

**USING OF AUDIO VISUAL MEDIA ON THE SUBJECTS OF HISTORY
OF ISLAMIC CULTURE IN THE MADRASAH ALIYAH NEGERI
GONDANGLEGI MALANG**

THESIS

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**ISLAMIC EDUCATION PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG**

June 2016

**THE USING OF AUDIO VISUAL MEDIA ON SUBJECTS HISTORY OF
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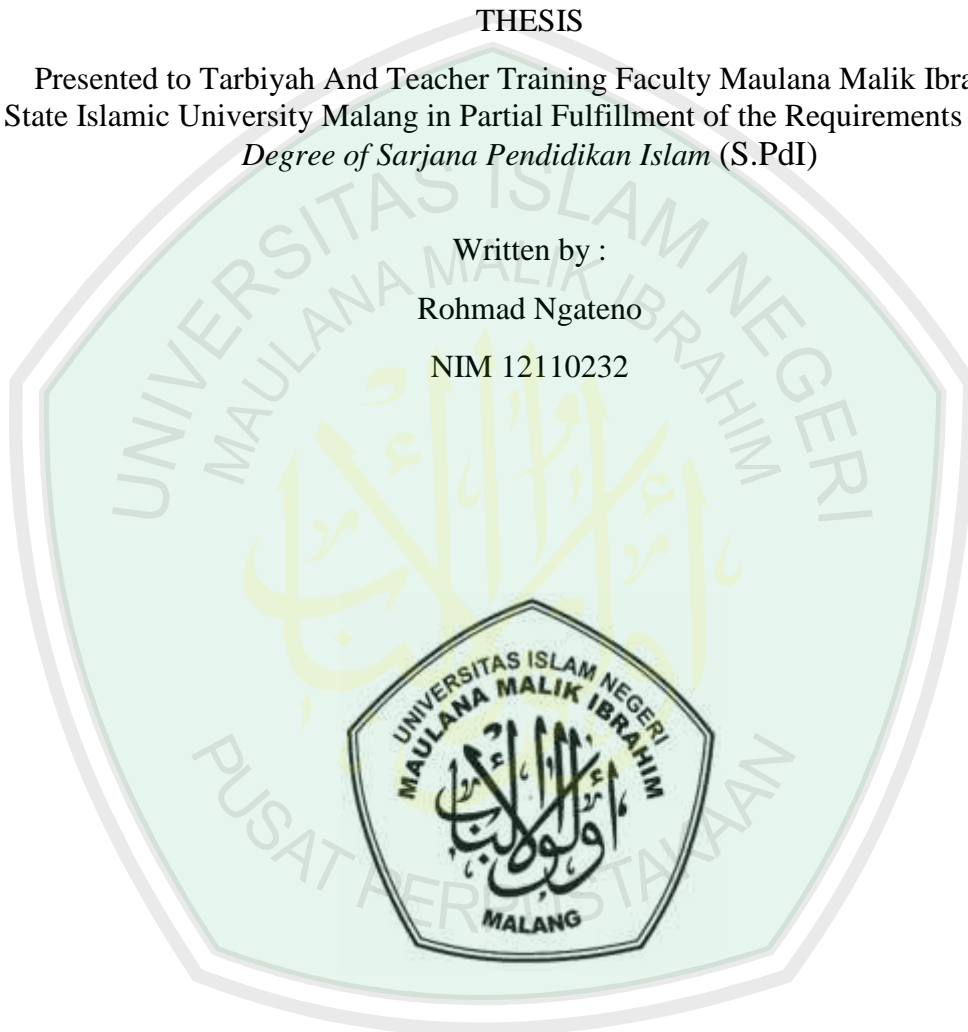
THESIS

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

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**ISLAMIC EDUCATION PROGRAM
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APPROVAL SHEET

**THE USING OF AUDIO VISUAL MEDIA ON SUBJECTS HISTORY OF
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GONDANGLEGI MALANG**

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In the name of God the Most Merciful and Compassionate surely this paper for people who have been contributing and influential in my life

My father and mother (Umar and Mesinem) who may not be able to reply they kindness in my lifetime. Please forgive me caese my foulds and have not yet been able to make you live in happiness. May God give you paradise in the hereafter

My teacher from small until now both the religion teachers and public teachers hopefully blessings always keep you acompany. in the world and in the hereafter. pray for me to be personal that is righteous and has noble

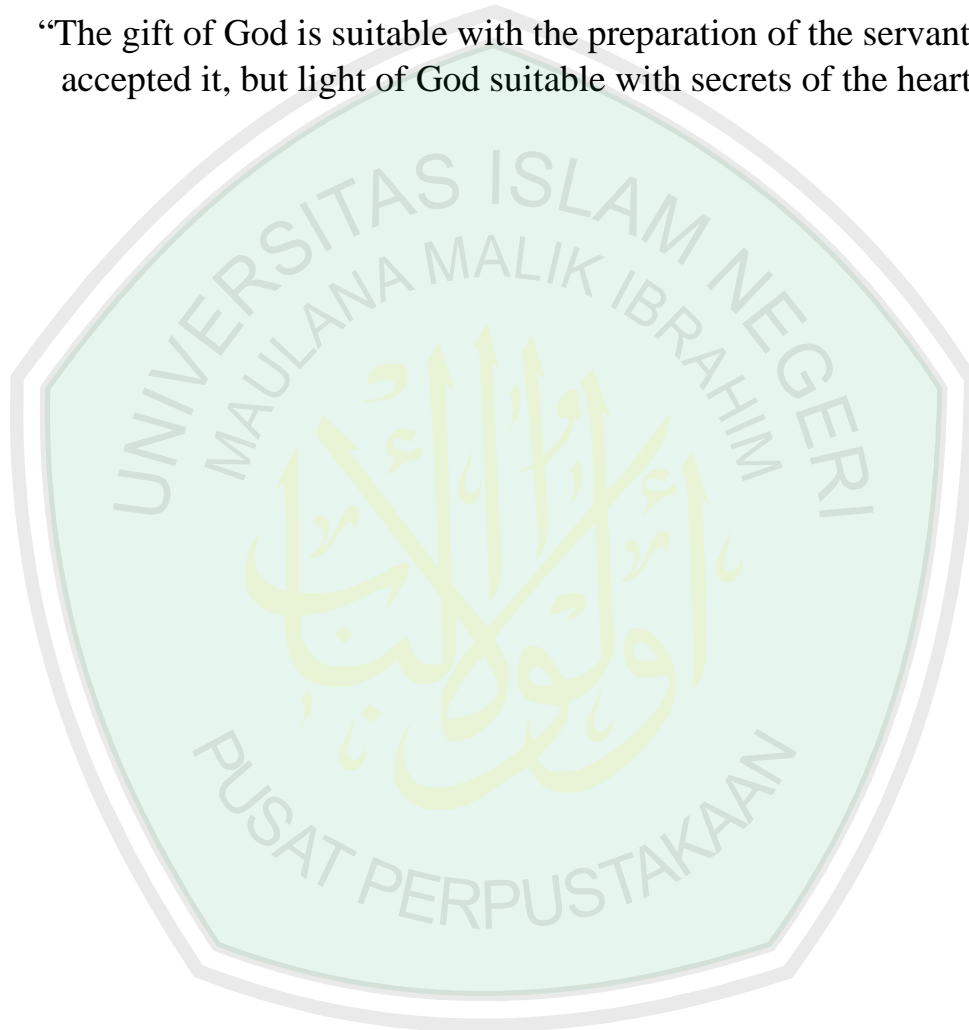
My family and my best friend is constantly support me both in narrow and spacious. Hopefully the paradise becomes your place in the hereafte

My friend one of the host, friends in anwarul huda and all of my friend that I cannot mention one by one. Forgive me and hopefully we all become the success persen in the world and the Hereafter

MOTTO

وَرُودُ الْأَمْنَادِ بِحَسَبِ الْأَسْتِعْدَادِ وَشُرُوقُ الْأَنْوَارِ
عَلَى حَسَبِ صَفَاءِ الْأَسْرَارِ.

“The gift of God is suitable with the preparation of the servants to accepted it, but light of God suitable with secrets of the heart”¹



¹ Tuan Ibrahim, *Syarah al-hikam*. (pahang: pensyarah kanan 2015)page 217

PAGE OF VALIDATION

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OF ISLAMIC CULTURE IN THE MADRASAH ALIYAH NEGERI
GONDANGLEGI MALANG**

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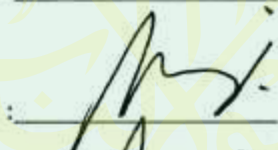
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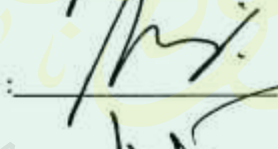
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Malang, 9 June 2016

Rohmad Ngateno

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 thesis, Sholawat and greeting are always delivered on our Great Prophet Muhammad SAW, which has brought us from darkness to brighter.

The purpose of this writing as a requirement to obtain a graduate degree strata of Islamic education. The title of the author made is the “using of audio visual media on subjects history of islamic culture in the madrasah aliyah negeri gondanglegi malang”.

Bachelor theses writing is certainly not remove from the role and assistance from various parties and the only God who can reply to all the deed. Only gratitude and accompaniment of prayer with a sincere heart that can author mention as a form of appreciation for the respectables :

1. Mr. Umar and Mrs. Mesinem as my parents who have been poured out the taste of affection as the main motivation for studying, especially during the complete writing this bachelor theses.
2. 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 thesis can be well finished.
3. Dr.H. Nur Ali, M.Pd. as the Dean of Tarbiyah and Teaching Sciences Faculty who has given me permission to conduct this research.

4. Dr. Marno, M.Ag. as Head of Islamic Education Program who also has givesn me permission in finishing this thesis.
5. Mr. Mujtahid, M.Ag as Advisor who has given me so much time, advice and direction, so that this thesis can be correctly finished..
6. Drs. Mohammad Husnan, M.Pd as head master of MAN Gondanglegi Malang.
7. 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 thesis 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 thesis so that it can be a benefit among the reader in general and especially for the writer self. Amiin Ya Robbal'Alamin.

