

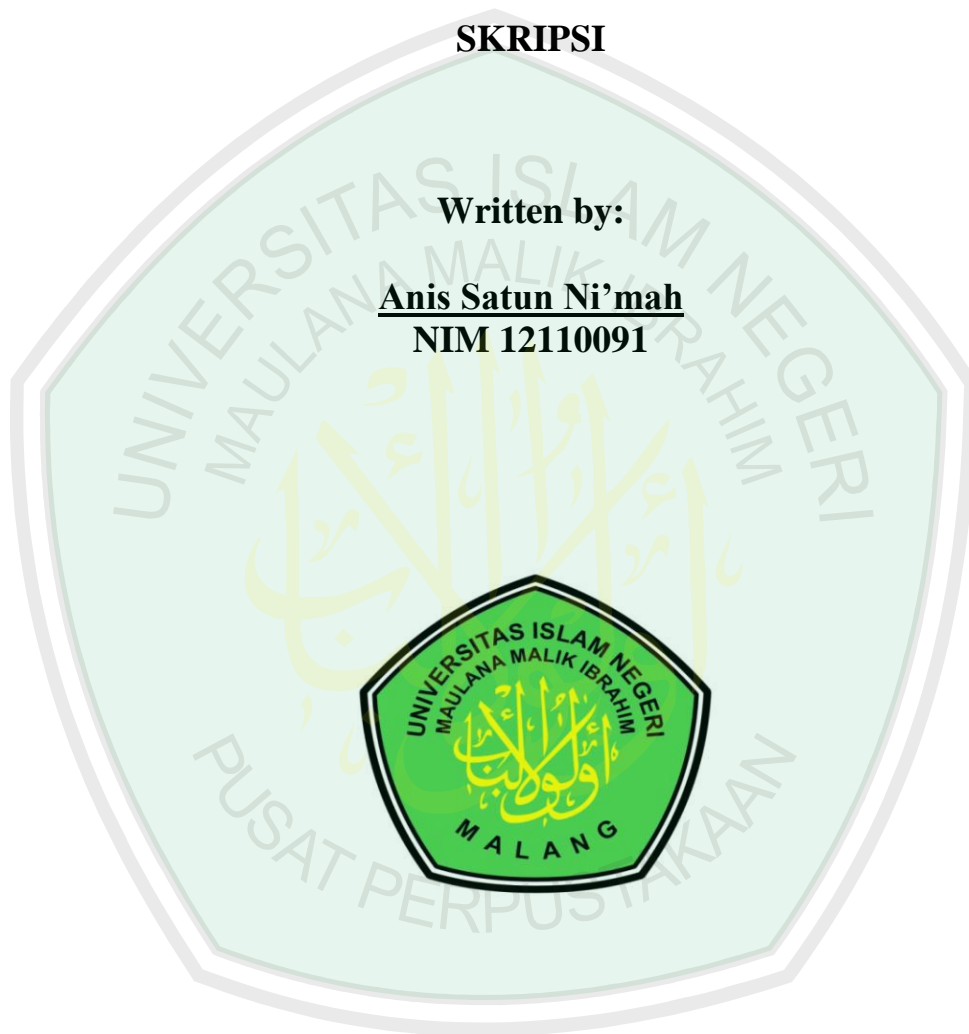
**THE LEARNING MODELS OF ISLAMIC EDUCATION
TEACHER FOR SHAPING THE STUDENT'S CHARACTER
THROUGH *FIQH* AT GLOBAL CLASS OF MAN 2
TULUNGAGUNG**

SKRIPSI

Written by:

Anis Satun Ni'mah

NIM 12110091



**ISLAMIC EDUCATION PROGRAM
TARBIYAH AND TEACHING SCIENCES FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG**

June, 2016

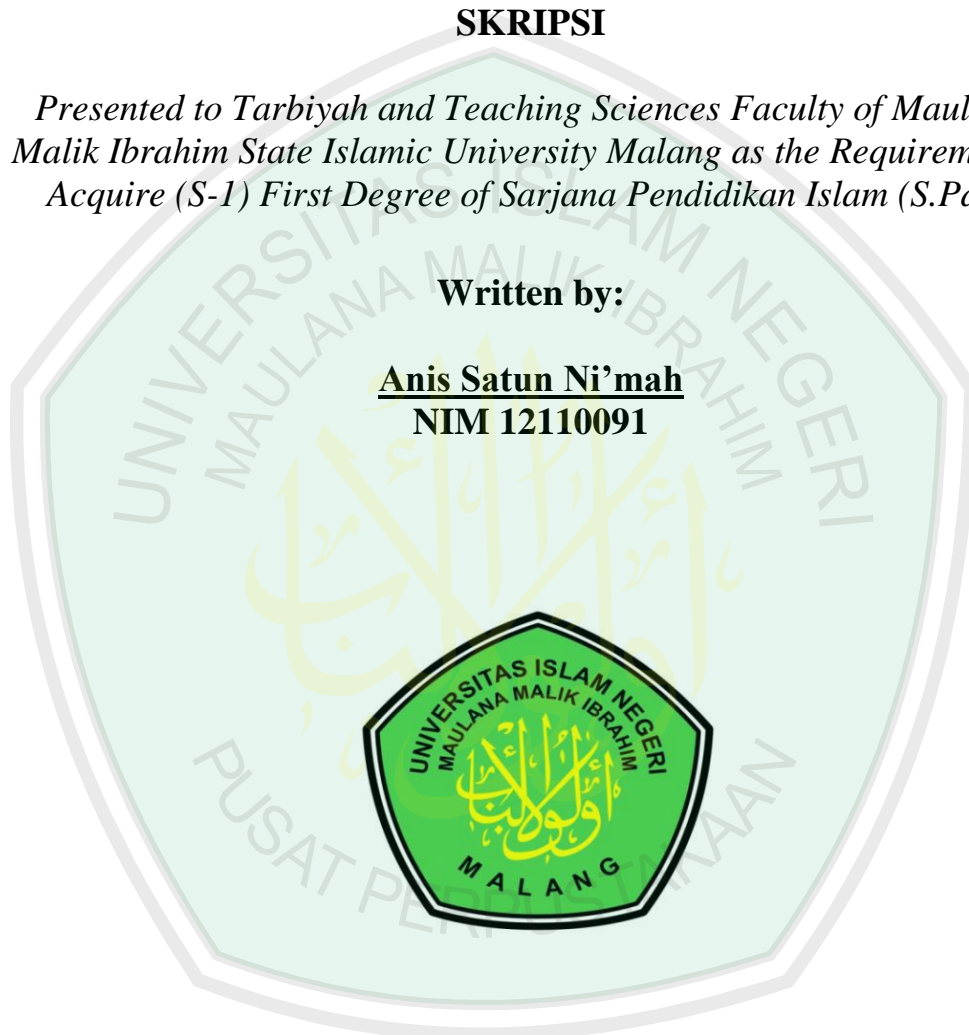
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TEACHER FOR SHAPING THE STUDENT'S CHARACTER
THROUGH *FIQH* AT GLOBAL CLASS OF MAN 2
TULUNGAGUNG**

SKRIPSI

*Presented to Tarbiyah and Teaching Sciences Faculty of Maulana
Malik Ibrahim State Islamic University Malang as the Requirement to
Acquire (S-1) First Degree of Sarjana Pendidikan Islam (S.Pd.I)*

Written by:

Anis Satun Ni'mah
NIM 12110091



**ISLAMIC EDUCATION PROGRAM
TARBIYAH AND TEACHING SCIENCES FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG**

June, 2016

APPROVAL SHEET
THE LEARNING MODELS OF ISLAMIC EDUCATION
TEACHER FOR SHAPING THE STUDENT'S CHARACTER
THROUGH *FIQH* AT GLOBAL CLASS OF MAN 2
TULUNGAGUNG

SKRIPSI

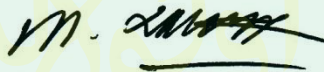
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THE LEARNING MODELS OF ISLAMIC EDUCATION TEACHER FOR SHAPING THE STUDENT'S CHARACTER THROUGH *FIQH* AT GLOBAL CLASS OF MAN 2 TULUNGAGUNG

SKRIPSI

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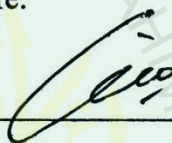
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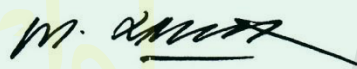


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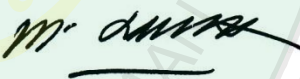


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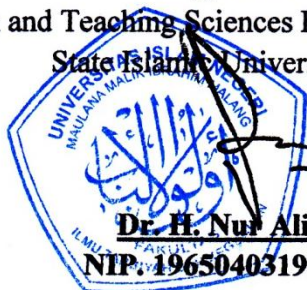
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PAGE OF DEDICATION

With the blessing of Allah SWT and His mercies,

I am grateful and I want to thank to:

My beloved mother and father, Mr. Suwandi and Miss Tatik Mukarromah who
support me with their great efforts

Robb, irhamhuma kama Robbayani shoghiro . .

My brother, who support me with their great efforts

My special beloved brother also my special beloved teacher who teach me the
meaning of this world, Hopefully his knowledge always lighten up Islam

All of the teacher who sincerely educated me, Thanks for the priceless knowledge

My friends at GAPIKA room Malang, Sulfi, Fitri, Wilda, Ninis, Ona, Aisyah,
Asmaul, Yaya, Keep finding that abosolute truth, until we reach the eternal
happiness

My little family, Islamic Education Program PAI I ICP Class of 2012

Thank for your smiles, you all are my spirit during my study in this University

And all of the parties who support me in this SKRIPSI finishing process.

Thank for your time in helping me during the process

MOTTO

Indeed, mankind is in loss,

Except for those who have believed and done righteous deeds and advised each other to truth and advised each other to patience.

(Q.S. Al –Ashr : 2-3)

Dr. H. M. Zainudin, M.A
Lecturer of Tarbiyah and Teaching Sciences Faculty
Maulana Malik Ibrahim State Islamic University, Malang

OFFICE MEMO OF ADVISOR

Subject : SKRIPSI Anis Satun Ni'mah Malang, 10 June, 2016
Attachment : 4 (Four) Exemplars

To Whom It May Concern,
Dean of Tarbiyah and Teaching Sciences Faculty
Maulana Malik Ibrahim State Islamic University, Malang
In
Malang

Assalamu'alaikum Wr. Wb.

This office memo declares that SKRIPSI originally owned by :

Name : Anis Satun Ni'mah
NIM : 12110091
Study Program : Islamic Education (PAI)
Title of SKRIPSI : The Learning Models of Islamic Education Teacher for
Shaping the Student's Character through *Fiqh* at Global
Class of MAN 2 Tulungagung

Is considered **acceptable** to be defended after being intensively read and regularly
consulted in the area of research content, language, and writing composition.

Wassalamualaikum Wr. Wb

Advisor,



Dr. H. M. Zainuddin, M. A
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CERTIFICATE OF SKRIPSI AUTHORSHIP

I hereby declare that this SKRIPSI is originally written by Anis Satun Ni'mah, student of Islamic Education Program (PAI) as the requirement for degree of Sarjana Pendidikan Islam (S.Pd.I), Faculty of Tarbiyah and Teaching Sciences of Maulana Malaik Ibrahim Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other sarjana status of other Higher Tertiary Education, Except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the SKRIPSI if there is any objection or claim from others.

Malang, 10 June 2016



Anis Satun Ni'mah
Anis Satun Ni'mah

PREFACE

Praise and great gratitude submitted to Almighty God, Allah SWT who always gives His gracious mercy and tremendous blessing that has helped the writer finished this SKRIPSI, entitled: “The Learning Modelsof Islamic Education Teacher for Shaping the Student’s Character through *Fiqhat* Global Class of Man 2 Tulungagung”. In this opportunity, the writer give so much than and appreciation for the respectables :

1. Prof. Dr. H. Mudjia Rahardjo, M.Si. as the Rector of Maulana Malik Ibrahim State Islamic University Malang, who has given me a chance, so that this SKRIPSI can be well finished.
2. Dr.H. Nur Ali, M.Pd. as the Dean of Tarbiyah and Teaching Sciences Faculty who has given me permission to conduct this research.
3. Dr. Marno, M.Ag. as Head of Islamic Education Program who also has given me permission in finishing this SKRIPSI.
4. Dr. H. M. Zainuddin, M.A as Advisor who has given me so much time, advice and direction, so that this SKRIPSI can be correctly finished.
5. My beloved teacher at Islamic Senior High School 2 Tuunggung, Miss Dwi Mulati, S.Pd.I who has given me an inspiration in this research.
6. My beloved Father, Mother and Younger Brother also My Special Beloved Brother who always supports and pray for me, hopefully Allah SWT always guardience her.
7. All of my friends of Islamic Education Program 2012 who have struggled during four years. Joy, fun laugh, motivation and experiences that came from you all is unforgettable.

8. All of the parties who has help me, both directly and indirectly. I hope Allah SWT give His blessing among you all

The writer is aware that, this SKRIPSI is still far away from perfection. Therefore suggestion and critic are expected from any parties so that it can be an improvement in the future. As thankful expression, the writer just able to pray, hopefully all of your good deeds is accepted by Allah SWT.

Finally, the writer just expected from this SKRIPSI so that it can be a benefit among the reader in general and especially for the writer self. Amiin Ya Robbal'Alamin

Malang, 10 June 2016

Writer

TRANSELITERATION

Writing the transliteration Arab-Latin in this thesis using the transliteration compass according the desicion of Religion Cabinet Minister RI and Education and Culture Cabinet Minister RI. No. 158 years 1987 and No.0543 b/U/1987 that generally can be explained like:

A. Letter

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	=	'			

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diftong Vocal

اَوْ = aw

اِئ = ay

اُو = û

اِئ = î

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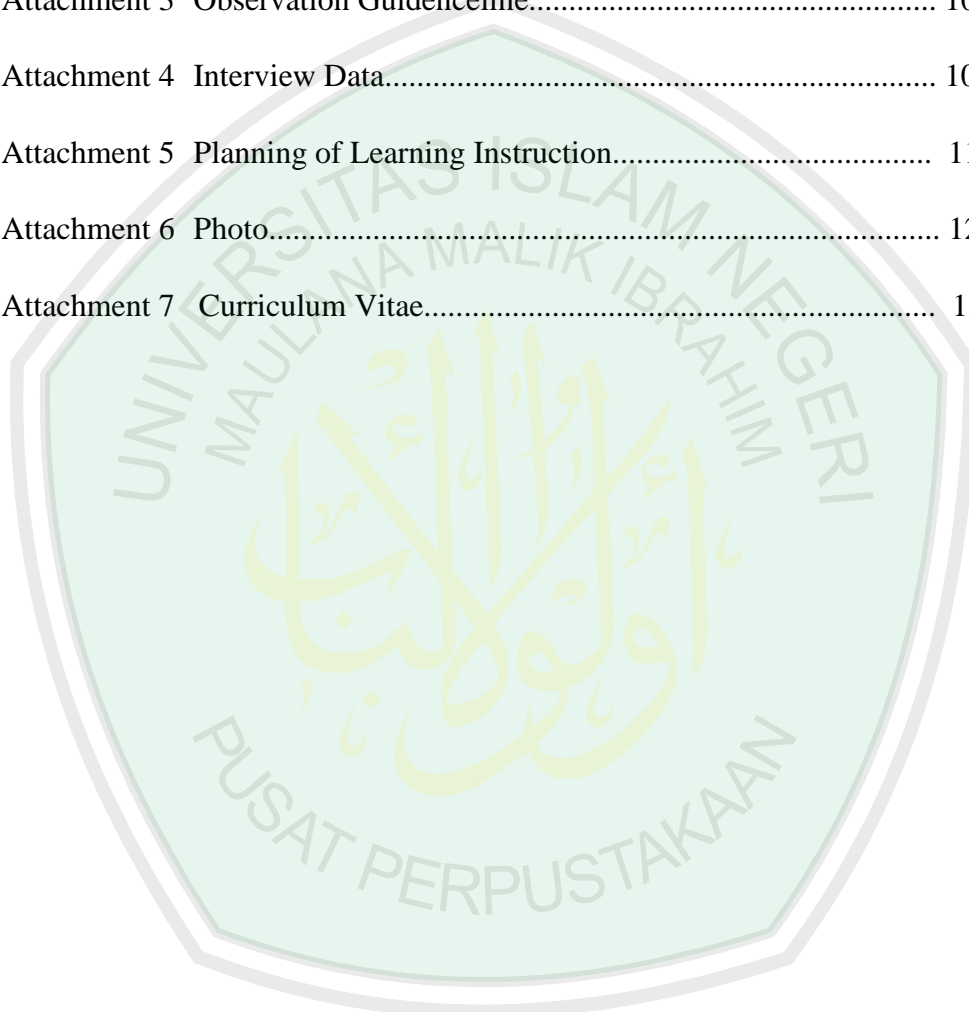


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ABSTRACT

Ni'mah, Anis Satun. 2016. The Learning Modelsof Islamic Education Teacher for Shapingthe Student's Character through *Fiqh* at Global Class of Man 2 Tulungagung. Thesis, Islamic Education Program, Tarbiyah and Teaching Sciences Faculty, Maulana Malik Ibrahim State Islamic University, Malang. Advisor : Dr. H. M. Zainuddin, M.A

This research background is because there is a difficulties to find a behavior that corresponding with applied ethics and norms in the society, especially among young generation, aggressive attitudes and lack of religious tolerance. These attitudes indicated that Indonesia nation is experiencing moral degradation which lead them toward a destruction. An education that capable to fix these bad attitudes is needed. Global Oriented Class of MAN 2 Tulungagung is an educational institution which prioritize establishment and maintenance of character among it students in order to have a good personality who can be a good person according character education and values of character education.

According to background above, then the formulation of problem in this research, among others (1) How does the planning of learning process of *Fiqh* at Global class of Madrasah Aliyah Negeri 2 Tulungagung? (2) How does the implementation learning model of Islamic Education teacher for shaping the student's character through *Fiqh*at Global class of Madrasah Aliyah Negeri 2 Tulungagung?, (3) How does the result of the implementation learning model of Islamic Education teacher for shaping the student's character through *Fiqh*at Global class of Madrasah Aliyah Negeri 2 Tulungagung.

The purpose of this research are (1) To understand about the planning of learning process of *Fiqh*at Global class of Madrasah Aliyah Negeri 2 Tulungagung, (2) To understand about the implementation learning model of Islamic Education teacher for shaping the student's character through *Fiqh* at Global class of Madrasah Aliyah Negeri 2 Tulungagung, (3) To understand about the result of the implementation learning model of Islamic Education teacher for shaping the student's character through *Fiqh* at Global class of Madrasah Aliyah Negeri 2 Tulungagung.

The research is using qualitative approach.Global Oriented Class of MAN 2 Tulungagung which located at Jl. Ki Mangun Sarkoro No. 101 Tulungagung. Focus of this research are (1) Planning of learning process of *Fiqh*, (2) Implementation of learning model for shapping the student's character, (3) The result of learning model for shapping the student's character. Technique of collecting data which used are observation, interview with the teacher of *Fiqh* in X Global Class that will be discussed and documentation. Technique of Data Analysis which used are interactive method that started from data collection and data reduction, exposure data and verification of conclusion.

Research findings indicated that: (1) Learning is the activity to change the attitudes, knowledge, and skill of someone to be a good people. The manner of best learning is with look directly or direct learning. Learning process of *Fiqh* in Global class of Madrasah AliyahNegeri 2 Tulungagung, was explained that learning process in MAN 2 Tulungagung always beganing by praying to Alloh, than the teacher give salaam to the students, say hello to students, check absent the students, give motivation, relating the lesson with the last lesson, doing learning with any model of learning, also give evaluating and motivation, the primary that in Global class of Madrasah AliyahNegeri 2 Tulungagung before implementing the learning the teachers must arrange the planning of learning. (2) The implementation learning model of Islamic Education teacher for shaping the student's character through *Fiqh* in Global class of Madrasah AliyahNegeri 2 Tulungagung that State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung have been implementing the character education. andmany model I was applied like contextual teaching learning, cooperative learning, etc. (3) The result of the implementation learning model of Islamic Education teacher for shaping the student's character through *Fiqh* in Global class of Madrasah AliyahNegeri 2 Tulungagungevery students have journal for their self value. And every teacher can give value for the each student through ay to the other teacher.

Keywords: *Character Education, Global Oriented Class, Learning Model*

ABSTRAK

Ni'mah, Anis Satun. 2016. Model Pembelajaran Guru Pendidikan Agama Islam untuk Membentuk Karakter Siswa melalui Fiqh pada Kelas Global di MAN 2 Tulungagung. Skripsi, Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim, Malang. Pembimbing : Dr. H. M. Zainuddin, M.A

Latar belakang pada penelitian ini karena sulit untuk menemukan penerapan etika dan norma di masyarakat, khususnya generasi muda, seperti sifat yang agresif dan lemahnya toleransi dalam agama. Sikap ini diidentifikasi dari bangsa Indonesia yang sedang mengalami degradasi moral. Pendidikan sangat mampu untuk mengatasi masalah ini. Kelas Global di MAN 2 Tulungagung adalah sebuah institusi pendidikan yang memprioritaskan untuk pembentukan karakter luhur pada setiap siswanya untuk menjadi orang yang memiliki kepribadian baik dan luhur berdasarkan pendidikan karakter dan nilai-nilai pendidikan karakter.

Berdasarkan latar belakang tersebut, kemudian dapat dirumuskan suatu rumusan masalah, antara lain (1) bagaimana perencanaan pembelajaran untuk *Fiqh* di kelas Global MAN 2 Tulungagung? (2) bagaimana implementasi dari model-model pembelajaran yang diterapkan guru untuk membentuk karakter siswa melalui *Fiqh* di kelas Global MAN 2 Tulungagung? (3) bagaimana hasil implementasi dari model-model pembelajaran yang diterapkan guru untuk membentuk karakter siswa melalui *Fiqh* di kelas Global MAN 2 Tulungagung?.

Tujuan dari penelitian ini adalah (1) untuk mengetahui perencanaan pembelajaran untuk *Fiqh* di kelas Global MAN 2 Tulungagung, (2) untuk mengetahui bagaimana implementasi dari model-model pembelajaran yang diterapkan guru untuk membentuk karakter siswa melalui *Fiqh* di kelas Global MAN 2 Tulungagung, (3) untuk mengetahui bagaimana hasil implementasi dari model-model pembelajaran yang diterapkan guru untuk membentuk karakter siswa melalui *Fiqh* di kelas Global MAN 2 Tulungagung.

