe that they can get anything if they always effort and doing something good in the learning process.

When a person has intrinsic motivation in himself, he will consciously perform an activity that does not require motivation from outside himself. In learning activities, intrinsic motivation is necessary, especially self-study. Someone who does not have intrinsic motivation is very difficult to do continuous learning activities. Someone who has intrinsic motivation always wants to progress in learning.¹⁶ So this the main purpose that the student have intrinsic motivation can be better than other because they always doing some different to get something good.

¹⁵ Syaiful Bahri Djamarah, *Op.Cit.*, hal. 115

¹⁶ *Ibid.*, hal. 116

2. Extrinsic Motivation

Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation is an active and functioning motive due to an external stimulus. Learning motivation is said to be extrinsic when students put their learning objectives out of the learning situation factors (resides in some factors outside the learning situation). Students learn because they want to achieve goals that lie beyond the things he studied. For example, to achieve high numbers, diplomas, degrees, honors and so on.

Extrinsic motivation does not mean unnecessary and bad motivation in education. Extrinsic motivation is required for students to learn. various ways can be done so that students are motivated to learn. teachers who successfully teach are teachers who are good at arousing learners' interest in learning, by utilizing extrinsic motivation in various forms. Misuse of extrinsic forms of motivation will be detrimental to the students. As a result, extrinsic motivation does not serve as a driver, but it makes learners lazy to learn.

Meanwhile, according to Syaiful Bahri Djamarah there are several forms of motivation in learning such as:¹⁷

a. Gives Figures

The figure in question is as a symbol or value of the learning activities of students. Figures or good grades have great potential to motivate the students to be more active learning. Numbers are motivational tools that

¹⁷ *Ibid.*, hal. 125

provide enough stimulation to the students to maintain or even improve their learning achievement in the future.

b. Gift

A gift is giving something to others as a tribute or a souvenir. Gift giving can be, scholarships, notebooks, pencils, or other reading books.

c. Competition

Competition is competition, can be used as a motivational tool to encourage students to be passionate about their learning. Competition in both individual and group form is required in education. This condition can be utilized to make the process of teaching and learning interaction conducive.

d. Ego- Involment

Growing awareness of the students to feel the importance of the task and accept it as a challenge so that working hard at the risk of self-esteem is one of the most important forms of motivation. Someone will try with all the energy to achieve good performance by maintaining self-esteem. So also with the students as a subject of learning.

e. Giving Test

Test can be used as a motivational tool. Students usually prepare themselves by learning long distances to face repetition. Various efforts in

order to be able to master all the materials of the lesson so as to facilitate them to answer every item questions raised by educators.

f. Knowing Results

By knowing the results, students are encouraged to study harder. Especially when the results of learning is progressing, students tend to try to maintain it or even increase the intensity of learning to get better learning achievement in the next semester.

g. Praise

Praise is spoken at the right time can be made as a motivational tool. Praise is a form of reinforcement (aids) is positive and well as a good motivation. Teachers can forgive praise for praising the students' success in doing the work at school. Praise is given in accordance with the work, not made up or contradict at all with the work of students.

h. Punishment

Although punishment as a negative reinforcement, but if done properly and wisely is a good and effective motivational tool. punishment would be a motivational tool when done with an educative approach, not out of spite. the educative approach referred to here is as a punishment that educates and aims to improve attitudes and actions of students who are considered wrong. so that with the punishment given that the students do not repeat the severity and

violation. minimize the frequency of violations. it would be better if the students stop doing it the next day.

i. The desire to learn

The desire to learn means there is an element of deliberation, there is a purpose to learn. this would be better compared to all activities without intent. desire to learn means that the students there is a motivation to learn, so of course the results will be better than other students who do not desire to learn. the desire to learn is the potential available within the students.

j. Interest

Interest is a sedentary tendency to notice and remember some activities. someone who is interested in an activity will pay attention to the activity consistently with pleasure.

k. Goals are recognized

The formulation of goals that are recognized and accepted well by the students is a very important motivational tool. if the goal can be achieved then it is useful and beneficial for the students, so it raises the passion to continue learning.

Motivation to learn certainly does not arise by itself, but this motivation can arise due to several factors, where these factors lead to the growth of learning motivation owned by learners. According Suciati and

Prasetya in Nursalam and Efendi, Ferry some elements that affect the motivation to learn are as follows:¹⁸

1. Internal factors

- a. Aspirations and Aspirations

Ideals are encouraging factors that can add to the spirit while providing clear goals in learning. While aspiration is a hope or desire someone will a certain success or achievement. Aspiration directs learners' activities to achieve specific goals. Ideals and aspirations will strengthen the motivation of intrinsic and extrinsic learning, because the realization of ideals will realize self-actualization.

- b. Ability of Learners

The ability of learners will affect the motivation to learn. The ability in question is any potential related to intellectual or intelligence. Psychomotor ability will also strengthen motivation.

- c. Condition of Learners

Conditions that affect the motivation learners learn is the condition physiologically and psychologically. Physiological conditions that affect the motivation to learn are: health and condition of the five senses.

¹⁸ E-book, *Motivasi Belajar*, <http://oreprints.uny.ac.id/or8469or>.

d. External Factors

External factors that influence the growth of learning motivation is the quality of the learning environment conditions, the better the learning environment, the better the learning motivation and vice versa. condition of learning environment can be social environment and non social environment.¹⁹ The Social Environment consists of:

a. School's Social Environment

School's social environments such as faculty, administration and friends can influence the learning process. The harmonious relationship between the three can be a motivation to learn better in school. Sympathetic behaviors that can be role models can also encourage learners to learn.

b. Social's Society Environment

The social environment of society affects the motivation of learners. The influence that occurs because of the existence of learners in the community which includes the activities of learners in society, mass media, social friends, and life forms of society.

¹⁹ *Ibid.*,

c. Family Social Environment

Relationships between family members are harmonious, quiet home atmosphere, support and understanding of parents, good habits in the family will affect the motivation learners learn.

While the non-social environment consists of:

a. The Natural Environment

Natural environments such as air conditions are cool, not hot, calm atmosphere will affect the motivation to learn.

b. Instrumental factors

Learning facilities such as school buildings, learning tools affect the willingness of learners to learn.

B. Project Based Learning

Project based learning is a teaching that seeks to integrate technology with problems that are often encountered by a student in everyday life. According to Bransfor and Stein cited by Warsono and Haryanto, project-based learning is a comprehensive learning approach involving students in all processes of cooperative and ongoing inquiry.²⁰ It is clear that in this learning-based learning project, students are fully involved in all learning stages from pre-learning to post-learning.

²⁰ Warsono dan Hariyanto. *Pembelajaran Aktif Teori dan Asesmen*. (Bandung : Remaja Rosdakarya, 2012), hal. 153

According to Thomas in Made Wena, the focus of project based learning lies in the core principles and concepts of a discipline, involving students in problem-solving investigations and other meaningful task activities, giving students the opportunity to work autonomously in constructing their own knowledge, and reaching its peak to produce a real product.²¹ On the other hand, Gaer argues in Made Wena that this project-based learning has great potential to provide a more engaging and meaningful learning experience for students.²² Basically, this project-based learning will give students a broad opportunity to develop their own potential within them with an interesting and meaningful learning so that learners have more motivation to learn and work.

This project-based learning has characteristics or special characteristics that differentiate it from other learning methods. According to the Buck Institute for Education project-based learning has several characteristics among them :²³

1. Students make decisions and create frameworks
2. There is a problem that has not been determined before.
3. Students who design the process to achieve a desired outcome.
4. Students are fully responsible for obtaining and processing information that has been collected.

²¹ Made Wena. *Strategi Pembelajaran Inovatif Kontemporer*. (Jakarta : Bumi Aksara, 2010), hal. 145

²² *Loc., cit*

²³ *Loc. cit*

5. Students themselves who conduct continuous evaluation.
6. Students are expected to always look back at what they have done.
7. The end result of learning in the form of a product and evaluated its quality.
8. Classroom atmosphere should tolerate more mistakes and changes.

From the above characteristics can be said that the fact that project-based learning is a sure step undertaken by a teacher in order to create a conducive classroom conditions and familiarize the students to think creatively and critically and responsible with what they do and produce.

A method certainly has a principle which is used as a guide for its implementation. With the principle then it is easier to carry out everything desired. For project-based learning has several principles of interdependence, according to Thomas cited by Made, the principles of project-based learning are 4, namely centralist, booster or guide questions, constructive investigations, autonomy and reality.²⁴

1. Centralist principles

This principle asserts that project work is the essence or reflection of the curriculum. This model is central to learning strategies, where students learn the key concepts of a knowledge through a project work. Therefore the work of this project is not as an addition or distraction in learning, but becomes a central activity of student learning in the classroom.

²⁴ *Loc. cit*

2. The principle of supporting questions

This principle means project work focuses students on a question or issue that will encourage students to struggle to gain key concepts or principles in a field.

3. Principle of investigation

This principle is a process that directs learners in the process of achieving goals, which contain inquiry activities, concept building and resolution. In the investigation there are several processes that include the process of designing, decision making, problem discovery, problem solving, discovery and model formation.

4. Principle of autonomy

This principle has the meaning that in the project work the students are given the freedom to form an independence in implementing the learning process. The point is that learners are free to choose their own choices with responsibility of course.

5. The principle of realistas

This principle means that this project-based learning should be able to provide realistic feelings to learners, including in choosing topics, tasks and role of work context, work collaboration, product and others.

Moursund, Bielefeldt, and Underwood researched a number of articles about projects in the classroom that could be considered as testimonials to teachers in using the project and their perceptions of its success. The advantages of Project Based Learning are:²⁵

- a. Increase motivation learners learn to learn, encourage their ability to do important work.
- b. Increase problem solving skills.
- c. Enhance collaboration
- d. Improve the skill of managing resources.
- e. Make learners more active in learning
- f. Develop communication skills
- g. Involve students in a complex way to learn to retrieve information and show their knowledge, then be implemented with the real world.
- h. Make the learning atmosphere fun, so that learners and educators enjoy the learning process.

There are some steps to doing Project Based Learning Method, like :²⁶

- a. Start With the Essential Question
- b. Design a Plan for the Project
- c. Create a Schedule
- d. Monitor the Students and the Programs of the Project

²⁵ Ngalimun, *Strategi dan Model Pembelajaran*, (Yogyakarta: Aswaja Pressindo, 2013), hal. 197.

²⁶ Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu, *Materi Pelatihan Guru Implementasi Kurikulum 2013 tahun 2014 SD kelas I*, (Jakarta: Kementrian Pendidikan dan Kebudayaan, 2014), hal. 24.

- e. Assess the Outcome
- f. Evaluate the Experience

And then according to Patton and Robin there are some stapes that can doing for project based learning, like get the idea, planning, creating, showing and evaluation.²⁷

a. Get the Idea

Idea is the first component to create something, we can get it from internet, discuss with other, from the teacher's question and many other.

b. Planning

After get the idea, teacher must think about what the product that will be created with student. Of course, teacher must making good decision that can accept the student aspiration and the learning purposes.

c. Creating

And then the teacher order and giving some help for student to making the product. In this time teacher must giving monitoring like asking question what the problem, note the development of product creation.

d. Showing

To make student happy or confident, so the teacher must give time for student to showing their product.

²⁷ Ridwan Abdullah Sani. *Pembelajaran Saintifik untuk Implementasi Kurikulum 2013*. (Jakarta : Bumi Aksara, 2014) hal. 185

e. Evaluation

After showing the teacher must give some advice or evaluation for the student product.

Assessment of learning with the model of Project Based Learning should be done thoroughly to the attitudes, knowledge and skills obtained by students in implementing project-based learning. Project Based Learning assessment can be done by using two techniques: project assessment and product assessment.

Project appraisal is an assessment activity of a task that must be completed within a certain period of time. Project appraisal can be used to determine understanding, applicability, ability to investigate and the ability to inform learners on specific subjects clearly. In the assessment of the project, there are at least 3 things to consider:

1. Management capability

The ability of learners in choosing topics, finding information and managing data collection time and report writing.