Malang, 09 June 2016

Writer

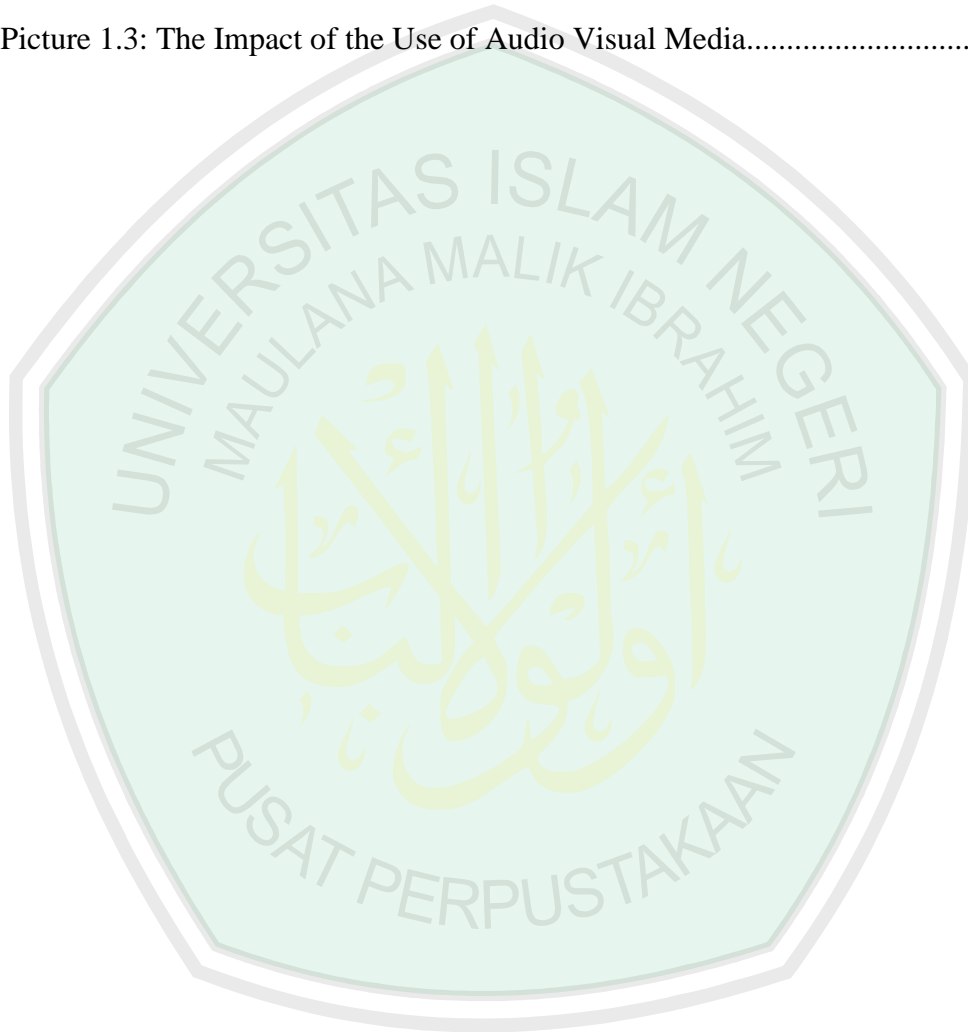
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ABSTRAK

Ngateno, Rohmad. 2016. *Penggunaan Media Audio Visual pada Mata Pelajaran Sejarah Kebudayaan Islam Di MAN Gondanglegi Malang*. Skripsi. Jurusan Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Mujtahid, M.Ag

Media mempunyai peranan yang sangat penting dalam proses penyampaian materi pelajaran di sekolah terutama pada mata pelajaran sejarah kebudayaan Islam. Di era modern ini dengan berkembangnya teknologi media yang digunakan dalam pembelajaran juga sangat bervariasi. Dimulai dari media audio saja, visual saja samapai media audio visual. Mata pelajaran sejarah kebudayaan Islam yang membahas masa lalu akan lebih mudah jika dibantu dengan media yang bisa menampilkan peristiwa masa lalu seperti media film.

Tujuan penelitian ini adalah untuk: (1) Mengetahui macam-macam media audio visual dalam proses pembelajaran sejarah kebudayaan Islam di MAN Gondanglegi. (2) Mengetahui proses penggunaan media audio visual pada mata pelajaran sejarah kebudayaan Islam di MAN Gondanglegi. (3) Mengetahui dampak penggunaan media audio visual pada siswa di MAN Gondanglegi.

Untuk mencapai tujuan diatas, digunakan pendekatan penelitian kualitatif deskriptif (pemaparan). Lokasi penelitian berada di MAN Gondanglegi dengan menggali data yang diperoleh dari wawancara, observasi, dan dokumentasi dengan pihak yang terkait atau informan yang mengetahui secara jelas dan rinci tentang masalah yang diteliti.

Hasil penelitian menunjukkan bahwa, (1) Media audio visual yang digunakan pada mata pelajaran sejarah kebudayaan Islam di MAN Gondanglegi adalah media film bersuara dan media soun slide (slide bersuara). Kedua media tersebut menggunakan alat yaitu proyektor LCD dalam proses belajar mengajar di kelas, (2) Penggunaan media audio visual pada mata pelajaran sejarah kebudayaan Islam tentang dakwah rasulullah di MAN gondanglegi menggunakan langkah-langkah yaitu; Mempersiapkan materi bahan ajar, awal pembelajaran, inti pembelajaran dan evaluasi. (3) Dampak penggunaan media audio visual pada mata pelajaran sejarah kebudayaan Islam terhadap siswa di MAN Gondanglegi yaitu; Peserta didik dapat lebih mudah dalam memahami materi pelajaran dan tidak bosan atau tidak jenuh dalam proses pembelajaran Sejarah Kebudayaan Islam.

Kata kunci: Media Audio Visual, Sejarah Kebudayaan Islam

ABSTRACT

Ngateno, Rohmad. 2016. Using Of Audio Visual Media On The Subjects Of History Of Islamic Culture In The Madrasah Aliyah Negeri Gondanglegi Malang. Thesis, Islamic Education Program, Tarbiyah and Teaching Sciences Faculty, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Mujtahid, M.Ag

The media has a very important role in the process of delivering the subjects in school especially on the subjects history of Islamic cultural. In the modern era with the development of the technology of the media used in learning also very varied. Starting from the media audio only, visual only stretches audio visual media. Subjects the history of Islamic culture that discuss the past will be easier if assisted with media that can display the past events such as the media film.

The purpose of this research is to: (1)know of the various audio visual media in the process of learning on history of Islamic culture in MAN Gondanglegi, (2)know the using of audio visual media on subjects of the history of Islamic culture in MAN Gondanglegi, (3)know the impact of using audio visual media on students in MAN Gondanglegi.

This research, use qualitative research approach descriptive (revealing). The location of the research is located in MAN Gondanglegi in focus on the classes. Researcher with the data collected by observation, interview, and documentation. The data collection done by using observation, interview and documentation with related party or informers who clearly know and detailed information about the issues that are examined.

The research finding reveal that, concluded as follows; (1)Audio visual media that is used in the subject history of Islamic culture in MAN Gondanglegi is film media and soun slide media. Both of them using the appliance LCD projector in teaching and learning process in the classroom. (2)The use of audio visual media on the subjects of Islamic cultural history about *dakwah rasulullah* in MAN gondanglegi using the steps that are; prepare lesson materials, early learning, core learning and evaluation. (3)The impact of the use of audio visual media on the subject of cultural history of Islam to the students in MAN Gondanglegi are; Student can be easy to understand the subjects, not bored in the process of learning and have a good achievement on teh subject of history of Islamic Culture

Key Word : Audio Visual Media, History of Islamic Culture

عائينو، . التاريخ
الدينية عاليه
تعليم الدينية الإسلامية. كلية التربية والتعليم.
إبراهيم الإسلامية الحكومية
: المجتهد الماجستير.

له مهم تاريخ البصرية
الإسلامية. الحديث السمعية والبصرية. الإسلامية تاريخ
هو أيضا .
الثقافية يمكن عرضها
الماضية هذه العملية والبصرية
وسيلة الفيلم. () تحديد السمعية
الكتابية الإسلامية تاريخ عملية عالية ()
السمعية والبصرية الإسلامية
تأثير () السمعية والبصرية
الدينية عاليه
منهج لتحقيق ()
البيانات عليها وتسجيلها
المخبرين الذين يعرفون وبالتفصيل القضايا لتسهيل تحليل البيانات.
وأظهرت () سمعية وبصرية
تاريخ الإسلامية
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هذه هو LCD التدريس
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الدراسية. ()
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 يركز الكتاب عاليه التدابير
 التعليم، والتعليم
 وهي: السمعية والبصرية
 الدينية عاليه
 وهي: يمكن للمتعلمين فهم
 عملية التاريخ
 سهولة



CHAPTER I

INTRODUCTION

A. Background of the Research

The history of Islamic culture is something that we cannot remove in everyday life for Muslims. The Muslim culture that is now not far varies with Islamic culture at the time of the prophet and the companions in the past. The success of many of accomplished by the people of Islam today is the service of the earlier. Not only in Islam that has a history of culture will but on our own countries namely countries Indonesia also has its own cultural history.

The history is derived from the Arabic "syajaratun" means IS tree. In the Western world called Histoire (France), History(UK).² Derived from the Greek language Istoría which means knowledge.³ In the other sense, history is a record of the events that occurred in the past (events in the good past). In a more thorough understanding of history is the story and the events of the past of mankind.

According to Sidi Gazalba, history is the image of the past of the human being and its surroundings as being the social, compiled scientifically and

² William H. Frederick and Soeri Soeroto, 1982, Pemahaman Sejarah Indonesia, Sebelum dan Sesudah Revolusi, Jakarta: LP3ES, hlm.23

³ Louis Gottschalk, 1986, Mengerti Sejarah, Jakarta: UI Press, hlm.27

complete, covers the sequence of the fact of that time with the interpretation and explanation that gives definition and media coverage about what has passed.⁴

Generally in terms of the history of education is a few stories that no value of the knowledge of good moral message and science. The history is important for us to know the past. With the past to know, we can take lessons that we can use as guidelines to do better. Know the past was important so that we do not experience to fail or lapsed into damage.