Penelitian ini menggunakan pendekatan kualitatif. Penelitian ini berada di kelas Global MAN 2 Tulungagung yang bertempat di Jl. Ki Mangun Sarkoro No. 101 Tulungagung. Fokus penelitian ini adalah (1) perencanaan pembelajaran *Fiqh*, (2) implementasi model-model pembelajaran untuk membentuk karakter siswa, (3) hasil dari implementasi model-model pembelajaran untuk membentuk karakter siswa. Teknik pengumpulan data pada penelitian ini menggunakan observasi, wawancara, dan dokumentasi. Teknik analisis data pada penelitian ini menggunakan metode interaktif yang dimulai dari pengumpulan data dan mereduksi data, dan memverifikasi kesimpulan.

Hasil penelitian ini ditentukan bahwa: (1) pembelajaran adalah aktivitas untuk merubah sikap, pengetahuan, dan keterampilan seseorang untuk menjadi orang yang baik. Adapun pembelajaran dapat berlangsung secara pengamatan langsung maupun pembelajaran langsung. Pembelajaran *Fiqh* di kelas Global MAN

2 Tulungagung selalu dimulai dengan memohon do'a kepada Alloh SWT, kemudian guru memberi salam kepada siswa, mengecek absensi siswa, memberi motivasi, mengaitkan pelajaran yang lalu dengan sekarang, melakukan pembelajaran dengan model pembelajaran, dan juga melakukan evaluasi. Dan yang terpenting dari ini semua bahwa guru harus menyusun rencana pembelajaran terlebih dahulu untuk sebelum melakukan pembelajaran. (2) implementasi model pembelajaran oleh guru *Fiqh* untuk membentuk karakter siswa di kelas Global MAN 2 Tulungagung pada dasarnya menggunakan berbagai model diantaranya cooperative learning, problem based learning, dan juga contextual learning and teaching. Dan yang paling utama yang diterapkan adalah active learning. (3) hasil dari implementasi model pembelajaran oleh guru *Fiqh* untuk membentuk karakter siswa di kelas Global MAN 2 Tulungagung tentu merupakan efek dari model-model tersebut yangmana akan membentuk karakter tanggung jawab pada siswa, karakter saling menghargai sesama, dan yang paling terbentuk adalah karakter religiusnya. Selain itu setiap siswa memiliki jurnal sebagai catatan bagaimana siswa tersebut memiliki nilai-nilai positif ataupun negative khususnya yang berhubungan dengan sikap atau karakter selama di sekolah.

Kata kunci: *Pendidikan Karakter, Kelas Global, Model Pembelajaran*

المستخلص

نعمة، أنيسة.2016. نموذج تعليم معلمي التربية الإسلامية لتشكيل طبيعة الطلبة من قبيل الفقه للفصل العالمي في المدرسة الثانوية الحكومية 2 تولونجاجونج. البحث الجامعي، التربية الإسلامية، كلية علوم التربية والتدريسية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور الحاج محمد زين الدين، الماجستير.

خلفية هذا البحث صعوبة العثور على تطبيق المعايير الأخلاقية والسلوكية في المجتمع، وخاصة لجيل الشباب، مثل الطبيعة العدوانية وعدم التسامح في الدين. يحدد هذا الموقف من الشعب الإندونيسي الذين يدركون التدهور الأخلاقي. التعليم قادر على حل هذه المشكلة جيدا. الفصل العالمي في المدرسة الثانوية الحكومية 2 تولونجاجونج هو مؤسسة التعليمية التي تعطي الأولوية لإنشاء الشخصية العليا على كل طالب أن يكون الشخص الذي لديه الشخصية الجيدة والعليا بناء على تعليم الطبيعة وقيمه.

أساسا على هذه الخلفية، يمكن صياغة المشكلة، منها (1) كيف خطة التعليم للفقه في الفصل العالمي للمدرسة الثانوية الحكومية 2 تولونجاجونج ؟ (2) كيف تنفيذ نماذج التعليم التي طبقها المعلمون لتشكيل طبيعة الطلبة من قبيل الفقه للفصل العالمي في المدرسة الثانوية الحكومية 2 تولونجاجونج؟ (3) كيف نتائج تنفيذ نماذج التعليم التي طبقها المعلمون لتشكيل طبيعة الطلبة من قبيل الفقه للفصل العالمي في المدرسة الثانوية الحكومية 2 تولونجاجونج؟

وأهداف هذا البحث هي (1) معرفة خطة التعليم للفقه في الفصل العالمي للمدرسة الثانوية الحكومية 2 تولونجاجونج ؟ (2) معرفة كيف تنفيذ نماذج التعليم التي

طبقها المعلمون لتشكيل طبيعة الطلبة من قبيل الفقه للفصل العالمي في المدرسة الثانوية الحكومية 2 تولونجاجونج؟ (3) معرفة كيف نتائج تنفيذ نماذج التعليم التي طبقها المعلمون لتشكيل طبيعة الطلبة من قبيل الفقه للفصل العالمي في المدرسة الثانوية الحكومية 2 تولونجاجونج؟

استخدم هذا البحث منهجا كيفيا. ويكون في الفصل العالمي للمدرسة الثانوية الحكومية 2 تولونجاجونج شارع كي مانجون ساركورو رقم 101 تولونجاجونج. من تركيز هذا البحث (1) خطة التعليم للفقه، (2) تنفيذ نماذج التعليم لتشكيل طبيعة الطلبة، (3) تنفيذ نماذج التعليم لتشكيل طبيعة الطلبة. طريقة جمع البيانات في هذا البحث هي الملاحظة والمقابلات والوثائق. أما طريقة تحليل البيانات هي أسلوب التفاعلي الذي يبدأ من جمع البيانات وحدها وتحقق النتائج.

ومن نتائج هذا البحث: (1) التعليم هو نشاط لتغيير المواقف والمعرفة والمهارات للشخص أن يكون شخصا جيدا. استمر التعليم إما بالملاحظة المباشرة وإما بالتعليم المباشر. بدأ تعليم الفقه في الفصل العالمي للمدرسة الثانوية الحكومية 2 تولونجاجونج دائما بالدعاء على الله سبحانه وتعالى، ثم حيا المعلمون على الطلاب وتحقق حضورهم وحفز الهمم وربط الدرس الماضي قبل الآن، ويعلمهم بالنماذج التعليمي وكذلك التقييم. والأهم من ذلك أن المعلمون يجيئون أن يعدوا خطة التعليم أولا قبل القيام بالتعليم. (2) تنفيذ نماذج التعليم التي طبقها المعلمون لتشكيل طبيعة الطلبة من قبيل الفقه للفصل العالمي في المدرسة الثانوية الحكومية 2 تولونجاجونج على الأساس يستخدم نماذج مختلفة، منها التعلم التعاوني والتعلم القائم بالمشكلة وأيضا التعلم والتعليم السياقي. والأعظم من ذلك التعلم النشط. (3) نتائج تنفيذ نماذج التعليم التي طبقها المعلمون لتشكيل طبيعة الطلبة من قبيل الفقه للفصل العالمي في المدرسة الثانوية الحكومية 2 تولونجاجونج أثر تلك النماذج التي ستشكل الطبيعة المسؤولية لدى الطلبة، طبيعة احترام الآخرين، والأكثر

تشكيلا هو الطبيعة الدينية. بالإضافة إلى ذلك، كل طالب لديهم مجلة كسجل مقدار القيم الإيجابية أو السلبية لهم، وخاصة فيما يتعلق بموقفهم أو شخصيتهم خلال التعليم.

الكلمات الأساسية: تعليم الطبيعة، الفصل العالمي، نموذج التعليم.



CHAPTER I

INTRODUCTION

A. Background of the Research

Globalization as we know the condition and the situation where we are life now, it's the factual life that can not to avoiding by human life. Revolution of the technology, transportation, and communication was made the world unlimited. The society can know for everything what have consisted in the other continent every time by use the internet application. Knowledge and technology will be the primary thing and must develop continued in globalization era. Globalization was entered in every places moreover was entered in small place, and it have bombard the religion and moral's people.¹

Nation morality in this time exchange be brittle moral, easy to lunging by the problems, plunged into misery of trend culture that always enjoy, have not thinking about the effect, because everything in the past be everything that have negative value in this time be a normal thing. For example when wearing the minimum clothes, enjoying the special place, and doing consumption the drugs.

Based on the result of observation by the researcher about the problem of student's from the impact of globalization is low the consciousness of students to keep the society. Specially in the school many students easy to put the rubbish in everywhere, discipline consciousness

¹Jamal Ma'mur Asmani, *Buku Panduan Internalisasi Pendidikan Karakter di Sekolah*, (Jogjakarta: DIVA Press, 2011), page.5

decrease, came late to going to school, did not praying together, get conversation with other friend when the learning and teaching process.²It can get the conclusion that globalization also give the impact for the students specially influence the moral of them. And it show the students will have not the student characteristic.

That is will contradiction with the function and the purpose of nation education of Indonesia in the Ordinance No 20 Years 2003 about the National Education System (SISDIKNAS) was explained that national education have function to develop the capability and shaping the human character to make clever of human life, and purposing to develop of student's capability to be a human who have a strong faith and obey of God, have good moral, health body, have knowledge, have good-looking, creative, independent, be a human social who have democratic and responsible soul.³But many institutions are doing learning and teaching process ever to not comprehensive to get the national education purpose.

The essence of education based on above explanation is to make the education can shaping the students of Indonesia be a clever student, but also have a personality or character, so in the future will be a new generation with a good moral based on religion and moral value.

Basically education is the effort to preparing the students to able life well in the society, able to develop and increase quality own self, also give the

²Observation in MAN 2 Tulungagung, at 21st November, 2015

³Undang-undang *SISDIKNAS* (Jakarta: Sinar Grafika, 2011), page.7

contribution to develop and increase the social life and nation. Education is the preparation of effort and action that will apply in the future. So education must be able to answer the challenge in this time and be able to make an increase in the future.

Character education is a process of learning that is inventive for the students and the adult in school community to have more understanding, take care, and act based on the ethics values. Character education has a purpose to increase the quality and result of education in the school that focuses on getting the shaping of character and good moral are balanced with the competence of the graduated.

Character education is the teacher's effort to influence the students. Teacher is a primary source who has a primary role when taking a result of the process of teaching and learning in the school. Goodness or badness of the teacher when educating and teaching very influences the students. Because that, the source from the teacher must develop through education and training and also other activity to increase the professional teacher.⁴

Teacher has a central role when teaching and learning process in the class. Role of the students when doing teaching and learning process is growing up their capability and be an active students with the guidance from the teacher.⁵ Teacher or educator just takes a role to create the teaching and learning situation, give supporting and guidance suitable with the student needed.⁶

⁴Buchari Alma, *Guru Profesional*, (Bandung: Alfabeta, 2009).page.123

⁵W.Gulo, *Metode Belajar Mengajar*, (Jakarta: Grasindo, 2007), page. 23

⁶ Nana Syaodih Sukmadinata, *Pengembangan Kurikulum Teori dan Praktik*, (Bandung: Remaja Rosdakarya, 2006), page. 117

The primary factor was determined the education quality ia a teacher. Teacher have big role to increase the education quality or human resources. Teacher was directed interaction with the students in the class through teaching and learning process. Through a teacher will was created the students who have high quality in academic, skill, high emotion, moral also spiritual. So, will be created the new generation with high preparation.⁷

Duties and roles of the teacher from last time until now to be a serious project, togetherness with knowledge and technology are developed. Teacher as a primary role in teaching and learning process are strive for able to know and more know about the knowledge and technology development for all the society. Through the teacher touching in school, hope full to students be a people who have high competence and ready to life in the future by the self-confidence. And the school must create the students with high knowledge and high moral. One of Islamic school in Tulungagung is Islamic Senior High School 2 Tulungagung or famous called as MAN 2 Tulungagung.

MAN 2 Tulungagung is one of school on senior high level that have predicate as a favorite and the best school, especially in Tulungagung district. It can proofed at years 2012 MAN 2 Tulungagung has high score of acreditation. As we know that MAN 2 Tulungagung has score 94 for acreditation. An it's be the best school in Tulungagung. This school be the best school because have good competence and good moral in there through the

⁷Kunandar, *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*, (Jakarta: PT. Raja GrafindoPersada, 2008).page.40

general knowledge and religion knowledge. Many people who want continue their study in there. This school was taken interesting from many people not just from Tulungagung but many others student came from out of Tulungagung. MAN 2 Tulungagung to be the best school with high competence and high moral not released from the role of teachers. Most of the teacher in this school has professional teacher, so because that the teaching and learning in MAN 2 Tulungagung can apply optimally. From that many achievement was taken by all of the school society. Not just from student, teacher and staff education. But more achievement was taken by the graduator from MAN 2 Tulungagung.⁸

To created quality of students MAN 2 Tulungagung not make primary subject in one side. But between general subject of knowledge and religion subject of knowledge must balance. The science subject of knowledge and religion subject of knowledge was explained clearly in there, so from that will create the good student and will be a good human resource. To increase the science subject of knowledge they are make optimal in the class when teaching and learning also they are join collaboration with high school or expert. Then, to increase the religion subject of knowledge beside through teaching and learning process, they was did the religion culture in there. For example students, teacher and all staff education are reading an Al Qur'an in early morning before teaching and learning process. Teacher and all staff education

⁸Interview with Miss Dwi Mulati as a teacher of Fiqh in X-Global of MAN 2 Tulungagung, at 21st November, 2015

are praying of *Dhuha*, Teacher and all staff education are praying of *Dhuhur* together, etc.

Because MAN 2 Tulungagung to be the best school and have freedom to manage the institution well, so MAN 2 Tulungagung create the best students with high knowledge and high moral through Global class. It's the special program in MAN 2 Tulungagung. This program has more time to teaching and learning process, have high facilities, have more professional teacher. But, this program consist of small students to make optimal to educate, teach, and guidance them. This class still always conspicuous the science subject of knowledge and the religion subject of knowledge. This class was created for the students who has high capability to make easy to create the human resource well.⁹This program was existed since seventh years ago, and the quality was increased, sometime decrease but still can defend their quality for knowledge and moral quality. It was proofed by the students and the graduator of MAN 2 Tulungagung, especially graduator from Global Oriented Class. Many gradulators has good place when they are continue their study. Many gradulators has received in good institute. It happened because they have good morals. So many people interest with their attitude.

So, from those case the researcher want to know deeply about how the teacher can defend through their teaching, educate, and guidance for the students to be a good students. Also to be a good graduator through the research

⁹Interview with Miss Dwi Mulati as a teacher of Fiqh in X-Global of MAN 2 Tulungagung, at 21st November, 2015

by title **“The Learning Models of Islamic Education Teacher for Shaping the Student’s Character through *Fiqh* at Global Class of MAN 2 Tulungagung”**

B. Focus of the Research

1. How does the planning of learning process for *Fiqh* at Global class of Madrasah Aliyah Negeri 2 Tulungagung?
2. How does the implementation learning models of Islamic Education teacher for shaping the student’s character through *Fiqh* at Global class of Madrasah Aliyah Negeri 2 Tulungagung?
3. How does the result of the implementation learning models of Islamic Education teacher for shaping the student’s character through *Fiqh* at Global class of Madrasah Aliyah Negeri 2 Tulungagung?

C. Objectives of the Research

1. To understand about the planning of learning process for *Fiqh* at Global class of Madrasah Aliyah Negeri 2 Tulungagung.
2. To understand about the implementation learning models of Islamic Education teacher for shaping the student’s character through *Fiqh* at Global class of Madrasah Aliyah Negeri 2 Tulungagung.
3. To understand about the result of the implementation learning models of Islamic Education teacher for shaping the student’s character through *Fiqh* at Global class of Madrasah Aliyah Negeri 2 Tulungagung.

D. Significances of the Research

The result of this research will give more information that related with learning model to implementation the character education at Madrasah Aliyah Negeri 2 Tulungagung. The content of benefit research such as:

1. For Education Institutional (School or *Madrasah*)

This research hopeful can be a positive contribution for the education institutional like school or *madrasah* that have implementing of character education. Through this research, the institutes can make evaluation about their teaching and learning process.

2. For The Knowledge Development

This research hopefully can give positive contribution when manage the education in teaching and learning process, and this research also able to give the more information about how the teacher do cultivate or as guidance the students character according to character education.

3. For Islamic Education Program of Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim State Islamic University Malang

This research hopeful this research can give high role as reference and can help to increase the knowledge for all students in Islamic Education Program of Tarbiyah and Teacher Training Faculty.

4. For The Researcher

This research hopeful can give new thinking have related with character education in generally and also to cultivating the students character. And can take the positive value from this research.

E. Previous Research

In this research the researcher was gave some old research was related with this research specially about shaping the character education by Islamic education to increase the student's morality or specially have related with "The Learning Models of Islamic Education Teacher for Shaping the Student's Character through *Fiqh* at Global Class of MAN 2 Tulungagung".

According to Junaedi Derajat, he was explain that the teacher planting character values in MTs Negeri 2 Mataram through by learning and teaching process in the class also out of the class. The teacher also the staff of school always take participant to grow up the character education as continued. According to this manner, the students will easy to grow up their character.¹⁰

Other opinion according to Purwanti she was explained that implementing the character education based on boarding school in SMP Ali Maksum Yogyakarta was implemented by some activities that have been arranged by them and by doing *diniyah* to increase the Islamic knowledge. To implementing the character education some teacher are use the method like story method, greeting method, modeling method, and habituation method.¹¹

It was support by the role of teacher when implementing of character education. Uswatun Hasanah has result that to create the religious character of students the teacher can create by approach. The teacher must have capable to

¹⁰Junaedi Derajat, *The Role of Islamic Education Teacher for shaping The Student's Character in MTs Negeri 2 Mataram.*, skripsi, (Islamic Education of Sunan Kalijaga State Islamic University Yogyakarta, 2013)

¹¹Purwanti, *The Implementation of Character Education based on Boarding School by Islamic Education Subject in SMP Ali Maksum Yogyakarta.*, skripsi, (Islamic Education of Sunan Kalijaga State Islamic University Yogyakarta, 2014)

take their self as a teacher purely. And sometime the teacher must have capable to take their self as student's friends. Beside that the teacher must have capable to be an informant, facilitator, a good guidance, and able to choose the strategy and method to doing teaching and learning well.¹²

Different result from all three old research, this argument and result of research according to Binti Kurniatin, she has result that the application of religious character education was being as culture and regulation what must obey and apply by people. It can apply by take religious attitude and religious character as habituation in daily life. And from her research have result that it can create well by doing 5S (smile, say peach, say hello, respectful, and good manners) as ordinary attitude.¹³

Although, many similarities of this research but this research also have the different things with the fourth research from other researcher. If related with the first previous research written by Junaedi Derajat this research have different subject material to media of shapping the student's character. If the research of Junaedi Derajat was used subject material of Akidah Akhlak and in this research use subject material of Fiqh.

It's also have different aspect if was compared with the second research written by Purwanti. Research by Purwanti based on boarding school, but in this

¹²Uswatun Hasanah, *The Role of Islamic Education Teacher to Create Religious Culture in UPTD SMKN 02 Boyolangu Tulungagung*, skripsi, (Islamic Education of State Islamic Religion Institute Tulungagung, 2014)

¹³Binti Kurniatin, *The Effort of Islamic Education Teacher for shaping The Student's Characteristic in SMP Negeri 1 Sumbergempol Tulungagung*, skripsi, (Islamic Education of State Islamic Religion Institute Tulungagung Years 2014)

research based on global class of MAN 2 Tulungagung. So, it will make different reason when analysis the data.

Beside that, if look the third research was written by Uswatun Hasanah this research also have different aspect on the manner. Uswatun Hasanah give deep research the role of teacher. Different with this research is this research will make deep research about the learning model of teacher.

From third research, the last previous research is also has different aspect if compared with this research. The main different aspect is the effort of teacher for shaping the student's character and the learning model of teacher for shaping the student's character. It make different because the effort and the learning model of teacher is different theory. And the effort can apply with anything method. But if learning model of teacher when educate the students must use the related method that relate with the material what they are will use to shape the student's character. To make easy, please look this table.

No.	Researcher	Title	Similarity	Dissimilarity
1.	Junaedi Derajat (2013)	The Role of Islamic Education Teacher for shaping The Student's Character in MTs Negeri 2 Mataram	To create the student's character	Just focus on teacher of Aqidah Akhlak
2.	Purwanti (2014)	The Implementation of Character Education based on Boarding School by Islamic Education Subject in SMP Ali Maksum Yogyakarta	Implementing the character education	Based on boarding school
3.	Uswatun Hasanah (2014)	The Role of Islamic Education Teacher to Create Religious	Create the student's character	Focus on the role of teacher

		Culture in UPTD SMKN 02 Boyolangu Tulungagung		
4.	Binti Kurniatin (2014)	The Effort of Islamic Education Teacher for shaping The Student's Characteristic in SMP Negeri 1 Sumbergempol Tulungagung	Teacher's effort to create the student's characteristic	Search the teacher's effort

Table 1.1 Research Originality

F. Definition of Key Terms

To make clear meaning about this research, before the researcher give explanation about the definition of some terminology according this research by key word what related with this explanation. The definition of key term to get the easily understanding about this research such as:

1. Planning of Learning

The process to planning or manner to make the object or people to be study about something. Planning of learning consists of syllabus and planning of learning or RPP.

2. Model

Model is frame work consist of a strategy, method, and approach of learning or series of activities designed to achieves a particular education goal.

3. Teacher

Teacher is the adult people who have profession as educator and also as distributor of values to other people to be adult. So, beside to transferring knowledge the teacher is someone who has profession to culturing the values.

4. Islamic Educator

The Islamic educator is the adult people who give content of Islamic knowledge and give guidance or helping the students when students doing development of bodies and development of spiritual to get their adulthood.

In this situation Madrasah Aliyah Negeri 2 Tulungagung have many Islamic educator such as teacher of Al Qur'an Hadits, teacher of Akidah Akhlak, teacher of Fiqh, and teacher of History of Islamic Civilization (SKI).¹⁴

5. Character Education

Character Education is the active effort for shaping the student's habit, so the student's characteristic can planted since early. Based on student's characteristic the students can take the result of problem well and also can implementing their good character in their daily life. Simple meaning that character education is the effort was did by teacher or educator to influence the students.¹⁵

¹⁴Interview with Miss Dwi Mulati as a teacher of Fiqh in X-Global of MAN 2 Tulungagung

¹⁵Buchari Alma, *Guru Profesional*, (Bandung: Alfabeta, 2009). page.123

6. Global Class

Global class is some special class in Madrasah Aliyah Negeri 2 Tulungagung, those class is the good class with special facilities. And make different with other class is the global class have more schedule than the ordinary class.¹⁶

7. *Fiqh* Subject

Fiqh is the one subject of Islamic Education subject that learn about worship and *muamalah*.