2. Relevance

Conformity with the subject, taking into account the stage of knowledge, understanding, and skills in learning.

3. Authenticity

The project of the learner should be the result of his work, taking into account the teacher's contribution in the form of guidance and support to the learner project.

Project review starts from planning, process of work, to final project result. To that end, teachers need to establish the things or stages that need to be assessed, such as the preparation of design, data collection, data analysis, and preparation of written reports. Job reports or research results may also be presented in the form of posters. Implementation of the assessment can use assessment tools or instruments in the form of a check list or assessment scale.

The assessment of the product is an assessment of the manufacturing process and the quality of the product. Product assessment includes an assessment of the ability of learners to create technology and art products, such as: food, clothing, artwork, ceramics, plastics, metals and so on. Product development includes 3 stages and each stage needs to be assessed as follows:

- a. Preparatory stage, including: assessment of the ability of learners and plan, explore, and develop ideas and design products.
- b. Stages of product development (process), including: assessment of the ability of learners in selecting and using materials, tools, techniques and methods.
- c. Product appraisal stage, including: assessment of products produced by learners according to criteria.

The techniques used in product assessment can be done in two ways, namely holistic way and analytic way.²⁸

- a. The holistic way, based on the overall impression of the product, is usually done at the appraisal stage.
- b. The analytic way, which is based on aspects of the product, is usually done against all the criteria found at all stages of the development process.

The research decide to make the theory from Patton and Robbin, because the ordinal of him stapes is complete, and more easier to implement by teacher in the class. And then the assessment that decided by research is analytic way, because it more deeply and detail.

C. Islamic Religious Education Learning

1. Definition of Islamic Religious Education

Learning is an attempt to provide a learning to students.²⁹ Where with the learning of students helped in the achievement of learning goals. According to Imam Tolkhah as director of Islamic Religious Education at school stated that Islamic Religious Education is a learning process to know, understand, live, and practice the teachings of Islam.³⁰ It is expected that with

²⁸ *Ibid.*, hal. 25-26

²⁹ Muhaimin, et. al., *Paradigma Pendidikan Islam: Upaya mengefektifkan Pendidikan Agama Islam di Sekolah*, (Bandung: Remaja Rosdakarya, 2004), hal.183.

³⁰ Imam Tolkhah, *Peningkatan Kualitas Pendidikan Agama Islam di Sekolah*, Makalah, (Depag, 2006).

the Islamic Religious Education in schools can provide knowledge and experience of religiosity of learners.

Islamic education is intended for spiritual potential and form learners in order to become human beings who believe and piety to God Almighty and have a noble character. Noble deeds include ethics, manners, and morals as the embodiment of religious education. Increased spiritual potential includes experience, understanding, and the planting of religious values, as well as the practice of these values in individual and collective life. The increase of spiritual potential is ultimately aimed at optimizing the potentials of human beings whose actualization reflects the dignity and dignity as God's creatures.³¹ Where is the ultimate goal of learning Islamic Religious Education itself that is guiding and helping learners to find the perfect self-actualization in their religion actually in islam.

Islamic Religious Education is given by following the guidance that religion is taught to man with a vision to manifest human devotion to Allah SWT and morality, and aims to produce human being honest, fair, ethical manners, mutual respect, discipline, harmonious and productive, both personal and social.

Islamic Religious Education is expected to produce human beings who always perfect the faith, *taqwa* and morals, and actively build civilization and harmony of life, especially advancing the civilization of a dignified nation.

³¹ Chabib Thoah, *Metodologi Pengajaran Agama*, (Yogyakarta: Fakultas IAIN Walisongo Semarang dan Pustaka Pelajar, 2004), hal. 3.

Such human beings are expected to face challenges, obstacles and changes, emerging within the community, within the scope of local, regional, national, and global.

Education is expected to develop methods and learning strategies in accordance with the standards of competence and basic competence. Achievement of all basic competencies commendable can be done irregularly. The role of all the elements of the school, the parents of learners, and the community is very important in the successful achievement of the goal of Islamic Education.³² Islamic education can run smoothly and effectively depending on the existence of third parties, it could be parents, other families. Where with good cooperation then the results or the good impact of learning will be realized.

2. The Function of Islamic Religious Education

As a subject of learning, Islamic education has a different function than other subjects. It can have a variety of functions, in accordance with the objectives to be achieved by each educational institution. Generally speaking, Abdul Majid argues that the Islamic education curriculum for schools and madrasah functions as follows:³³

³² Nazarudin, *Manajemen Pembelajaran: Implementasi Konsep, Karakteristik dan Metodologi Pendidikan Agama Islam di Sekolah Umum*, (Yogyakarta: TERAS, 2007), hal. 94-96

³³ Abdul Majid dan Dian Andayani. *Pendidikan Agama Islam Berbasis Kompetensi*. (Bandung : Remaja Rosdakarya, 2004) hal. 134-135

a. Development

That is increasing the faith and piety of learners to Allah SWT who has been implanted in the family environment. Basically and first of all the duty is done by every parent in the family. School serves to cultivate faith and piety instilled by every parent in the family. Schools serve to nurture further development in the child through guidance, instruction and training so that faith and piety can develop optimally according to the level of development.

b. Value planting,

As a life guide to seek happiness in life in this world and the hereafter.

c. Mental adjustment,

Adjustment is to adapt to its environment both physical environment and social environment and can change its environment in accordance with the teachings of Islam. Mental adjustment, which is to adjust to the environment both the physical environment and social environment and can change the environment in accordance with the teachings of Islam.

d. Improvements,

Improvements are efforts to correct mistakes, lack of weaknesses and weaknesses of learners in the beliefs, understanding and experience of teaching in everyday life.

e. Prevention

Prevention is meant to ward off negative things from the environment or from other cultures that can endanger itself and hamper its development towards a complete Indonesian man.

f. Teaching

The teaching of religious science in general (real and non-real), the system and its functional.

g. Distribution

Distribution is to channel the children who have a special talent in the field of Islam so that talent can develop optimally so that it can be utilized for himself and for others.

3. The Source of Islamic Religious Education

Fundamentals of Implementation of Islamic Education The implementation of Islamic religious education in the School has a strong foundation. The basis according to Zuhairini et al.³⁴ can be viewed from various aspects, namely:

a. Juridical / Legal Basis

The basis of the implementation of religious education comes from legislation that indirectly can be a handle in carrying out formal religious education in schools. The formal Juridical Foundation consists of three kinds, namely:

³⁴ Abdul Majid dan Dian Andayani, *Op. Cit.* 132

1. Ideal basis, the basic philosophy of the Pancasila state, the first principle:
Belief in the One Supreme
 2. Structural / constitutional basis, namely the 1945 Constitution in Chapter XI article 29 paragraphs 1 and 2, which reads: 1) State based on the One Godhead; 2) the state guarantees the independence of every citizen to embrace their respective religions and worship according to that religion and belief.
 3. The operational basis, which is in the MPR Decree No.IV / MPR / 1973 which is then affirmed in MPR Decree No.IV / MPR / 1978 jo. MPR Decree Np. II / MPR / 1983, reinforced by Tap. MPR No. II / MPR / 1988 and Tap. MPR No. II / MPR 1993 on Outlines of State Policy which essentially states that the implementation of religious education is directly intended in the curriculum of formal schools, from elementary schools to universities.
- b. Religious Aspect

What is meant by religious / religious basis is the basis derived from the teachings of Islam both contained in the Qur'an or Hadith of the Prophet. According to the teachings of Islam religious education is the command of God and is a manifestation of worship to God.³⁵ In the Qur'an many verses that show the command, among others:

³⁵ Sama'un Bakry, *Menggagas Ilmu Pendidikan Islam* (Bandung : Pustaka Bani Quraisy, 2005) 28

QS. An Nahl: 125

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۚ

Meaning :“ Call them unto the way of thy Lord with Wisdom and goodly exhortation, and argue with them with that which is best....”³⁶

QS. Ali Imron : 104

وَلْتَكُنْ مِنْكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ وَأُولَئِكَ هُمُ الْمُفْلِحُونَ

Meaning : “And let there be [arising] from you a nation inviting to [all that is] good, enjoining what is right and forbidding what is wrong, and those will be the successful”³⁷

Al-Hadis :

بَلِّغُوا عَنِّي وَلَوْ آيَةً

“Convey the teachings to others even if only slightly”³⁸

c. Psychology Aspect

³⁶ Agus Hidayatullah, dkk. At-Thayyib (Al-Qur'an Transliterasi). (Bekasi : Cipta Bagus Segara, 2011), hal. 281

³⁷ *Ibid.*, hal. 63

³⁸ Muhammad bin Isma'il Al-Bukhary, Sahih Al-Bukhary, (Beirut: Dar Al-Ihya' Turath Al-'Araby, ttp), Juz. 4, 170.

Psychological is the basis that relates to the psychological aspects of social life. It is based on the fact that in human life both as an individual and as a member of society are often confronted with things that make their hearts uneasy and unsettled, requiring life's grip. Asamana has been proposed by Zuhairini et al that: all human beings in this world always need a grip of life (religion). They feel that in their souls there is a feeling that recognizes the existence of the substance of the Almighty, where they ask for His help. This kind of thing happens to the still primitive and modern society. They feel calm and tranquil heart if they can approach and serve the Almighty Power. Based on this description it is clear that to make the heart calm and tranquil is to walk closer to God. Like in QS. Al-Ra'du : 28

أَلَا بِذِكْرِ اللَّهِ تَطْمَئِنُّ الْقُلُوبُ...

Meaning : “..... Unquestionably, by the remembrance of Allah hearts are assured”³⁹

³⁹ Agus Hidayatullah, dkk, *Op., cit.* hal. 252

Research Roadmap

Many student haven't good interest and motivation to learning about the Islamic Religion Education. Because they feel still bored with the learning and nothing interest in the learning too, although the teacher implement the diferent way to teach about the islamic education, like use project based learning

Find the difficult and the problem of the implementation of project based learning method with some way. Like observe, interview, documentation.

Created the new project based learning method with the some reparation and added something before, to increase the learning motivation of student to learn about the islamic education

CHAPTER III

METHOD OF THE RESEARCH

A. Approach and Research Design

In this study using qualitative methods, where researchers want a real and intact data from the object of research. According to Bogdan and Taylor in Moleong, mentioning that the qualitative methodology as a procedure which will produce a data in the form of description written words and oral from the people and behavior that can be observed. This approach is aimed at the overall setting and the individual (holistic).⁴⁰ This is the main reason researchers use a qualitative approach to obtain research data.

To obtain a complete and in-depth results then this research also uses field research, where researchers want to blend in the activity of the object of research. Field research is a method which sees and observes the real phenomena that occur asround the research object thoroughly and profoundly.⁴¹ Specifically this research use the descriptive method. According Suharisimi Arikunto in Andi, descriptive method isn't use to test the hypotesis, but only look the naturally about variable, event and etc.⁴² So this is appropriate to use in qualitative research.

⁴⁰ Lexy J. Moleong. *Metodologi Penelitian Kualitatif*. (Bandung : Remaja Rosdakarya, 2002), hal. 3

⁴¹ Andi Prastowo. *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*. (Jogjakarta : Ar-Ruzz Media, 2011) hal. 183

⁴² *Ibid.*, hal. 186

B. Attendance of the Researcher

In the present study, the researcher acts as a non-full observer, where the observer acts as an observer and also follows the learning process. Researchers are also known and aware of its presence by the object of research which in this study are students and teachers subjects Islamic Religious Education class VII. According to Junker in Patton the presence of the model is included in the criteria of the participant as observer, in which the researcher does not act fully become the main actor but also performs its observation function.⁴³ So researchers follow all forms of activity and learning but not the main role or that provide material to students, but only research and see.