History of Islamic culture has idea, concept, value, regulation, that cannot be touch with aou body. As social beings we need to interact to our fellow human beings use a good attitude. Interaction between humans can be affected by the history of each one of them. Here we can realize the importance of the history in our daily life.

Learning is a process that is done consciously on each individual or group to change the attitude of not know to know in man. The teaching and learning process is an activity in which a process students learn and teachers teach in the context of interactive and educational interaction occurred between the teachers and students so that there is a change in the students both the changes in the level of knowledge and understanding, and skills or attitude.⁵

⁴ Sidi gazalba, 1996, Pengantar Sejarah Sebagai Ilmu, Jakarta: Bharat, hlm. 11

⁵ Oemar Hamalik, proses belajar mengajar (Bandung: bumi aksara, 2001), page48

On the teaching and learning activities there are two things that determining whether successfully a teaching and learning process, namely class setting and teaching itself. The teaching of the class pointed to activities aimed to create and maintain optimal conditions for the teaching and learning process. While the teaching point on all activities that directly directed at the achievement of the objectives of the teaching, both things very depending or bound.⁶

History is something that is very important in every man therefore history into the learning curriculum in Indonesia. In Indonesia there are two types of subjects of history is the history of Indonesia and the history of Islamic culture. The history of Islamic culture there is only in the schools that the apparel of islam good schools or private schools. The learning of the history of Islamic culture in schools, the materials very various starting from the time of the messenger of Allah , *tabi'in* and *tabi tabi'ittabi'ins*. Even though the history of Islamic culture is not included in the subjects tested in the national examination, the history of Islamic culture still affect the increase or graduation students.

The center of the curriculum the department proposed that Islamic religious education in Indonesia is aimed to grow and increase their faith learners through the gift and add the immensity of knowledge, experience and practices centering learners about the religion of Islam and become a Muslim man who continues to develop the faith, submission to Allah SWT. And moral in personal

⁶ Ali Imron dkk, *Manajemen Pendidikan*, (malang: universitas negeri malang, 2003) page45

life, heterogenic, nationhood and statehood.⁷ from an understanding of the above we can see one of the goals of learning the history of Islamic culture in schools is to enhance the immensity learners against the religion of Islam.

The learning process dissemination has the purpose of so that students can add to the knowledge and experience the changes in the life of the students. To achieve this goal of teachers in the teaching and learning process using a variety of methods and media to the students can be more easily understand the lessons delivered. The achievement of course learning goals is not only influenced by the model and the media used the teachers and students and environmental factors also affect.

The problem of the learning process is a complex issue where many factors that influence. Teacher is teaching components that play an important role in the learning process because the success of the learning process is determined by the factor of teachers. One of the task teacher is to convey the subjects to students through communication interaction in the learning process that he did in schools. The success of the teachers in delivering the materials very much depends on the smooth flow of the interaction of the communication between the

⁷ Ahmad Nasih and Lilik Nur Khalidah, *Metode Dan Teknik Pembelajaran Pendidikan Agama Islam*, (bandung: refika aditama, 2009) page7

teachers and the students. The process of communication is always experience changes with the development of science and technology.⁸

The history of Islamic culture is subject to discuss the stories of the past that cannot be seen directly by the students at the time now. With the nature of the subject the history of Islamic culture this makes students difficult in prevail against it. Many of the fact that occurred in the various schools that subjects the history of Islamic culture is a feared sesuatu. This is not surprising because students difficult in bringing the material history of Islamic culture into daily life.

In modern times when most of the students who like things that are new or a modern than something that ancient. Perhaps from this thought swept into the perception of the students in understanding the subjects the history of Islamic culture containing the things in the past. Not only that in measuring the intelligence of most of the students using the knowledge that is new on something that long. The family of the students sometimes prefer smart son in modern science from the science of history so that students underestimate the subjects the history of Islamic culture.

The more the increasing years more advanced nor the existing technology in this world. In the olden days the computer rarely in use in schools but at this time in almost all the schools have available computer technology. Computer is very important in the operational in the office as well as the media students in the

⁸ M.Basyirudin Usman-Asnawir, *Sumber Belajar*. (Jakarta:ciputat press, 2002) page1

learning process. We can save a lot of data in the computer whether it was a number or writing. In the telecommunication aspect we have come across many phones that the advanced gamers. Even the phones can be appropriated as a computer.

In the world of education with over time learning media also increased creative and interesting. The Media were many in the form of visual only now has many we use audio visual media. Using audio visual media students will more easily accept the subjects because not only use the sense of vision but also hearing directly in heard from the media

The film is entertainment for children and adolescents in most regions at this time. Sometime children even teenagers prefer watching television than playing outside the house. From this phenomenon shows how high the interest of children or teenagers who likes audio visual media is one of the television. Not only the children or adolescents who are so like the film but on among adults also many who love the film. The interest of the children or teenagers on this film made the teachers think how the students can be like the subjects as they like the film that appears audio visual media expected can be more attractive interest students on the subjects that are taught teachers to students.

With the development of this age of many media in learning the history of Islamic culture are media pictures, paper media, media print media and film etc. In the process of Islamic education, media has a very significant position to

achieve. Even the media as art in the transfer of knowledge/subjects to learners are considered very important at the time of this time. The Media used not only in learning history Islamic culture alone but in all fields of science.

In this article the author will explore more about the audio visual media in improving the achievement of students in the subject the history of Islamic culture. Audio visual media is media that can be seen and heard that can be attracted the interest of the students to be more motivated in the learning process. The audio visual media is expected to facilitate the process of learning lessons for the history of Islamic culture in schools.

On this occasion researchers will examine the implementation of audio visual media in the eyes of the history of Islamic culture in MAN Gondanglegi. MAN Gondanglegi is Islamic senior high school have many different extra extracurricular activities as container to develop their talent and the students in the sub-district level. At this school the process of learning the history of Islamic culture is sufficient to attract students. Teachers are using the media kind of inconvenient that makes the students more interested in the history of Islamic culture in the classroom. Audio visual media is one of the media in from the students.

On the subject of Islamic cultural history has been using various media including audio visual media.⁹ From the interview on December 23 in MAN Gondanglegi researchers understand that the teaching of the history of Islamic culture has come up especially MAN Gondanglegi is the status of the land. Therefore the researcher wanted to examine more in about " **The using Of Audio visual Media On subject Hyitory of Islamic Culture In Madrasah Aliyah Negeri Gondanglegi Malang**"

B. Focus of the Research

1. What kind of audio visual media that used in the teaching and learning process on history of Islamic culture in MAN Gondanglegi ?
2. How are the audio visual media used on learning subjects history of Islamic culture in MAN Gondanglegi ?
3. How are the impact of using audio visual media on student in MAN Gondanglegi ?

4. Objectives of the Research

1. To know of the various audio visual media in the process of learning on history of Islamic culture in MAN Gondanglegi.
2. To know the using of audio visual media on subjects of the history of Islamic culture in MAN Gondanglegi

⁹ Interview with agam, teacher of history of islamic culture MAN Gondanglegi, 23 april 2016

3. To know the impact of using audio visual media on students in MAN Gondanglegi.

5. Significances of the Research

1. For MAN Gondanglegi and other education institutions

This research is expected to be able to contribute to the MAN Gondanglegi and other educational institutions as ingredients or a description of the improvement in the education system and the learning process is good for educators and for the participants students in particular

2. For science development

This research expected to give good contribution for science development, especially Islamic education institution aspect and formation of student's character. Besides, it can be used as reference material for next research in same object.

3. For researcher

This research expected to give contribution for researcher as measurement of researcher skill in implement one of unsure from *tri dharma* university i.e. research. Furthermore from this research, researcher can know how far the implement of audio visual media in MAN Gndanglegi.

6. Previous Research

This research emphasized on the using media audio visual. Researchers found some earlier research regarding the use of audio visual media, including:

Nuril Qoyumah research that use media audio visual against the achievement of student learning in the subject fiqh at MTS NU Bunut Wetan Pakis. The learning process media audio visual against the achievement of student learning in the subject fiqh has been done by the school especially teachers of Islamic education is very good.¹⁰

This is different with the research done by reny hajar He using audio visual media based on autoplay media studio in improving motivation and student learning achievements in the fields of study akhidah morals class VIII-D MTS al-Ma'arif 01 Singosari. This research on audio visual media based on autoplay media studio is very active role in the learning process. Media based audio visual autoplay media studio so attractive so that the students are motivated to follow the lessons.¹¹

Other research about audio visual media is research about media fiqh which done by titin dwi jayanti. In his writings titin proposed that audio visual media is very important role in the learning process at MTS Sunan Giri Probolinggo. The

¹⁰ Nuril qoyumah, *Penggunaan Media Audio Visual Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Fiqih Di MTS NU Bunut Wetan Pakis*, skripsi, UIN maulana malik Ibrahim malang 2013

¹¹ Reny hajar, *Penggunaan Media Audio Visual Berbasis Autoplay Media Studio Dalam Meningkatkan Motivasi Dan Prestasi Belajar Sisiwa Pada Bidang Studi Akhidah Akhlak Kelas VIII-D MTS Al-Ma'arif 01 Singosari*, Skripsi, UIN Maulana Malik Ibrahim Malang, 2012

result shows with audio visual media students more interested in learning than that using the media or methods that monotonous.¹²

To clarify the similarities and differences between the previous research and researchers create table comparison as follows:

No	Researcher name, title, shape, tesis, publisher, and published	Similarity	Dissimilarity	Originality of research
1	Nuril Qoyumah, the use of audio visual media against the achievement of student learning in the subject fiqh at MTS NU Bunut Wetan Pakis, bachelor theses, UIN MAULANA MALIK IBRAHIM malang 2013	Media audio visual	Students learning achievements in the subject fiqh	learning process audio visual media against the achievement of student learning in the subject fiqh has been done by the school especially teachers teaching is very good.