G. Composition of Research Findings

For easily to writing and understanding fully about this research, so the discussion systematic arrange by several chapter. Any six chapter in this discussion, such as:

Chapter I Introduction, this chapter such as (a) background of the research, it is consist of some explain about why researcher doing research. And on background the researcher concentrating the important thing to get research. (b) focus of the research, it have contain about the problem will be researching by researcher. (c) objective of the research, it have contain about something that will get the researcher by researching. (d) significance of the research, it have contain about benefit assumption to other side, (e) previous research, it have contain about the research by other researcher what have related with this research, (f) definition of key terms, it have contain about the definition of key

¹⁶Interview with Miss Dwi Mulati as a teacher of *Fiqh* in X-Global of MAN 2 Tulungagung

word about this research to make easy, and (g) composition of research findings, it have contain about systematically of writing research.

Chapter II Review of Related Literature it has content about theoretical framework specially about “The Learning Models of Islamic Education Teacher for Shaping the Student’s Character through *Fiqh* at Global Class of MAN 2 Tulungagung”.

Chapter III Method of Research, consist of (a) approach and research design, it explain what the approach have did by researcher to doing the research and it explain what the kind of research have did by researcher to doing the research, (b) attendance of the researcher, it explain how the researcher take participant when doing research, (c) setting of the research, it explain where the research have done, (d) data and data source, it explain from who and from what the researcher get the data, (e) data collection, it explain what the technique used by researcher to doing research, (f) data analysis, (g) research procedure, it explain about step by step of researcher will doing research, (h) reference, it consist of many source what have done by researcher to give contribution on the research.

Chapter IV Finding of the Research, it’s the descriptive data about the result of research. This section the researcher doing research based on the theory according to chapter II and use the method according to chapter III.

Chapter V Discussion Result of Research, in this section the researcher will answer the focus of research, and give explanation well to get the purpose of research.

Chapter VI Closing, consist of conclusion and suggestion to make clear the reader to read and make the next research well.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Essence of the Planning of Learning

a. Definition of the Planning of Learning

To understand the definition about the planning of learning can arrange from the words are build them. According to the Big Dictionary of Indonesian Language was explained that planning is a process, manner, and the activity to planning, and for the learning is the process, the manner, and the activity to make some people to be study.¹⁷

Beside that Herbert Simon was explained the planning are some process to solve the problem which is has goal to get the solution of some problems. Then, Bintoro Amijoyo also explained about that like planning is the process to prepare the activity by systematically for will do to get the certain goals.¹⁸

So, can explain that planning is the process to solve the problem with preparing systematically for will doing to get the goals. And for the definition about the planning of learning, that is the process of work togetherness, not just centered on the teacher or just

¹⁷Language Centre DEPDIKNAS. *Kamus Besar Bahasa Indonesia, Edisi Ketiga*. Jakarta: Balai Pustaka. 2005

¹⁸Adang Ruhayat, *Paradigma Baru Hubungan Guru dengan Murid*, Jakarta: Uhamka Press. 2003. Page 13

centered on the students but the process that will doing by the teacher and the students to get the goal of learning togetherness.

b. The Planning of Learning Principles

Looking from the definition was explained that planning of learning is the activity of learning that must continue and comprehensive start from arrange the planning of learning, evaluating, and the result from the goal what have determined. Because that the planning of learning must give more attention to the principles the planning of learning, such us:¹⁹

- 1) The competency that will arrange in the planning of learning must clear, more clear of the competency more easy to observe.
- 2) The planning of learning must simple.
- 3) The activities in planning of learning must balance with the competency that have determined.
- 4) The planning of learning must comprehensive.

c. The Planning of Learning Components

Basically the planning of learning has many components, such us the goals of learning, learning materials or contents, learning method, learning resources, and evaluating the learning result. And all of them must doing by the teacher and the students all.²⁰ The clearly about the components planning of learning can describe, like:

¹⁹Ibid, page 17

²⁰PERMENDIKNAS RI No.52, *Standar Proses*. 2008

1) The goal of learning

It is the primary component for the planning of learning, because the goal of learning is the starting for all. In this section the goal of learning must clearly because to help the teacher to know everything what will get by them. In PERMENDIKNAS No. 52 year 2005 about standard process was explained that the goal of learning has role to choose the contents of learning, arrange the topics, and to determine the measurement of students result.²¹

2) The contents of learning

It is the medium to get the goal of learning, so it is very important for teacher. The content of learning must has components like the contents of knowledge, contents of perform, and contents of skill.²²

3) Learning Activity

When arrange the planning of learning the teacher must identification about everything will learn by the students and everything will get by the students.²³

4) Method of Learning

Method is the manner to get the goal. The method of learning that can apply by the teacher such us speech method but it is ever apply and has character that learning process to be teacher centered,

²¹Ibid,

²²B. Uno. Hamzah. 2009. *Perencanaan Pembelajaran*. Jakarta: PT. Bumi Aksara. Page 45

²³Ibid, page 46

questioning and answering method it make the class condition to be active, also discussion method, demonstration method, storytelling method, etc.²⁴

5) Learning Resources

It have meaning are everything that can give the message from the sources to create the conducive society and the receiver can get the knowledge from that effectively and efficiently.²⁵

6) Evaluating

It is the process to determine the value and score of something. Or the process to explain the information to get the dedication. According to UU SISDIKNAS No. 20 year 2003 section 58 (1) explain that evaluate the students learning are doing to understand the process, increasing, and remedial the student's failure.²⁶

2. The Essence of Model

a. Definition of the Model

According to Kemp, model of learning is an activity of learning that must done by the teacher and the students to make the purpose of learning can get by them effective and efficient. Balance with Kemp, Dick and Carey opinion's say that learning strategy is subject

²⁴Masitoh, dkk. 2005. *Strategi Pembelajaran*. Jakarta: Universitas Terbuka. Page 37

²⁵Ibid, page 39

²⁶SISDIKNAS. No. 20 section 58 (1). 2003

framework and the learning procedure that use together to create the learning result well on the students.²⁷

b. Basic Consideration to Choose the Model of Learning

Before use the model of learning, the teacher must give more attention on the basic consideration to choose the model of learning, through give attention on:²⁸

1. Give consideration on the purpose of learning
2. Give consideration on the subject of learning
3. Give consideration on the student's characteristic, and
4. Other consideration related about the teaching and learning process.

c. Characteristic the Model of Learning

Model of learning have many characteristic, the characteristic of the model of learning, consist of:

1. According to the learning theory of some expert. For example teamwork learning arrange by Herbert Thelen and compass on John Dewey theory. This model apply to create the student participative in the teaching and learning process.
2. Have mission and certain purpose education, for example inductive thinking model created to increase the student's thinking.

²⁷Rusman, *Model-model Pembelajaran Profesionalisme Guru*, (Jakarta: Rajawali Press, 2012), page. 132

²⁸Ibid, page 136

3. Can be a compass to revision the teaching and learning process.
For example *synectic* model to increase the creativity.
4. Have subdivision model, such us (a) learning procedure or syntax, (b) any reaction principles, (c) social system, (d) supporting system.
5. Have impact from the model application, such us: (a) learning impact, the result that can measured; (b) accompanist impact, the long result of education.
6. Make a preparation of learning (instructional design).²⁹

d. Kind the Model of Learning

1. Direct Instruction

a) Definition the Direct Instruction

Arends was explained that the direct instruction model was specifically designed to promote student learning of procedural knowledge and declarative knowledge that is well structured and can be taught in the step by step fashion.³⁰

b) Characteristic the Direct Instruction

- 1) Any instructional purpose and impact for the students
- 2) Any procedure learning in this model

²⁹ Ibid,

³⁰ Shoimin Aris, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: Ar-Ruzz Media, 2014), page 63-64

- 3) Any learning society system. In this model give attention on the academic focus, teacher controlling, high expectation, time, learning impact.

c) Procedure of the Direct Instruction

1) Orientation the purpose

In this step the teacher give the framework and was oriented on the subject learning, through:

- (a) Introduction activity to make know the relevancy with the student's knowledge
- (b) Explain the learning purpose
- (c) Give explanation
- (d) Informing the subject of learning
- (e) Informing the learning framework

2) Presentation or Demonstration

In this step the teacher can explain the subject learning, moreover knowledge or skill, this step through:

- (a) Presentation the subject step by step
- (b) Give the example of subject
- (c) Modeling the subject
- (d) Explain again for the difficult subject

3) Training by Guidance

In this step the teacher give some training for the students.



4) Give Feed Back

This step can apply by teacher through the assignment for the students.

5) Self Training

In this step the students do training by their own self, and also the teacher give the feedback for the students.³¹

2. Cooperative Learning

a) Definition of the Cooperative Learning

It has mean that the teaching and learning process was occurred through group by group according to the student's capability. When do the assignment of group every student must work together and helping each other.

Cooperative learning is the model of learning suitable with the essence of human as social human. In this case every person has responsible together and feel same. From that by cooperative make a student and other students are exchange their own knowledge.

So, the cooperative learning is the learning process through making group to do together and helping each other. According to the theory to make a group be a conductive group the member of group consist of 4-5 person, make a

³¹ Ibid, page 64-66

heterogeneous group, any control and facilities, and must collect the result of teamwork discussion.³²

b) Procedure of the Cooperative Learning

- 1) On the first learning process, the teacher give support for the students to give expression for everything what are the subject will be discuss by them
- 2) The teacher make a small group, sometime consist of 4-5 students
- 3) The teacher give some topic for every group
- 4) Every group, determine the topic and every students have problem to be solved by them
- 5) After they get a topic they doing individual with use many resource to support their assignment
- 6) After they get the answer they make discussion with their friend in one group
- 7) Then, every group make presentation to other group
- 8) Finally, the teacher was made an evaluation through three steps. Such us evaluation from teacher, when discussion get evaluated from their friendship, and when each group presentation was evaluated by other group.

³² Ibid, page 45

3. Problem Based Learning

a) Definition of the Problem Based Learning

It's the model of learning that have characteristic any fact problem, to be object of student to learn and build critical thinking of students, build the skill to take problem solving, and to make the students can get the knowledge deeply.

b) Procedure of Problem Based Learning

- 1) The teacher explain the instructional process
- 2) The teacher help the students to identify the problem
- 3) The teacher give high support for students to collect the information
- 4) The teacher help the students when arrange the planning and make a project
- 5) The teacher was helped the students through the reflection and evaluation.³³

4. Contextual Teaching and Learning

a) Definition of the Contextual Teaching and Learning

It's the holistic learning, that have purpose to give high motivation for the students to understand full about the subject what they are learn, with make relation about that with their daily life (individual, social, and cultural), so the students have

³³ Ibid, pages 129-132

high knowledge and high skill that can apply in every problem what they are have.³⁴

b) Characteristic of the Contextual Teaching and Learning

- 1) Teamwork
- 2) Give support each other
- 3) Innovative
- 4) Enjoy to study
- 5) Integrative learning
- 6) Using many resources
- 7) Student centred
- 8) Take sharing with other friend
- 9) The students be critic and the teacher must creative
- 10) The wall full with the student's projects
- 11) Reporting to parents not just through final report but also through the student's project.³⁵

c) Procedure of the Contextual Teaching and Learning

- 1) The teacher was prepared the students
- 2) The teacher give appreciation
- 3) The teacher explain the instructional purpose
- 4) Explain the model of teaching and learning process
- 5) The student through by group to finish their assignment

³⁴ Ibid, page 41

³⁵ Ibid,

- 6) One of the member's group take presentation in front of the other friends
- 7) Other students done their assignment
- 8) Other group give the opinion about that
- 9) The teacher take the conclusion about the student's perform
- 10) The teacher give reflection and give feed-back
- 11) The teacher and the students make a real conclusion all of their was learned
- 12) The students finishing their final assignment, and
- 13) Exchange their result, and the teacher and the students make discussion to get the real answer.³⁶

3. The Essence of Islamic Education Teacher

a. The Meaning of Teacher

The terminology of teacher was explained in many opinion, those explanation such as from Kasiran. He say that teacher came from word "Guru", it composite by word "Gu" with meaning "*digugu*" or was believed, was attentive. And "Ru" with meaning "*ditiru*" or was example, was imitated, also well thought of other.³⁷

In the ordinance or Undang-undang RI No. 14 years 2005 about teacher Chapter I Paragraph I was explained that teacher is

³⁶ Ibid, pages 42-44

³⁷ Kasiram, *Kapita Selekta Pendidikan* (IAIN Malang: Biro Ilmiah, 1994), page. 199

professional educator with the primary duty is educate, teach, giving guidance, give instructions, drill the student, evaluate the students on the early years old by formal education, elementary school, and high school.³⁸

Teacher is a profession who need special skill as a teacher when educate the students. To make know more about who is teacher, so in this section will explain about the teacher's meaning according some expert in education, such us:

1. According to Athiyah Al-Abrasy teacher is spiritual father for the students, he is people who give soul knowledge and general knowledge, so give honorable to the teacher as give honorable to our child, because that they will life and also increase their life.³⁹
2. According to Zakiyah Darajat teacher is professional educator because as implicit meaning teacher was consent their self to receive and shouldering the education responsible that was shouldered by parents.⁴⁰
3. According to Ngainun Naim teacher is someone who consent a lot of time to teach and educate the students.⁴¹

³⁸Undang-undang RI No. 14 year 2005 *Tentang Guru dan Dosen* (Jakarta : Sinar Grafika, 2006), page.2

³⁹Athiyah Al-Abrasy, *Dasar-dasar Pokok Pendidikan Islam*. (Jakarta: Bulan Bintang, 1976), page. 173

⁴⁰Zakiyah Drajat, *Ilmu Pendidikan Islam* (Jakarta: Bulan Bintang, 1976), page 10

⁴¹Ngainun Naim, *Menjadi Guru Profesional*, (Bandung: PT Remaja Rosda Karya, 2007), page 37

4. According to E. Mulyasa teacher is educator, people who as leader, be identification of student's role and society.⁴²
 5. Ki Hajar Dewantara say that teacher is someone who educate, it's mean guiding all of power on the students to make students as humanist and as member of society who can get safety and happiness until the highest possible.⁴³
- b. The Meaning of Islamic Education Teacher

The meaning of Islamic education teacher or Islamic educator is someone who give Islamic knowledge and give guidance also assistance for the students when developing their bodies and morals to achieve adult. And also educate their students, to make their student as religious human to Allah SWT in the future. Beside that, Islamic education teacher have job as guidance to make students doing their activities according to the Islamic principles and can apply the Islamic syari'at. And according to western theory teacher is whoever who responsible of the student's development, and their duties is strive for all student's potential in psychomotor aspect, cognitive aspect, and affective aspect.⁴⁴

As an Islamic education teacher must obedient to God, doing all the God's command and avoid the God's prohibition. How the Islamic

⁴²E. Mulyasa, *Menjadi Guru Profesional*, (Bandung: PT. Remaja Rosda Karya, 2007), page 37

⁴³M. Sukardjo, *Landasan Pendidikan Konsep dan Aplikasinya*, (Jakarta: Rajawali Pres, 2009), page 10

⁴⁴Religion Departemen of RI, *Kendala Mutu Pendidikan Agama Islam*, (Jakarta, 2001), page 23

education teacher can educate the students if they are not doing all the God's command and avoid the God's prohibition. So, as Islamic education teacher must compass on Islamic religion, give a good model, and avoid for bad everything. The students have encouragement to imitate their teacher. Not just for everything was done by teacher but for everything was spoke by teacher. And the students always believe of everything from teacher.

c. The Standard of Islamic Education Teacher

About the standard of Islamic education teacher on the regulation of National Education Cabinet Minister No. 22 Years 2006, Chapter VI standard education and educator, consist of:

1. Academic qualification of Islamic education teacher, is appropriate with UU No. 14 about teacher and lecture years 2005 was attached have S1 degree.
2. The qualification learning agent, that's standard consist of: pedagogical competence, personality competence, professional competence, and social competence.⁴⁵

a) Pedagogical Competence

It's the capability to manage the student's learning.

This competence consist of understand the student characteristic, understand of planning of learning, understand

⁴⁵regulation of National Education Cabinet Minister No. 22 Years 2006, Chapter VI standard education and educator

of learning process, can evaluate the learning result, and developing the student's potential.

b) Personality Competence

It's the personal capability of teacher or educator that shown their good personality. Like good moral, adult, clever, have power, and be a model for students.

c) Professional Competence

It's the capability of teacher to mastery the subject learning deeply. Actually this competence such us mastery the curriculum on the school and must have more knowledge.

d) Social Competence

It's the teacher competence to communicate and interaction effectively and efficiently with students, teacher, staff education, student's parent, and society.⁴⁶

d. The Duties of Islamic Education Teacher

The Islamic education teacher's duties can understand as the willingness to doing their duties well, and also willingness to receive all the consequences.

And the duties of teacher based on their function any three kinds, such us: educate, teach, and give drill to students. The teacher's duty as educator have emphasize on creating the soul, character,

⁴⁶Mulyasa, *Menjadi Guru Profesional, Menciptakan Pembelajaran yang Kreatif dan Menyenangkan*. Ed. VI. (Bandung: Rosdakarya, 2007), page 45

personality, and values. The duty of teacher has to teach emphasizing to develop the reasoning. And the teacher's duty to train or be a trainer has emphasizing to develop the student's capability about technology.⁴⁷

e. The Role of Islamic Education Teacher

A teacher according to some expert must have role, like:

1. Teacher as a trainer, it has meaning a teacher must give the big opportunities for the students to develop the learning process suitable with the human characteristic.
2. Teacher as a counselor, it has meaning a teacher must able to create the teaching and learning interaction. Where the students studying with optimal psychology and nothing gap between teacher and students.
3. A teacher as manager, it has meaning a teacher have autonomous when manage the all of teaching and learning process. And also make dynamic of the sources what they are use.
4. A teacher as a participant, it has meaning that a teacher not just have role to teach the students, but also take their self as a student are studying when get interaction with the students.

⁴⁷Marnodan M.Idris, *Setrategi dan Metode Pengajaran, Menciptakan Ketrampilan Mengajar yang Efektif dan Edukatif*, (Yogyakarta: Ar-Ruzz Media, 2008)

5. A teacher as a leader, it has meaning that a teacher hopeful able to be a leader or someone who influence the other people to go to the together purpose.
6. A teacher as a guidance, it has meaning that a teacher really to be a model when act the activities and do the behavior when teaching and learning process although out of teaching and learning process.
7. A teacher as a learner, it has meaning that a teacher must continue to study to make new their knowledge and also to develop their profession.⁴⁸
8. A teacher as an author, it has meaning that a teacher must always creative and innovative to make many result and creation to support when they are do their profession.⁴⁹

4. The Essence of Character Education

a. The Meaning of Character

In etymology character came from Latin, it have meaning character, behaviour, obligation attitude, personality, and morals. Character was adopted from *kharakter*, *kharessian*, and *xharaz* with meaning tool for marketing to engrave, and pointed stake. In English be character with meaning behaviour, obligation attitude, personality, and morals. In psychologist dictionary character is a personality look

⁴⁸Ibid,

⁴⁹ Surya, Muhammad, *Psikologi Pembelajaran dan Pengajaran*. (Bandung: Pustaka Bani Quraisy, 2003) page 185

from morals, for example human honest. It have similar meaning with personality characteristic. In Arabic perspective character called as “*khuluq, sajjiyah, tab'u*” it often have meaning as personality.⁵⁰

b. The Meaning of Character Education

Education is culturing process of individual or society to be human cultured. Education have meaning not just for transferring knowledge, but education as the medium to processing culturing and distributing the values. Which is the students must get the education that have humanities dimension.

School as one of education institution have role to organize the education and to developing of knowledge, technology, and art. Because that the purpose of education is for shaping personality, shaping human be autonomous, shaping human to have social skill and character. From that, many programs have implemented to create the purpose of education, especially for shaping character.⁵¹

In etymology character came from Greek language, “*kharakter*”, and came from English “character”, also from Indonesia “*karakter*” it have mean make deeply.⁵²

Beside that, in terminology character is the special identifying on the thing or person. The special identifying is origin and planted

⁵⁰Agus Zaenul Fitri, *Pendidikan Karakter Berbasis Nilai dan Etika di Sekolah*. (Jogjakarta: arruzz media, 2012), page 20

⁵¹M. Mahbubi, *Pendidikan Karakter Implementasi Aswaja sebagai Nilai Pendidikan Karakter*, (Yogyakarta: Pustaka Ilmu Yogyakarta, 2012), page 37

⁵²Abdul Majid, Dian Andayani, *Pendidikan Karakter Perspektif Islam*, (Bandung: PT. Remaja Rosdakarya, 2011), page 11

deeply on the personality both of them, and as the support how someone doing, have a certain attitude, speaking, and give response to other.

Character education is a transformation process of human life values to grow up on personality of someone, so will be gather with their behavior.⁵³ In this definition any three main point about character education, such us transformation process of values, grow up and developing in human personality, and gather in human behavior.⁵⁴

Character education also can meaning as education that develop the good character from students by practice and educate the morals value and take a good relationship with God and other people.

The education department of America have definition about character education, like: the character education educate the thinking behaviour and action behaviour that help the other and take group working as family, friendship, neighbour, society, and nation. According to those definition in character education brochure was explained that character education is the learning process that involving the students and adult in school community to understand each other, care, and doing something based on ethic values like response, fair, civic virtue, citizenship, and also responsible to own self although other people.⁵⁵

⁵³Ibid,

⁵⁴Ibid,

⁵⁵Muchlas Samani Hariyanto, *Konsep dan Model, Pendidikan Karekter*, (Bandung: PT. Remaja Rosdakarya, 2011), page 44

Lickona have definition about character education as a seriously effort for shaping someone and also to help someone to have capable to understand the other, care the other, and act with ethic values. Simple meaning, Lickona give the definition of character education as the effort was arranged by intentional to make a good student.

Character education also have meaning as the effort was planned to make students know, care, and will implementing the values until the student can doing their behavior as *insane kamil*.⁵⁶

c. The Purpose of Character Education

The purpose of education is to build a good personality. Character education is the facilitator of values development until materialized on student's behavior, actually when school process although after school process.⁵⁷ Because the essence of student is someone who will to be the new generation for the nation. So, must be a good generation with good moral.

The purpose of character education is investment the value on students self and renewal the live togetherness and more admiring of the individual freedom.