C. Setting of the Research

This research was conducted at SMAN 7 Malang, Jl. Cennger Ayam I or 14 Lowokwaru Malang. The selection of this place is based on several considerations. First, SMAN 7 Malang is one of the middle schools that have good accreditation among other SMA Negeri. Secondly, SMAN 7 Malang becomes one of the public high schools in Malang city which has high competitiveness and multicultural as evidenced by the students not only from Malang but various cities in Indonesia, ranging from Sumatra to Papua. Third, SMAN 7 Malang is one of public schools that pay attention to the activity

⁴³ Lexy J. Moleong., Opcit., hal. 127

keagaam or spiritual, every Friday there is a religious activity that must be followed by all students SMAN 7 Malang.

D. Data and Data Sources

According Pohan in Andi, data is fact, information or statement.⁴⁴ Data to be gained from this research include the process of applying project based learning in learning Islamic Religious Education, the impact or effect of the application of this method to student's learning motivation to Islamic Religious Education. Sources of data in this study are the students of class X and teacher Islamic Religious Education class XI as the main role, and Principal, and others become support members. There are several considerations for choosing class X, because the atmosphere of SMA and MA is very different, the problem complexity in SMA is higher than in MA, and choosing class X with the aim of being able to equip and cultivate the interest and motivation to learn about Islamic Religious Education learning. When the beginning is good then so will be good, in addition to the class X is also a period of transition from junior high to high school for it needs sufficient education akhlaq enough, and able to enforce the school well, able to choose the majors and good association and expected to be able compiling his future from now on.

⁴⁴ Andi Prastowo. Opcit., hal. 204

E. Data Collection

In digging and collecting data, researchers use several research methods that are expected to get data that is really real and complete. Data collection techniques is a method used by a researcher to collect information or facts that exist in the field. Therefore the selection of data collection techniques is needed to obtain accurate data. In this research there are 3 methods of data collection, namely:

1. Interview

Interview is one technique to get data from data source, where happened a dialog or direct conversation between interviewer and resource person. According to Denzin cited by James and Dean, the interview is a face-to-face conversation exchange where one gets information from the other.⁴⁵ Basically the interview is one way that can be done by researchers to meet the needs of research data from the parties concerned.

Interviews do need to be done in this research, because this technique will provide more information from the parties who feel have more influence and significant for this research. According to Lincoln and Guba, quoted by Moleong, interviews are necessary to obtain clarity about the construction of an event or phenomenon, in order to verify an

⁴⁵ James A Black dan Dean J. Champion. *Metode dan Masalah Penelitian Sosial*, terj. E. Koswara dkk. (Bandung : Refika Aditama, 2001), hal. 306

information obtained from others.⁴⁶ This is what makes the interview into one of the techniques used by researchers.

The interviews used in this study were semi-structured interviews. Because in the research the researcher will give some questions which are arranged and adapted to the needs of the research data as well as provide some of the incentives in it for the purpose of providing additional information, but still in the corridor that has been predetermined and certainly not out of research objectives. And the interviews were in-depth interviews. According to Taylor and Bogdan cited by Ivan, in-depth interviews are face-to-face by researchers with resource persons continuously in order to understand life, experience, and social situations as expressed in their own language.⁴⁷ With this interview, the researchers will obtain complete and accurate data from the original data source.

2. Observation

Obeservation is one of the techniques used to obtain data by directly plunging into the field. According to Sutrisno Hadi in Andi, observation is the attempt of researchers to conduct the observe and entry with sistematically about the tendency of research object.⁴⁸ In this qualitative research observation is done by observing directly the events and activities that occur by using a small note used to record all existing information. Observation is done to answer three formulation of problem

⁴⁶ Lexy J. Moleong . *Op,cit.*, hal., 135

⁴⁷ Ivanovich Agusta. *Teknik Pengumpulan dan Analisis Data Kualitatif*. (Makalah Penelitian Litbang Pertanian, Bogor, 2003), hal. 4

⁴⁸ Andi Prastowo. *Opcit.*, hal. 220

that have been formulated, with reason to get real and accurate phenomenon.

3. Documentation

According Dr. Iskandar, documentation is one technique that the researcher find and collect data from text or image.⁴⁹ Documentation in this research is used to find data about the general picture of school, school situation and situation, school infrastructure, learning activities and other notes.

According Guba and Licoln, this techniques must doing when we collect the data because it has some benefits, like :⁵⁰

- a. Document and record is source data that complete, and stable.
- b. Can use for the evidence of the experiment.
- c. Appropriate with the qualitative research, because it naturally, suitable with the context.

This is the reason why the researcher use the documentation for collecting the data. Because documentation can be accomplement for interview and observation.

F. Data Analysis

To analyze the data obtained from various sources and techniques, ranging from interviews, observation, and documentation, this research uses descriptive qualitative method, which will be interpreted with the form of

⁴⁹ Iskandar, *Metodologi Penelitian Pendidikan dan Sosial*. (Jakarta: GP Press. 2009), hal 219

⁵⁰ Andi Prastowo. *Opcit.*, hal. 227

sentences that explain the data obtained during the study. Data analysis is used as an explanation and to provide more insight into the information available in this study for the reader.⁵¹ According Miles and Huberman in Andi, There are three steps in the analysis of the data process, among others:⁵²

1. Data reduction

Reduction is the process of selection, focusing and simplification, abstraction, transformation of coarse data arising from field written notes. Data reduction is not a separate matter from field data analysis. Data reduction is done by the researcher to obtain data that is really solid and clear. Because researchers feel not all the information supports the research so it must be really well selected.

2. Presentation of data

Presentation of data is an activity to compile information that gives the possibility of thinking conclusions and taking action. Presentation of data in this thesis is a description of all information about how the process of learning Islamic Religious Education class X in SMA Negeri 7 Malang by using the strategy of Project Based Learning and the impact on student motivation in learning Islamic Religious Education.

3. Withdrawal Conclusion

This step involves interpretation of the research that describes the purpose of the data displayed. The scope of the method used varies

⁵¹ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif dan R and D*, (Bandung: Alfabeta, 2008) hal. 334

⁵² Andi Prastowo, *Opcit.*, hal. 241

greatly, ranging from typological and widespread differences and comparison, theme recording and grouping.

G. Research Procedures

Research is carried out continuously, where researchers will make an agreement with the school and other relevant parties to get the data and the completion of it well. the research procedure will begin with permissions to completion. First, researchers will do the licensing to the SMAN 7 Malang to conduct research.

Secondly, after obtaining permission the researcher will make agreement and cooperation with Islamic Religious Education's class X teacher, then do various planning and programming. Third, researchers and related teachers will conduct a practice or observation, in which the teacher provides learning with project based learning method and on the other hand research observes everything that happens. Fourth, researchers will collect data and perform analysis of the data. The last step is the conclusion of how the impact of project based learning on the motivation of students in grade X SMAN 7 Malang in learning Islamic Religious Education. And end with a thank you to the relevant teachers in particular and to all parties of SMAN 7 Malang generally who has pleased to give permission to researchers.

CHAPTER IV

DATA EXPOSURE AND RESEARCH FINDINGS

A. Data Exposure

1. History of SMAN 7 Malang⁵³

Previously, the diffusion of SMA Negeri in Malang was less evenly distributed, they were only in two sub-districts namely Klojen and Kedungkandang sub-districts. And there is one of the sub-districts are quite wide in the northern part of the city of Malang Belimbing District does not have a single SMA Negeri. It encourages the determination of local government kindergarten. II Malang City to apply for one SMA Negeri again, with the preparation of land and other educational facilities in the village Kendalsari Tulusrejo Subdistrict Lowokwaru District.

Therefore, at the beginning of the establishment of SMA Negeri 7 Malang named "School Support" means initial facilities prepared by the Local Government while the National Education Office prepares its personnel. Since July 18, 1983 KBM activities occupy its own building that is in "*Bhumi Sabhatansa*" Kendalsari street 20 (Now street Cenger Ayam I / 14) Malang. Along with the passage of time and improvement of educational services, the SMA Negeri 7 Malang seeks to provide services to learners to the fullest.

Teaching and Learning Activities (KBM) started on July 28, 1982 held temporarily in SMA Negeri 4 Malang. Headmaster is caught by the Head of

⁵³ <http://sman7malang.sch.id/sejarah/> access on 22th March 2018

SMA Negeri 4 Malang, Mr. Drs. Soekotjo. While legally the establishment of SMA Negeri 7 Malang is dated October 9, 1982 in accordance with Operational Decree Number: 0298/0/1982 and School Statistics Number: 301056104043.

SMA Negeri 7 Malang is located at Cengger Ayam street I / 14 Tulusrejo Subdistrict, Lowokwaru District, Malang City. Based on Malang City Local Regulation no. 11 Year 2000 on the Establishment, Position, Main Tasks, Functions and Organizational Structure of District and Subdistrict Devices in the City of Malang. Kepala our school today, Mr Drs. Supriyono, M. Si is our 14th principal. As time goes by and the increasing need and desire to provide maximum service to students, to date, our schools have:

- a. 34 classrooms, multimedia.
 - b. 6 adequate laboratories (Bahasa, 2 Computer, Biology, Chemical and Physical).
 - c. Facilities - other supporting facilities such as libraries, UKS, School Committee Rooms, Unitas, Sanggar Pramuka, Hall, Copying, Canteen.
- Thus our school journey, starting from the simple becomes more advanced, step by step. What we keep in mind is that with the passionate cooperation of togetherness, mutual cooperation, positive competition and a high sense of optimism among the whole family of Sabhatansa.

Geographic and Boundary:

- a. North: Karangploso District

- b. East: Blimbing District
- c. West: Dau District (Malang Regency)
- d. South: Klojen District Geographical Condition: Highland from sea level (460 m)

Max Temp. / Min. : 28/20 degree celcius

Rainfall average: 2.71 mm

2. Vission dan Mission⁵⁴

- a. Vission :

Praised In Imaginary Image In Achievement Preserving Environment and Cultural Arts of Indonesia.

- b. Mission :

- 1) Improving personality and noble character and love of the homeland.
- 2) Meningkatkan Prestasi di bidang akademik dan non akademik
Improving the achievement in academic and non academic.
- 3) Integrate the concept of environmental management in all learning activities.
- 4) Creating a safe, neat, clean, healthy, comfortable and shady school environment.
- 5) Preserve and cultivate biodiversity within the school environment.

⁵⁴ http://sman7malang.sch.id/visi_dan_missi/ access on 22th March 2018

- 6) Conducting real movements of environmental pollution reduction of schools and the wider environment.
- 7) Make various efforts to preserve the art of Indonesian culture.

3. Organization Structure of SMAN 7 Malang



Picture 4.1 Struktur Organisasi SMAN 7 Malang⁵⁵

Headmaster of SMAN 7 Malang is the newly appointed. Previously in SMAN 7 Malang using Plt. Headmaster held by Mr. Teddy, who now serves as head of SMAN 9 Malang. And every Waka has staffs on duty to assist their performance. For the curriculum part aided by Dini Fithria Nurul Aisyah, S.Si and Miftakhul Munir, S.Pd. As for the student affairs assisted by Drs. Didik Dwi Tjahyono, for the facilities and infrastructure assisted by Drs.H. Subandi as well as for the public relations department is assisted by Dra.Hj. Elly Udiarti, M.Si

For the treasurer of school lead by Dra. Agustina Dwi Astuti. For the head section of the Tatib is Drs. Moh. Alwan. While the head of

⁵⁵ http://sman7malang.sch.id/struktur_organisasi/ access on 22th March 2018

administration is held by Sodikin. While for the head of the library lead by Nur Henik Sukriawati, M. Pd and for the head of the laboratory is Drs. Didik Dwi Tjahyono.

4. Facilities in SMAN 7 Malang⁵⁶

For facilities and infrastructure in SMAN 7 Malang can be said to be good and fulfilling. For supporting learning buildings equipped with 34 classes ranging from X-XII classes, there are also 5 laboratories with details of computer lab, language, chemistry, biology and physics. There is also 1 field foli and 1 basketball court that can be used also for futsal. 1 UKS room, 1 mosque, 1 shared space of student activities.