¹² Titin dwi jayanti, *Penggunaan Media Audio Visual Dalam Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Fiqih Di MTS Sunan Giri Probolinggo*, skripsi, UIN maulana malik Ibrahim, 2010

2	<p>Reny Hajar, the use of audio visual media based on autoplay media studio in improving motivation and learning achievements in the fields of study akhidah sisiwa morals class VIII-D MTS al-Ma'arif 01 Singosari, bachelor theses, UIN Maulana Malik Ibrahim Malang, 2012</p>	<p>Media audio visual</p>	<p>students learning achievements in the subject akhidah morals</p>	<p>audio visual media based on autoplay media studio is very active role in the learning process. Medi-based audio visual autoplay media studio so attractive so that the students are motivated to follow the lessons</p>
3	<p>Titin Dwi Jayanti, the use of audio visual media in improving the results of student learning in the subject fiqh at MTS Sunan Giri Probolinggo,</p>	<p>Audio visual Media</p>	<p>Learning achievements in the subject fiqh</p>	<p>result shows with audio visual media students more interested than learning that are using</p>

	bachelor theses, UIN MAULANA MALIK IBRAHIM, 2010		media or monotonous methods
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7. Definition of Key Terms

1. Audio visual media

Audio-visual media is media that has an element of sound and picture elements. This audiovisual media has the ability to better, because it covers both types of media auditif (heard) and visual (see). Audiovisual Media is a tool that means the ingredients or the appliance is used in the situation of learning to help the writings and words spoken in transmit knowledge to students

2. History of Islamic culture

The history of Islamic culture is subject that discuss about the genesis or the events of the past in the form of the results of the paper, will and work of Islam based on the source of the values of Islam and studied in schools.

3. Learning Achievements

Learning achievement is the results obtained from the teaching and learning process that resulted in the changes in the individual that is realized in the form of numbers. To know the performance of the students at the end of the

lesson is usually held the formative test and to know the performance of the students on the whole so teachers use sumatif test.

8. Composition of Research Findings

To give illustration about whole discussion and systematic in this research proposal, researcher divided to be three chapters, likes:

Chapter I Introduce, consists of background of the research, focus of the research, objectives of the research, significances of the research, previous research, definition of key terms, and composition of research findings.

Chapter II Review of the Library, contains about theoretical, consisting of: a). audio visual media that consists of audio visual sense, media selection criteria, the basis of the use of the media, the function and benefits of audio visual media, b). The history of Islamic culture that consists of understanding the history of Islamic culture, the importance of the history of Islamic culture and the purpose of the history of Islamic culture, c). The achievement of student learning

Chapter III Research method, consists of approach and research design, attendance of the researcher, setting of the research, data and data source, data collection, data analysis, research procedure, and temporary references.

Chapter IV Data explanation and result of research, consists of data explanation like finding research, and research result.

Chapter V Discussion, consists of answering research problem, and interpreting research finding.

Chapter VI Closing, consists of conclusion and suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Audio Visual Media

a. Definition of audio visual media

Media or audio visual tools are the instruments of the "audible" means can be heard and the instruments of the "visible" meaning can be seen. Audio visual tools useful to create an effective way to communicate. audio visual media is an affordable teaching form of media¹³.

Audio visual technology is a way to produce or deliver materials with the use of mechanical machinery and electronic to render audio visual messages. The teaching through clear audio visual apparel hardware consumption during the learning process such as: television, tape recorder and a wide visual Projectors.¹⁴

The writings and the words are very useful in the situation of learning in general, there are still some concepts that could not be conveyed as clearly or as completely as if using visual audio tool. Meanwhile, according to write there is a main level learning mode, namely direct experience (enactive), pictural experience or picture (iconic), and

¹³ Amir Hamzah, op cit. page11

¹⁴ Azhar Arsyad, op, cit. page30

experience (symbolic abstract). Direct experience is working, suppose the meaning of the word "loop" understood with directly creating "loop". In the second phase of the node words learned dar picture, painting, photos, or movies. Then on the levels of nodes, students read or hear the word node and replacing with nodes on the raw image with her experiences make the node. The three levels of this experience salaing interact get "experience" (knowledge, skills or attitude). Very surprising that so much effort is to examine the differences in audio with visual while little about the difference between lecturing by the teacher with live (directly) by means of the same teacher through the recording.

Popham does not find the difference between the two ways, using students as the subject. The same thing was also found by menne and his friend, underscoring the freedom of flexibility that found on lecturing recorded, both from the teachers and the students. Audio visual media is media that has an element of sound and picture elements. Media Types have the ability to better, because it covers both types of the first and second media. Media is divided into two categories.¹⁵

- 1) Audio visual live - the media forums featuring sound and stationary images such as: film voice frame, film bunches of sound and voice print

¹⁵ Ibid

- 2) Audio visual movement, namely media that can display picture and sound elements that move as: voice and video casete movies, television, OHP and computer

b. Kinds of audio visual media

There are several types of media that can be categorized in audio visual media, among others:

1) Television

Television electronic system that sends stationary images and pictures of life with sound through the cable or space. This system using equipment that change light and sound into electronic waves and confirm it back into the light that can be seen and sound which can be heard. So there are two types of delivery (broadcasting) picture and sound that is broadcasting directly genesis or events that we see while it happened and broadcasting programs that have been in the record above the ribbon film or video tape. Television education can be a good tool for educators.¹⁶

a) Profit of television

- (1) Television can emit various types of audio visual materials including stationary images, film objects and drama
- (2) Television can presents a model and an example of a good example for students

¹⁶ Suprijanto, op.cit, page197

- (3) Television can bring the real world into the house then pour pieces e classes as people, places and events through direct broadcasting and recording
- (4) Television could give students the opportunity to see and hear themselves
- (5) Television can deliver the programs that can be understood by the students with age and education levels of different
- (6) Television can serve the visual and very difficult to get on the real world fundamentalism facial expression, dental oprasional, and others
- (7) Television can save time teachers and students for example with the broadcast lessons served can in turn restart if in need without having to perform the process back.¹⁷

b) Weakness of television

- (1) Television only able to present one-way communication
- (2) Television can be broadcast will go ahead and there is no opportunity to understand the message of the message in accordance with the ability of individual students
- (3) Teachers do not have the opportunity to revise the film before the broadcast

¹⁷ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: pt grafindo persada, 2002) page51

(4) Aircraft Screen television reach a large class so that it is difficult for all the students to view detailed pictures that broadcast

(5) The specter appears that students do not have a personal relationship with the teachers and the students can be so passive during the screenings of¹⁸

2) Overhead proyektor

Overhead Projector is the appliance audiovisual very often used in various adult education programs¹⁹. Some of the educators plan that all of the program their teaching using complete transparency or overhead projector. Overhead Projector should not become a replacement for the media the blackboard or other media, but as supporters in learning activities.

a) Benefit of overhead proyektor

(1) The reflection of the image projections can be clearly seen on the pool light

(2) Can reach large groups

(3) Teachers can always have a face to face with the students because the OHP can be done in front of the class with so he can always control class

¹⁸ Azhar Arsyad, ibid, page52

¹⁹ Suprijanto, op.cit, page181

- (4) Transparency can easily create your own by teachers, whether created manually or always print and chemical process
- (5) has the ability to display the color.²⁰

b) Weakness of overhead projector

- (1) OHP facility must be available
- (2) Electricity on the Space/ location of the presentation must be available.
- (3) Without the screen that can be tilted (for example use only the wall/ wall or straight screen), it is difficult to overcome the show distortion trapezoidal shaped (keystoning).
- (4) Must have a special technique for setting the sequence is good in the case of the presentation and storage.²¹

c) How to use OHP

- (1) Check the mains voltage and adjust the voltage to the equipment.
- (2) Connect the OHP with power source.
- (3) Press the on/off switch to the ON position.
- (4) Put transparency in the correct position (above stage).
- (5) Set the position of the lens head assembly and the position of the OHP itself to avoid energy keystone-effect.

²⁰ Azhar Arsyad, op.cit, page42

²¹ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2003), hlm. 42-44

(6) Set the adjustment button focus, so that obtained the results of the projection image is clear and sharp (focus)²²

3) Video-VCD

Moving image that comes with the voice element and can be shown through the medium of video and compact disk (VCD). The same as the medium audio, video program that is broadcast (broadcasted) often used by the Institute of distance education as a means of delivery of learning materials. Video and television capable shows the realistic learning messages. Videos have some features yang very useful for use in the learning process. One features is slow motion where the movement of the object or a specific event that takes place very quickly can hitting each other in order to easily learned by the followings. The slow motion is technical ability to slow down the process or events that quick. Videos and VCDS can be used as a media to learn the object and working mechanism in certain lessons.²³

Media video - VCD, as learning media have characteristics as follows:

- a) moving image that comes with the voice element
- b) can be used for remote schools

²² Basyiruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), hlm. 61-62

²³ Hujair AH. Sanaky, *Media Pembelajaran* (Yogyakarta: safiriainsania press) page105

c) Have your slow motion to slow down the process or events that progress

a) Profit of video-VCD

- (1) Presents concretely, learning objects or realistic learning message, so very good to add pegalaman learn.
- (2) Attributes that an audio-visual, so that they will have a special appeal and can be enhancer or motivate
- (3) Is very good for the achievement of the purpose of learning psychomotoric aspects.
- (4) Can reduce boredom learn, especially if combined with teaching techniques in lectures and discussions the question shown.
- (5) Increase the durability of the memory retention or about learning objects that studied learning.²⁴

4) Tune film

Film as audio visual media is a film that is recognized. Slides or filmstrip added with the voice is not a complete audio visual tool, because the voice and appearance are separated, therefore slides or filmstip including audio visual media only or visual media live plus the voice of.²⁵

²⁴ Hujair AH. Sanaky, *ibid*, page106

²⁵ Asnawir Basyirudin Usman. *Media Pembelajaran* (Jakarta: ciputat pers, 2002) page95

The film is meant here is a film as a tool for audio visual lessons, lighting or illumination. Live image or film vocal indeed fair used in the classroom, therefore not only provide the facts, but also answer various problems and to understand about himself and the environment. Besides that through this picture the students can acquire skills, attitudes and understanding that will help them to live in the community. This film is no longer considered only as a tool of mere suplementer, but the fundamental, learned scientifically and in nialai critically and therefore many used dissemination.²⁶

a) Profit of film

- (1) The Film there describes a process, for example the process of prayer
- (2) Can cause the impression, and time
- (3) Sound produced can cause reality on the image in the form of pure expression
- (4) Can convey the voice of an expert as well as see his appearance
- (5) Can describe the theory of science and animation.²⁷

b) Weakness of film

- (1) The tune Film cannot be interspersed with clear signs that in say during the rotating film