Character education also have purpose to increase the implementation of education quality and the result of education in the school what implementing character education and get the good

⁵⁶Ibid, page 46

⁵⁷Dharma Kesuma, *Pendidikan Karakter Kajian Teori dan Praktik di Sekolah*, (Bandung: PT. Remaja Rosdakarya, 2012), page 9

morals of students fully, cohesively, and balance suitable with standard of graduate competence. Through character education the students able to develop and use their knowledge, able to make resume, and able to take internalization also make the character values and good moral be their personality and apply in daily life.⁵⁸

d. The Urgency of Character Education

The urgency came from word urgent, it have meaning the push necessary. So, urgent has meaning something to do quickly and nothing the danger potentials. It called as urgent because must need the action.⁵⁹

In this global era, the character be lose more easily. The moral value was diminished by globalization, the primary wrongness when people take meaning of freedom as a democracy and low capability to understand the technology. Any progression of technology has two effects. One side give easy of human life and other side give the negative effect.⁶⁰ According to Setiawan Dani, he has opinion that the technology can be a destroying for human life. Specially any three kind of the destroying, such us:

First, the technology was inclined to make everything be easy, but it can be a frame a people as a spoiled people and can't take a care

⁵⁸Jamal Ma'mur Asmani, *Buku Panduan Internalisasi Pendidikan Karakter di Sekolah*, page 43

⁵⁹Barnawi dan M. Arifin, *Strategi dan Kebijakan Pendidikan Karakter*. (Yogyakarta: Ar Ruzz Media, 2012), page 12

⁶⁰Ibid, page 14

the process. Secondly, the technology can make everything are far to be near, and can make people can't take care with their environment. Third, the technology can increase the consumptive of people. It can make people who always promoting their product and also easy to buy for everything what have been promoted in internet.⁶¹

e. The Values of Character Education

In the character education the position of values is very important. The values be a nucleus of character education. The basic character of student what have been developed is the character that has permanent value and also can keep by long time. And occurring to all of people and absolutely that was compass on the religion.

Related about the absolute of moral values Lickona was called that as "the golden roles".⁶² The example of "the golden role's" consist of honest, fair, have integrity, love togetherness, emphaty, discipline, responsible, take care, and love.

In character education development, the executor can determining the basic of character that will be develop based on nation values and certain religion. According to LITBANG PUSKUR 2010 National Education Department, the values was developed in culture

⁶¹Ibid,

⁶²Arismantoro, *Tinjauan Berbagai Aspek Karakter Building, Bagaimana Mendidik Anak Berkarakter*, (Yogyakarta: Tiara Wacana, 2008), page 28

education and nation character, was identified from many sources, such us:⁶³

1. Religion: Indonesian society is the society who has multiple diverse, because that individual life, society and nation always based on the religion and human believed.
2. Pancasila or the five basic principles of the Republic of Indonesia: Republic of Indonesia was born based on Pancasila. Pancasila have contents of the values that manage the human life such us politic, low, economy, social, culture, and art.
3. Culture: nothing society have not culture, almost society based on value. The concept of value in society as a basic to understood the concept and interaction in society.
4. National Education Purpose: the purpose of National Education was loaded many human value what are must have by the Indonesian people.

According to fourth basic of the resources of value, was identified some value for culture education and character, such us:⁶⁴

1. Religious values, it's the attitude that was aimed on the religion, and give reflection about their religion.
2. Honest value, it's the attitude on a person who always can believed his speak, action, and attitude.

⁶³National Education Department, LITBANG, *Bahan Pelatihan Penguatan Metodologi Pembelajaran Berdasarkan Nilai-nilai Budaya untuk Membentuk Daya Saing dan Karakter*

⁶⁴*Bangsa: Pengembangan Pendidikan Budaya dan Karakter Bangsa* (Jakarta: Pusat Kurikulum, 2010), pages 7-10

3. Tolerance value, it's the attitude that give more attention for everything differences. In religion aspect, ethnic, opinion, attitude, and the difference other people's attitude.
4. Discipline value, it's the attitude that showing the correct action and always obedient on the regulations.
5. Hard Work value, it's the serious attitude when solve everything.
6. Creative value, it's the effort to thinking and doing something to get the manners, ideas, or the new result of something.
7. Autonomous value, it's the attitude that do not hanged out of other people when finishing their duties.
8. Democratic value, it's the manner to thinking and action that take the human right and human responsible between their own and other people are balance.
9. Angered value, it's the attitude to develop the feel want to know of something deeply for everything was learned, looked, and listened by someone.
10. Nation conscious value, it's the manner to think, to act, and make the nation interest up of the personal interest.⁶⁵
11. Nationalist value, it's the manner to thinking and to act that show the loyalty, take care, and give high appreciate for the nation, society, social life, culture, economy, and public politic.

⁶⁵*Bangsa: Pengembangan Pendidikan Budaya dan Karakter Bangsa* (Jakarta: Pusat Kurikulum, 2010), pages 7-10

12. Achievement appreciating value, it's the action that support of someone to benefit in the society well and appreciate people's achievement.

13. Friendship and communicative value, it's the action that show happily when get friendship, enjoy when do the conversation, and enjoy do the teamwork each other.

14. Peach love value, it's the attitude are make other people feel comfortable and always keep peace anywhere between them.

15. Enjoying read value, it's the behavior to supply the time for reading for everything that can benefit for their self.

16. Society care value, it's the attitude take care on the society and make repair the broke society.

17. Social care value, it's the attitude are always want to give more helping to other or to the society who need.

18. Responsible value, it's the attitude of someone to finishing his duties and responsibilities.

f. The Methodology of Character Education

Sometime method was definite by something that have more efficient and effective value. Any several method when teaching and learning process, there are:⁶⁶

1. *Kishah* or Telling Story Method

⁶⁶Arismantoro, *Tinjauan Berbagai Aspek Karakter Building, Bagaimana Mendidik Anak Berkarakter*, (Yogyakarta: Tiara Wacana, 2008), page 28

When educate the character education, story have important role. Because a store has many value. And from story people can take some value to be a basic character.

2. Discussion Method

Discussion is the process to exchange one opinion to other opinion that has purpose to take similarity. Where, by discussion the member of discussion automatically will respect each other.

3. Modeling Method

To educate the character education of students this method is very effective and efficient because the student often take imitation for everything from their teacher. So, the teacher must be an *uswatun hasanah* for their students.

4. Behavior Method

Behavior is something was intentional to do continue to make something be a habit. The behavior despise the people in a special place. Because that, this method more effective to develop and educate the students personality. This method can apply when do teaching and learning process and also can also apply in out of the teaching and learning process.⁶⁷

Those method can help the teacher to make easy the learning process, specially for shapping the students's character.

⁶⁷Ibid,



5. The Essence of *Fiqh* Subject

a. Definition of *Fiqh*

1. In Etymology

Fiqh came from several word, there are:

- a) *Faqaha* (فَقَّه), it's mean: absolute understanding. Then, *fiqh* (فِقْه) in etymology has meaning “understanding deeply”.⁶⁸
- b) *Faqiha* (فَقِه), it's have mean understanding the meaning about the conversation when doing communication.
- c) *Faquha* (فَقُّه), it's mean *fiqh* was be science character. *Fiqh*, in etymology have mean know and understand.⁶⁹ People who have knowing and understanding (*fiqh*) called as *Faqih*.

2. In Terminology

- a) According to Ibnu Subki in book *Jam'u al- Jawami' fiqh* have mean the science about the *Syar' I* law with *amaliyah* perspective was created by *tafsili* argumentations.
- b) According to Hasan Ahmad Khatib was explained that the meaning of *Fiqh Islam* is the group of *Syara'* laws was banded from many *madzhab*. While from four *madzhab* or other *madzhab* from *sahabat* and *tabi'in*. while from

⁶⁸Syarifuddin Amir, *Garis-garis Besar Fiqih*. (Jakarta: Predana Media, 2003), page. 4

⁶⁹ Ibid,

seven *fuqoha*⁷⁰ in Medina or *fuqoha* Mecca, *fuqoha* Syria, and *Fuqoha* Egypt, Iraq, *Bashrah*, etc.

b. Scope of *Fiqh*

Special value from *fiqh*, that *fiqh* have three kind connection of human, there are:⁷¹

1. The connection of human and God
2. The connection of human and own self
3. The connection of human and society

Beside that the scope of *fiqh* what have relation with all of human consist of: speaking, doing or action, and everything what human doing. Can divide by two kind, there are worship and *muammalah*. Where worship will make connecting between human and God and *muammalah* will make connecting between human and own self also between human and society. And then the specific both of them, like:

1. Everything that relation with worship

Consist of *taharah*, *shalat*, *fasting*, *zakat*, *hajji*, *nazar*, *swear*, etc.

2. Everything that relation with *muammalah*

⁷⁰Prof. DR. Teungku Muhammad Hasbi Ash Shiddieqy, *Pengantar Ilmu Fiqh* (Semarang: PT Pustaka Rizki Putra, 1999), page 16. Seven *Fuqaha* in Medina are: Said ibn Musaiyab, Abu Bakar ibn Abdur Rahman, Urwah Ibnu Zubar, Sulaiman Ibn Yassar, Al Qasim Ibn Muhammad, Kharidjah Ibn Zaid and Ubaidullah Ibn Abdillah.

⁷¹Drs. H. Muhammadiyah Djafar, *Pengantar Ilmu Fiqhi* (Islam dalam Berbagai Mazhab), (Jakarta: Radarjaya Offset, 1993). page 15

Consist of many kinds of transaction, punishment, infraction, and everything for body.

c. Law Resources of *Fiqh*

The basic sources of *fiqh* is Al Qur'an and Hadits. But many other resources for *fiqh* such us:

1. *Ijma* have mean agreement reached of *mujtahid* when make a law and based on Al Qur'an and Hadits.⁷²
2. *Qiyas* the fourth Islamic law. In etymology *Qiyas* is measurement. In terminology *Qiyas* is the law of something that was happened then give to other thing that have same of case.⁷³
3. Other Instruction

It also based on four kind of Islamic law, but have special thinking.⁷⁴

⁷²Ayatullah Baqir Ash-Shadr, *Pengantar Ushul Fiqh & Ushul Fiqh Perbandinga*. (Jakarta: Pustaka Hidayah, 1993), page. 14

⁷³Mustofa, *Hukum Islam Kontemporer*, (Jakarta: Sinar Grafika, 2009), page 14-15

⁷⁴Abdul Djamali, *Hukum Islam*. (Bandung: Mandar Maju, 2002), page 147-148

6) Research Roadmap

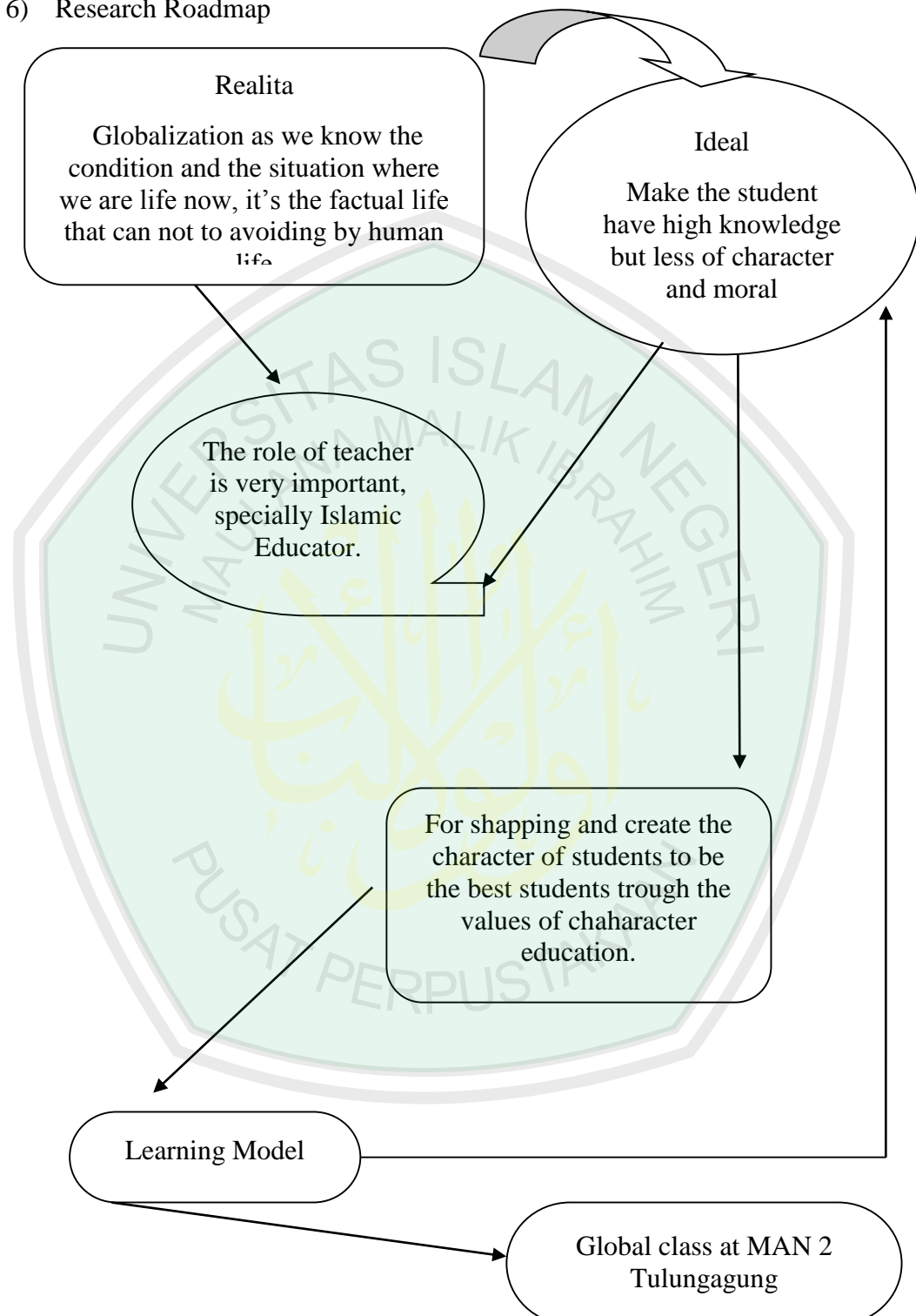


Chart 2.1 Research Roadmap

CHAPTER III

METHOD OF THE RESEARCH

Research method actually is the scientific method to get the data with the certain purpose and also certain usefulness.

A. Approach and Research Design

This research is research with qualitative approach. Because this research has characteristic like the characteristic of qualitative research, such as: natural background, human as instrument, more emphasize the process than result, and any limitation was determined by focus of research.⁷⁵

The kind of research approach was used in this research is descriptive research. Descriptive research is the research that give description and interpretation of data. Beside that, descriptive research was defined by the real data. Based on the situation and condition, so just to give expression of fact or (*fact finding*).⁷⁶

B. Attendance of the Research

In qualitative research, the researcher attendance is very important.⁷⁷ This statement is true because researcher as the collector of primary data, beside her position as research's instrument.⁷⁸

⁷⁵M. Djunaidi Ghony & Fauzan Al Manshur, *Metodologi Penelitian Kualitatif*, (Jogjakarta: Ar-Ruzz Media, 2012), pages 33-35

⁷⁶Hadari Nawawi, *Metodologi Penelitian Bidang Sosial*, (Yogyakarta: Gajah Mada Press, 2003), page 31

⁷⁷Lexy J. Moloeng, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosda Karya, 2002), page 163

⁷⁸⁷⁸M. Djunaidi Ghony & Fauzan Al Manshur, Op. Cit., page 95

In this research, because the limitation of that researcher's time, so the researcher not coming in Madrasah Aliyah Negeri 2 Tulungagung everyday, but the researcher just coming in Madrasah Aliyah Negeri 2 Tulungagung certain time.

C. Setting of the Research

This research located in Madrasah Aliyah Negeri 2 Tulungagung, that located on the street Ki Mangun Sarkoro, No 101, Boyolangu, Tulungagung.

D. Data and Data Sources

This research use two data there are primary data and secondary data. Primary data is the data was got directly by direct source trough observation, interview, and the other. Whereas secondary data is the old data and have related with problem was researched by researcher. And this data came from the school as object of research.

The information resource as a data can get the researcher by head master of Madrasah AliyahNegeri 2 Tulungagng, representative of head master's Madrasah AliyahNegeri 2 Tulungagng, and from the Islamic educator of Madrasah Aliyah Negeri 2 Tulungagung specially teacher of *Fiqh*.

E. Data Collection

To get the objective data was needed some technique and instrument to collecting data. The techniques was did in this research are use observation method, interview method, and documentation method.

When using the observation method the researcher use the participative observation, it means the researcher gather in the object's activities who as a source of research.⁷⁹

When using the interview method the researcher use the structural interview. In this method many problems what will get research by researcher was identified by the researcher. Before doing interview the researcher must arrange the problem through many questions. And hopeful to the interviewee give the answer. It has mean that by the interviewee many source will receive by researcher.

When use the documentation method was used if the researcher take a source by document, last photo, and other thing from those school.⁸⁰ From those data the researcher can manage those sources to make evaluation to examine for everything related with learning model of Islamic Education teacher for shaping the student's characteristic through *Fiqh* in Global class of MAN 2 Tulungagung.

F. Investigation of Legality Technique

After the data was collected, the researcher do investigation again the data was received from interview, observation and look the documents. By this, the data was received by the researcher can investigated and have responsibility. The characteristic of data legality any four kinds, there are (1) credibility, (2) transferability, (3) dependability, and (4) confirm ability.⁸¹ In this research use:

⁷⁹Sanafiah Faisal, *Penelitian Kualitatif, Dasar dan Aplikasi*, (Malang: YA3, 1990), page 9

⁸⁰M. Djunaidi Ghony & Fauzan Al Manshur, *Op. Cit.*, page 200

⁸¹Ibid, page 315

a. Credibility

The data credibility have means to give evidence about the data was collected by researcher that related with the natural happened. And in this characteristic of the investigation of legality technique any several techniques to make credibility, such us make a long time of the researcher in the object of research, increase the diligence, triangulation, analysis the negative case, discussion with other friends, legality with reference.⁸²

To make this research have credibility suitable with technique like the previous explanation. So the researcher will do the triangulation. The researcher will give several question to the teacher of *Fiqh* especially, head master, also the educational staff and the several student to take the credibility.

b. Dependability

In qualitative research, dependability test did by audit of the research process.⁸³ The error often came from the researcher because limit of experiences, time, and knowledge. Any two step to do it, first take the investigation when make the report, and investigated of the result of research by the carefulness view.⁸⁴

To use this legality the researcher require to the guidance lecture to investigate this research, from starting until finishing.

c. Confirm Ability

⁸²Sugiyono, *Metode Penelitian Kuantitative, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2011), page 270

⁸³ Ibid, page 277

⁸⁴Esther Kuntjara, *Penelitian Kebudayaan*, (Yogyakarta: GrahaIlmu, 2006), pages: 115-116

Confirm Ability in qualitative research was called as research objectivity test. It is mean as objective research if the result of research was agreed by many people. This test also has means to give the investigation between the result and the reality process. If the result of research is the function of research so the research have standard of confirm ability.⁸⁵

To do it can by make investigation of the data and some information and make the interpretation the result of research and the subject materials on the audit by the guidance lecture.

G. Data Analysis

Analysis data is the effort to searching data and arrange the data systematically based on observation note, interview, etc. To increase the people's perception, the analysis data was needed to search the real meaning.⁸⁶

Related with Miles and Huberman's explanation, they explained that appear the data have purpose to take the model or system and from that can take the result and some solve of problem. Than from the data was arranged by the systematic result, from complex data be simple information.⁸⁷

Nasution say that the qualitative research consist of sentence not numeric, and need the interpretation when manage the data be the result of research. To manage the data, the researcher will use the analysis descriptive method. This

⁸⁵ Ibid,

⁸⁶Noeng Muhajir, *Metodologi Penelitian Kualitatif*, (Yogyakarta:Rike Sarasin, 1993), page 183

⁸⁷Miles & Huberman dalam Lexy J. Moelong, *Metode Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya , 2005), page 45

technique was used to manage the data of qualitative research. It's mean to explain the not by numeric description. Miles and Huberman, have opinion that the analysis qualitative activity through by interactive and continue of action.

So, the researcher has mastery in their research. The activity of analysis data, consist of:⁸⁸

a. Data Reduction

In this step, the researcher should make a summary, choose the primary aspect, make focusing, and must search the theme or topic. Because it, the data was reduction will give clear explanation, and make easy the researcher to collecting the data. When the researcher do the reduction of data to take the result the researcher must focusing the problem of research. And then develop the data by coding manner. From make a note, take the reduction, and make a coding all of them make the researcher will easier to get the result.

⁸⁸Matthew B. Miles dan A. Michael Huberman, *Analisis Data Kualitatif*, Terj. Tjetjep Rohendi Rohidi (Jakarta: UI Press, 1992), page16

b. Data Display

The data have been reduction than displaying with description based on aspects of research. The data display has essence to make easy the researcher to take interpretation and get the result. To make the data can display well and easy to learn again, so on the bottom of data what have displayed must give the certain notation or label. So, the certain notation or label as the informant or the researcher, and for everything have related with research. With data display, will make easy the researcher to understand of everything was happened.⁸⁹

c. Conclusion Drawing

To make a conclusion and verification can do according to the interpretation of the data was collected. According to the essence of qualitative research, to make the conclusion was did step by step. Firstly, take the provisional conclusion, but with addition of data was collected must do the verification about that by learn the old data. And then through the verification of data the researcher can take the conclusion of the research.⁹⁰

H. Research Procedure

When do the research any steps or procedure was needed by the researcher. The step or the procedure such us:

a. Before Doing Research

⁸⁹Ibid, page 19

⁹⁰Ibid, page 21

This step is the first level in the research procedure. Where, the researcher was doing the observation in the research location as the object research. In this condition the researcher was used MAN 2 Tulungagung as an object research. This research was needed by the researcher to more understand about the background of research what are will do by the researcher. The researcher must take permit for the school and think the object what will get research by the researcher.

b. Research Step

This step also was called as real phase, where the researcher will do research to get the data seriously.

c. Data Analysis step

On data analysis step the researcher do interpretation about the data was they are taken. And also in this phase the researcher must make a report about their research. This step the researcher was make a perfect report by analysis the data what the researcher was received when do the researching by interview, observation, and also documents.

CHAPTER IV

FINDING OF THE RESEARCH

A. Exposure Data

1. Profil of MAN 2 Tulungagung

The institution was build since long last time until now to be the best institutional has name institution called as Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung and most popular called as MANDUTA. This institution not called as Islamic Senior High School for the first build. But for the first build, it used as the specific school for people who want study more about the religion. Or the last time was call as the school for religion or the name's school is Education of Religion Teacher or most popular with PGA. It's the one school in Tulungagung in the past time that give subject lesson based on Religion and will create the student to be the Islamic teacher. This school or PGA stay under the Religion Departement (DEPAG). This school located in Ki Mangun Sarkoro street, number 101, Beji village, Boyolangu district, Tulungagung.

Then since year of 1990 this institution was exchanged name from PGA or the school just to create the students to be Islamic teacher to be the Islamic Senior High School equal with Senior High School. Since year 1990 exchange to be State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung under the Religion Department (DEPAG). The building still little just enough for study little students. It has statistic number like 311.35.04.11.046. This school was developed from zero.