There is also 1 library, 1 cafeteria, 1 teacher room, 1 TU room, 2 eastern and western parking, as well as a bathroom for teachers 1 for men and 1 for women as well as for boys 1 and 1 boys' bathroom women, there is also kharawitan hall, hall and vidyaloka. Facilities are also so well equipped LCD projector in every classroom, teacher room, and laboratory.

5. Main Programs

Table 4.1 Main Programs in SMAN 7 Malang⁵⁷

No	Program Name	Time	Activity
1	Sabhatansa Religious	Tuesday-Thursday	15 minutes before beginning of the study, all of muslim student

⁵⁶ <http://sman7malang.sch.id/fasilitas/> access on 22th March 2018

⁵⁷ <http://sman7malang.sch.id/program> / access on 22th March 2018

			read <i>juz ama</i> together.
		Friday	Al-Qur'an study club, deeply understanding about Al-Qur'an.
2	Sabhatansa Cinta Lingkungan	Friday	Clean the environment in school and outside.
		Friday ke 2 dan Friday ke 4	Collect the rubbish for sale and creating the something product from recycle
3	Sabhatansa Membaca dan Menulis	Friday	Teacher give assignment for all student to read the book in library, and sometimes order the student to making some article
4	Sabhatansa Berbudi Pekerti Luhur	Monday jam ke 2-4	Develop the student character by teacher class BK, tim UKS, tim Tatib appropriate with the schedule.
5	Peer Tutor	-	Learn something with friend that has speciality than other in (MTK and IPA)

B. Research Findings

1. The Implementation of Project Based Learning in Islamic Religious Education Learning Process Especially in promiscuity and *zina* material.

In this material the students are expected to be more understanding and memahmi because this material is experienced by

them in the real world. Technological advances make it easier for them to access what they want, even free association is happening everywhere. For that Mr. Khoir who became a teacher of PAI in the class of X both majoring in Science, Social and Languages made as much as possible to meyakinkan and understand them with Project Based learning.

Materi ini sesuai dengan apa yang mereka hadapi saat ini Mas. Jadi sebisa mungkin mereka mau belajar tentang materi ini supaya tidak sampai salah langkah dalam hidupnya. Tentu partisipasi siswa dalam pembelajaran sangat dibutuhkan agar mereka mersap ilmu dan segala sesuatu yang berhubungan dengan masalah itu lebih besar.⁵⁸

In each material Mr. Khoir applied 2 assignments for the first and second meetings. For the first assignment by making a paper and presenting it. As for the second meeting make a poster related material. For the first assignment in the form of the paper it is the same in each material and done before the explanation of the material on the grounds that they try to know and seek information independently, to get used to because they have stepped on the adult phase, no longer elementary school children who must be curbed or regulated continuously. As for the second task is different in each material, adjust to the needs.

The first group on duty that day was given an opportunity to present their work to friends, 30 minutes for presentation and 1 minute

⁵⁸ Interview with Mr. Khoir, PAI teacher of X grade SMAN 7 Malang

for question and answer. As for the remaining 2 hours of lessons used for the material stabilization and explanation of the material more detail by the teacher and evaluation.

“Begini mas, pembuatan makalah ini dengan banyak manfaatnya, pertama memang siswa dibiasakan untuk mandiri, selain itu mereka juga memiliki kesipan lebih untuk kuliahnya kelak. Bukan hanya itu dilaksanakan sebelum saya menjelaskan itu, supaya mereka punya konsep dulu setidaknya punya bekal sebelum belajar. Jadi mereka akan lebih aktif ketika saya menjelaskan pelajarannya.”⁵⁹

The presenting process is also designed to be as attractive as possible and resembles the lecture atmosphere. So all members of the group should be able to explain their respective parts then can answer and explain to his friend who asked. With this design all students will be active, not just the presentation but also the participants of the discussion.

For the second project the poster is done in order to better understand why they should keep themselves from the promiscuity and able to invite friends and surroundings to stay away from promiscuity. Poster is one means to express the concept, thinkers and their opinions are poured with the picture and writing are bersuasif which end goal is able to invite the audience do what is expected.

The assignment process also keeps the project and then presents it in front of the class and is able to answer questions from the discussion participants. The group for project work is the same as the paper making

⁵⁹ Interview with Mr. Khoir, PAI teacher of X grade SMAN 7 Malang

group, then they are given 1 hour lesson to make the poster, then in the last 1 hour each group is given the opportunity to conduct question and answer session.

The project based learning process is done in several stages by Mr. Khoir, firstly done is to form a group, then give the assignment, then monitoring or monitoring and then evaluation in the form of presentation.



Picture 4.2 Distribution of Group Working⁶⁰

At the time of division of the group, Mr. Khoir divided the group together with the original group during the paper making, then distribution some paper and coloring as a medium for making posters. Then Mr. Khoir gives direction on how the process of work. Time for poster making 1 hour

⁶⁰ Taken at 28th March 2018 at class X IPA 5

lesson or about 45 minutes. Place free poster work, may be out of class.



Picture 4.3 Creating poster in the class⁶¹

For class X IPS 3 only 2 groups are working in the classroom, while 3 other groups outside the classroom, such as on the class page, in the gazebo and in front of the language laboratory. Their reasons are also various, there are those who choose in the class because in order to be effective time, which is outside the class because they want to breathe fresh air, a lot of inspiration and others. As one of the students of class X IPS 3 said

*“Saya dan kelompok memilih mengerjakan di luar ya karena suasanya enak pak, udara segar dan tidak suntuk seperti di kelas, selain itu kalau di ruang bebas gini sering muncul inspirasi pak”*⁶²

But unfortunately there are some students in class X IPS 3 is working on the other in the middle of posters work, there is a novel, there is a work on other lesson.

While for class X IPA 5 more conducive, all students work no one doing other work. Almost the same as XIPS 3, of which there are 2 groups

⁶¹ Taken at 23th March 2018 at class X IPS 3

⁶² interview with student of IPS 3, Nabila Ruby Oktalia

in the class, and 3 groups working on posters outside the classroom, such as in balewerti, gazebo and near green house.

The reason they reveal is the same as the previous class. Indeed, the policy of learning in SMAN 7 Malang is emmberikan freedom and train students to be closer to the natural atmosphere, then taught about independence and responsibility.



Picture 4.4 monitoring by teacher⁶³

The next process is monitoring, where Mr. Khoir as PAI teacher monitors the performance of his students and provides guidance when students experience difficulties. Unfortunately, monitoring can not be maximized because it is a place where posters work is not centralized becomes an obstacle to conduct monitoring.

⁶³ Taken at 28th March 2018 at class X IPA 5



Picture 4.5 Presentation of group 2 kelas X IPA 5⁶⁴

And the final step is assessment and evaluation, the first is each group doing a 15 minute presentation and question and answer. After all finished the teacher gives an assessment.

2. The Impact for the Learning Motivation through the Implementation of Project Based Learning Model

The results of the implementation of project based learning in learning PAI, especially on the subject of Intercourse and Zina is arguably successful and effective. There are several things that support the statement. First, the classroom atmosphere becomes more active and all students have more curiosity. Secondly, their value is all above the KKM or arguably meet, the average score above 76. Third, the students better understand the material, with evidence when given questions by their teachers can answer well anyway.

⁶⁴ Taken at 28th March 2018 at class X IPA 5

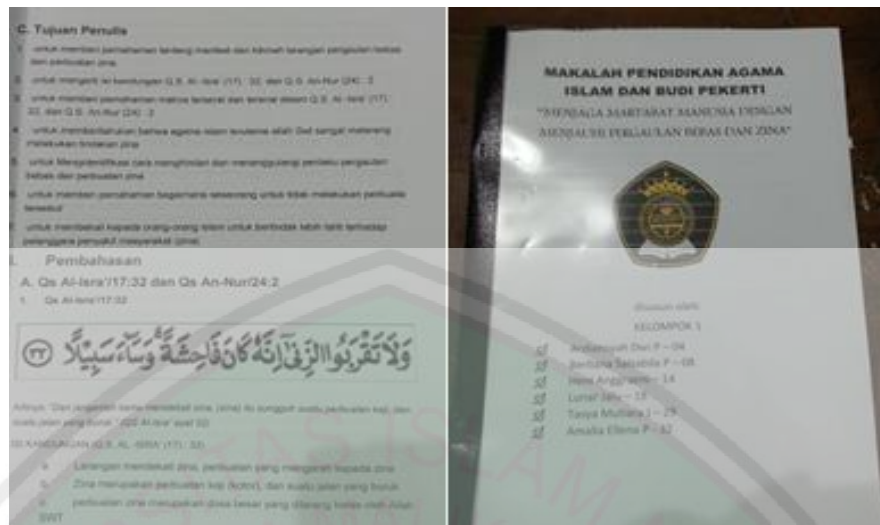
Complex results can be obtained from the application of this kind of learning model, the students can better understand the taught material, not just doing the LKS which results are not necessarily because of their own efforts. But if in this model every individual can be seen clearly worthy or not he get a good value.

“Sekarang begini mas, kita tahu PAI itu materi tentang bagaimana mereka bertindak dalam hidupnya agar tetap pada jalan yang benar, jadi kalau hanya sebatas mengerjakan LKS, dan itupun mereka terkadang masih mencontek teman yang lain. Jadi ketika model pembelajaran aktif seperti ini kita bisa membiasakan pada siswa untuk berfikir kritis dan kreatif dalam menghadapi berbagai masalah yang mereka hadapi”⁶⁵

From the explanation of Mr. Khoir we can take a conclusion that the PAI lesson that contains the religious materials they apply in real life need the active and participative activities of the students. Not just the passive movement like doing the LKS, which is their motivation only finish LKS, got good grades and no continuation, tomorrow in question about the material yesterday had forgotten.

At the first meeting, the fifth group became the presenter of promiscuity and adultery, they made papers containing the notion of promiscuity and adultery, then the impact of it, the postulate that regulates about it and others. Not only that they can also create slide presentation and then expose it to his classmates.

⁶⁵ Interview with Mr. Khoir, Islamic religious education's teacher of X Grade in Senior High School 7 Malang



Picture 4.6 Article of 5th group⁶⁶

From the picture, the work of group 5 is good, where they combine all the ideas of each member in one paper, it certainly requires more performance than just doing the LKS. In this assignment students are accustomed to always want to know and find out what they do not know. Not only that they are also required to deepen the material and understand it because it will be conveyed to his friends.

During the question and answer session, group 5 and participants of the presentation were very excited to argue and share experiences related to free and adulterous material. Here it seems that with this kind of thing the students will have more space to argue, ask questions and more. In contrast to the model of learning pasuf which teachers give the material and then question and answer, in this session also they are still raguragu to ask, they are not free to express what is in their minds. But with this kind

⁶⁶ Taken at 22th March 2018 at class X IPS 3

of discussion they are more relaxed and no longer hesitate to ask questions.

“ inilah alasan saya memakai model pembelajaran seperti ini, saya ingin memunculkan keberanian kepada siswa untuk mengungkapkan pendapat dan pemikirannya. Mungkin jika dengan ceramah dan mereka masih malu atau tidak berani untuk bertanya ke gurunya, mereka lebih leluasa jika disuruh untuk bertanya kepada temannya sendiri. ”⁶⁷

There are several benefits that can be gained by the teacher when his students are not ashamed to ask questions and express their thoughts. From there the teacher is able to find out which parts can not be understood by the students, then the teacher can also direct the students easily because previously they already have their respective basis of this material. It is easier to synchronize their thinking with Islamic values contained in free and adultery.

As for the second meeting using a poster as a project that they will create and present. A variety of ideas they pour in a poster. There is a picture of "do not berduan later the third is satan ". There is also a portrayal of zina's reprisals being ostracized and exposed to the fires of hell, and many others.

Proven when making a poster, they are drawing, making a writing, it is what they remember so they better understand, where they know the adultery law is how, what impact they receive when they commit adultery,

⁶⁷ Interview with Mr. Khoir, Islamic religious education's teacher of X Grade in Senior High School 7 Malang

how they stay away from adultery and keep promiscuity . This is evidenced by high curiosity, how they can exchange ideas and be able to answer the questions asked by friends or teachers.