²⁶ Oemar Hamalik, *Media Pendidikan*, (bandung: alumni, 1986), page102

²⁷ Asnawir and Basyiruddin Usman, *Media Pembelajaran*, (jakarta: ciputat press, 2002) page96

- (2) Audien cannot follow with better if the movie playing too fast
- (3) What has been through difficult in restart unless turning back overall.²⁸

5) Computer

The computer is the machine which is specially designed to manipulate the information given codes, electronic engine that automatically do the work that considered simple and complex. The computer owning the ability to combine and control various other equipment such as a CD player, video type and audio type. In addition to the computer can record, analyze and give reaction to the response by user input or students.²⁹

a) Profit of computer

- (1) Computer allows the followings can learn in accordance with the ability and speed in the understanding of the knowledge and information to be screened
- (2) The Use of computer in the learning process make learning can perform control of school activities
- (3) The ability of a computer to shows the return of the information required by the wearer

²⁸ Asnawir and Basyiruddin Usman, ibid page96

²⁹ Asnawir and Basyiruddin Usman, ibid page96

(4) Computer can create an effective learning climate for learning that slow

(5) The Use of computer in the learning process can improve the results of the students with the use of the time and the cost of a relatively small.³⁰

b) Waeakness of computer

(1) Obstacles funds

(2) Availability of computer hardware and software

(3) limited knowledge, technical and teoris and acceptance of the technology.³¹

6) Sound slide

The slide is a learning media audio visual. The physical sound slide is a single image in the form of positive film transparent equipped with a projected frame. Its use can be in combine with audio cassette and can be used in the singular without narration.³²

In general if used for the purpose of intruksional, slide can be made by art localities and sequentially and combined with audio cassette. The slides combined with cassette called sound slide, namely the presentation

³⁰ Hujair AH, Sanaky, op,cit page178

³¹ Ibid page179

³² Hujair Ah, Sanaky, ibid, page107

of the teaching materials that is packaged in such a way by using the slide sequentially in combine or equipped with audio cassette.³³

a) Profit of sound slide

- (1) Can serve the picture to the front and rear projection
- (2) Portable, small size and easy to distribute so that practical usage
- (3) Can be controlled according to the desire to allow users to stop is also merely reflect and can be interspersed with the question and answer or a short discussion
- (4) Provides visualization of learning objects as is or autentik, so that they can meet the learning objects for learning

b) weakness of sound slide

- (1) Method of procurement cost is expensive
- (2) To projected slide projector requires wiping the space
- (3) Depends on electrical energy that cannot be practically can be turned on and played in all the places where
- (4) Quite complex makes it³⁴

7) LCD projector

The LCD projector is one of the appliance optics and electronics.

Efficient thus optick system that produces light very light without

³³ Sri Anitah, op.cit page49

³⁴ Hujair Ah, Sanaky, ibid, page108

turning off the light pool so that it can be projected, image and writings or the writings and images transmitted by both to screen.³⁵

a) Profit of LCD projector

- (1) Convenience key can be used for all the size of the class
- (2) Provides the possibility of face-to-face and observe the response from the recipient of the message
- (3) Provides the possibility on the recipient of the message to record
- (4) Have variations in the technique of the presentation is interesting and not boring
- (5) Allows the presentation with various combinations of color, animation and tune
- (6) Can be used repeatedly

b) Weakness of LCD projector

- (1) Requires hardware namely computer and LCD for projecting a message
- (2) Requires the preparation of a mature, when using the technique of the presentation of the complex
- (3) Demanded skills facial cleanser to pour out the message or the good ideas in the design of the computer program so that digested by the recipient of the message³⁶

³⁵ Hujair Ah, Sanaky, ibid, page125

³⁶ Hujair Ah, Sanaky, ibid, page136

c. Function and benefit of audio visual media

An expert in the field of audio visual said: more widespread attention in the use of audio visual tools have been pushing for holding many scientific investigation of the place and the value of the tools in the audio visual education. The Investigations have proved that the audio visual tools clearly has a valuable value in the field of education. Follows the function and benefits of audio visual media.

- 1) Audio-visual media can make it easier to those who deliver and facilitate to receive something lessons or information and can avoid one understanding
- 2) The instruments of the media audio-visual encourage the desire to know more about things related to any student who wants that was delivered by the teacher.
- 3) The audio-visual tool does not only produce an effective way of learning in a shorter time, but what is received through the audio-visual tool for longer and better, i.e. stay in remembrance
- 4) Students can learn and progress in accordance with their respective speed. The subjects can be designed in such a way that it is able to meet the needs of the students, either fast or slow to read and understand the.³⁷

³⁷ Amir Hamzah, op.cit, page17-18

Some research about the benefits of audio-visual tools have been done. The results of research to finally prove that the audio-visual aids will no doubt can help in teaching when chosen wisely and used with good. There are some benefits of the audio-visual aids in teaching, among others:

- (1) Helps provide the first concept or the impression that true.
- (2) Promote interest.
- (3) Increase better understanding
- (4) Complements the other learning resources
- (5) Add variety teaching methods.
- (6) Increase intellectual curiosity.
- (7) Tend to reduce the burden and the repetition of the words that are not necessary.
- (8) Make the remembrance of the lessons for longer.
- (9) Can provide a new concept of something outside the ordinary experience.³⁸

From the explanation outlined above, now many people use audio visual tools because it is considered as one of the media that is able to meet the requirements of the teaching in the modern era as now, especially on the audio visual tool that can give encouragement and motivation and raise the desire to know and investigate something that interest in learning.

³⁸ Suprijanto, op.cit, page173

d. Utilizing of audio visual media

The instruments of the new audio-visual gain if that use it have the skills and expertise that more memedai in it is used. It produces trust himself, because it makes it able to convey the lessons, counseling or the explanation of the well. He must know how to present the lessons or convey information with the appliance that uses. Now rare in his steps is.³⁹

- 1) Formulate the purpose of teaching by using media audio-visual as learning media
- 2) Preparation of teachers. In this phase the teachers select and specify the media that will be used in order to achieve the goal. In this case the principle of election and the considerations was should be noted.
- 3) The preparation of the class. In this phase students or class should have a preparation before they receive the lessons using this media.
- 4) Steps the presentation of the lessons and the utilization of the media. The presentation of the lesson materials by utilizing teaching media and expertise of the teachers are required here.
- 5) Steps student learning activities. In this phase students learn to take advantage of the existing teaching media. The utilization of the media in here the students themselves putting or teachers directly retire them, both in the classroom or outside the classroom

³⁹ Syaiful Bahri Djamarah, Azwan Zain, op.cit., page154-155

6) steps teaching evaluation. In this step are evaluated learning activities, until the extent to which the purpose of the teaching that everything, at the same time can be considered the extent to which the influence of the media as the tool can support the success of the learning process students.⁴⁰

The presence of the media is to help them in understanding the concept of certain that is not or less able to be explained by the language. The inability of teachers explain something ingredients that can be represented by the role of the media. Here the value of media practice visible, which is useful for the students and teachers in the teaching and learning process

2. Learning achievement

a. Devinition of learning achievement

Learning achievement consists of two words, namely achievement and learn to better understand the sense of learning achievements author presents some opinions from the definition of both the word. The word is derived from the Dutch achievement namely prestatie, later adopted into bahasa Indonesia become achievements which means business results.⁴¹

While in the dictionary Indonesia language said the achievement is defined

⁴⁰ Syaiful Bahri Djamarah, *ibid.*, page155

⁴¹ Zainal Arifin, *Evaluasi Instruksional Prinsip Teknik Dan Prosedur* (Bandung: rosdakarya, 1991), page2

as a business that has achieved (done, do it, etc.).⁴² While studying, experts proposed by the different definitions, among others: slameto says that, " learning is a business process that is done for a person to obtain a new behavior as a whole as a result of their own experiences in the interaction with its environment."⁴³

Learning achievement is the results obtained in the form of perceptions that resulted in the changes in the individual as a result of the activities in the learning and realized in the form of the value or number.⁴⁴ From an understanding of the above the writer can draw the conclusion that what is meant by learning achievements is self and behavior change in the individual as a result of the activity of belajardan assessment in evidenced in the form of numbers or value.

Learning achievement is a very potential issues in the history of human life because all about human life always pursue the achievement according to the field and the ability of each. The presence of learning achievements in human life on the level and specific types can provide a certain satisfaction in human beings, increasingly feels important to unproblematic, because it has some main function, among others:

⁴² DEPDIKNAS, kamus besar bahasa Indonesia, 895

⁴³ Slameto, *Belajar Dan Factor-Faktor Yang Mempengaruhinya* (jakarta: rineka cipta, 1995), page104

⁴⁴ Syaiful Bahri Djamarah, *Prestasi Belajar Dan Kompetensi Guru* (Surabaya : usaha nasional, 1994) page22

- 1) Learning achievements as indicators for quality and quantity of knowledge which has been ruled by students
- 2) Learning achievements as a symbol of the gratification the desire to want to know, including the needs of students in an education program
- 3) Learning achievements as material information in educational innovation
- 4) Learning achievements as the internal indicator and a result of an education institution
- 5) Learning achievements can be made to the indicator students absorption⁴⁵

With the existence of the explanation above can be understood how important it is to know the students learning achievements both at the individual or group. Because the function of the achievements of not only as indicators of success in certain fields of study, but also as an indicator of the quality of education. In addition to the learning achievements also useful as feedback to the teachers in carrying out the process of teaching and learning⁴⁶

⁴⁵ Syaiful Bahri Djamarah, *ibid*, page3-4

⁴⁶ Zainal Arifin , *op.cit*, page2

As noted by the Cronbach, usefulness of learning achievements many variations dependent upon experts and version each. But are as follows:

- 1) As the feedback for educators in teaching
 - 2) For diagnostic purposes.
 - 3) For the purpose of guidance and counseling
 - 4) For the purpose of natural selection.
 - 5) For the purpose of the placement or course
 - 6) To determine the contents of the curriculum
 - 7) To determine the wisdom of the school⁴⁷
- a. How to make learning achievement

To know the achievement of student learning and evaluation tool is required. Evaluation is the activity to collect data to know the extent to which the destination has been reached. From an understanding of the above then the evaluation can know whether the student achievement or not. The appliance also called achievement with the test. The test is the questions that must be answered or the commands should be done from the question or command to do something, investigators conclude with standard or other teste.