Although this school started from zero but not be the last school in Tulungagung. Because State Islamic Senior High School 2 Tulungagung has many professional teacher and the best student.

State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung was increased continued until to be the best school and be the priority school by the society in Tulungagung. In Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung not just learn about religion but also learn about the general subject. For the example State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung has three kind of class, such us science class, social class, and language class. Science class is the class it give facilities for the students to study about science knowledge like physic, chemistry, biology, etc and the religion knowledge. For the social class it give facilities for the students to study about the social knowledge like economy, geography, history, etc and also the religion knowledge. And for the language class is the class that give the facilities of students to study about everything about language and religion knowledge.

And then after years of 2000 this school get more capability, the school was increased continued. Because the teachers have character of teacher professional, so the students will be easy to understanding the subject lesson. Because that, many students easy to get the champion for many level. Many graduator of State Islamic High School 2 Tulungagung or MAN 2 Tulungagung be the best people because they have motivation to continue their study to university.

At years academic of 2009-2010 State Islamic High School 2 Tulungagung or MAN 2 Tulungagung build the special program was called as Global Oriented Class (GOC), this founder is Mr. Muhamad Dhofir he is a Mathematic teacher in State Islamic High School 2 Tulungagung or MAN 2 Tulungagung. Global Oriented Class (GOC) is the special class with different facilities. It has special program than regular class. It just build two, each class consist of 20 students.

At years academic of 2011-2012 State Islamic High School 2 Tulungagung or MAN 2 Tulungagung build Cambridge class and have Religion class. Until now, this school still be the best At years academic of 2009-2010 State Islamic High School. And this time State Islamic High School 2 Tulungagung or MAN 2 Tulungagung used the curriculum was commanded from the nation. State Islamic High School 2 Tulungagung or MAN 2 Tulungagung used 2013 curriculum it was pressured on the character education.

2. Vision, Mission, and the Purpose of MAN 2 Tulungagung

For Getting the learning purpose of MAN 2 Tulungagung, so this school was formulated the vision, mission, and the purpose of learning specially for Islamic Senior High school Two Tulungagung or MAN 2 Tulungagung, those vision, mission, and the purpose of learning can explain, like:

a. Vision

Shaping the students of MAN 2 Tulungagung, to be students who have character clever, dedication, innovative, competitive, and have

Islamic soul (*CERDIK BERSEMI*) based on health surroundings culture.

b. Mission

1. Grow up the spirit to study until ever to all the member of MAN 2 Tulungagung.
2. Create the comfortable situation to study, also create the joyfull learning.
3. Do the learning strategy and guidance effectively.
4. Grow up the superior spirit of all the member of MAN 2 Tulungagung.
5. Give motivation and helping for students to knowing their self potential and their self achievement.
6. Developing the extracurricular of the students where it has the integration with their self.
7. Developing the total comprehension and action the Islamic religion doctrine in the daily life.
8. Always create the clean surroundings and the health surroundings.

c. The Purpose of MAN 2 Tulungagung

1. General Purpose

Will be created the students of MAN 2 Tulungagung who as the people who have soul and character as the creation of Alloh SWT and also as the *kholifah* on the world.

2. Specific Purpose

- a) Created the process of increasing the learning quality and educating that support by academic facilities for the long time.
- b) Implemented the increasing of learning quality and developing of human resources through by increasing the educational system quality.
- c) Created the students achievement based on social, science, and technology development.
- d) Created the educational system that was developed the religion soul.
- e) Created the achievements on the contests.
- f) Created the achievement of Adiwiyata School.
- g) Reached the knowledge, skill, and always keep the earth.

3. Programs in MAN 2 Tulungagung

a. Global Oriented Class or GOC

It's the educational service that shape on the Madrasah based on international program (MBI). At the grade of 2011/2012 this program have done graduating the first graduation by 58 students. And this graduation all of them was accepted in the university by invitation program, *Bidik Misi* program, and by NMPTN according what the university what they want.

b. Study Program equal D1 TIK (PRODISTIK)

Since 2012/2013 was began open the study program that equal with DI TIK, this program have team work or relation work with ITS

Surabaya. This program have mean to give skill the students to can adaptation in the university next time.

c. Islamic Boarding School

MAN 2 Tulungagung also give the educational service based on Islamic through Islamic Boarding School. The Islamic Boarding School of MAN 2 Tulungagung was given name as al-Furqon Islamic Boarding School.

d. Directions/Programs

To give the educational service that equal with the student interest so MAN 2 Tulungagung was opened the program or direction of science (IPA), social (IPS), and language. Than at the grade of 2012/2013 MAN 2 Tulungagung have Religion class.

e. Special Program

MAN 2 Tulungagung was developed their students and also teachers by any superior programs, like:

1. Motivation Building

To supply the rebound of the students, the students of MAN 2 Tulungagung was follow the agenda of Motivation building. This activity was applied by invited the motivator from out of MAN 2 Tulungagung.

2. Scientific Research and Training of the Research

For supplying the students to know about the research so, the student was accepted the lesson about the methodology of research.

Beside that, the students of MAN 2 Tulungagung was visited in the some university.

3. Memorizing the short Suraah and the Do'a

It's have main purpose to prepare the knowledge of students in MAN 2 Tulungagung to has the IMTAQ value. The students in MAN 2 Tulungagung also was received the religion capability with the responsibility to memorize the short Suraah and Do'a. for evaluating, the students has the memorizing book that was write when the students was memorized.

4. Second Parenting/Clinic Study

Second parenting is the superior program in MAN 2 Tulungagung. The concrete of this program is choosing the teacher to be a second parent for the student. And the duties for the teachers as parent for the students like give the advice, reminding the student to doing the *Tahajjud*, and ready to give the consultation for the students who as their child.

5. Out bond

The learning process in MAN 2 Tulungagung not just doing in the class, but at the certain time the students have schedule to follow out bond. This activity was applied to make the student can get the knowledge out of the class.

6. Visit to the University

It's have value to make the students know about the everything in the university. Beside to know everything in university this program also to promote the school specially MAN 2 Tulungagung to any university what they was visited.

7. OTC (Olympiad Training Center)

Olympiad Training Center (OTC), it's have value to prepare the students of MAN 2 Tulungagung to follow some Olympiad.

8. Increasing the Educational Quality and the Educators

It's was happened to give the professional education service, the activities in this program like workshop of subject learning, training of trainer (TOT), writing the research from LIPI Jakarta, and workshop IT.

9. Work togetherness with some Universities and other Institution

To increase the popularity of MAN 2 Tulungagung, this school has work togetherness with other institution, like:

10. Get work togetherness with the Result Farming of Technology (THP),

11. Farming of Brawijaya University (UB) Malang,
 12. Get work togetherness with Science Center of Brawijaya University (UB) Malang,
 13. Get work togetherness with Developing Biotechnology Centre of Muhamadiyah Malang of University (UMM),
 14. Get work togetherness with Psychology Faculty of Airlangga University (UNAIR) Surabaya,
 15. Get work togetherness with language institute of ITS,
 16. Get work togetherness with ITS Surabaya to the educational was equal with diploma 1 (D1) TIK for the students of MAN 2 Tulungagung.
 17. Get work togetherness with IAIN Tulungagung for the teacher of MAN 2 Tulungagung to increase the language capability,
 18. Get work togetherness with *Hidayatul Mubtadien* boarding school in Ngunut, Tulungagung to increase the *Al Furqon* boarding school of MAN 2 Tulungagung.
4. The Achievement of Students

Students of State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung have more achievement on many levels. Nation level, province level, and on the district level.

The student's achievement not just in science but they have more achievement about the extracurricular aspect, like sport, PMR, etc.

5. Structure Organization of Global Oriented Class at MAN 2 Tulungagung

State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung have structure organization for Global Oriented Class began from the head master of State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung, she is Dra. Miftachurohmah, M.Ag. The representative of head master, chief of TU and the employee of TU, teachers and the employee, and also the students. But, for Global Oriented Class, there are:

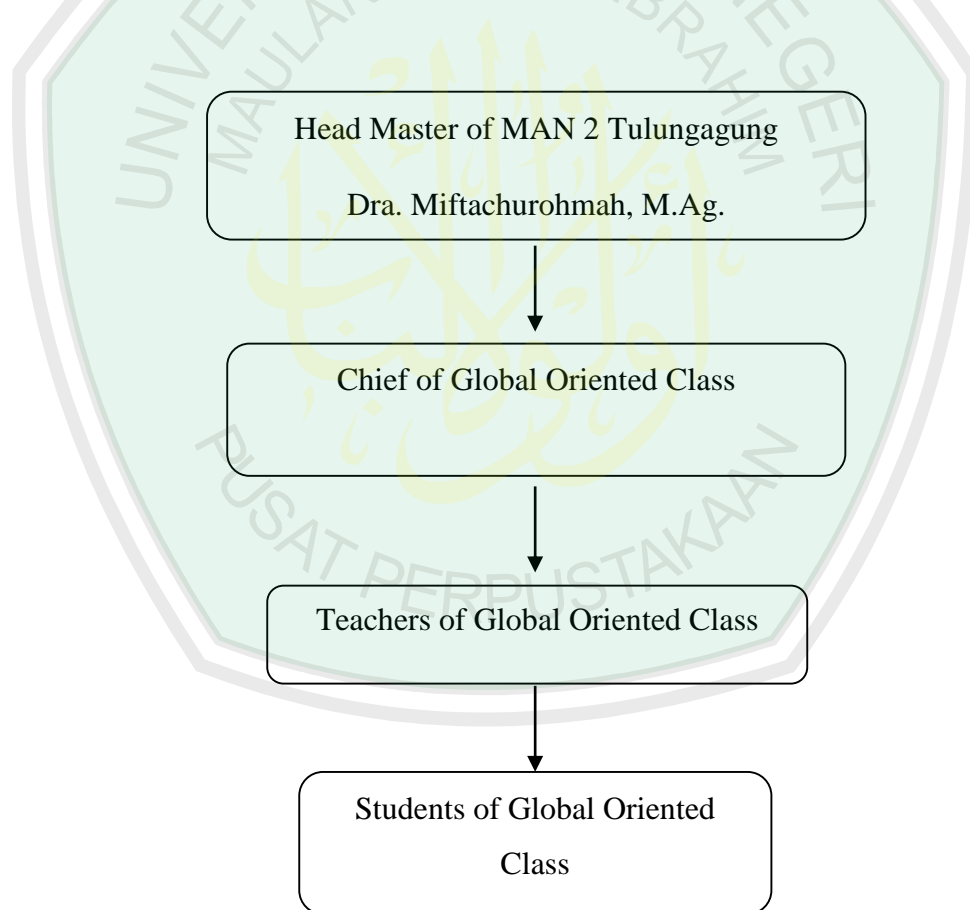


Chart 4.1

Structure Organization of Global Oriented Class

6. Data of Teachers in MAN 2 Tulungagung

State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung have more teachers. Teachers of State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung consist of Public Employer (PNS) and non Public Employer (non PNS). State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung have more teachers has more teachers to prepare the students to be the best student. And to create the optimal and the best learning service.

7. Data of Students in MAN 2 Tulungagung

State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung have more students. It was proofed from the situation and condition of State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung. As the researcher was knew after did observation that State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung have more class and each class consist of 30- more than 40 students.

Beside that State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung have third level graduation. The first graduation is X graduation consist of 4 Global class and 6 regular class. The second graduation is XI graduation consist of 4 Global class and 6 regular class. The third graduation is XII graduation consist of 4 Global class and 6 regular class.

And this era the Global class consist of 30-35 students and the regular class consist of 40- more than 40 students. Sometime the situation

and condition of students in regular class make the learning process was disturbing, but in the Global class still optimal of the learning because the teacher can give attention for each students.

8. Infrastructure of MAN 2 Tulungagung

Have learned in the implementation of education, that infrastructure of learning was prepared to fulfill the students necessary. In the class and out of the class of MAN 2 Tulungagung was fulfilled with the infrastructure, like:

- a. Air Condition (AC)
- b. LCD and the screen
- c. Hotspot to access the internet
- d. Table and chair that easy to moved
- e. Science laboratory
- f. Computer laboratory
- g. Language laboratory
- h. School website (www.manduta.sch.id)
- i. SMS Center
- j. Big Library
- k. Digital library
- l. Mosque
- m. Yard to sport
- n. Bathroom

B. Research Findings

1. Data Explanation

- a. The planning of learning process for *Fiqh* in Global class of Madrasah Aliyah Negeri 2 Tulungagung

When people doing for everything it should be arrange and thinking about everything what they must doing and what they must get. Simple main that if doing something everyone must have the goal. Specially, in this case the research focus on learning model so before the teacher and the students implementing the model of learning and before the learning was started, the teacher must know the goal what have determined by the school.

As the researcher was observed by the documents of MAN 2 Tulungagung, the researcher can explain that after the school determining the goal of learning so every teacher must arrange the planning of learning. The planning of learning consist of syllabus and planning of learning or RPP.⁹¹

Teacher can arrange the syllabus by the compass on the goal of learning, so as the researcher has observed the document about the planning of learning in MAN 2 Tulungagung specially in Global class it can explained that the teacher when arrange the syllabus always look and give more attention on the goal of learning. Because the component

⁹¹Observation the document about the planning of learning at MAN 2Tulungagung, on 25 April 2016 at 08:30

of syllabus must balance with the goal, it was arranged balance to make the teacher and the students can get the goal of learning.

After the teacher arrange the syllabus, the teacher of MAN 2 Tulungagung must arrange the planning of learning or RPP to be the compass when they are learn the students in each section. But although the teacher arrange the planning or learning or RPP sometime is not effective because in MAN 2 Tulungagung the teacher must arrange the all of the planning of learning from the first section until the end all of them was arranged by the teacher in the early semester, not when the teacher will learn the students. It's like the statement of Miss Dwi Mulati, such us:

"We always arrange the syllabus and the planning of learning or RPP miss, but according to me it is not be effective. Because why, we arrenge the planning of learning or RPP does not when we will teach the students, but we must arrenge the planning of learning when early semester. So the condition and the Planning of learning or RPP ever not same. Because we must give more attention the student condition and the environment when we are teach." ("Kita tentu bikin silabus dan RPP mbak, tapi bagi saya itu tidak efektif. Itu karena apa mbak, karena kita-kita membuat RPP di awal bukan di setiap kita akan mengajar mbak. Jadi apa yang telah direncanakan kadang tidak sesuai dengan apa yang telah dibuat. Karena kita harus mengerti kondisi siswa dan lingkungan.")⁹²

From the documents of MAN 2 Tulungagung the researcher know more the planning of learning or RPP of *Fiqh* in Global Class consist of the identity of the school, the goal of learning, contents of learning,

⁹²Interview with Miss Dwi Mulati, on 25 April 2016 at 09:00

method of learning, evaluating, resources, and step by step for the teacher are teaching and the student are studying.

Beside that, the educational everyone has knew that the duty of Islamic teacher not just transferring knowledge, not just give the knowledge for the students but more of them after the teacher arrange the planning of learning the Islamic teacher has hard duty that the Islamic teacher must create the student to be the people who have characters.

The characters will be build in the students self by the Islamic teacher like have responsibility, honest, can believed by other people, accurate on the promise, friendly, take care, have self confidence, be a hard work, have more spirit, diligent, not easy to surrender, can thinking rational and critic, creative and innovative, dynamic, patient, minute the time, and can do the fair.

According to the result of interview with Miss Dwi Mulati, S.Ag as the Islamic teacher in MAN 2 Tulungagung, she has explained that:

“Miss, learning process in MAN 2 Tulungagung always beganing by praying to Alloh, than the teacher give salaam to the students, say hello to students, check absent the students, give motivation, relating the lesson with the last lesson, doing learning with any model of learning, also give evaluating and motivation Miss..” (“jadi begini mbak, proses pembelajaran di MAN 2 Tulungagung selalu dimulai dengan berdo’a kepada Alloh, kemudian guru memberi salaam kepada peserta didik, guru memberikan sapaan kepada peserta didik, guru mengabsen peserta didik, guru memberikan motivasi kepada peserta didik, guru mengaitkan pelajaran yang lalu dengan pelajaran yang disampaikan, mengaplikasikan pembelajaran dengan model-

*model pembelajaran yang sesuai, dan juga pastinya memberi evaluasi dan motivasi mbak..”)*⁹³

After the researcher did the observation, the researcher knew that more about the learning process in MAN 2 Tulungagung specially in X Global Class. The researcher did observation in X IIS-1 of Global Class get the data that before the teacher and the students doing the learning they pray to Alloh firstly, than the teacher give the step by step of learning process. After they praying and recited the Holy of Qur'an Miss Dwi Mulati as the teacher of *Fiqh* in X IIS-1 of Global Class, she give the say hello for the students, give motivation to every students, implementing the learning model, than give evaluating for the students.⁹⁴

This statement was supported with the statement of Miss Kholis, she is an Islamic Teacher for the special subject *Fiqh* who teach in eleven grade of MAN 2 Tulungagung. Talking about learning process in MAN 2 Tulungagung, she has explanation that:

“learning process in MAN 2 Tulungagung was compassed on the learning structure. Where before began learning process the teacher and the students must praying together and reciting the Holy of Qur'an, than the teacher must give more attention to the students like say hello, check the students, open mind of students, refresh the student's brain, implementing the learning optimally, and must give the evaluating for the students. (“pembelajaran di MAN 2 Tulungagung didasarkan pada struktur pembelajaran. Yangmana sebelum memulai pembelajaran guru dan peserta didik harus berdo'a dan membaca Al Qur'an. Kemudian seorang guru harus member perhatiannya kepada seluruh siswa mbak,

⁹³Interview with Miss Dwi Mulati as Islamic teacher in X grade of Global Class at MAN 2 Tulungagung, at 9th May, 2016 at 13:30

⁹⁴ Observation, in X IIS-1 Global Class of MAN 2 Tulungagung, at Friday, 15 April, 2016 at 06:45-08:15

dengan cara membuka kembali pikiran peserta didik, merefres otak peserta didik, mengaplikasikan pembelajaran secara optimal, dan guru harus memberikan evaluasi kepada peserta didik”)⁹⁵

According to observation in MAN 2 Tulungagung, specially in Global class researcher get the data. The researcher look that several time before the bell was rang in the morning or before the first lesson was beginning all of students in MAN 2 Tulungagung and all of the family of MAN 2 Tulungagung consist of teacher and the official employee of MAN 2 Tulungagung must reciting the Holy Qur'an and must reciting togetherness the Good Name of Alloh SWT. It was equal with statement of Miss Dwi Mulati as the Islamic teacher for Fiqh subject in X grade of Global Class.⁹⁶ She said that:

“All member of MAN 2 Tulungagung must reciting the Holy of Qur'an togetherness in the morning before the first lesson beginning. And reciting the Holy Qur'an was guided by one teacher in the teacher room with micro phone.” (“Semuanya baik guru ataupun murid-murid harus mengaji mbak ketika pagi sebelum dimulai jam pelajaran pertama. Dan dipandu oleh salah satu guru dari kantor dengan menggunakan speaker”)⁹⁷

So, by observation and interview with Miss Dwi can expose that in MAN 2 Tulungagung all of people must be participant in the morning specially reciting The Holy of Qur'an.

⁹⁵Interview with Miss Kholis as Islamic teacher in XI grade of Global Class at MAN 2 Tulungagung, at 23th May, 2015 at 11:30

⁹⁶Observation, in X IIS-3 Global Class of MAN 2 Tulungagung, at Tuesday, 26th April, 2016 at 09:00-10:45

⁹⁷Interview with Miss Dwi Mulati as Islamic teacher in X grade of Global Class at MAN 2 Tulungagung, at 9th May, 2015 at 13:30

- b. The implementation learning model of Islamic Education teacher for shaping the student's character through *Fiqh* in Global class of Madrasah Aliyah Negeri 2 Tulungagung

When learning process, actually the teacher used the model of learning. The teacher must prepare any model of learning to applied in the class or out of the class for the students. The learning model was consist of strategies, method, and technique for the learning process.

Suitable with the result of interview with Miss Dwi Mulati, S.Ag as the Islamic teacher in MAN 2 Tulungagung, she has explained that:

*"According to me, learning model is like framework of learning where those framework have composition such as learning approach, learning method, and learning strategy". ("Menurut saya juga begitu mbak, yang namanya model pembelajaran itu seperti kerangka yang di dalam ada pendekatan, metode, dan strategi,")*⁹⁸

Statemet's Miss Dwi Mulati was supported by statement's Miss Yunis, she also give information that model learning is the frame. She was gave information like:

*"Model Learning is the model or frame of something, so model learning is the frame of learning". ("Model pembelajaran itu sendiri adalah sebuah model iya mbak, yangmana model itu sebuah bingkai, jadi begini mbak model pembelajaran itu sebuah bingkai dari pembelajaran itu")*⁹⁹

According to the observation by the researcher in MAN 2 Tulungagung specially in the Global class the researcher was looked that the implementation of model learning was implemented in there.