When at the end of the lesson, the teacher asks students to write a paper on the implementation of an active learning model in the form of project creation, whether they agree or have criticism and others. Where researchers see various responses from students, most of them feel happy and fit with this model of learning, some say bahwasannya with a model like this we do not feel bored, there is also answering with a model like this we can freely express what is there in our thinking, and so forth.

But there are two students who are in class X IPS 3, they think the PAI should be serious with serious discussion and more weight, no need to make a poster or another for wasting time. There is also a saying, if in a group like this many who do not work in one group only a few people who work. This is what makes researchers still wonder. Why there are still students who think like this, whereas the majority of students prefer the active learning model.

But after being examined and checking that says this is a student who while learning PAI do other tasks and read novels. This can happen because the supervision of the teacher is not maximal, where many residual who joke, do not do, do other things because the teacher does not exist, monitoring done in the last time, so this cause they assume like that.

But overall the project based learning model is effective in order to improve students' learning motivation in learning PAI, if there are some students who are not affected by this model, not because the model is wrong but the implementation of this model is less than perfect, precisely at the less than optimal monitoring.

3. Some Factor that Influence The Implementation of Project Based Learning in Islamic Religious Education Learning Process Especially in promiscuity and *zina* material.

Implementation of project based learning model on the material free association and adultery has some supporting factors and obstacle factors course. This model can run because there are supporters, among others:

a. Supporting facilities

All subjects will be successful and easily accepted by students when facilities are adequate. And vice versa if the facilities are less, then there is no support for the success penyampain material to students. In a learning process of course requires some facilities to facilitate the teacher and determine the model of learning and make it easier for teachers to make students motivated in the learning.

In each class is equipped with LCD projector, which can be used for student presentation or teacher menyampaikan interactive

learning with media made. The presence of LCD certainly gives a big influence in learning, can be compared with a class that does not have the LCD then the meaning or atmosphere of learning spirit is difficult to create.

“Fasilitas merupakan salah satu penunjang mas untuk pembelajaran, kita sebagai guru bisa menampilkan segala sesuatu yang berkaitan dengan materi. Selain itu saya juga jadi terbantu untuk menentukan model dan penugasan yang cocok apa. Jadi ketika fasilitas lengkap, kita sebagai guru memiliki space yang banyak untuk menerapkan model pembelajaran apa yang kita inginkan.”⁶⁸

As for facilities outside the classroom there are also mosques that can be used for matters concerning religious practice, especially for prayer, recitation and other religious activities. The function of the mosque is also for the habituation of students in religion, for example when there is spare time at rest they can pray dhuha, not only that the mosque can also be used to establish a cooperation and work harmonious for fellow students who are Islamic.

b. Variety of Islamic program

Although SMAN 7 has become one of the top public schools, it has many Islamic programs that support religious students. There are several programs which become supporting for the guidance of Muslim soul matters.

⁶⁸ Interview with Mr. Khoir, Islamic religious education's teacher of X Grade in Senior High School 7 Malang

Every 15 minutes before learning, students are required to read juz ama in their respective classes with guided officers from the center through the speakers. This is a superior program for habituation of children in religion, especially in reading the Qur'an. Another program that can support Islamic religious learning is the religious sabhatansa program which is held every Friday in the school hall. In this program students are collected in the hall and will be given religious material by a speaker.



Picture 4.7 Training of Manner⁶⁹

The next program is Sabhatansa Berbudi Pekerti Luhur, where each class will be visited by the teachers of BK Teacher, Tatib Coordinator, Religious Teacher. This program aims to provide direction to the rest to behave well and reflect good morality as a student of SMAN 7 Malang.

⁶⁹ Taken at 22th March 2018 at class X IPS 3

c. Curriculum

In the 13th curriculum mainly on the full day school system, PAI subjects get additional lessons, which initially only 2 hours has now become 3 hours lesson. This is certainly helpful because with an additional 1 hour lesson teachers can more freely to share knowledge with the rest, but there are also more opportunities for students to ask questions and find out what they do not know.

“Bersyukur mas ketika ada tambahan 1 jam pelajaran untuk PAI, bisa dibayangkan mas sebelum adanya pertambahan jam pelajaran, kita hanya dalam waktu seminggu mendapatkan 2 jam pelajaran, tentu sulit untuk membentuk karakter baik pada siswa. Bisa dibilang tuntutan besar namun tidak ada waktu yang cukup.”⁷⁰

Indeed the amount of time given affects the outcome in the future. This is the hope of PAI teachers, where when there are additional hours, they can maximize the material delivered and be able to achieve the right target. 3 hours of lessons become the right of PAI teachers to exploit students' curiosity towards the religion of Islam.

In addition there are supporting factors that make the implementation of learning model project based learning goes well, on the other hand there are also some obstacles in the learning process using this project based learning model. Indeed, until now the assumption PAI became second subject. That is, most high school students prefer SAINS,

⁷⁰ Interview with Mr. Khoir, Islamic religious education's teacher of X Grade in Senior High School 7 Malang

Social and Language lessons. Their assumption, their careers will continue with university-grade majors. Even a graduate of SMAN 7 Malang for 4 years behind this there is only one student who is interested to go to religious majors.

But we can not impose this, indeed bahwasannya they enter high school goal to study in public. In addition, the lack of support or encouragement from parents becomes one of the barriers to learning PAI. In fact today, many children do not get religious knowledge at home, whereas in high school only 3 hours of lessons each week, of course it is less, at home should also be added by follow TPQ or other institutions. With the aim of the students can deepen their religious knowledge, besides the more he knows about Islam then they will also get a personal filter everytime they will do something.

CHAPTER V

ANALYSIS AND DISCUSSION

In the previous chapter the researcher has presented the results of research on the process of applying project based learning, the result of its application, and what factors influence the application of learning-based project learning model. In this chapter the researcher will discuss the results already found by relying on the existing theory. whether there is a gap or the same.

A. The Implementation of Project Based Learning

Teachers of PAI class X in SMAN Malang apply the model of learning based learning with the reasons to involve students actively, learn to be independent in solving a problem in his life. When learning PAI only with lectures and doing LKS students will be difficult when plunging in the community later. This is in line with the opinion of Thomas, who says, project-based learning is one model that seeks to engage students in problem-solving investigations and other meaningful task activities, giving students the opportunity to work autonomously in constructing their own knowledge, and reaching its peak to produce a real product.⁷¹ With this it is assumed that students will have more responsibility for themselves and create a concern for others.

⁷¹ Made Wena. *Strategi Pembelajaran Inovatif Kontemporer*, hal. 145

Poster selected as the project to be made by the students is aimed to form the students' concern to invite other people to avoid promiscuity and adultery, in addition to the poster students are expected not easily bored and have a distinct impression in learning, not just deepening the material but they can pour with creativity them through persuasive images and sentences. Similarly, Gaer disampikan that project based learning is used to provide a learning process memorable and interesting for students. From this it can be argued that the selection of projects conducted by Mr. Khoir is appropriate, not too difficult but can refer directly to the main purpose of learning.

In the implementation, PAI teachers use four main steps, namely the first to form a group, where this is done of course after discussing the matter of promiscuity and adultery. Then assigned a poster assignment, where students are faced with a problem to be solved along with their group mates, where they have to make really interesting posters and certainly have high persuasive values. And then do monitoring or supervision by teacher. Well the main problem here, the monitoring done can be said very less, because students are freed in the project work is not concentrated in one place the same and this certainly makes the teacher difficulty in supervising the performance of students, some are not working, there are other tasks , this is one of the impacts of the lack of monitoring.

Secondly, after assigning teachers to indirectly monitor their students, the teacher goes to the teacher's room and waits for the time, when less than 15 minutes a new teacher comes to the class for monitoring. Though the concept of monitoring is to conduct supervision and assistance so that student performance in accordance with the expected. As the concept of Patton and Robbin about the steps of implementing project based learning, They said there are 5 stages in the implementation of project based learning,⁷² one of which is monitor the student and progress of the project, in this stage the teacher is fully responsible for the settlement project students, if necessary teachers create rubric and progress of making project. So important it is done because when the rest have difficulty can be helped well. If this step is not done then there will be a new problem one example there are students who do not work, do the other and so on.

But overall the steps taken by this class X PAI teacher are correct, starting from the planning in which the teacher membntuk group with each member 5 people each group. Then the assignment process, where the teacher gives the task of making a poster with a predetermined time of 2 hours lesson. Then during the teacher's supervision work even in the last 15 minutes. And finally do the evaluation, where the evaluation is done with the assessment taken from the presenting of product results, and who then evaluate what they have done and provide advice that motivates

⁷² Ridwan Abdullah Sani, *Op,cit*, hal.185

students to do positive things. If in the concept of The Goerge Lucas Educational Foundation, the assessment and evaluation are separated, but for the effectiveness of the teacher the PAI ensures to make these two components into one unified component.

When viewed from the time frame, the concept of project based learning is included in the small project, where the workmanship is faster and the level of complexity is not too difficult. This is the kind of project that is suitable for use in learning, especially the PAI who do not have enough time in the process in public high school especially, maybe if in Islamic school can be made for big project because it is longer time.

B. The Impact for the Learning Motivation through the Implementation of Project Based Learning Model

The result of applying project based learning model is clearly seen in student learning motivation. Indeed the first seen is the value of students, if good grades then the students were high motivation. But not only that, because the good grades that students get in learning PAI not always from motivation, it could be because they do things that are prohibited such as cheating, browsing and more. Not only that for this PAI lesson if only by doing the task at LKS, then its good value all but remember that the main purpose is how the development of students.

In this project based learning is not only limited to the assessment of task work, but how students are thinking actively and critically, how

they are able to invite others to be better, arguably will arise social responsibility with themselves which became one of the goals of Islamic religious education. When in the various components of the value and indeed the student is able to get the value above the KKM, that's what can be considered high motivation. This is the result of the implementation of project based learning in class X IPA 5 and X IPS 3, although in the process there is a small part of the students who may do something that is prohibited. But still overall this learning model will be successful if the stage in it is done perfectly.

Motivation is not limited to value, motivation is more widely defined as the spirit of a person to be better. The focus of the researcher is some aspects where students can be more active who initially silent, now can ask, and so forth. As Sardiman points out in his book, says there are several indicators of motivation to learn, one of which is showing interest in various problems.⁷³ If beforehand when using the model of study and work on the task, students feel bored in learning activities. But when the baed learning project is implemented they will try to think what they will pass on to others, how later when there is a difference of opinion. You can say what they get more complex, of course, their interest in learning will also increase following their curiosity.

The motivation they show is indeed seen from two blends, where extrinsic motifs are formed and then the nintrinsic motivation is attached

⁷³ Sardiman A.M, *Op.,cit*, hal 81

to him. Why such, extrinsic motivation here can not be interpreted as gift giving, high value and others. But the extrinsic motivation in question is how teachers apply learning models that can make them motivated to learn. Well in this study obtained bahwasannya model project based learning into motivation from outside students who make students motivated. The proof is that they work hard and do their best to express what they think regardless of what the teacher will give them, at this stage the motivation in them is already formed.

C. Some Factors that Can Influence The Implementation of Project Based Learning

Various factors affect the implementation of project based learning, there is support and inhibit. The main factors that support the success of interactive learning models such as project based learning has become a necessity for students, especially in PAI lessons, where from the first to present still lectures and working on LKS. Then it needs something new, this is what makes the classroom atmosphere come alive and active when the interactive model is applied.

Then another supporting factor lies in the concern of SMAN 7 Malang on religious issues, as already described in the research section. Habits of reading juz ama together, the deepening of religious material every week and others. This certainly encourages students to get used to their religious teachings. As we know when the current globalization is

getting tighter, and there is no good filter in every student self it will cause complex problems. Because it is religious need habituation is not an instant thing.

In addition there is also the role of a complete and supportive facilities can be an alternative teacher in finding the right model of learning. One example is in accordance with the results of research, there are LCD projectors and mosques. The presence of LCD mmebuat teachers easier in preparing the media for the learning process, then a mosque that can be spelled out widely can be a means of habituation for congregational prayer and other religious activities. In addition, mosques can also be used as a place to practice what they get from the lesson.