⁴⁷ Zainal Arifin, op.cit, page2

To measure the achievement of student learning there are three kinds of tests that can be done, namely: diagnostic test, formative test and test the sumatif:

1) The diagnostic test

Diagnostic test is the test that is used to know the weakness of the students so that it can be done based on providing proper treatment

2) The formative test

The formative test comes from the word form which is the basis of the term formative and formative evaluation is intended to know the extent to which the students have formed after following something specific program.⁴⁸ formative Test held periodically, contents includes all the teaching of the unit that has been taught. The main objective was to know the success and failure of the process of teaching and learning and thus can be used to improve and enhance.⁴⁹ the formative tests can also in appropriated as a diagnostic test at the end of the lesson. The formative evaluation or formative test given at the end of each program. This test is a post test or test the end of the process.⁵⁰

3) Sumatif test

⁴⁸ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan Edisi Revisi*, (Jakarta: bumi aksara, 2008) page35-36

⁴⁹ Chabib Thoha, *Teknik Evaluasi Pendidikan*, (Jakarta: rajawali pers, 1990) page47

⁵⁰ Chabib Thoha, *ibid*, page48

Test the suamtif also called with the end of the first semester test or learning evaluation toward the end of the program. This test aims to measure the success of learning learners thoroughly. The material that is taught in one terwakilakan program in the details of the questions. The results of the evaluation sumatif used to determine the class rise, passing grade schools or other decision.

Standard that is used to determine the quality of the evaluation result sumatif using the reference group, but in certain matters can use other references such as reference guidelines or reference value.⁵¹

b. Minimum Limit learning achievements

For teachers must know how tips to specify the minimum limit the success of learning students. This is important because mempertim. developing the lowest limit the performance of the students who are considered successful dalasx broader meaning is not an easy thing. The success in the sense of a lull means success that covers the jurisdiction of copyright, taste, and karsa students.

Under the jurisdiction of the jurisdiction of psychological, although related to each other, to nyataannya difficult revealed at once when only see perubahaa happens to one jurisdiction. Example; a student yan€ have high values in the fields of study the religion of Islam for example not necessarily diligent worship prayers. On the contrary, other students who simply set; get

⁵¹ Chabib Thoha, *ibid*, page48

enough value in the field of study, thus distinguishing ciphers somehow solved the good behavior in the daily religious life.

So the value of the evaluation result sumatif or TPB "X" in writing for example, may be affective and psychomotor become "X-" or "X+". This is the challenge that must be faced by par teachers over time. To answer this challenge teachers doing the best for him not only bound by the tip of the assessment is kognitive but also pay attention to the tips affective assessment and psicomotor of students.⁵²

Specify the minimum limit the success of student learning shelah related with the effort of the disclosure of the results of learning. There are several styles of alternative measurement norms success level students set to follow the process of teaching-learning. In between the norms nor the measurement is:

- 1) The norms the scale numbers from 0 to 10
- 2) The norms the scale numbers from 0 to 100

The lowest level that states of completion/ success learn(*easily analyze grade*) 0-10 scale is 5.5 or 6, while for the scale 0-100. IS 55 or 60. As a result in principle if a student can complete more than half the task or can answer more than half of the evaluation instrument correctly, he considered meets the minimum target learning success. However, may need to be considered by the school teacher*easily analyze assignment grade higher*

⁵² Muhibbin Syah, op.cit, page152

(e.g. 65 or 70) to the lesson *easily analyze grade* like this is happening in general in the developed countries and improve the progress of student learning in other areas of study.

Next, in addition to the above norms norms, there is also the other norms in our country to apply new in college, namely learning achievement norms using the symbol of the letters A, B, C, D, and E. The symbol of these letters can be viewed as the translation of the symbol of the numbers as shown on the following Table

Table 2.1
Measuring learning achievement

symbol		Rank
Numerial	Character	
8 - 10 = 80 - 100 = 3,1 - 4	A	Very good
7 - 7,9 = 70 - 79 = 2,1 - 3	B	Good
6 - 6,9 = 60 - 69 = 1,1 - 2	C	Not bad
5 - 5,9 = 50 - 59 = 1	D	Bad
0 - 4,9 = 0 - 49 = 0	E	Fail

Needs to be added that the symbol of the value of the scale number between 0 to 4 as shown in the table above the prevalent first degree. The scale of the number that interval much more shorter than the scale of the other

number is used to specify the index achievements OP) students, both on each semester or at the end of the settlement of study.⁵³

c. Factors that affect learning achievements

There are several factors that affect the learning achievements, among others:

1) Internal Factor students

Factor that comes from within the students themselves covers two aspects namely: physiological aspects (which is jasmaniyah) and psychological aspects (spiritual)⁵⁴

a) Physiological Aspects

General condition of physical and vagal (muscle) voltage marking the fitness level body organs and Whereupon are the foundations, can affect the spirit and intensity of the students in the following lessons. The condition of the organs in the body that is weak, especially if accompanied by dizziness, head for example, can reduce the quality of venues copyright (cognition) so that the material learned in any less or not flies away. To maintain physical vagal to remain fit, students highly recommended consume nutritious food and drink. In addition, students also recommended selecting the

⁵³ Muhibbib Syah, *Psikologi Belajar*, (Jakarta: grafindo persada) page220-221

⁵⁴ Muhibbin Syah, *ibid*, page145

pattern breaks and sports lightweight that tailors may be scheduled on a regular and sustainable.

b) Psychological Aspects

The psychological aspect can affect the quantity and quality of student learning gains, but among the spiritual factors of students in general is seen as more essential is as follows

(1) Analytics students

Comes from the latin word "intelegere" which means to connect or unite with one another (to organize, to relate, together). Understanding analytics provides various kinds of meaning to the experts.⁵⁵

According to the committee the term pedagogic that lift up the opinion of a result of what is meant by analytics power is adapted to the new situation by using the appliance mind according to the purpose. Analytics in general can be defined as the ability to mereaksi psikopisik stimulations or adjust themselves with the environment with the right way.⁵⁶

So analytics not actually question the quality of the brain but also the quality of the other organs. In order to Factor as one of the factors that affect the success of learning closely

⁵⁵ Bimo Walgito, *Pengantar Psikologi Umum* (Yogyakarta: Andi offset, 1988) hlm133

⁵⁶ Muhibbin Syah, *Psikologi Belajar*, logos, 1999, page133

connected with think. Although many mental aspects related to order, but think that most closely related, so many experts in order to contain as potential think.⁵⁷

The jobless intelligence or order (IQ) students there could be no doubt, because very determine the level of success of student learning. In this means that the higher the ability to order the students, then the greater the probability of students in success. On the contrary if the lower the ability to order the students then the smaller its chances of success.

(2) The Attitude

attitude is an inclination or tendency toward mental certain object includes a specific assessment. The assessment can be bersfat positive or negative. The attitude is the tendency of a person to certain object, then attitude (a) individual means the attitude of a number of people against the same object can vary.

(b) have the object and the object can be in the form of objects, plants, animals, man values of san etc.⁵⁸

(3) The talent of the students

The talent is the ability of certain potential is owned by someone to achieve success in the future will come (chaplin)

⁵⁷ Ahmad thanthowi, *Psikologi Pendidikan* (bandung: angkasa) page82

⁵⁸ Ahmad thanthowi, op.cit, page111

thus, actually each person must have the talent in the sense that the potential to reach the achievements to a certain level in accordance with the capacity of each.

(4) Students interest

Interest means the tendency and high excitement or a desire for something. The interest can affect the quality of student learning achievement in specific areas of study, for example someone who menaruh great interest of mathematics and then because pemusan intensive attention against the material that allows students earlier to learn more vigorously, finally reached the achievement in want.⁵⁹

(5) Student motivation

The motivation is the internal condition organism of both man and beast that encouraged to do something. The motivation can be divided into two kinds of the intrinsic motivation and motivation ekstrisik.

In the perspective of cognitive psychology, motivation is more significant for students is intrinsic motivation because more pure and happy and does not depend on the encouragement or the influence of other people. Furthermore encouragement reach achievement and encouragement have the skills and

⁵⁹ Ibid, page150

knowledge for the future also give strong influence relative more equitable compared with the encouragement of the prizes or encouragement obligation from the parents or teachers.⁶⁰

2) External Factor

External Factor students consists of two kinds of the factor of social and environmental factor non social.

a) Social environment

Social Environment students is the community and neighbors also friends to play around the village. Social Environment is more affect learning activities is the parents or family of the students themselves. The attributes of the elders, practice, the management of the family, tensions, family and family demographics all can give the impact of good and evil against the learning activities and the results are achieved by students.⁶¹

b) Non social environment

The non-social environment is the school building and is convenient, dwelling house family of students and is convenient, learning tools, weather conditions and the time to learn who used the students. This factor is seen to determine the level of success of students

⁶⁰ Ibid, page151

⁶¹ Ibid, page137

3. The history of Islamic culture

a. Devinition of the history of Islamic culture

According to the Indonesia language, history means story or acts. In Arabic, history is called with the date that contains the meaning of the terms of the massa or time. Some people argue that the history in accordance with the word syajarah which means the tree (life). While according to the term, history is a process of the human struggle to reach the livelihood of humanity more perfect and as science which is attempting to pass the knowledge of the past a particular society. History is also an overview of the realities of the past that using their sense and give media coverage of meaning that is contained in that picture.⁶²

The culture is derived from the Sanskrit namely buddhayah that the plural of buddhi (budi or reason). Budi has the meaning of common sense, behavior, and norms. While the "power" means the results of copyright of the man. Thus the culture is all the work, karsa and reserved man in the community. The term "culture" is often associated with the term "civilization". The difference : culture more realized in the field of art, literature, religious aspects and moral, while civilisations realized in the field of political, economic and technology. When associated