⁹⁸ Ibid.,

⁹⁹ Interview with Miss Yunis as Islamic teacher in XII grade of Global Class at MAN 2 Tulungagung, at 23th May, 2015 at 09:00

Where Miss Dwi Mulati as the Islamic teacher with special subject of *Fiqh* used step by step when learn the students. Many strategies was implemented by Miss Dwi Mulati when teach *Fiqh* in X Global class of MAN 2 Tulungagung. She was used learning method when teach the students. According to Miss Dwi Mulati she has different meaning between the learning strategy and the learning method also the learning approach.¹⁰⁰ It's suitable with the result of interview with her, like:

*“according to me, learning strategy and learning method it's different. But any book say both of them is equal. It's the book, so we must collect many books to increase our knowledge”. (“menurut saya, strategi pembelajaran dan metode pembelajaran itu tidak sama, akan tetapi beberapa buku menyebutkan sama lho mbak, itulah buku. Jadi kita itu harus banyak mencari sumber agar pengetahuan bertambah”)*¹⁰¹

Than by interview the researcher was knew that State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung have implemented the character education. It was explain by Miss Dwi Mulati that:

*“O...sure, State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung have been implementing the character education. Actually character education was implemented since KTSP Miss., but more popular after the government create curriculum of 2013.” (“O...tentu MAN 2 Tulungagung sudah menerapkan pendidikan karakter, terlebih bahwa pendidikan karate itu mbak..telah ada sejak KTSP, akan tetapi baru muncul itu istilahnya populer ketika pemerintah membuat kurikulum 2013 ini”)*¹⁰²

¹⁰⁰Observation, in X IIS-1 Global Class of MAN 2 Tulungagung, at Friday, 15 April, 2016 at 06:45-08:15

¹⁰¹Interview with Miss Dwi Mulati as Islamic teacher in X grade of Global Class at MAN 2 Tulungagung, at 9th May, 2015 at 13:30

¹⁰² Ibid.,

It's equal with the information from Miss Kholis as Islamic teacher of Fiqh in XI graduation of that State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung, she said that:

“if the character education actually or the Islamic education must implementing anytime, because Islamic religion is the real lesson to make the real human, so.. State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung have one to implemented the character eucation”. (“Nahh..jika penidikan karakter itu sendiri sebenarnya pada PAI harus diimplementasikan kapanpun, karena PAI adalah pelajaran yang nyata untuk membentuk manusia sesungguhnya, jadii, MAN 2 Tulungagung telah melaksanakan pendidikan karakter tersebut”)¹⁰³

And the researcher was observation that the character education in State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung have been implementing since long last time. It has proofed by the slogan in State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung that always remembering the students to be a good people.¹⁰⁴

The researcher also get the information about the character in Islamic religion came from the interview with Miss Dwi Mulati, she said that:

“Islamic Religion is the beautiful subject, because in Islamic Religion have more character that can be compass for the students like honest, responsible, take care, and the primary character is religious”. (“PAI adalah pelajaran yang sangat indah lho mbak, kenapa?? Karena tanpa disadari buanyak nilai karakter yang dapat dijadikan pedoman bagi murid-murid seperti

¹⁰³Interview with Miss Kholis as Islamic teacher in X grade of Global Class at MAN 2 Tulungagung, at 23th May, 2015 at 11:30

¹⁰⁴Observation, in X MIA-3 Global Class of MAN 2 Tulungagung, at Wednesday, 15th April, 2016 at 06:45-08:15

jujur, tanggungjawab, peduli, dan yang paling penting adalah nilai religious”).¹⁰⁵

The researcher was follow in the class when learning process of Fiqh, and from that the researcher knew that the teacher used learning model when learning process in the Global class. Like the researcher looked when observation the teacher was used cooperative learning for the learning process to study about banking, *riba*, and insurance. And in cooperative learning the teacher also give problem based learning to create the creative thinking of the students. It equal with explanation by Miss Dwi Mulati, she said that:

“Any learning model was applied in my subject, I ever apply active learning because in curriculum 2013 must make student to be active, beside that many model I was applied like contextual teaching learning, cooperative learning, etc”. (“banyak model yang sudah saya terapkan dalam pembelajaran saya mbak.. karena apa, dalam kurikulum yang baru ini yaitu kurikulum 2013 kita dituntut untuk active learning agar siswa-siswanya aktif. Tapi di samping itu saya juga menerapkan contextual teaching learning, cooperative learning, dll.”)¹⁰⁶

- c. The result of the implementation learning model of Islamic Education teacher for shaping the student’s character through *Fiqh* in Global class of Madrasah Aliyah Negeri 2 Tulungagung

Talking about the result researcher have been did observation and interview also look the document that the character education can be evaluate by several manners. Miss Dwi Mulati was gave information that:

¹⁰⁵Interview with Miss Dwi Mulati as Islamic teacher in X grade of Global Class at MAN 2 Tulungagung, at 9th May, 2015 at 13:30

¹⁰⁶Ibid,

*“the character education of the students can evaluate not just in the class only, but more over the teacher more easy to get the value by look the students activity out of the class.” (“pendidikan karakter dapat dinilai tidak hanya di kelas saja mbak, justru guru lebih mudah menilainya ketika siswa beraktivitas di luar kelas”)*¹⁰⁷

It was balance with the information by Miss Yunis as the Islamic teacher on XII graduation, she said that:

*“the result of character education was evaluating when students do the activities in the class and out of the class Miss..”. (“pendidikan karakter itu dinilai hasil ketika murid-murid itu berkatifitas di dalam dan di luar kelas dek..”)*¹⁰⁸

The statements both of them was supported by the observation was did by the researcher. Researcher found that the students has journal to the teacher write in there if those students has good activity or bad activity in the school. This observation was supported by the information from Miss Kholis, she said that:

“every students have journal for their self value. And every teacher can give value for the each student through ay to the other teacher” (“setiap siswa pasti memiliki journal untuk penilaian pribadi, dan setiap guru boeh memberian peniaian dengan cara melaporkan kepada guru yang berhak menilai”).¹⁰⁹

2. Result of the Research

Before the researcher take observation, interview and saw the documentation. The researcher get more information or data that can be answer of the formulating of problem in this research. The first

¹⁰⁷ Ibid.,

¹⁰⁸ Interview with Miss Yunis as Islamic teacher in XII grade of Global Class at MAN 2 Tulungagung, at 23th May, 2015 at 09:00

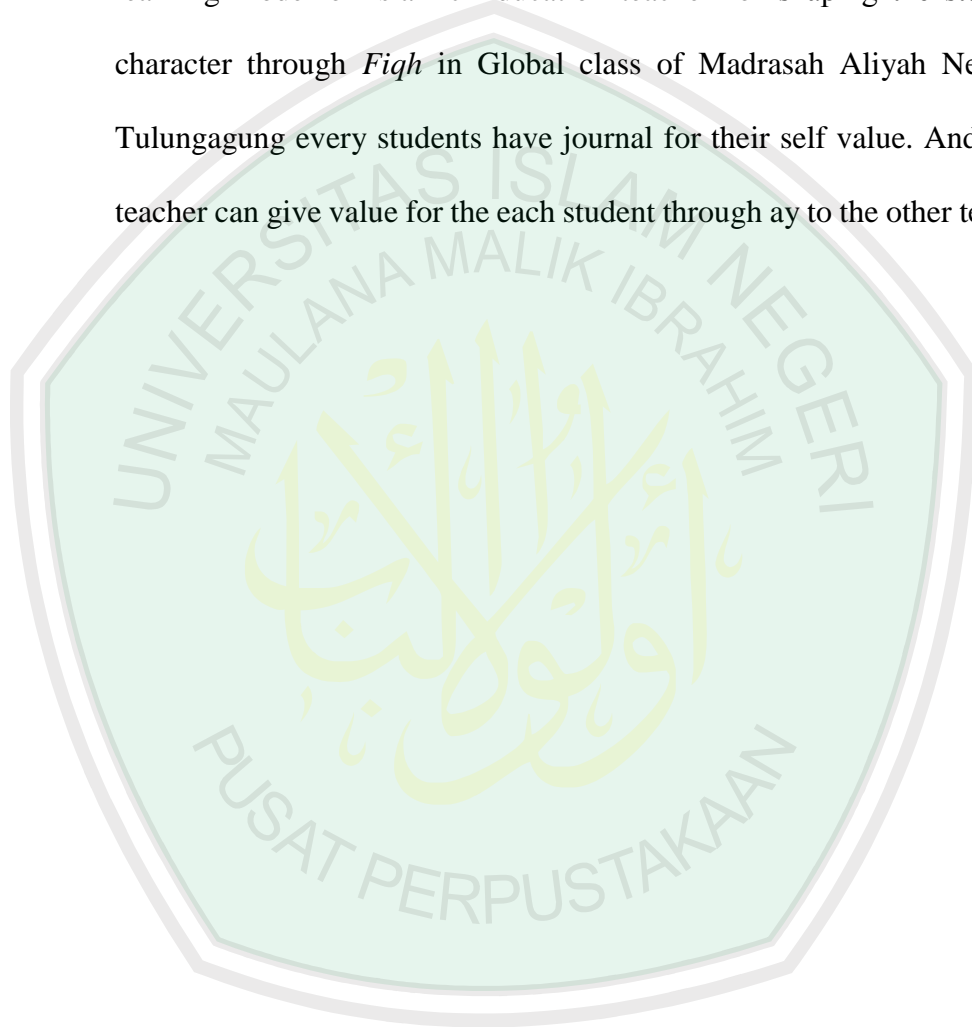
¹⁰⁹ Interview with Miss Dwi Mulati as Islamic teacher in XI grade of Global Class at MAN 2 Tulungagung, at 23th May, 2015 at 11:30

information or data about the planning of learning process for *Fiqh* in Global class of Madrasah Aliyah Negeri 2 Tulungagung, that learning process in MAN 2 Tulungagung always began by praying to Allah, then the teacher give salaam to the students, say hello to students, check absent the students, give motivation, relating the lesson with the last lesson, doing learning with any model of learning, also give evaluating and motivation. But before that the teacher must know the goal of learning and must arrange the syllabus. Syllabus can arrange if the teacher have knew the goal of learning, then after the teacher has syllabus the teacher must arrange the planning of learning or RPP to be a compass when the teacher teach the students.

The second formulating of problem is the implementation learning model of Islamic Education teacher for shaping the student's character through *Fiqh* in Global class of Madrasah Aliyah Negeri 2 Tulungagung that State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung have been implementing the character education. Actually character education was implemented since KTSP but more popular after the government create curriculum of 2013. Islamic Religion is the beautiful subject, because in Islamic Religion have more character that can be compass for the students like honest, responsible, take care, and the primary character is religious. Any learning model was applied in my subject, I ever apply active learning because in curriculum 2013 must make

student to be active, beside that many model I was applied like contextual teaching learning, cooperative learning, etc.

The third formulating of problem is the result of the implementation learning model of Islamic Education teacher for shaping the student's character through *Fiqh* in Global class of Madrasah Aliyah Negeri 2 Tulungagung every students have journal for their self value. And every teacher can give value for the each student through ay to the other teacher.



CHAPTER V

DISCUSSION RESULT OF RESEARCH

A. The learning process of *Fiqh* in Global class of Madrasah Aliyah Negeri 2 Tulungagung

School is one of formal education of institution that in there has components like students, teachers, and the other employees. School is the institution what are shaping the students to be the young generation and high knowledge.

Success of the learning process in the school always was influenced by the facility and the infrastructure that was gave by the institution or school. Specially the teacher has more influence for the students.

Learning is the activity to change the attitudes, knowledge, and skill of someone to be a good people. The manner of best learning is with look directly or direct learning¹¹⁰, the subject is real and can proofed by the five sence. Without learning people will be the bed people on their life.

Before the teacher implementing the learning process, the teacher must arrange the planning of learning. As we know that planning of learning consist of syllabus and planning of learning or RPP. Basically the planning of learning has many components, such us the goals of learning, learning materials or contents, learning method, learning resources, and evaluating the

¹¹⁰Shoimin Aris, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: Ar-Ruzz Media, 2014), page 63-64

learning result. And all of them must doing by the teacher and the students all.¹¹¹

The teacher when arrange the planning of learning must according to the planning of learning principles, such us:¹¹² (1) The competence that will arrange in the planning of learning must clear, more clear of the competency more easy to observe, (2) The planning of learning must simple, (3) The activities in planning of learning must balance with the competency that have determined, and (4) The planning of learning must comprehensive.

After the teacher arrange the planning of learning that according to the planning of learning principles. Otomatically, the planning of learning was created by the teacher for one planning of learning or RPP consist of:

1. The goal of learning

It is the primary component for the planning of learning, because the goal of learning is the starting for all. In this section the goal of learning must clearly because to help the teacher to know everything what will get by them. In PERMENDIKNAS No. 52 year 2005 about standard process was explained that the goal of learning has role to choose the contents of learning, arrange the topics, and to determine the measurement of students result.¹¹³

The goal of learning in *Fiqh* subject specially at global class of MAN

2 Tulungagung, was explained that the learning process will be

¹¹¹PERMENDIKNAS RI No.52, *Standar Proses*. 2008

¹¹²Ibid, page 17

¹¹³Ibid,

implemented to get the goal is to make the student know more about the *riba*, bank, and insurance. From that the teacher hope that the students can get the value from those contents. From those value the character of students will be created.

2. The contents of learning

It is the medium to get the goal of learning, so it is very important for teacher. The content of learning must has components like the contents of knowledge, contents of perform, and contents of skill.¹¹⁴

In this section the contents will be teach by the teacher for the students about *riba*, bank, and insurance.

3. Learning Activity

When arrange the planning of learning the teacher must identification about everything will learn by the students and everything will get by the students.¹¹⁵

This section specially in X-IIS and X-MIA of global class at MAN 2 Tulungagung, the learning activity compass on the planning of learning. There are the learning activity start from introducing, main activity, and closing. When the teacher and the student implanting the introducing, in this time the teacher give the students for everything that make the students grow up their spirit and make the students know about what the contents will be

¹¹⁴B. Uno. Hamzah. 2009. *Perencanaan Pembelajaran*. Jakarta: PT. Bumi Aksara. Page 45

¹¹⁵Ibid, page 46

learn by them, also in this section the teacher must minute the student's condition.

Then, when they are in main activity of learning they must have high concentration. Because in this section they must thinking deeply to get the knowledge and to get the goal of learning. In this section the students must do observation, give questioning, take exploration, give association, and also take communication.

4. Method of Learning

Method is the manner to get the goal. The method of learning that can apply by the teacher such us speech method but it is ever apply and has character that learning process to be teacher centered, questioning and answering method it make the class condition to be active, also discussion method, demonstration method, storytelling method, etc.¹¹⁶

In this section the learning process of X global class of MAN 2 Tulungagung, using some methods such us speech method, questioning and answering method, also demonstration method. But the teacher using the method that is more effective for the students.

5. Learning Resources

It have meaning are everything that can give the massage from the sources to create the conducive society and the receiver can get the knowledge from that effectively and efficiently.¹¹⁷

¹¹⁶Masitoh, dkk. 2005. *Strategi Pembelajaran*. Jakarta: Universitas Terbuka. Page 37

¹¹⁷Ibid, page 39

In this section the learning process of X global class of MAN 2 Tulungagung, using resources like *Fiqh* book, and the other resources what are related.

6. Evaluating

It is the process to determine the value and score of something. Or the process to explain the information to get the dedication. According to UU SISDIKNAS No. 20 year 2003 section 58 (1) explain that evaluate the students learning are doing to understand the process, increasing, and remedial the student's failure.¹¹⁸

In this section the learning process of X global class of MAN 2 Tulungagung, using test and non-test evaluate. For the test the student doing examination, and for the non-test the students can evaluate by the teacher through their attitude, and specially in this case their spirit to obey the religion obligation.

In formal institution the learning process can apply anytime. For example in the school the students not just learning in the class but they can learn out of the class. Specially if students learn about the *Fiqh* so, they not just can learn this subject in the class but they can learn this subject out of the class. Because as we know *Fiqh* is the subject learning that has more relation with the life. This subject has special character there are *Fiqh* is a subject that learn about *Hablumminallah* and *Hablumminannas*.¹¹⁹

¹¹⁸SISDIKNAS. No. 20 section 58 (1). 2003

¹¹⁹Drs. H. Muhammadiyah Djafar, *Pengantar Ilmu Fiqhi* (Islam dalam Berbagai Mazhab), (Jakarta: Radarjaya Offset, 1993). page 15

Learning about *Fiqh* can applied in the class and out of the class because sometime *Fiqh* need the real subject to make the students know about what the lesson they are learn. For example if the students learn about the theory of *Fiqh* so, they can learn in the class. And for example about *Hajj*, the students can apply or do the simulation of *Hajj* out of the class.

In Clobal Oriented Class specially on X IIS-1 class at MAN 2 Tulungagung the learning process not just apply in the class only but the learning process of *Fiqh* subject also was applied out of the class. It was applied two types because to make clear the students when they are learn about *Fiqh*.

For the learning process of *Fiqh* subject in Global class of Madrasah AliyahNegeri 2 Tulungagung, that is learning process in MAN 2 Tulungagung always beganing by praying to Alloh, than the teacher give *salaam* to the students, say hello to students, check absent the students, give motivation, relating the lesson with the last lesson, doing learning with any model of learning, also give evaluating and motivation.

It have equal with theory that before use the model of learning, the teacher must give more attention on the basic consideration to choose the model of learning, through give attention on:¹²⁰

1. Give consideration on the purpose of learning
2. Give consideration on the subject of learning
3. Give consideration on the student's characteristic, and
4. Other consideration related about the teaching and learning process.

¹²⁰Ibid, page 136

With the teacher give salaam, *salaam* to the students, say hello to students, check absent the students, give motivation, relating the lesson with the last lesson, doing learning with any model of learning, also give evaluating and motivation for all of the students, so the students more has spirit to learn about *Fiqh* subject. Because, by all of them, the students will grow up their feel to want to know about everything what they are don't knowing.

Learning process will be optimally if always compass on the learning instructure. Because by learning instructure the teacher more knowing how are they do. And the learning step will be continued well. So, by that not make the students will be confused.

The sub subject of *Fiqh* about *riba*, that was applied in the class by the X IIS-1 of Global Oriented Class at MAN 2 Tulungagung was guided by the teacher. Because the teacher in this situation have many role. Where, if the students learn without teacher they can walk on the false way. So if the students can be success the teacher also success but if the students was failed to learn it means the failed of teacher.¹²¹

Although the result of learning was influenced by many factors, but the important factor is the teacher of the subject learning.

- B. The implementation learning model of Islamic Education teacher for shaping the student's character through *Fiqh* in Global class of Madrasah Aliyah Negeri 2 Tulungagung

¹²¹Mujtahid, *Pengembangan Profesi Guru* (Malang: UIN MALIKI PRESS, 2011), page 35

Basically according to Kemp, model of learning is an activity of learning that must done by the teacher and the students to make the purpose of learning can get by them effective and efficient. And Character education is a transformation process of human life values to grow up on personality of someone, so will be gather with their behavior.¹²²

Implementation learning model of Islamic Education teacher for shaping the student's character through *Fiqh* in Global class of Madrasah Aliyah Negeri 2 Tulungagung that State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung have been implementing the character education. Actually character education was implemented since KTSP but more popular after the government create curriculum of 2013. And model learning was implemented to make effective and efficient the learning process in State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung.

Those fact suitable with the theory of model learning by Kemp, that explain about model of learning is an activity of learning that must done by the teacher and the students to make the purpose of learning can get by them effective and efficient. Balance with Kemp, Dick and Carey opinion's say that learning strategy is subject framework and the learning procedure that use together to create the learning result well on the students.¹²³

Learning process not be optimally if when learning process just transferring the knowledge. Because as we know that the characteristic of the

¹²²Abdul Majid, Dian Andayani, *Pendidikan Karakter Perspektif Islam*, (Bandung: PT. Remaja Rosdakarya, 2011), page 11

¹²³Rusman, *Model-model Pembelajaran Profesionalisme Guru*, (Jakarta: Rajawali Press, 2012), page. 132

students is very different. It proofed in X MIA-3 of Global Oriented Class at MAN 2 Tulungagung that show the students not all active but any student little active than other.

So, because that the model that was explained by the teacher as the frame work of the learning must used to make the learning process be optimal. Because by identification the students the teacher will know what the manner will they used to make the students know and understand about the subject learning what are they are learn.

The religion teacher specially in X grade Global class of State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung ever apply active learning because in curriculum 2013 must make student to be active, and they has commitment if the students failed it means the teachers is failed.¹²⁴ But beside that many model I was applied like contextual teaching learning, cooperative learning, etc. it suitable with the theory of characteristic learning model, like model of learning have many characteristic, the characteristic of the model of learning, consist of:

1. According to the learning theory of some expert. For example teamwork learning arrange by Herbert Thelen and compass on John Dewey theory. This model apply to create the student participative in the teaching and learning process.
2. Have mission and certain purpose education, for example inductive thinking model created to increase the student's thinking.

¹²⁴Mujtahid, *Pengembangan Profesi Guru* (Malang: UIN MALIKI PRESS, 2011), page 35

3. Can be a compass to revision the teaching and learning process. For example *synectic* model to increase the creativity.
4. Have subdivision model, such us (a) learning procedure or syntax, (b) any reaction principles, (c) social system, (d) supporting system.
5. Have impact from the model application, such us: (a) learning impact, the result that can measured; (b) accompanist impact, the long result of education.
6. Make a preparation of learning (instructional design).¹²⁵

And learning process what have been applied in State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung specily in X grade Global class of State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung was used cooperative learning, problem based learning, and contextual teaching and learning was suitable with the theory of cooperative learning, was explain that:¹²⁶

1. Cooperative Learning
 - a. Definition of the Cooperative Learning

It has mean that the teaching and learning process was occurred through group by group according to the student's capability. When do the assignment of group every student must work together and helping each other.

¹²⁵ Ibid,

¹²⁶Rusman, *Model-model Pembelajaran Profesionalisme Guru*, (Jakarta: Rajawali Press, 2012), page. 132

Cooperative learning is the model of learning suitable with the essence of human as social human. In this case every person has responsible together and feel same. From that by cooperative make a student and other students are exchange their own knowledge.

So, the cooperative learning is the learning process through making group to do together and helping each other. According to the theory to make a group be a conductive group the member of group consist of 4-5 person, make a heterogeneous group, any control and facilities, and must collect the result of teamwork discussion.¹²⁷

b. Procedure of the Cooperative Learning

1. On the first learning process, the teacher give support for the students to give expression for everything what are the subject will be discuss by them
2. The teacher make a small group, sometime consist of 4-5 students
3. The teacher give some topic for every group
4. Every group, determine the topic and every students have problem to be solved by them
5. After they get a topic they doing individual with use many resource to support their assignment

¹²⁷ Ibid, page 45

6. After they get the answer they make discussion with their friend in one group
7. Then, every group make presentation to other group
8. Finally, the teacher was made an evaluation through three steps. Such as evaluation from teacher, when discussion get evaluated from their friendship, and when each group presentation was evaluated by other group.

In X grade Global class of State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung was used cooperative learning, it very effective. By cooperative learning the students will shape the character value on their body like responsible and take care with the other.

2. Problem Based Learning

a. Definition of the Problem Based Learning

It's the model of learning that have characteristic any fact problem, to be object of student to learn and build critical thinking of students, build the skill to take problem solving, and to make the students can get the knowledge deeply.¹²⁸

b. Procedure of Problem Based Learning

- 1) The teacher explain the instructional process
- 2) The teacher help the students to identify the problem

¹²⁸Rusman, *Model-model Pembelajaran Profesionalisme Guru*, (Jakarta: Rajawali Press, 2012), page. 132

- 3) The teacher give high support for students to collect the information
- 4) The teacher help the students when arrange the planning and make a project
- 5) The teacher was helped the students through the reflection and evaluation.¹²⁹

In X grade Global class of State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung was used problem based learning, it also very effective. By problem based learning the students will shape the character value on their body like responsible and honest.