As for the inhibiting factors in accordance with the results of the study, students should not be blamed on why, because he would be what it is up to those important as parents or parents in our school is what directed them. More precisely when students are not motivated to PAI, not entirely wrong they can be a teacher PAI is less uptodate or boring, parents may be less concerned with religious students either mebgaji, prayers and other.

When found by a student as in the results of research, which still act inappropriate when the teacher has tried as much as possible. Other factors play a role here, such as when there is one student who does other tasks, because the teacher of the next lesson is more assertive and never gives leeway like PAI teacher. Then there are students who do not work,

even run around the class, we must know first. What is his joy and kind of intelligence, when the learning model does not match his character then automatically it will not impress him.



CHAPTER VI

CLOSING

A. Conclusion

1. Project based learning is one of the active learning models applied in SMAN 7 Malang to be one of the solutions to increase the motivation to learn in PAI learning. The process of implementing this model through 3 main steps namely planning, implementation process, and evaluation. The planning process includes group division and assignment. Then the implementation process includes project work in the form of posters and monitoring to ensure student performance. And the evaluation process includes presenting the result of poster making and assessment done by PAI teacher.
2. The implementation of the Project Based Learning is effective in improving students' motivation especially in PAI lessons. Evident when student learning has a high curiosity by participating in the learning such as asking, trying to answer and convey his opinion. Not only that students' understanding is higher than when using lectures or conventional methods. When interviewed most of the students said they were more interested in this kind of learning model, not only that they also said they can improve cooperation, creativity and most importantly the lessons delivered can be understood quickly.

3. The implementation of the learning model of Project Based Learning works with several supporting factors that make effective implementation such as complete infrastructure, Islamic programs, curriculum which give extra time for PAI. But it is not without obstacles, there are also some of the first inhibiting factors of the mindset of students who have considered the PAI to be number 2, the competence of teachers who may not yet understand the true of this Project Based Learning so that there are still some students who have not been motivated or still think PAI unattractive.

B. Suggestions

1. Project Based Learning has proven to be effective in increasing the motivation of learning in all subjects for PAI. Of course must be coupled with high understanding and creativity to implement it with the aim of getting maximum results. However, it does not mean that the lecture method or the role of the teacher in the teaching of PAI is the role of the teacher is also a determinant, because the learning of PAI is related to the morality and character of the students. So while providing an active role for students, teacher control is still needed to correct the understanding or understanding of students that are less precise.
2. It would be nice if the varied learning model is used in PAI lessons. Because it is in the present time a teacher must be creative to make the learning atmosphere to be interesting and make comfortable learners. Alternatively, other models can be applied in PAI learning and the results can be used as references to PAI teachers.

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LIST OF APPENDIX

Appendix 1

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Writer

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Appendix 2










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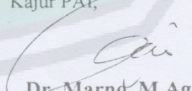


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Dosen pembimbing : Dr. H. Ahmad Fatah Yasin M.Ag

No	Tanggal	Catatan Perbaikan	Tanda Tangan Pembimbing
1	5 Oktober 2018	Konsultasi Judul dan Bab 1	
2	10 Oktober 2018	Revisi Bab 1	
3	12 Oktober 2018	Konsultasi Bab 2	
4	19 Oktober 2018	Revisi Bab 2 dan Konsultasi Bab 3	
5	27 Oktober 2018	Revisi Bab 3 dan ACC Proposal	
6	17 April 2018	Konsultasi Bab 4	
7	20 April 2018	Revisi Bab 4 dan Konsultasi Bab 5	
8	27 April 2018	Revisi Bab 5 dan Konsultasi Abstrak	
9	2 Mei 2018	ACC	
10			

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Appendix 3

Research Permission


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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 1034 /Un.03.1/TL.00.1/04/2018 11 April 2018
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala SMAN 7 Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Moch. Ainul Cholidian
NIM : 14110129
Jurusan : Pendidikan Agama Islam (PAI)
Semester - Tahun Akademik : Genap - 2017/2018
Judul Skripsi : Learning Motivation in Project based Learning Model of X Grade Student in Islamic Religious Education Learning in State Senior High School 7 Malang

Lama Penelitian : April 2018 – Mei 2018

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.


Dekan


Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan PAI
2. Arsip

Appendix 4

Research Recommendation



PEMERINTAH KOTA MALANG
BADAN KESATUAN BANGSA DAN POLITIK
 Jl. A. Yani No. 98 Telp. (0341) 491180 Fax. 474254
M A L A N G

Kode Pos 65125

REKOMENDASI PELAKSANAAN PENELITIAN
NOMOR : 072/415.04.P/35.73.406/2018

Berdasarkan pemenuhan ketentuan persyaratan sebagaimana ditetapkan dalam Peraturan Walikota Malang Nomor 24 Tahun 2011 Tentang Pelayanan Pemberian Rekomendasi Pelaksanaan Penelitian dan Praktek Kerja Lapangan di Lingkungan Pemerintah Kota Malang Oleh Badan Kesatuan Bangsa dan Politik Kota Malang serta menunjuk surat Dekan Fak. Ilmu Tarbiyah dan Keguruan Univ. Islam Negeri Maulana Malik Ibrahim Malang No. 1208/Un.03.1/TL.00.1/04/2018 tgl. 19 April 2018 perihal : Izin Penelitian, kepada pihak sebagaimana disebut di bawah ini :

a. Nama : MOCH. AINUL CHOLIDIAN. (peserta : - orang terlampir).
 b. Nomor Identitas : 14110219.
 c. Judul Penelitian : Motivasi Belajar Siswa Kelas X Dalam Model Pembelajaran Berbasis Proyek Pada Pembelajaran Pendidikan Agama Islam Di SMAN 7 Malang


dinyatakan memenuhi persyaratan untuk melaksanakan penelitian skripsi yang berlokasi di:
 - Cabang Dinas Pendidikan Wilayah Kota Malang .

Sepanjang yang bersangkutan memenuhi ketentuan sebagai berikut :

- Tidak melakukan penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul, maksud dan tujuan penelitian;
- Menjaga perilaku dan mentaati tata tertib yang berlaku pada Lokasi tersebut di atas;
- Mentaati ketentuan peraturan perundang-undangan.

Demikian rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya, dan masa berlaku rekomendasi ini adalah sejak tanggal *ditetapkan s/d 10 Mei 2018.*

Malang, 23 April 2018
 An. KEPALA BAKESBANGPOL
 KOTA MALANG
 Sekretaris,




HERU MULYONO, SIP., MT.
 Pembina
 NIP. 19720420 199201 1 001

Tembusan :
 Yth. Sdr. - Dekan Fak. Ilmu Tarbiyah dan
 Keguruan Univ. Islam Negeri
 Maulana Malik Ibrahim Malang;

Appendix 5

Certificate of Research


 PEMERINTAH PROVINSI JAWA TIMUR
 DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 7 MALANG
Jalan Cengger Ayam I/14, Telp. 0341-495256, Fax. 0341-408988, email: sekolah@smn7malang.sch.id
KOTA MALANG Kode Pos : 65141

SURAT KETERANGAN

Nomor 421.3/120/101.6.10.7/2018

Yang bertanda tangan di bawah ini :

Nama : Dra. Herlina Wahyuni, M.Pd
 NIP : 19610512198603 2 012
 Pakat/ Gol : Pembina Tk.I, IV/b
 Jabatan : Kepala SMAN 7 Malang

Menerangkan bahwa :

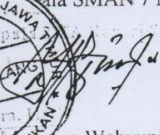
Nama : Moch. Ainul Cholidian
 NIM : 14110129
 Jurusan : Pendidikan Agama Islam


Telah melaksanakan penelitian dalam rangka pembuatan skripsi yang berjudul
Learning Motivation in Project based Learning Model of X Grade Student in Islamic Religious Education Learning in State Senior High School 7 Malang

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Malang, 2 Mei 2018

Kepala SMAN 7 Malang


 Dra. Herlina Wahyuni, M.Pd
 19610512198603 2 012



Appendix 6

(Guidelines of Interview)

Draft Wawancara Dengan Guru PAI kelas X

1. Bagaimana minat siswa terhadap pelajaran PAI ?
2. Bagaimana sikap beragama mereka ?
3. Apakah sekolah memberikan pelayanan guna meningkatkan sikap beragama siswa ?
4. Apakah PAI tetap menjadi subjek ke dua di banding dengan mata pelajaran lainnya ?
5. Bagaimana sikap mereka di kelas saat pembelajaran PAI ?
6. Apa saja faktor yang menghambat pencapaian tujuan pembelajaran PAI ?
7. Bagaimana mengatasi kurangnya motivasi siswa terhadap pembelajaran PAI ?
8. Apa model pembelajaran yang anda gunakan dalam pembelajaran ?
9. Bagaimana hasil penerapan model interaktif dalam pembelajaran PAI ?

Draft wawancara dengan Guru BK

1. Apakah PAI mampu membentuk karakter baik dalam diri siswa ?
2. Bagaimana kontribusi pelajaran PAI dalam proses pemecahan masalah oleh siswa ?
3. Perlukah Pembelajaran PAI ditingkatkan lagi guna membentuk karakter dan akhlak siswa ?
4. Apakah dengan pembelajaran PAI siswa bisa lebih dewasa dalam bertindak ?

Draft wawancara dengan guru Tatib

1. Apakah PAI membantu dalam memberikan nilai-nilai baik pada siswa ?
2. Bagaimana dampak keberadaan pelajaran PAI dalam kasus pelanggaran tatib siswa ?
3. Apakah pelajaran PAI menjadi kunci penting dalam upaya kontrol diri peserta didik ?
4. Dampak apa yang terjadi jika pelajaran PAI tidak dipedulikan ?

Draft wawancara dengan siswa

1. Apakah penting mempelajari PAI ?
2. Dampak baik apa yang kamu rasakan ketika belajar PAI ?
3. Bagaimana pendapatmu tentang penerapan model pembelajaran yang aktif dan variatif ?
4. Apa yang kalian ingin dapat dalam pembelajaran PAI ?

Appendix 7

Facilities in SMAN 7 Malang

No	Nama	Jumlah	Keterangan
1	Ruang Kelas	44	Baik
2	Ruang Guru	1	Baik
3	Ruang TU	1	Baik
4	Ruang SPP	1	Baik
5	Perpustakaan	1	Baik
6	Tempat Fotokopi	1	Baik
7	Aula	1	Baik
8	Lapangan Basket	1	Baik
9	Lapangan Voli	2	Baik
10	Kantin	1	Baik
11	Pos Satpam	2	Baik
12	Lab Komputer	1	Baik
13	Lab Bahasa	1	Baik
14	Lab Fisika	1	Baik
15	Lab Kimia	1	Baik
16	Masjid	1	Baik
17	Ruang Kegiatan Siswa	5	Baik
18	Kamar Mandi Siswa	2	Baik
19	Kamar Mandi Guru	1	Baik
20	LCD Proyektor	34	Baik
21	Meja Siswa	1472	Baik
22	Meja Guru	56	Baik
23	Kursi Siswa	1472	Baik
24	Kursi Guru	58	Baik
25	White Board	44	Baik
26	Lemari	22	Baik
27	Tempat sampah	45	Baik
28	Jam dinding	47	Baik
29	Simbol kenegaraan	40	Baik
30	Tiang bendera	1	Baik
31	Komputer	55	Baik