⁶² Hugiono and P.K. Poerwantana, *Pengantar Ilmu Sejarah*, (Jakarta : PT Rineka Cipta,1992), hlm. 8

with Islam and Islamic culture is the result of the paper, karsa and publication of Islam that is based on the values of Islamic teachings that originate from the law of the Qur'an and the sunnah of the Prophet.⁶³

Islam is derived from the Arabic namely "Aslama-Yuslimu-Islaman" which means welcome. According to the term, Islam is a divine religion that Allah SWT revealed to the Prophet Mohammed as a guide to mankind so that his life brought mercy for all the worlds. So the conclusion, the history of Islamic culture is genesis or the events of the past in the form of the results of the paper, karsa and publication of Islam that is based on the source of the values of Islam.⁶⁴

a. Characteristics of the history of Islamic culture

History with their diciplin characteristics can be seen based on 3 orientation

- 1) History is the knowledge about the events, events events and the human condition in the past in relation to the state of the present
- 2) History is the knowledge of the law to govern that seem to dominate the life of the past, which are acquired through the investigation and analysis or events past events

⁶³ <http://zudi-pranata.blogspot.co.id/2013/05/sejarah-kebudayaan-islam.html> (diakses 21 maret 2016)

⁶⁴ Ibid,

3) The history of the philosophical as couched to the knowledge about the changes the community in other words the history as this is knowledge about the process of a society.⁶⁵

b. The function and purpose of the history of Islamic culture

Subjects the history of Islamic culture has a function that can explain its achievements listed in the education unit curriculum that applied in the madrasah. The basic function of subjects the history of Islamic culture includes:

1) The function of the educational

The history of assert to learners about the obligation to uphold the values, principles, the attitude of life that exalted and Islamic in running the daily life

2) Scholarly Function

Through the history of the learners obtain sufficient knowledge about the past of Islam and culture

3) The function of the history

History is the one source that is very important in designing the transformation of the community.⁶⁶

⁶⁵ <http://indark7.blogspot.co.id/2010/08/sejarah-kebudayaan-islam.html> (diakses tgl 21 maret 2016)

⁶⁶ Departemen Pendidikan Agama RI, *Pedoman Khusus Sejarah Kebudayaan Islam*, (Jakarta: Departemen Pendidikan Agama RI, 2004), h 2

The history of Islamic culture in ly Madrasah Aliyah has purpose as follows:

- 1) Provide knowledge about the history of the religion of Islam and Islamic culture in the time of the Prophet Muhammad (saas). And khulafaur Rasyidin to learners, so that he has the concept of an objective and systematic in the perspective of histories.
- 2) Take the wisdom, the value and the meaning that there are in history
- 3) Instill the immensity and firm resolve to practice good morals and away from morals and worse based on the manner the facts of history.

Prepare the learners to form the personality based on the figures of the example so that formed personality and exalted.⁶⁷

c. The standard and basic competencies of history islamic culture

One of the contents of the curriculum taught in Madrasah Aliyah is subject the history of Islamic culture. Among the competency standard (SK) on subjects the history of Islamic culture is to take the benefits from the historical development of Islamic culture (Islamic history) in everyday life.⁶⁸

⁶⁷ Ibid, page3

⁶⁸ Soekmono, *Pengantar Sejarah Kebudayaan Indonesia 3*, (Yogyakarta :Penerbit Kanisius, , 1985). Hal. 3

Competency in this sense is a knowledge, skills and capability or capabilities that is owned by a person who has become a part of

From himself so that colored the cognitive behavior, affective and their psicomotoric. From this understanding and competencies must be boosted by the knowledge, attitudes and appreciation, without the knowledge and the attitude of impossible born a competency.

The reference is required to implement and monitor the development of the quality of education is the competency standard. The competency standard can be defined as a set of knowledge, skills and attitudes that have to be mastered learners as well as the level of control that is expected to be reached in learn a subjects.

The competency standard subjects the history of Islamic culture Madrasah Aliyah contains subjects that have to be mastered learners. This ability is oriented to the behavior of the affective aspects , learners have: faith and taqwa to Allah SWt. According to the teachings of the religion of Islam that is reflected in the day to day behavior have values of democracy, tolerance and humanities, and apply it in societal life, nationhood and statehood both national and global scope. Regarding the cognitive control of science, technology and the academic ability to continue their education to a higher level. Regarding the aspects of psychomotoric aspects, have the skills to communicate, skill live, able to cope with the development of the social environment, culture and the natural environment both local,

regional and global, has the physical and spiritual health is useful for carrying out the tasks / daily activities

The competency standard subjects the history of Islamic culture also refers to the structure of the Scientific subjects the history of Islamic culture. Based on the main mind, competency standard subjects the history of Islamic culture Madrasah Aliyah is as follows:

- 1) Getting the ability to seek, absorb, convey, and use information about sjarah formation of Ibn Umaihih dynasty, biographies and the policy of the caliph the caliph Ibn Umaihih dynasty (Muawiyah bin Abi Sufyan, Abdul Malik bin Marwan, Walid bin Abdul Malik, Umar bin Abdul Azis and Hisyam bin Abdul Malik), the progress of Ibn Umaihih dynasty (political and military)
- 2) Getting the ability to seek, absorb, convey, and uses information about the progress of Ibn Umaihih empire (field knowledge of the religion of Islam) and examine the reasons for its collapse, the history of the formation of the Abbasid empire, geography and the policy of the caliph of the Abbasid caliph, geography and the policy of the caliph of the Abbasid caliph who famous (Abu Ja'far Al Mansur, Harun Al Rasyid and Abdullah al Makmun), the progress of the Abbasid dynasty (the social and cultural, political and military).

The ability to familiarize themselves to seek, absorb, convey and uses information about the progress of the progress of the Abbasid dynasty

(the field of science and the science of the religion of Islam), and examine the reasons for its collapse and the advances Al Ayubiya empire

B. Research Roadmap

The teaching and learning process at school or in the formal institutions is influenced by the learning environment. The learning environment include: students, teachers, school employees, materials or subjects (books package, magazines, paper etc.), other learning resources that support and facilities or learning media (the center of learning resources the library is complete and so on)

The teacher is the one who is important in teaching and learning activities, because the teachers hold the most important task that is set and driving your ship class life. How the classroom progress is the result of the work of the teachers. The atmosphere can be "live", students learn endurance but does not feel a bridle or etc., the atmosphere of the "miserable", students learn less eager and covered the atmosphere of fear. all of above is consequence of the result mind and the efforts of teachers.

Advances in science and technology has experienced a very rapid development especially in the field of information and telecommunications. With the emergence of various information and communication tools we can know genesis or events in a strange country or region at the time of the event took place. Through the progress of the teachers can use various media in accordance

with the needs and the purpose of the lesson. Using communication media not only makes it easier and streamlining the learning process but also can make the learning process more interesting.

At the same time with the development of the ages, advances in science and technology more advanced and also encourage teachers to make an effort to reforms in the process of teaching and learning activities and take advantage of the results of the- technology results

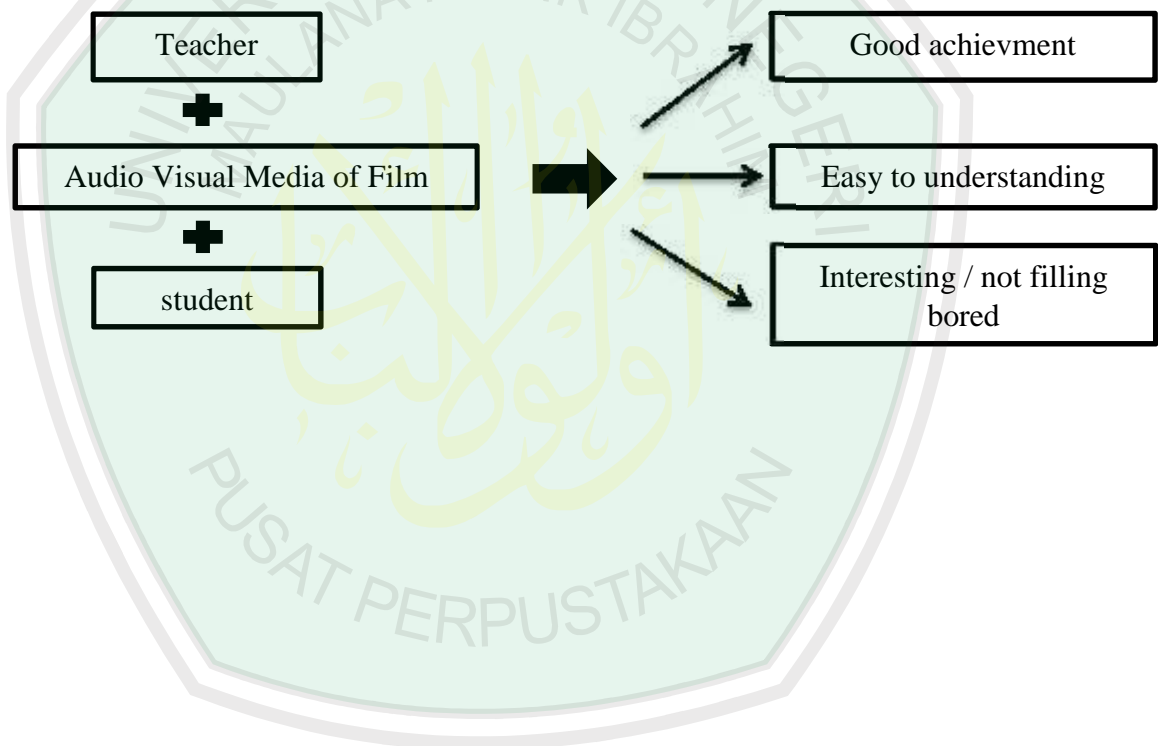
Teachers are required to be able to use the tools that can make it easy to run the teaching and learning process and make it easier for students to learn, good tools that are in accordance with the development of time as the computer, LCD projector, slide and so on or a simple teaching tool, cheap and efficient as picture, graphs, and the chart.