3. Contextual Teaching and Learning

a. Definition of the Contextual Teaching and Learning

It's the holistic learning, that have purpose to give high motivation for the students to understand full about the subject what they are learn, with make relation about that with their daily life (individual, social, and cultural), so the students have high knowledge and high skill that can apply in every problem what they are have.¹³⁰

b. Characteristic of the Contextual Teaching and Learning

- 1) Teamwork
- 2) Give support each other

¹²⁹ Ibid, pages 129-132

¹³⁰ Ibid, page 41

- 3) Innovative
- 4) Enjoy to study
- 5) Integrative learning
- 6) Using many resources
- 7) Student centred
- 8) Take sharing with other friend
- 9) The students be critic and the teacher must creative
- 10) The wall full with the student's projects
- 11) Reporting to parents not just through final report but also through the student's project.¹³¹

c. Procedure of the Contextual Teaching and Learning

- 1) The teacher was prepared the students
- 2) The teacher give appreciation
- 3) The teacher explain the instructional purpose
- 4) Explain the model of teaching and learning process
- 5) The student through by group to finish their assignment
- 6) One of the member's group take presentation in front of the other friends
- 7) Other students done their assignment
- 8) Other group give the opinion about that
- 9) The teacher take the conclusion about the student's perform
- 10) The teacher give reflection and give feed-back

¹³¹ Ibid,

11) The teacher and the students make a real conclusion all of their was learned

12) The students finishing their final assignment, and

13) Exchange their result, and the teacher and the students make discussion to get the real answer.¹³²

In X grade Global class of State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung was used contextual teaching and learning, it also very effective. By problem based learning the students will shape the character value on their body like responsible and religious. Because they know the reality and the theory.

Global Oriented Class at MAN 2 Tulungagung ever to use model of learning, because the teachers on that know if model of learning as a framework of learning process is very important to doing learning.

For the Fiqh subject they ever used cooperative learning because they think if kooperatif will make the people to has togetherness value. So, by that it will make the students be a good students and to be good people in the future.¹³³

C. The result of the implementation learning model of Islamic Education teacher for shaping the student's character through *Fiqh* in Global class of Madrasah Aliyah Negeri 2 Tulungagung

¹³² Ibid, pages 42-44

¹³³ *Bangsa: Pengembangan Pendidikan Budaya dan Karakter Bangsa* (Jakarta: Pusat Kurikulum, 2010), pages 7-10

The researcher have some data that character some times called as the attitude of people that make different with the other people. It has suitable with theory that explain that In etymology character came from Latin, it have meaning character, behavior, obligation attitude, personality, and morals. Character was adopted from *kharakter*, *kharessian*, and *xharaz* with meaning tool for marketing to engrave, and pointed stake. In English be character with meaning behaviour, obligation attitude, personality, and morals. In psychologist dictionary character is a personality look from morals, for example human honest. It have similar meaning with personality characteristic. In Arabic perspective character called as “*khuluq, sajjiyah, tab'u*” it often have meaning as personality.¹³⁴

Than education is culturing process of individual or society to be human cultured. Education have meaning not just for transferring knowledge, but education as the medium to processing culturing and distributing the values. Which is the students must get the education that have humanities dimension.

School as one of education institution have role to organize the education and to developing of knowledge, technology, and art. Because that the purpose of education is for shaping personality, shaping human be autonomous, shaping human to have social skill and character. From that, many programs have implemented to create the purpose of education, especially for shaping character.¹³⁵

¹³⁴Agus Zaenul Fitri, *Pendidikan Karakter Berbasis Nilai dan Etika di Sekolah*. (Jogjakarta: arruzz media, 2012), page 20

¹³⁵M. Mahbubi, *Pendidikan Karakter Implementasi Aswaja sebagai Nilai Pendidikan Karakter*, (Yogyakarta: Pustaka Ilmu Yogyakarta, 2012), page 37

In etymology character came from Greek language, “*karakter*”, and came from English “character”, also from Indonesia “*karakter*” it have mean make deeply.¹³⁶

Beside that, in terminology character is the special identifying on the thing or person. The special identifying is origin and planted deeply on the personality both of them, and as the support how someone doing, have a certain attitude, speaking, and give response to other.

Character education is a transformation process of human life values to grow up on personality of someone, so will be gather with their behavior.¹³⁷ In this definition any three main point about character education, such us transformation process of values, grow up and developing in human personality, and gather in human behavior.¹³⁸

Character education also can meaning as education that develop the good character from students by practice and educate the morals value and take a good relationship with God and other people.

The education department of America have definition about character education, like: the character education educate the thinking behavior and action behavior that help the other and take group working as family, friendship, neighbor, society, and nation. According to those definition in character education brochure was explained that character education is the learning process that involving the students and adult in school community to

¹³⁶Abdul Majid, Dian Andayani, *Pendidikan Karakter Perspektif Islam*, (Bandung: PT. Remaja Rosdakarya, 2011), page 11

¹³⁷Ibid,

¹³⁸Ibid,

understand each other, care, and doing something based on ethic values like response, fair, civic virtue, citizenship, and also responsible to own self although other people.¹³⁹ And to know the result about it more over look by the attitude.



¹³⁹Muchlas Samani Hariyanto, *Konsep dan Model, Pendidikan Karakter*, (Bandung: PT.RemajaRosdakarya, 2011), page 44

CHAPTER VI

CLOSING

A. Conclusion

1. Learning is the activity to change the attitudes, knowledge, and skill of someone to be a good people. The manner of best learning is with look directly or direct learning. Before the teacher and the students implementing the learning process. The teacher must arrange the planning of learning. That is consist of syllabus and planning of learning or RPP. Both of them can arrange after the students know about the goal of learning. In syllabus any components there are goal of learning, contents of learning, method of learning, resources of learning, timing, and evaluating. So after that the teacher must arrange the planning of learning or RPP to be the compass to teach, so the contents of RPP such us the step by step what will doing by teacher and students to get the goal of learning when learning process. In this case learning process of *Fiqh* in Global class of Madrasah Aliyah Negeri 2 Tulungagung, was explained that learning process in there always beginning by praying to Alloh, than the teacher give salaam to the students, say hello to students, check absent the students, give motivation, relating the lesson with the last lesson, doing learning with any model of learning, also give evaluating and motivation. That is the step by step what are written in the RPP of X-Global class at MAN 2 Tulungagung.

2. The implementation learning model of Islamic Education teacher for shaping the student's character through *Fiqh* in Global class of Madrasah Aliyah Negeri 2 Tulungagung that have been implementing the character education. Actually character education was implemented since KTSP but more popular after the government create curriculum of 2013. Islamic Religion is the beautiful subject, because in Islamic Religion have more character that can be compass for the students like honest, responsible, take care, and the primary character is religious. Any learning model was applied in my subject, ever apply the model of learning in X-global class of MAN 2 Tulungagung is active learning because in curriculum 2013 must make student to be active, beside that many model I was applied like contextual teaching learning, cooperative learning, etc. To shape the stuednts character like reigious, responsible, honest, and take care with the other. Beside that, the learning process to shape the student's character also was shaped out of the class by many positive activity.
3. The result of the implementation learning model of Islamic Education teacher for shaping the student's character through *Fiqh* in Global class of Madrasah Aliyah Negeri 2 Tulungagungevery students have journal for their self value. And every teacher can give value for the each student through ay to the other teacher. To know more the teacher can observe the student's attitude. And than make a descriptive value, and than will discuss with other teacher and employee. Other evaluate to the result of the students can know by the test when implementing learning in the class.

But, very easy if the attitude was evaluated when the students take their activities.

B. Suggestion

Before get research in State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung, researcher can give several suggestion such us:

1. For the head master of State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung

I suggest that the head master should to give the more appreciation for the Islamic teacher in State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung and give more support to doing the Islamic activities to create the real character based on Islamic Religion.

2. For the Islamic Education Teacher of State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung

I suggest to the Islamic Education teacher of State Islamic Senior High School 2 Tulungagung or MAN 2 Tulungagung to be more patient when teach and educate the students and always used strategy learning, method learning randomly to make enjoy for the students.

3. For the Other Researcher

I suggest and I hope the other reearcher can more searching about something to be the obstacle of the teacher to increase the students, and please give more solution well.

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EVIDENCE OF CONSULTATION

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Advisor : Dr. H. M. Zainuddin, M. A
Title of Skripsi : Learning Model of Islamic Education Teacher for Shaping the
Student's Character through *Fiqh* at Global Class of Man 2
Tulungagung

No	Date of Consultation	Consultation Material	Signature
1	15 October 2015	Proposal	1.
2	4 Nopember 2016	Background and CHAPTER I	2.
3	10 December 2015	CHAPTER I, II, and III	3.
4	12 May 2016	Revision of Proposal	4.
5	19 May 2016	CHAPTER I, II, III, and IV	5.
6	30 May 2016	CHAPTER I, II, III, IV and V	6.
7	3 Juni 2016	CHAPTER I, II, III, IV, V and VI	7.
8	13 Juni 2016	ACC	8.

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Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

06 April 2016

Kepada
Yth. MAN 2 Tulungagung
di
Tulungagung

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:

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Jurusan : Pendidikan Agama Islam (PAI)
Semester – Tahun Akademik : Genap - 2015/2016
Judul Skripsi : *Learning Model of Islamic Education Teacher for Shaping the Student's Character through Fiqh in X Global Class of MAN 2 Tulungagung*

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.



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IJIN PENELITIAN

Nomor : Ma.15.7/TL.00/194/2016

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri 2 Tulungagung memberi ijin kepada :

Nama : Anis Satun Ni'mah
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Program Studi : Pendidikan Agama Islam (PAI)
Perguruan Tinggi : UIN Maliki Malang

untuk mengadakan penelitian guna penulisan Sekrepsi yang berjudul : **“ Learning Model of Islamic Education Teacher for Shaping the Student's Character through Fiqh in X Global Class of MAN 2 Tulungagung ”** yang dilaksanakan pada tanggal 14 April 2016 sampai dengan 21 Mei 2016 .

Demikian ijin ini diberikan untuk dipergunakan sebagaimana mestinya.

Tulungagung, 14 April 2016
Kepala,



[Signature]
Dra. MIFTACHUROHMAH, M.Ag.
NIP 19621206 199003 2001

OBSERVATION GUIDENCELINE

Learning Models for Shaping the Student's Character through *Fiqh* in Global

Class of MAN 2 Tulungagung

No	Observing Aspects	Apply	Nothing
1.	The teacher arrange the planning of learning before earning process		
2.	Any syllabus and RPP as the compass of teaching and learning process		
3.	The learning process according to the planning of learning or RPP		
4.	The teacher leading the learning systematically		
5.	Before doing learning and teaching praying together, give salaam and say hello		
6.	Reciting the Holy of Qur'an also <i>asmaul husna</i> before learning and teaching process		
7.	The situation and condition in the class is condusive		
8.	The teacher apply their roles to teaching the students		
9.	The teacher using model of learning when teaching the students		
10.	The teacher explain clearly		
11.	The students enthusiastic with the learning process		
12.	The students has consciousness to study		
13.	The student's character showed when the learning process		
14.	The learning process can shape the students character		
15.	The teacher care with the students character		
16.	The teacher give attention more to shape the students character		
17.	The teacher evaluating the students over all		

DAFTAR WAWANCARA/INTERVIEW DATA SKRIPSI

Oleh Informan: Bu Dwi Mulati

1. Bagaimana proses pembelajaran di MAN 2 Tulungagung?

jadi begini mbak, proses pembelajaran di MAN 2 Tulungagung selalu dimulai dengan berdo'a kepada Alloh, kemudian guru memberi salaam kepada peserta didik, guru memberikan sapaan kepada peserta didik, guru mengabsen peserta didik, guru memberikan motivasi kepada peserta didik, guru mengaitkan pelajaran yang lalu dengan pelajaran yang disampaikan, mengaplikasikan pembelajaran dengan model-model pembelajaran yang sesuai, dan juga pastinya memberi evaluasi dan motivasi mbak..

2. Model pembelajaran apa yang sering diterapkan di MAN 2 Tulungagung, khususnya pada pembelajaran Fiqih?

Model pembelajaran banyak mbak, tapi yang sering ya kooperatif, bikin kelompok-kelompok gitu.yang penting active learning. Menurut saya juga begitu mbak, yang namanya model pembelajaran itu seperti kerangka yang di dalam ada pendekatan, metode, dan strategi.

3. Apakah dengan pembelajaran yang diberikan telah mampu mengantarkan siswa-siswi untuk mendapatkan awal kesuksesan? Dalam hal apakah itu?

Jelas mbak, karena dengan aktif learning mereka tergugah motivasinya untuk giat belajar. Mereka terdorong untuk aktif.

4. Kendala apa yang sering ibu alami dalam pembelajaran fiqh?

Ada beberapa sisiwa yang kurang fokus mbak, namanya anak kan macam-macam iya mbak. Ada yang serius ada yang santai. Itulah kendalanya mbak.isituah tugs guru yang terpenting yaitu harus bisa mengerti karakteristik dari peserta didik.

5. Dengan menggunakan model pembelajaran yang telah ibu siapkan kendala apa yang sering terjadi dalam menerapkannya?

Yang sering itu iya mbak apa yang disampaikan di kelas tidak sesuai dengan RPP, karena apa RPP itu bikinnya kan di awal padahal idealnya kan sebelum pembelajaran dilaksanakan.

6. Apakah MAN 2 Tulungagung telah menerapkan pendidikan karakter?
O...tentu MAN 2 Tulungagung sudah menerapkan pendidikan karakter, terlebih bahwa pendidikan karate itu mbak..telah ada sejak KTSP, akan tetapi baru muncul itu istilahnya populer ketika pemerintah membuat kurikulum 2013 ini.
7. Apa yang ibu ketahui mengenai pendidikan karakter?
Pendidikan karakter itu sama halnya dengan pendidikan akhlak mbak. Yang pada dasarnya untuk mencetak manusia yang berakhlak.
8. Bagaimana implementasi pendidikan karakter di MAN 2 Tulungagung, khususnya di kelas Global MAN 2 Tulungagung?
Dengan cara berdiskusi saya yakin akan dengan sendirinya menjadi implementasi dari pendidikan karakter itu sendiri mbak. Dengan ulangan harian yangmana anak-anak dilarang mencontek. Dengan tugas-tugas yang menjadikan mereka bertanggungjawab.
9. Dengan model pembelajaran apa ibu dapat menyampaikan atau memberikan pendidikan karakter kepada para siswa-siswi di kelas Global MAN 2 Tulungagung?
banyak model yang sudah saya terapkan dalam pembelajaran saya mbak.. karena apa, dalam kurikulum yang baru ini yaitu kurikulum 2013 kita dituntut untuk active learning agar siswa-siswanya aktif. Tapi di samping itu saya juga menerapkan contextual teaching learning, cooperative learning, dll.
10. Bagaimanakah implementasi model pembelajaran tersebut?
Dengan cara membagi menjadi beberapa bagian atau kelompok kecil, kemudian diberi materi yang sesuai dan disuruhlah anak-anak untuk berdiskusi mencari jawaban kemudian dipresentasikan.
11. Kendala apa yang timbul ketika mengimplementasikan model pembelajaran Fiqh guna untuk memberikan pendidikan karakter pada siswa-siswi kelas Global MAN 2 Tulungagung?
Kadang keasyikan waktunya itu kurang mbak untuk pembelajaran yang saya berikan, itu juga karena antusias anak-anak yang sangat semangat.

12. Karakter apa yang terdapat dalam pembelajaran fiqh kelas Global MAN 2 Tulungagung?

PAI adalah pelajaran yang sangat indah lho mbak, kenapa?? Karena tanpa disadari buanyak nilai karakter yang dapat dijadikan pedoman bagi murid-murid seperti jujur, tanggungjawab, peduli, dan yang paling penting adalah nilai religious.

13. Apakah penting pendidikan karakter diberikan di jajaran anak usia aliyah seperti siswa-siswi MAN 2 Tulungagung? Apa alasannya pendidikan karakter dianggap penting untuk diberikan?

Sangat penting karena sekarang zaman semakin tidak karuan mbak.

14. Bagaimana hasil dari pengimplementasian model pembelajaranyang telah ibu terapkan guna untuk membangun karakter pada siswa-siswi kelas Global MAN 2 Tulungagung?

pendidikan karakter dapat dinilai tidak hanya di kelas saja mbak, justru guru lebih mudah menilainya ketika siswa beraktivitas di luar kelas. Masalah hasil di sini setiap siswa mempunyai jurnal mbak, yang akan diisi oleh guru jika anak itu berbuat kebaikan ataupun kesalahan. Selain itu hasilnya dapat diketahui dari pengamatan guru dan pihak yang lain melalui pengamatan sikapnya sehari-hari.

15. Upaya apa yang akan ibu lakukan untuk meningkatkan pendidikan karakter di kelas Global MAN 2 Tulungagung ke depannya?

Guru lebih serius untuk mendidik anak dengan karakter yang baik, guru harus mengetahui segala aspek pendidikan, dan guru harus bisa melindungi anak dari kerusakan luar.

DAFTAR WAWANCARA/INTERVIEW DATA SKRIPSI

Informan: Bu Yunis

1. Bagaimana proses pembelajaran di MAN 2 Tulungagung?
jadi begini mbak, proses pembelajaran di MAN 2 Tulungagung selalu dimulai dengan berdo'a kepada Alloh, kemudian guru memberi salaam kepada peserta didik, guru memberikan sapaan kepada peserta didik, guru mengabsen peserta didik, guru memberikan motivasi kepada peserta didik, guru mengaitkan pelajaran yang lalu dengan pelajaran yang disampaikan, mengaplikasikan pembelajaran dengan model-model pembelajaran yang sesuai, dan juga pastinya memberi evaluasi dan motivasi mbak..
2. Model pembelajaran apa yang sering diterapkan di MAN 2 Tulungagung, khususnya pada pembelajaran Fiqih?
Model pembelajaran itu sendiri adalah sebuah model iya mbak, yangmana model itu sebuah bingkai, jadi begini mbak model pembelajaran itu sebuah bingkai dari pembelajaran itu.
3. Apakah dengan pembelajaran yang diberikan telah mampu mengantarkan siswa-siswi untuk mendapatkan awal kesuksesan? Dalam hal apakah itu?
Jelas mbak, karena dengan active learning mereka tergugah semangatnya untuk giat belajar. Mereka terdorong untuk aktif. Tidak ingin menjadi pasif dihadapan teman-teman dan guru.
4. Kendala apa yang sering ibu alami dalam pembelajaran fiqh?
Kendala yaitu ketika guru harus mengkondisikan kelas, seorang guru harus mampu membuat kelas menjadi terorganisir. Baik peserta didik maupun materi yang disampaikan harus sesuai.
5. Dengan menggunakan model pembelajaran yang telah ibu siapkan kendala apa yang sering terjadi dalam menerapkannya?
Yang sering itu iya mbak apa yang disampaikan di kelas tidak sesuai dengan yang ada di dalam RPP yang telah disusun, karena apa RPP itu

bikinnya kan di awal padahal idealnya kan sebelum pembelajaran dilaksanakan.

6. Apakah MAN 2 Tulungagung telah menerapkan pendidikan karakter?
Sudah mbak, pada dasarnya pendidikan karakter kan sudah ada sejak kurikulum KTSP.
7. Apa yang ibu ketahui mengenai pendidikan karakter?
Pendidikan karakter itu sama halnya dengan pendidikan adab mbak. Yang pada dasarnya untuk mencetak manusia yang berakhlak.
8. Bagaimana implementasi pendidikan karakter di MAN 2 Tulungagung, khususnya di kelas Global MAN 2 Tulungagung?
Dengan cara berdiskusi saya yakin akan dengan sendirinya menjadi implementasi dari pendidikan karakter itu sendiri mbak. Dengan ulangan harian yang mana anak-anak dilarang mencontek. Dengan tugas-tugas yang menjadikan mereka bertanggungjawab.
9. Dengan model pembelajaran apa ibu dapat menyampaikan atau memberikan pendidikan karakter kepada para siswa-siswi di kelas Global MAN 2 Tulungagung?
Active learning, sering kali dengan cooperative learning mbak atau berkelompok.
10. Bagaimanakah implementasi model pembelajaran tersebut?
Dengan cara membagi menjadi beberapa bagian atau kelompok kecil, kemudian diberi materi yang sesuai dan disuruhlah anak-anak untuk berdiskusi mencari jawaban kemudian dipresentasikan.
11. Kendala apa yang timbul ketika mengimplementasikan model pembelajaran Fiqh guna untuk memberikan pendidikan karakter pada siswa-siswi kelas Global MAN 2 Tulungagung?
Batasan waktu, mbak yang menjadi kendalanya.
12. Karakter apa yang terdapat dalam pembelajaran fiqh kelas Global MAN 2 Tulungagung?

Banyak mbak, terutama religius karena fiqh bersinggungan dengan agama dan kehidupan, dengan kooperatif mereka akan tanggung jawab dan saling menghargai.

13. Apakah penting pendidikan karakter diberikan di jajaran anak usia aliyah seperti siswa-siswi MAN 2 Tulungagung? Apa alasannya pendidikan karakter dianggap penting untuk diberikan?

Sangat penting karena sekarang zaman semakin tidak karuan mbak.

14. Bagaimana hasil dari pengimplementasian model pembelajaranyang telah ibu terapkan guna untuk membangun karakter pada siswa-siswi kelas Global MAN 2 Tulungagung?

pendidikan karakter itu dinilai hasil ketika murid-murid itu berkatifitas di dalam dan di luar kelas dek..

15. Upaya apa yang akan ibu lakukan untuk meningkatkan pendidikan karakter di kelas Global MAN 2 Tulungagung ke depannya?

Guru lebih serius dan bertanggungjawab untuk mendidik anak dengan karakter yang baik, guru harus mengetahui segala aspek pendidikan, dan guru harus bisa melindungi anak dari kerusakan luar.