Appendix 8

List of Teacher SMAN 7 Malang

No	Name	Subject Lesson
1	Drs. SUHARTO, M.Pd.	Sosiologi
2	Drs.H. SUBANDI	Geografi
3	Dra. YUNI ASTUTI	PKn
4	Hj.RATNA NUR'AINI,S.Pd,M.Pd	Bahasa Inggris
5	Dra. HERLINA WAHYUNI, M.Pd.	Fisika
6	HJ.SITI ALIAH, M.Pd.	Fisika
7	Dra. ENY YUNIARTI	Ekonomi/Akuntansi
8	Dra.Hj.ELLY YULISTYONINGSIH	Ekonomi
9	NUR HENIK SUKRIAWATI,S.Pd.M.Pd	Bahasa Inggris
10	DWI IRIANI, S.Pd. M.Pd	Sosiologi
11	HAIRIL ANWAR	Kimia
12	Dra.Hj.KUSTILAH	Fisika
13	Dra.AMBAR PUSPOWENI	Kimia
14	Dra.HJ.AMRIT SAPTARI WIDIATMI	Seni Rupa/Budaya
15	Dra.AUNUL CHIMAH	Kimia
16	Drs.H. WAKIT	BP / BK
17	Dra.Hj.SRI LESTARI	Matematika
18	Dra.Hj.SITI ZAENAB	BK
19	Dra.AGUSTINA DWI ASTUTI	Matematika
20	Drs.DIDIK DWI TJAHJONO	Fisika
21	Drs.WIJAYADI	BP / BK
22	Dra. MUKTI ASIH	Fisika
23	SUMARYONO, S.Pd. M.Pd.	PKn
24	MERIE MARGARETHA.GERDA KAKISINA.S.Pd	Bahasa Indonesia
25	Drs.RAKHMAN	Penjas
26	DODY RACHMAN WISIJANTO,S.Pd	Matematika
27	Dra.DEWI LARASATI, M.Pd.	Bahasa Inggris
28	Dra.Hj.ELLY UDIARTI, M.Si	Biologi
29	SUWARDONO,S.Pd.	Sejarah
30	WIWID MURWATI,S.Pd	Bahasa Jerman
31	Drs. MOH.ALWAN	Ag.Islam
32	ARIK WAHYU UTARI,S.Pd	Matematika
33	Drs.SUMARWOTO	Matematika
34	MISianto, S.Pd. M.Pd	Bhs. Inggris
35	WAHYUDI, S.Pd. M.Pd.	Jaskes&Rekreasi
36	MUJAHIDIN, S.Pd.	BP / BK

37	HJ. LAILI IVANA, S.Pd.	Bhs. Indonesia
38	YUDHANTO, S.Pd.	Bhs. Indonesia
39	TATIK NURHAYATI, S.Pd.	Sejarah
40	Dra.SULISWATI	Bhs. Indonesia
41	AHMAD YUSUF SETIAWAN, S.Kom	TIK
42	SUTIONO, S.Pd.	Jaskes & Rekreasi
43	ALFIN HUSNIYAH, S.Ag.	PAI
44	Dra. TUTIK MALIKAH	Sosiologi
45	DINI FITHRIA NURUL AISYAH, S.Si	Biologi
46	ISMI RAHAYU, S.P	Pend.Lingkungan Hidup
47	ENDAH SUWAKU	AGAMA KRISTEN
48	Drs.EKO MUDJIONO	Ekonomi
49	GERARDUS GILI	AGAMA KHATOLIK
50	BAMBANG ASTABRATA, SH	AG.HINDU
51	SITI MUNAWAROH, S.Pd.	BP/ BK
52	IKA MAULIDA KUSUMA DEWI, Amd	BHS.JEPANG
53	ELLYSA YUNiar EKA WARDHANI, S.Pd.	BHS.JERMAN
54	JUMA'ATI, S.Pd.	BHS.JERMAN
55	EVI LIA SURYANINGSIH	BAHASA DAERAH
56	AHMAD NUR KHOIR, S.Pd.	AGAMA ISLAM
57	AYU SWADIAN, S.Pd.	MATEMATIKA
58	ANGGITA SEPTIANA EKA PRATIWI, S.Pd.	Geografi
59	MIFTAKHUL MUNIR	PEND. SEJARAH
60	PUTRA HILMI, M.Pd.	EKONOMI
61	Drs. EFFENDY SETYOHANDOYO	Seni budaya
62	EKI RACHMANIAR, S.Pd.	MATEMATIKA
63	NORA, INDRASARI, S.Pd.	Fisika
64	ATRIA DICKY ASMARAHADI, S.Pd.	Bhs. Jawa
65	PANCARANNIE BEKTI PERTIWI PUTRI, S.Pd.	Seni budaya
66	DODY KURNIAWAN, S.Pd. M.Pd	Biologi
67	MUHAMMAD BAGUS ISHOMUDDIN, S.Pd	Bahasa Indonesia
68	LINTANG AYU RIWANTI, S.Pd	Geografi
69	ANIS KHOIRIYAH, S.Pd	Sejarah
70	SINDA ERIA AYUNI, S.Pd	PPKn
71	TITIS INTI PURBASARI, S.Pd.	Penjas
72	DIAN RAHMAWATI SUPRPTO, S.Pd.	EKONOMI
73	MIFTAKHUL KHASAN	MATEMATIKA

Appendix 9

List of Student SMAN 7 Malang

PEMERINTAH PROVINSI JAWA TIMUR

DINAS PENDIDIKAN

SEKOLAH MENENGAH ATAS NEGERI 7 MALANG

Jalan Geger Nyai 174, Telp. 0401 40204, Fax. 0401 40004, email: smn7malang@indosat.net.id

KOTA MALANG

Kode Pos : 60101

DAFTAR HADIR Siswa Tahun Pelajaran 2017 / 2018

PA	Mata Pelajaran : IPS
SM	Musathoh, S.Pd

X-IPB.3

Kelas	No. Absen	Juli 2017	Juli 2017	Juli 2017	Juli 2017																													
No. Absen	Nama Siswa	L/P	Juli 2017	Juli 2017	Juli 2017	Juli 2017																												
No. Absen	Nama Siswa	L/P	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
No. Absen	Nama Siswa	L/P	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
1	12209	ABDULAH ARMANI	L																															
2	12214	ADRA TRIPRA	P																															
3	12240	ADYAN RUI RAHMING	P																															
4	12253	ALDI RANOK	L																															
5	12246	ANGEL BUDHARDI SAGUY	P																															
6	12246	ANAGRAH ARI TRI WICAND	L																															
7	12216	ARNO DWI PUTRI NORTARDA	P																															
8	12272	ARTANTY RANER KIRANA	P																															
9	12261	BAHYA BUDIATMAWATI KIDONG	P																															
10	12252	BENTANG PUTRI PRATAMA	P																															
11	12258	CORNELIUS VIGDAN WILUNA	L																															
12	12236	DEKA MAULA PRATAMA	L																															
13	12212	DEKA SILVAN BUDITO	L																															
14	12219	DEVI WIDIASARI	L																															
15	12226	ELITA ALYANNA RAGDI PUTRI	P																															
16	12232	EVA DUNANDA ALFIRAWATI	P																															
17	12260	FIRDI HOSNYA MULYANA	P																															
18	12186	GISE JAVIER FORDAIS	L																															
19	12189	IGORIS DIONA JAVIER LAGRA	P																															
20	12192	KITRY ENDA ALPHARA	L																															
21	12196	LEE KUSALFARDIAN	P																															
22	12471	MUCH REZA PRILEVI	L																															
23	12426	MUHAMMAD DANI PRASETIO	L																															
24	12462	MUTHA SEPTIANTI PUTRI	P																															
25	12463	MUTAMA BAHSELIA FARHADI	P																															
26	12467	NABILA RUBY OKTELLA	P																															
27	12464	NABYAH LHI DARHON	P																															
28	12462	NATASHA ARDHA GITA	P																															
29	12480	NOVISTU GILDI NARANDHA	L																															
30	12467	RAHMMA KUMALA	P																															
31	12228	RAHMAT ALFANIAN	L																															
32	12524	RENTASTI GIBRI DARMAYATI	P																															
33	12515	REYNO ESA DITAMA	L																															
34	12575	VERIKA ADE PUSYTIARIZ	P																															
35	12580	YOGA PRADIYTA PUTRI	L																															
36	12581	YODHAT ADE BULLO	L																															
L	46	Jumlah Guru																																
P	36	Jumlah																																


PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 3 MALANG
 Jalan Grogol Ayan 114 | Telp. 041-45255 | Fax 041-45255 | email:sekmen3@semen3malang.sch.id
KOTA MALANG Kode Pos : 65141

DAFTAR HADIR SISWA TAHUN PELAJARAN 2017 / 2018

PA	Dra. Hj. Siti Alish, M.Pd	X-MIPA.5
BK	Siti Muliawati, S.Pd	

Guru Kelas		Hari / Tanggal											Hari / Tanggal												
NOMOR		N A M A		JAM RE											JAM RE										
URUT	IDK			1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11
1	12230	ABDUL ROSSYDI	L																						
2	12225	ADILLA PUTRI WIDAYATI	P																						
3	12235	ADINDA ALISA AGRI PURNOMO	P																						
4	12218	ADITYA RAFDANI HAROGA	L																						
5	12245	AIRIN NADI	L																						
6	12269	ALBI ARDI MUHAMAD	L																						
7	12251	ALIF RIZKI APRILIAHOMA	L																						
8	12275	ADYAN FADHILAH KUSMA	L																						
9	12294	CINTA ADINDA SALSABELLA	P																						
10	12389	DENAS SATRIO WISCARSONO	L																						
11	12344	FANNY ANDITA TIRTA	P																						
12	12345	FADHIL (W) KUSMAWAN SHOHAN	L																						
13	12351	FAUZH MOFTAKHIL ULUM	L																						
14	12353	FERRI MUSA ABDELALH	L																						
15	12356	FEVOLA DWI RACHMAWATI	P																						
16	12362	FRISKI PRATIWI KURNIAWATI	P																						
17	12367	KIKI NIKI SARI	P																						
18	12402	LSA PERMATASARI	P																						
19	12408	M. YUSRI DINDA PRILIYANI	L																						
20	12432	MERENDI RUD ARDIYAN WORO	L																						
21	12445	MUHAMMAD RIZKY NISWANI	L																						
22	12452	MUHAMMAD ZAKIAN APRILIAH	L																						
23	12455	NABILA RAUSAN LATIF	P																						
24	12458	NABILAH FAUZAH AGUSTINA	P																						
25	12469	NADRA RACHLURAHMAN	L																						
26	12482	NOVIANI PUTRI RAHMADANI	P																						
27	12489	NURUL CHAIRAH MURTI	P																						
28	12495	NURUL QOMARIYAH	P																						
29	12534	RIPQAH RACHMAWATI	P																						
30	12539	RIZKA UPEKATUN NADIRAH	L																						
31	12549	SANTRI NUR RAHMAYATI	P																						
32	12555	SALYIA NIRMALINGGINGSIH	P																						
33	12561	TARA PUTRI BERIGAN	P																						
34	12572	VITAMINA NASTYALAGRA	P																						

L	16	Kode Guru
P	18	Paraf

Appendix 10

Lesson Plan of Promiscuity and *Zina* material



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 7 MALANG
Jalan Cengger Ayam 1/14, Telp. 0341-495256, Fax. 0341-408988, email:sekolah@smn7malang.sch.id
KOTA MALANG

Kode Pos : 65141

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah : SMA Negeri 7 Malang
Mata Pelajaran : Pendidikan Agama Islam
Semester : II/ Genap
Materi Pokok : Pergaulan Bebas dan Zina
Alokasi Waktu : 3x45 menit (3 jam pelajaran)

A. Kompetensi Inti

- KI.1. Menghargai dan menghayati ajaran agama yang dianutnya
- KI.2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI.4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar/KD dan Indikator Pencapaian Kompetensi/IPK

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Manfaat dan hikmah larangan pergaulan bebas dan perbuatan zina.	3.4.1 Peserta didik dapat memahami manfaat dan hikmah larangan pergaulan bebas dan perbuatan zina. 3.4.2 Peserta didik mampu menghindari atau menjauhi pergaulan bebas dan zina.