DAFTAR WAWANCARA/INTERVIEW DATA SKRIPSI

Informan Bu Kholis

1. Bagaimana proses pembelajaran di MAN 2 Tulungagung?
pembelajaran di MAN 2 Tulungagung didasarkan pada struktur pembelajaran. Yangmana sebelum memulai pembelajaran guru dan peserta didik harus berdo'a dan membaca Al Qur'an. Kemudian seorang guru harus member perhatiannya kepada seluruh siswa mbak, dengan cara membuka kembali pikiran peserta didik, merefres otak peserta didik, mengaplikasikan pembelajaran secara optimal, dan guru harus memberikan evaluasi kepada peserta didik
2. Model pembelajaran apa yang sering diterapkan di MAN 2 Tulungagung, khususnya pada pembelajaran Fiqih?
Saya sering menerapkan pembelajaran berbentuk regu atau kelompok, yang anggotanya tidak terlalu banyak.
3. Apakah dengan pembelajaran yang diberikan telah mampu mengantarkan siswa-siswi untuk mendapatkan awal kesuksesan? Dalam hal apakah itu?
Jelas mbak, karena dengan pembelajaran berbentuk regu atau kelompok mereka tergugah motivasinya untuk giat belajar dan lebih tanggungjawab. Mereka terdorong untuk aktif.
4. Kendala apa yang sering ibu alami dalam pembelajaran fiqh?
Ada pada siswa yang kurang fokus mbak, namanya anak ada yang serius ada yang santai. Jadi cukup mengganggu pembelajaran yang berlangsung.
5. Dengan menggunakan model pembelajaran yang telah ibu siapkan kendala apa yang sering terjadi dalam menerapkannya?
Anak-anak ramai saat pengelompokkan itu mbak.
6. Apakah MAN 2 Tulungagung telah menerapkan pendidikan karakter?
Nahh..jika penidikan karakter itu sendiri sebenarnya pada PAI harus diimplementasikan kapanpun, karena PAI adalah pelajaran yang nyata

untuk membentuk manusia sesungguhnya, jadi, MAN 2 Tulungagung telah melaksanakan pendidikan karakter tersebut

7. Apa yang ibu ketahui mengenai pendidikan karakter?

Itu sama dengan pendidikan moral atau budi pekerti mbak,

8. Bagaimana implementasi pendidikan karakter di MAN 2 Tulungagung, khususnya di kelas Global MAN 2 Tulungagung?

Dengan cara berdiskusi saya yakin akan dengan sendirinya menjadi implementasi dari pendidikan karakter itu sendiri mbak. Dengan ulangan harian yangmana anak-anak dilarang mencontek. Dengan tugas-tugas yang menjadikan mereka bertanggungjawab.

9. Dengan model pembelajaran apa ibu dapat menyampaikan atau memberikan pendidikan karakter kepada para siswa-siswi di kelas Global MAN 2 Tulungagung?

Cooperative learning mbak, agar mereka bertanggungjawab.

10. Bagaimanakah implementasi model pembelajaran tersebut?

Dengan cara membagi menjadi beberapa bagian atau kelompok kecil, kemudian diberi materi yang sesuai dan disuruhlah anak-anak untuk berdiskusi mencari jawaban kemudian dipresentasikan.

11. Kendala apa yang timbul ketika mengimplementasikan model pembelajaran Fiqh guna untuk memberikan pendidikan karakter pada siswa-siswi kelas Global MAN 2 Tulungagung?

Anak-anak ramai saat pengelompokkan itu mbak.

12. Karakter apa yang terdapat dalam pembelajaran fiqh kelas Global MAN 2 Tulungagung?

PAI adalah pelajaran yang sangat indah lho mbak, kenapa?? Karena tanpa disadari buanyak nilai karakter yang dapat dijadikan pedoman bagi murid-murid seperti jujur, tanggungjawab, peduli, dan yang paling penting adalah nilai religious.

13. Apakah penting pendidikan karakter diberikan di jajaran anak usia aliyah seperti siswa-siswi MAN 2 Tulungagung? Apa alasannya pendidikan karakter dianggap penting untuk diberikan?

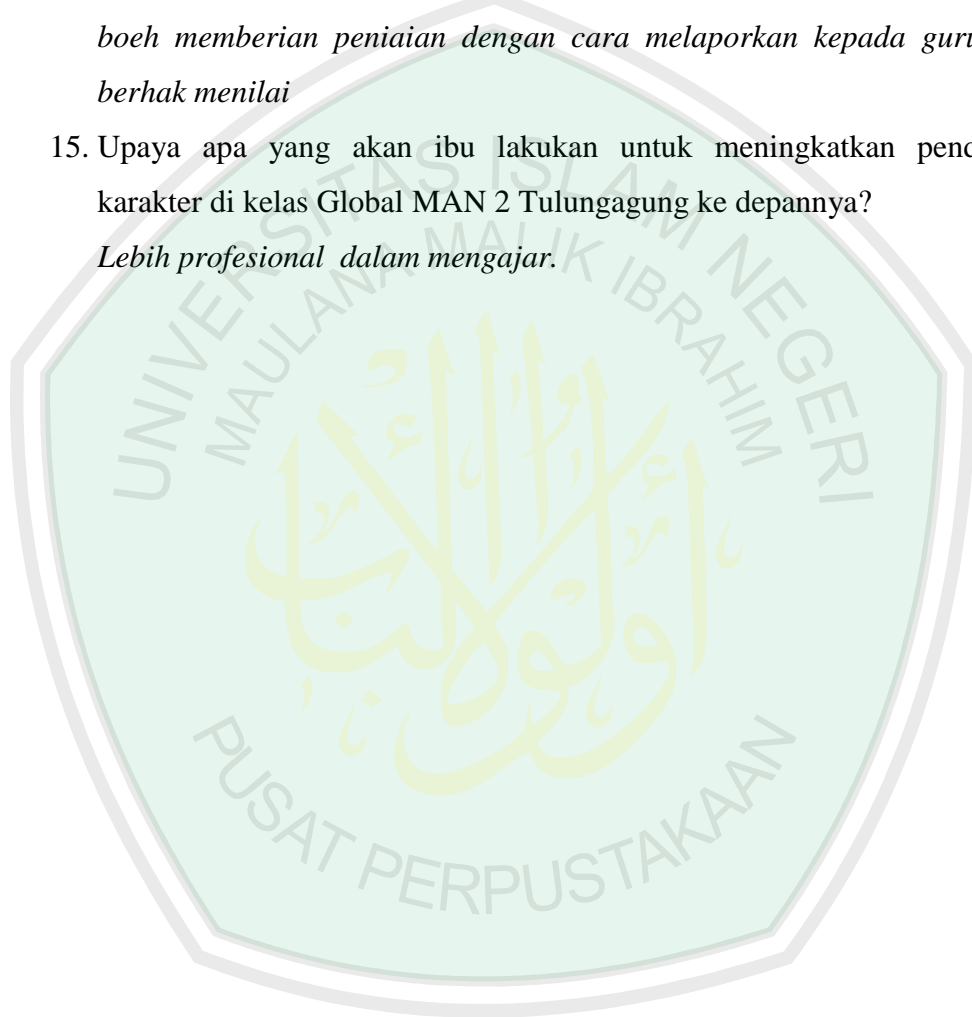
Sangat penting agar menjadi insan kamil.

14. Bagaimana hasil dari pengimplementasian model pembelajaran yang telah ibu terapkan guna untuk membangun karakter pada siswa-siswi Global MAN 2 Tulungagung?

Setiap siswa pasti memiliki journal untuk penilaian pribadi, dan setiap guru boleh memberikan penilaian dengan cara melaporkan kepada guru yang berhak menilai

15. Upaya apa yang akan ibu lakukan untuk meningkatkan pendidikan karakter di kelas Global MAN 2 Tulungagung ke depannya?

Lebih profesional dalam mengajar.



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : MAN 2 Tulungagung
Mata pelajaran : Fiqih
Materi : Riba, Bank dan Asuransi
Kelas/Semester : X/Genap
Alokasi Waktu : 4 x 45 menit

A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social 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 dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.6 Meyakini adanya hikmah dari larangan praktek ribawi	1.6.1 Menerima kesempurnaan ajaran agama Islam tentang larangan riba
2.6 Menunjukkan sikap penolakan	2.6.1 Membiasakan perilaku taat

terhadap segala praktek ribawi dalam kehidupan sehari-hari.	terhadap ketentuan hukum dengan tidak melaksanakan praktek ribawi dalam kehidupan sehari-hari
3.6 Menganalisis hukum riba, bank dan asuransi	3.6.1 Menjelaskan larangan riba dengan benar 3.6.2 Menyebutkan jenis-jenis riba dengan benar 3.6.3 Menghindari praktik transaksi yang menyebabkan riba 3.6.4 Menyebutkan macam-macam bank dengan benar 3.6.5 Menjelaskan tentang ketentuan bank syariah dengan benar 3.6.6 Menganalisa hukum riba, bank dan asuransi dengan baik
4.6 Menunjukkan contoh praktek ribawi	4.6.1 Menunjukkan beberapa contoh tentang praktik riba dalam masyarakat.

C. Materi Pembelajaran

1. RIBA

Riba yang berasal dari bahasa arab, artinya tambahan (ziyadah/addition, Inggris), yang berarti: tambahan pembayaran atas uang pokok pinjaman. Sementara menurut Istilah riba adalah riba adalah pengambilan tambahan baik dalam transaksi jual beli, maupun pinjam meminjam secara batil atau bertentangan dengan prinsip mua'amat dalam Islam. Hukum melakukan riba adalah haram menurut Al-Qur'an, sunnah dan ijma' menurut ulama.

Macam-macam Riba

Para ulama Fikih membagi riba menjadi empat macam, yaitu:

a. Riba Fadl

Riba fadl adalah tukar menukar atau jual beli antara dua buah barang yang sama jenisnya, namun tidak sama ukurannya yang disyaratkan oleh orang yang menukarnya, atau jual beli yang mengandung unsur riba pada barang yang sejenis dengan adanya tambahan pada salah satu benda tersebut.

b. Riba Nasi'ah

Riba nasi'ah yaitu mengambil keuntungan dari pinjam meminjam atau atau tukar-menukar barang yang sejenis maupun yang tidak sejenis karena adanya keterlambatan waktu pembayaran.

c. Riba Qardi

Riba qardi adalah meminjamkan sesuatu dengan syarat ada keuntungan atau tambahan dari orang yang meminjam.

d. Riba yad

Riba yad yaitu pengambilan keuntungan dari proses jual beli dimana sebelum terjadi serah terima barang antara penjual dan pembeli sudah berpisah.

2. BANK

Bank adalah badan usaha yang menghimpun dana dari masyarakat dalam bentuk simpanan dan menyalurkannya kembali kepada masyarakat dalam bentuk kredit dan atau bentuk-bentuk lainnya dalam rangka meningkatkan taraf hidup rakyat banyak.

Jenis-jenis Bank

Jenis perbankan dewasa ini dapat ditinjau dari beberapa segi, yaitu segi fungsi, kepemilikan, status, dan cara menentukan harga atau bunga.

a. Dilihat dari Segi Fungsi

Menurut UU Pokok Perbankan Nomor 10 Tahun 1998, jenis bank menurut fungsinya adalah sebagai berikut.

- 1) Bank umum, yaitu bank yang dapat memberikan jasa dalam lalu lintas pembayaran.

- 2) Bank Perkreditan Rakyat, adalah bank yang melaksanakan kegiatan usaha secara konvensional atau berdasarkan prinsip syariah yang dalam kegiatannya tidak memberikan jasa dalam lalu lintas pembayaran.
- b. Dilihat dari Segi Kepemilikan
- Jenis bank berdasarkan kepemilikannya dapat dibedakan sebagai berikut:
- 1) Bank milik pemerintah
Contoh bank milik pemerintah adalah Bank Mandiri, Bank Negara Indonesia (BNI), Bank Rakyat Indonesia (BRI), dan Bank Tabungan Negara (BTN). Contoh bank milik pemerintah daerah antara lain Bank DKI, Bank Jabar, Bank Jateng, Bank Jatim, Bank DIY, Bank Riau, Bank Sulawesi Selatan, dan Bank Nusa Tenggara Barat.
 - 2) Bank milik swasta nasional
Contoh bank milik swasta nasional antara lain Bank Central Asia, Bank Lippo, Bank Mega, Bank Danamon, Bank Bumi Putra, Bank Internasional Indonesia, Bank Niaga, dan Bank Universal.
 - 3) Bank milik koperasi
Bank milik koperasi merupakan bank yang kepemilikan saham-sahamnya oleh perusahaan yang berbadan hukum koperasi. Contoh bank milik koperasi adalah Bank Umum Koperasi Indonesia (Bukopin).
 - 4) Bank milik asing
Bank milik asing merupakan cabang dari bank yang ada di luar negeri, atau seluruh sahamnya dimiliki oleh pihak asing (luar negeri). Contoh bank milik asing antara lain ABN AMRO Bank, American Express Bank, Bank of America, Bank of Tokyo, Bangkok Bank, City Bank, Hongkong Bank, dan Deutsche Bank.
 - 5) Bank milik campuran
Bank milik campuran merupakan bank yang sahamnya dimiliki oleh pihak asing dan pihak swasta nasional dan secara mayoritas sahamnya dipegang oleh warga Negara Indonesia.
- c. Berdasarkan jenis atau sistem pengelolaannya, bank dapat dikelompokkan menjadi 2, yaitu:
- 1) Bank Konvensional (dengan sistem bunga)
 - 2) Bank Syariah (Bank dengan prinsip Bagi Hasil)

Bank Syariah

Bank syariah adalah suatu bank yang dalam aktivitasnya; baik dalam penghimpunan dana maupun dalam rangka penyaluran dananya memberikan dan mengenakan imbalan atas dasar prinsip syariah.

a. **Produk Perbankan Syariah**

1) Produk penyaluran dana

▪ Prinsip Jual Beli (*Ba'i*)

Transaksi jual beli dibedakan berdasarkan bentuk pembayarannya dan waktu penyerahan barang, seperti:

- Pembiayaan *Murabahah*
- Salam
- Istishna

▪ Prinsip Sewa (*Ijarah*)

▪ Prinsip Bagi Hasil (*Syirkah*)

- Musyarakah
- Mudharabah

3. ASURANSI

Asuransi adalah perjanjian pertanggungan bersama antara dua orang atau lebih. Pihak yang satu akan menerima pembayaran tertentu bila terjadi suatu musibah, sedangkan pihak yang lain (termasuk yang terkena musibah) membayar iuran yang telah ditentukan waktu dan jumlahnya.

Asuransi Dalam Islam terdapat beberapa istilah, antara lain *takaful* (bahasa Arab), *ta'min* (bahasa Arab) dan *Islamic insurance* (bahasa Inggris). Istilah-istilah tersebut pada dasarnya tidak berbeda satu sama lain yang mengandung makna pertanggungan atau saling menanggung. Namun dalam prakteknya istilah yang paling populer digunakan sebagai istilah lain dari asuransi dan juga paling banyak digunakan di beberapa negara termasuk Indonesia adalah istilah *takaful*

D. Kegiatan Pembelajaran

1. Pertemuan pertama (2 JP)

a. Pendahuluan (10 menit)

1. Guru mengucapkan salam

2. Guru dan peserta didik membaca beberapa ayat al-quran dilanjutkan dengan asmaul husna dan berdoa bersama-sama
3. Guru menanyakan kabar peserta didik sambil mengabsensi
4. Guru mengadakan appersepsi, menanyakan pengalaman peserta didik serta mengkaitkan dengan materi yang akan dipelajari
5. Guru mempersiapkan fisik dan psikis peserta didik melalui senam otak
6. Guru menjelaskan tujuan dan manfaat mempelajari materi serta kompetensi yang akan dicapai
7. Guru menjelaskan langkah-langkah pembelajaran yang akan dilaksanakan dan membentuk kelompok diskusi
8. Guru menjelaskan tehnik penilaian yang akan diberikan selama proses pembelajaran

b. Kegiatan Inti (65 menit)

Mengamati

- Menyimak penjelasan guru tentang riba, bank dan asuransi
- Membaca ulang materi dalam buku paket siswa

Menanya

- memberikan tanggapan hasil penjelasan guru dan membaca buku tentang riba, bank dan asuransi
- Melakukan tanya jawab yang belum difahami terkait riba, bank dan asuransi yang berkaitan dalam kehidupan sehari-hari

Eksplorasi/eksperimen

- Menggali informasi tentang riba, bank dan asuransi
- Menemukan pemahaman tentang riba, bank dan asuransi

Mengasosiasi

- merumuskan pemahaman tentang riba, bank dan asuransi

- memilah dan membandingkan praktek ribawi dan bukan dalam kehidupan sehari-hari

Mengkomunikasikan

- Mempresentasikan jawaban berdasarkan permasalahan yang dimunculkan oleh kelompok lain secara bergantian

c. Kegiatan Penutup (10 menit)

- Guru bersama peserta didik menyimpulkan hasil pembelajaran bertanya jawab tentang riba, bank dan asuransi.
- Guru mengadakan refleksi hasil pembelajaran tentang riba, bank, dan asuransi
- Guru mengadakan evaluasi/teslisan
- Guru memberikan pesan-pesan moral terkait dengan keimanan (KI-1) dan akhlakul karimah (KI-2)
- Guru bersama peserta didik berdoa akhir pembelajaran dilanjutkan salam

2. Pertemuan kedua

a. Pendahuluan (10 menit)

1. Guru mengucapkan salam
2. Guru dan peserta didik membaca beberapa ayat al-quran dilanjutkan dengan asmaul husna dan berdoa bersama-sama
3. Guru menanyakan kabar peserta didik sambil mengabsensi
4. Guru mengadakan appersepsi, menanyakan pengalaman peserta didik serta mengkaitkan dengan materi yang akan dipelajari
5. Guru mempersiapkan fisik dan psikis peserta didik melalui senam otak
6. Guru menjelaskan tujuan dan manfaat mempelajari materi serta kompetensi yang akan dicapai
7. Guru menjelaskan langkah-langkah pembelajaran yang akan dilaksanakan dan membentuk kelompok diskusi

8. Guru menjelaskan tehnik penilaian yang akan diberikan selama proses **pembelajaran**

b. Kegiatan Inti (65 menit)

Mengamati

- menyimak penjelasan guru tentang pengertian ibadah
- Membaca ulang materi dalam buku paket siswa
- Melihat tayangan tentang ibadah

Menanya

- memberikan tanggapan hasil penjelasan guru, melihat tayangan, dan membaca buku tentang ibadah
- Melakukan tanya jawab yang belum difahami terkait prinsip ibadah

Eksplorasi/eksperimen

- Menggali informasi tentang konsep ibadah dalam Islam
- Menemukan pengertian ibadah pada internet/buku sumber lain

Mengasosiasi

- merumuskan pemahaman tentang ibadah
- memilah dan membandingkan antara jenis ibadah dalam Islam

Mengkomunikasikan

- Memaparkan secara bergantian di depan kelas hasil diskusi kelompok

c. Kegiatan Penutup (10 menit)

- Guru bersama peserta didik menyimpulkan hasil pembelajaran tentang ibadah
- Guru mengadakan refleksi hasil pembelajaran tentang ibadah
- Guru mengadakan evaluasi/tes, baik tulis maupun observasi/lisan

- Guru menjelaskan secara singkat materi yang akan dipelajari pada pertemuan berikutnya
- Guru memberikan pesan-pesan moral terkait dengan keimanan (KI-1) dan akhlakul karimah (KI-2)
- Guru bersama peserta didik berdoa akhir pembelajaran dilanjutkan salam

E. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

- a. Penilaian sikap spiritual
- b. Penilaian sikap sosial
- c. Tes tulis
- d. Unjuk kerja/proyek/produk/portofolio

2. Instrumen Penilaian

1) Instrumen observasi sikap spiritual

No	Perilaku yang diamati	TY	KY	Y	SY
1	Meyakini bahwa riba itu dilarang				
2	Meyakini bahwa dengan harta yang halal maka akan berkah				
3	Meyakini bahwa dalam Islam itu erat dengan aturan yang harus dipatuhi				
4	Meyakini bahwa bank dan asuransi dalam Islam itu pada prinsipnya untuk kemaslahatan masyarakat				

Penskoran :

TY = Tidak Yakin, skor 1

KY = Kurang, skor 2

Y = Yakin, skor 3

SY = Sangat Yakin, skor 4

Nilai = MODUS

2) Instrumen observasi sikap sosial

No	Pernyataan	TP	KD	SR	SL
1	Membeli barang dengan sewajarnya				
2	Meminjam barang kepada teman dengan tidak minta ganti rugi				
3	Menolong dalam hal kebaikan dan tidak minta upah				
4	Tidak menarget teman				

Penskoran ;

TP = Tidak Pernah, skor 1

J = Jarang, skor 2

SR = Sering, skor 3

SL = Selalu, skor 4

Nilai = MODUS

3) Tes tulis bentuk uraian

1. Jelaskan larangan riba dengan benar
2. Sebutkan jenis-jenis riba dengan benar
3. Jelaskan cara menghindari praktik transaksi yang menyebabkan riba
4. Sebutkan macam-macam bank dengan benar
5. Jelaskan tentang ketentuan bank syariah dengan benar
6. Jelaskan hukum riba, bank dan asuransi dengan benar

Kunci jawaban :

Penskoran :

Skor 10 jika jawaban sesuai kunci jawaban

Skor 8 jika jawaban kurang sesuai dengan kunci jawaban

Skor 5 jika jawaban tidak sesuai kunci jawaban/tidak menjawab

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

4. Instrumen Penilaian unjuk kerja (bertanya dan menjawab dalam diskusi kelompok)

No	Nama	Aspek yang dinilai			
		ketepatan	kelancaran	keberanian	Kedisiplinan
1					
2					
3					

Ket;

Skor 4, jika kerapian, kebersihan, pewarnaan dan kesesuaian sangat baik

Skor 3, jika kerapian, kebersihan, pewarnaan dan kesesuaian baik

Skor 2, jika kerapian, kebersihan, pewarnaan dan kesesuaian kurang baik

Skor 1, jika kerapian, kebersihan, pewarnaan dan kesesuaian tidak baik

Nilai = OPTIMUM

Remidial dan Pengayaan

Remidi; diberikan bagi peserta didik yang belum mencapai KKM, melalui

pemberian tugas mengerjakan soal yang belum tuntas.

Pengayaan; diberikan bagi peserta didik yang tuntas lebih awal, melalui

pemberian tugas mencari film pendek tentang ibadah yang sesuai dengan syariah

F. Media/Alat, Bahan, dan sumber Belajar

- Media/Alat(cenderung media/alat yang difungsikan guru untuk mengajar)

- Bahan : , spidol
- Sumber Belajar (rujukan, obyek, referensi); Buku Siswa FIKIH kelas X Kementerian Agama, buku guru fikih Kelas X Kementerian Agama, internet, Al-Qur'an terjemah, dan tafsir.

Mengetahui,
Kepala Madrasah,

Tulungagung, 01 Agustus 2015
Guru Mapel Fiqih,

Dra. Miftachurrahmah, M. Ag
NIP. 1962120619990320001

Dwi Mulati, S. Ag
NIP. -



PHOTOES









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B. Formal Education History

Year 1998 - 1999 TK Perwanida Sumbergempol
Year 2000 - 2006 SDN Sumberdadi I
Year 2006 - 2009 SMP N 1 Tulungagung
Year 2009 - 2012 MAN 2 Tulungagung

C. Non Formal Education History

2012 – 2013 : Ma'had Sunan Ampel Al 'Ali (MSAA) of Maulana Malik Ibrahim State Islamic University Malang

D. Organization Experience

2012 – 2013 : Member of Nasyid and Shalawat at FAZA Ma'had Sunan Ampel Al 'Ali (MSAA) of Maulana Malik Ibrahim State Islamic University Malang.