C. Tujuan Pembelajaran

Melalui diskusi, tanya jawab, penugasan, presentasi dan analisis, peserta didik dapat memahami dampak buruk akibat pergaulan bebas dan zina serta hikmah menjauhi hal tersebut dari masalah kontekstual dan dapat

menyelesaikan masalah kontekstual yang berkaitan dengan pergaulan bebas dan zina sehingga peserta didik dapat menghayati dan mengamalkan ajaran agama yang dianutnya, mengembangkan sikap jujur, peduli, dan bertanggungjawab, serta dapat mengembangkan kemampuan **berpikir kritis, komunikasi, kolaborasi, kreativitas (4C)**.

D. Materi Pembelajaran

- Q.S. Al-Isra' (17) : 32, dan Q.S. An-Nur (24) : 2, serta hadits tentang larangan pergaulan bebas dan perbuatan zina.
- Manfaat dan Hikmah Menjauhi pergaulan bebas dan zina.

E. Pendekatan/Model/Metode Pembelajaran

- Pendekatan : Saintifik
- Model Pembelajaran : *Project Based Learning*.
- Metode Pembelajaran : Group Discussion dan Penugasan

F. Media, alat, Sumber belajar

1. Media

Video tentang dampak pergaulan bebas dan zina.

2. Alat

Komputer/Laptop, LCD, kertas manila, spidol

3. Sumber pembelajaran

- Buku PAI Kelas X K13 Kemendikbud
- Al-Qur'an dan Hadis

G. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Memberikan salam 2. Menanyakan kepada siswa kesiapan dan kenyamanan untuk belajar 3. Menanyakan kehadiran siswa (absensi) 4. Mempersilakan salah satu siswa memimpin doa 5. Memunculkan motivasi siswa dengan tujuan mengetahui respon dan tanggapan tentang pergaulan bebas anak muda zaman sekarang. 6. Menyampaikan tujuan pembelajaran dan metode yang digunakan dalam pembelajaran. 	15 menit
Kegiatan Inti	<ol style="list-style-type: none"> 1. Mengamati <ul style="list-style-type: none"> • Menyimak bacaan dan mencermati kandungan Q.S. Al-Isra' (17): 32, dan Q.S. An-Nur (24): 2, serta hadits terkait melalui power point. • Menyimak manfaat dan hikmah menjauhi pergaulan bebas dan zina melalui video. 2. Menanya <ul style="list-style-type: none"> • Menanyakan isi kandungan Q.S. Al-Isra' (17): 32, dan Q.S. An-Nur (24): 2, serta hadits terkait. • Menanyakan apa yang didapat dari melihat video 3. Mengumpulkan data/eksplorasi <ul style="list-style-type: none"> • Mendiskusikan hukum bacaan yang terdapat dalam 	90 menit

	<p>Q.S. Al-Isra' (17): 32, dan Q.S. An-Nur (24): 2, serta hadits terkait.</p> <ul style="list-style-type: none"> • Mendiskusikan hasil pengamatan video yang telah diputar. <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> • Membentuk kelompok yang terdiri atas 4-5 orang siswa untuk mengidentifikasi sikap-sikap yang harus mereka lakukan setelah mengetahui hukum zina dan hikmah menjauhinya. • Setiap kelompok diberikan tugas untuk membuat poster islami yang mengajak semua umat islam untuk menjauhi zina. (guru memberikan kertas dan spidol yang sudah disediakan) <p>5. Mengkomunikasikan:</p> <ul style="list-style-type: none"> • Mempresentasikan hasil kerja kelompok mereka (poster islami) pada teman-teman mereka. 	
Penutup	<ol style="list-style-type: none"> 1. Klarifikasi / kesimpulan siswa dibantu oleh guru menyimpulkan materi 2. Evaluasi untuk mengukur ketercapaian tujuan pembelajaran dengan memberikan beberapa pertanyaan. 3. Siswa melakukan refleksi tentang pelaksanaan pembelajaran, apabila ada yang belum mengerti bisa ditanyakan. 4. Menutup pelajaran dengan berdoa dan Mengucapkan salam 	30 menit

H. Penilaian Proses dan Hasil Pembelajaran

1. Pengamatan Sikap (Diskusi)

a. Format Penilaian

No.	Nama Peserta Didik	Aktifitas				Skor	N
		Kerjasama	Keaktifan	Partisipasi	Inisiatif		
1.	Abdul						

b. Rubrik penilaian:

i. Kerjasama

- Jika Peserta didik belum memperlihatkan kerjasamanya, skor 1.
- Jika Peserta didik mulai memperlihatkan kerjasamanya, skor 2.
- Jika Peserta didik mulai berkembang kerjasamanya, skor 3.
- Jika Peserta didik mulai membudayakan kerjasamanya, skor 4.

ii. Keaktifan.

- Jika Peserta didik belum memperlihatkan keaktifan, skor 1.
- Jika Peserta didik mulai memperlihatkan keaktifan, skor 2.
- Jika Peserta didik mulai berkembang keaktifan, skor 3.
- Jika Peserta didik mulai keaktifan, skor 4.

iii. Partisipasi

- Jika Peserta didik belum memperlihatkan Partisipasi, skor 1.
- Jika Peserta didik mulai memperlihatkan Partisipasi, skor 2.
- Jika Peserta didik mulai berkembang Partisipasi, skor 3.
- Jika Peserta didik mulai Partisipasi, skor 4.

iv. Inisiatif

- Jika Peserta didik belum memperlihatkan Inisiatif, skor 1.
- Jika Peserta didik mulai memperlihatkan Inisiatif, skor 2.
- Jika Peserta didik mulai berkembang Inisiatif, skor 3.
- Jika Peserta didik mulai membudayakan Inisiatif, skor 4.

c. Pedoman Pen-skoran

$$\text{Nilai} = \frac{\text{Jumlah Nilai Skor Perolehan}}{\text{Jumlah Skor Maksimal (16)}} \times 100$$

2. Format Penilaian Aktifitasku (presentasi)

a. Format Penilaian

No	Nama Siswa	Aspek yang dinilai			Skor	Nilai
		Kejelasan dan kedalaman	Keaktifan	Kerapian		
1	Abdul					

b. Aspek dan rubrik penilaian:

1. Kejelasan dan kedalaman informasi.
 - Jika kelompok tersebut dapat memberikan kejelasan dan kedalaman informasi lengkap dan sempurna, skor 30.
 - b. Jika kelompok tersebut dapat memberikan penjelasan dan kedalaman informasi lengkap dan kurang sempurna, skor 20.
 - c. Jika kelompok tersebut dapat memberikan penjelasan dan kedalaman informasi kurang lengkap, skor 10.
2. Keaktifan dalam diskusi.
 - Jika kelompok tersebut berperan sangat aktif dalam diskusi, skor 30.
 - Jika kelompok tersebut berperan aktif dalam diskusi, skor 20.
 - Jika kelompok tersebut kurang aktif dalam diskusi, skor 10.
3. Kejelasan dan kerapian presentasi.
 - Jika kelompok tersebut dapat mempresentasikan dengan jelas dan rapi, skor 30.
 - Jika kelompok tersebut dapat mempresentasikan dengan sangat jelas dan kurang rapi, skor 20.
 - Jika kelompok tersebut dapat mempresentasikan dengan kurang jelas dan tidak rapi, skor 10

c. Pedoman Pen-skoran

$$\text{Nilai} = \frac{\text{Jumlah Nilai Skor Perolehan}}{\text{Jumlah Skor Maksimal (90)}} \times 100$$

Nilai akhir peserta didik sebagai berikut:

Jumlah nilai rata-rata pada kolom Aktifitasku (AK) + Pengamatan (PM) : 2

.....,.....2017

Mengetahui,
Kepala SMAN 7 Malang

Guru Mata Pelajaran PAI

.....

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Appendix 11**List of Student Mark****Nilai Siswa Kelas IPS 3**

No	Nama Siswa	Nilai Siswa		
		N1	N2	NA
1	Abdillah Abimanyu	88	78	83
2	Adria Trifena	81	88	85
3	Aisyah Nur Rahmadini	81	88	85
4	Alius Wandik	88	78	83
5	Angel Rusyumikhe Inaray	81	88	85
6	Anugrah Adi Tri Wasono	81	88	85
7	Arini Dwi Putri Hertananda	94	78	86
8	Artanti Manda Kirana	81	78	80
9	Billahi Khadijah A. A	75	100	88
10	Bintang Putri P	81	88	85
11	Cornelius Virdan W			
12	Deva Maula P	75	100	88
13	Difa Erlyan I	88	78	83
14	Dony Ardiyansah	94	78	86
15	Elsya atharina M.P	88	78	83
16	Eva Zunaida K	94	78	86
17	Firli Hikmah M	75	100	88

18	Irgi Javier F	81	88	85
19	Jennifer Brenda J.L			
20	Kevin Endra K	81	88	85
21	Lail Kusalfiwardani	88	78	83
22	Moch. Reza P	94	78	86
23	M. Dian Prasetyo	94	78	86
24	Muthia Septiani P	81	88	85
25	Mutiara Salsabila F	75	100	88
26	Nabila Ruby O	94	78	86
27	Nafisah Ilmi Z	81	88	85
28	Natasha Ardhia S	81	78	80
29	Pangestu Galih N	81	88	85
30	Radhwa Ananda	81	78	80
31	Rahmat Ramadhan	75	100	88
32	Revitasha Lukita D	81	88	85
33	Reyno Eka D	81	88	85
34	Vidya Ade F	81	88	85
35	Yoga Praditya P	81	88	85
36	Yosafat Adi S	81	88	85

Nilai Siswa Kelas IPA 5

No	Nama Siswa	Nilai Siswa		
		N1	N2	NA
1	Abdul Rosyid	81	100	91
2	Adelia Putri W	88	88	88
3	Adinda Puspa A.P	81	78	80
4	Aditya Rafdani P	81	78	80
5	Ainur Ravi	81	100	91
6	Albi Abdi M	88	88	88
7	Alif Rizqi A	81	100	91
8	Asyam Fadilah A	81	78	80
9	Cinta Adinda S	81	78	80
10	Dhimas Satrio W	75	88	82
11	Fanny Andita T	81	78	80
12	Farzah Dwi K. J	94	78	86
13	Fauzan Miftakhul U	75	88	82
14	Febri Musa A	75	88	82
15	Feviola Dwi R	94	78	86
16	Frisca Farisclarisa P.H.T	94	78	86
17	Kiki Nika S	100	88	94
18	Lia Permatasari	94	78	86
19	M. Yusril Ihza M	75	88	82

20	Moreno Figo A W	88	78	83
21	M. Ridzky Abidzar Y	100	88	94
22	M. Zaidan Amrullah	88	78	83
23	Nabila Fauziah L	100	88	94
24	Nabila Fauziah A	81	100	91
25	Naufal Fadhurrahman	88	78	83
26	Novianti Putri R	88	78	83
27	Nuril Chasanah M	88	78	83
28	Nurul Qomariah	100	88	94
29	Rifqah Rachmawati	81	100	91
30	Rizka Ulfiatun N	88	88	88
31	Savitri Nur R	100	88	94
32	Sintia Nurwigianingsih	94	78	86
33	Tara Putri F	81	100	91
34	Vidiasya Hastarahma	75	88	82

Appendix 12

Students Activities in SMAN 7 Malang

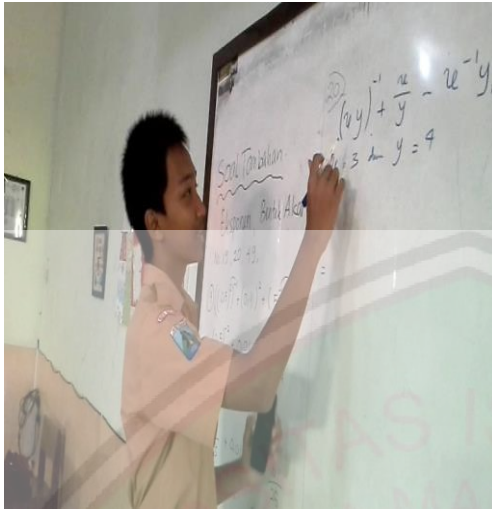
1. Sabhatansa Cinta Lingkungan



2. Upacara Bendera



3. Peer Tutor (Tutor Sebaya)



Appendix 13

Activities of Project Based Learning