To achieve the goal of learning on the side of the teachers are required to use the tools, teachers also in demanded to be able to develop learning media that will be used but available, because the media is the part that is not an inseparable part of the teaching and learning process in order to achieve the goal for learning

In learning the science of the history of Islamic culture, not all matter especially events prophet speech can be addressed or described only. But must be shown clearly that matter (Science) who acquired learners will always be remembered and understood. Using audio visual media namely film media children can also motivated school. Children will be able to quickly understand

about the material that is taught by using the media. Children will also be pleased with the experiences that he saw through the audiovisual media.

Because that is the basis of the existence of the use of audio visual media on learning the science of the history of Islamic culture it is hoped that the students can see and understand the object of the learned, so that the gap can be resolved.



CHAPTER III

METHOD OF THE RESEARCH

A. Approach and Research Design

In this research use descriptive qualitative approach. Where this research has purpose to gain data in the field consists from picture, documentation, interview through observation. The researcher choose this method with purpose to excavate information that appropriate with evidences in the field then analyzed with theory that exist.

According to Bogdan and Taylor, qualitative method is research that produce descriptive data i.e. written words or from voice of people and also from behavior that can be observe. This approach directed to holistic setting and individual. Thus, in this research, researcher cannot isolated individual or organization into variable or hypothesis, but look at as a unity.⁶⁹

Thereby, research report will contain data quotation for give image of research present. The data may be came from interview manuscript, filed note, video tape, personal document, interview, note or memo, and other document.⁷⁰

Researcher use observation method, interview, and documentation in this research. Then research result will be descriptive explained from a data.

⁶⁹ Lexy.J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2012), page.4.

⁷⁰ Lexy.J. Moleong, *loc.cit.*, page. 11.

B. Attendance of the Researcher

The attendance of researcher is important in taking research proses. As Buford Junker said that researcher as observer. In this case role of researcher not all most as a part of member that be observe, but as shadow member outside the member. So, the observer not really join in this group.⁷¹ In qualitative research, the instrument of research is researcher itself. As Licon and Guba said:

“The instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phase of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in early stages of inquiry, so that an instrument can be constructed that is grounded in the data that that the human instrument has product”⁷²

Based on explanation above researcher is main instrument in qualitative research. So, the attendance of researcher in field is important that relate with applying, observing, and researching directly. Success or failed in the qualitative research base on attendance of researcher. So, with attendance of researcher in observation process, researcher get data that appropriate with reality and make easier the writer in analyzing process.

The presence of a researcher in the research process this time of course must be known by the informers or research object, because of the presence of a researcher in the field is very determine the success of the research that basically qualitative research requires the interaction of the time that long enough to get a

⁷¹ Lexy.J. Moleong, *ibid.*, page. 177.

⁷² Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)* (Bandung: Alfabeta, 2013), page. 309.

detailed description and data is derived directly from the research object including i.e. from the Deputy Head of the Curriculum MAN Gondanglegi, SKI teachers (the history of Islamic culture) and students in MAN Gondanglegi, researchers do so directly and natural . The research that researchers do in MAN Gondanglegi during 2 months starting from the beginning month of April until the end month of May 2016

C. Setting of the Research

Setting of the research in Madrasah Aliyah Negeri Gondanglegi, on raya streets, putat lor, district of malang.. Moreover this research will be held in class X-XI on raya streets, putat lor, district of malang. Researcher choose this school considering in several points, i.e.:

- a. Researcher sees unique phenomena about implementation audio visual media in MAN Gondanglegi.
- b. MAN Gondanglegi is one of madrasah in malang that viewed as excellent school especially in Islamic school.

D. Data and Data Source

According to Lofland and Lofland, main source in qualitative research is words, attitude, and the others is addition data such as document and so on.⁷³

Relate with that, this research use two kinds of data sources i.e.:

⁷³ Lexy.J. Moleong, *op.cit.*, page. 157.

1. Primary data

This data directly acquired from source, observed, and recorded directly.

Likes interview, observation, and documentation with relevant parties or informant who know clearly and detail about research object. Connected with research problem for acquiring data about implementation audio visual media in MAN Gondanglegi so the source can be acquired from headmaster, class teacher of history Islamic culture, and students who follow the program.

2. Secondary data

This data acquiring from data that has been there and has relation with research problem, such as literatures, important documents that support research like interview documentations, structure of MAN Gondanglegi, agenda or program of MAN Gondanglegi and others.

In method of choosing informant, researcher using snowball sampling technique. It is means that technique of choosing data source, in the beginning use little informant, then develop until many of informant. This is collateral with Castillo that said “Snowball sampling is a non-probability sampling technique that is used by researchers to identify potential subjects in studies where subjects are hard to locate. This type of sampling technique works like chain referral”.⁷⁴

Base on explanation in above researcher use snowball sampling because little of

⁷⁴ Sari Wahyuni, *Qualitative Research Method: Theory and Practice* (Jakarta: Penerbit Salemba Empat, 2012), page. 34.

resource cannot give enough data, then the researcher look for other source to get other data. Thereby total of data resource will increase likes snowballs.

E. Data Collection

In looking for data that appropriate with problem research, so researcher use several methods, i.e.:

1. Observation

Suharsimi Arikunto propose that observation also called monitoring consist of focusing attention towards an object with using all of senses.⁷⁵ This method use for gets data about internalization of Islamic education values through observation. In this method researcher as actor and observer. Researcher directly observe in the field and see the internalization of Islamic education values through *ma'had*. The existence of researcher knowing by informant and they know if they are observed.

2. Interview

According to Sugiyono, interview use as technique of gathering data if researcher wants to do previous study for discover a problem that must be researched and also if researcher want to know more deeply from respondent.⁷⁶ Interview engaging giving question and receive answer from participants. According to Wahyuni in her book, she explain that:

⁷⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), hlm. 158.

⁷⁶ Sugiyono, *op.cit.*, hlm. 194.

Interviewing involves asking questions and getting answers from participants in a study.... In interviews, it is assumed that there is a questioner and one or more interviewees. The purpose of the interview is to probe the ideas of the interviewees about the phenomenon of interest⁷⁷

This method used by researcher for acquiring data about implementation audio visual media internalization of Islamic education values, teacher strategy for implementation audio visual media and result from learning achievement.

3. Documentation

Documentation is one of method for gathering data that use in research methodology of social research.⁷⁸ This documentation consists of photo, letter, and data about school as research support that doing by researcher. In this method, researcher takes data such as activities of proses teaching and learning and using media.

F. Data Analysis

In qualitative research, researcher gathering data continuously with several technique of gathering data. In this case according to Bogdan and Taylor, data analysis is a process organizing and arranging data in a line, categories, and

⁷⁷ Sari Wahyuni, *op.cit.*, page. 25-26.

⁷⁸ Burhan Bungin, *Penelitian Kualitatif: Komunikasi, Ekonomi, Kebijakan Publik, dan Ilmu Sosial Lainnya* (Jakarta: Kencana, 2010), page. 121.

basic unit explanation. So from it researcher discover of theme and forming hypothesis that suggested by data.⁷⁹

In other side there are several process in analysis data qualitative (Seiddel, 1998), i.e.:⁸⁰

1. Make a note from research in the field, then give code in the note in order to make easily in next analysis
2. Gathering, selecting, classifying, synthesizing, making summary, and making index
3. Make data category more meaningful, searching and finding a pattern and relationship, and make general findings.

From explanation above, we can know that first data analysis that done by researcher is organizing the data. From many of data that consists of record in the field, interview result, photos, and relevant documents. Then regulating, arranging, grouping, give a code, and categorizing. Data analyzing has purpose to determining theme and can answer formulas of research problem.

G. Research Procedure

a. Phase of pre-field

- 1) Arrange of research proposal

⁷⁹ Lexy J. Moleong, *op.cit*, page. 280-281.

⁸⁰ Lexy J. Moleong, *op.cit*, page. 248.

- 2) Take research permission with related institution start from university and
MAN Gondanglegi

b. Phase of research

- 1) Gathering data

This phase consists of organization structure in MAN Gondanglegi, media that using by teacher, data of student who follow this program, MAN Gondanglegi profile.

- 2) Direct observation in the field

- a) Interview with headmaster of MAN Gondanglegi
- b) Interview with teacher of history Islamic and culture
- c) Interview with student of MAN Gondanglegi

- 3) Data identification

Data that has been collected from interview, observation, and documentation identified so can be easier in data analyzing.

c. Phase of final research

Last phase from this research is data presentation that suitable with original in description and then analyzing data that concern to theories and purpose that want to be reached

CHAPTER IV

EXPOSE DATA AND RESEARCH FINDINGS

A. Description of object research

The growth technology and needs public understanding of the meaning importance of education is increasing and encourage parents to send their children as high as possible.

Senior Islamic high school state of Gondanglegi Malang, in normative, status and the reality of the exact same and equal to the senior high school, good levels and its curricula, now become choice by peoples to school and get proper education.

1. Profil MAN Gondanglegi

- | | |
|---------------------|--|
| a. Name of Madrasah | : Madrasah Aliyah Negeri Gondanglegi |
| b. Address | : Jl. Raya Putat Lor Kecamatan
Gondanglegi Kabupaten Malang |
| c. Post Code | : 65174 |
| d. School status | : terakreditasi A |
| e. NSM | : 131157070001 |
| f. Year of build | : 1983 |
| g. Year of state | : 1995 |
| h. Head master | : Drs. Mohammad Husnan, M.Pd |

- i. Status of land : certificate
- j. Large of land : 9860 m²
- k. Large of building : 3900 m²

2. Background

In the 1980s the number of madrasah land in general and Madrasah Aliyah state in particular is still very small. As an example for example in Malang Regency which continent is very wide there is only one Madrasah Aliyah state namely Madrasah Aliyah state Malang II is in the batu. The condition of the limited number of man also felt in other areas outside of the Malang Regency. However to build a MAN apparently are still quite difficult new. Recommendations from BAPPENAS and MENPAN when was never obtained. Perhaps at that time the establishment of the new man not yet entered in the national development program. But on the other hand the interest of community who want to send their son of her daughter in man is great

- a. The process of the establishment of MAN Gondanglegi.

To respond above considerations and the Department of Religion in this Directorate General construction of Islamic religious institutions, especially the Directorate General of the construction University of islamic religion take the policy of every man and MTsN to open filial (branches). To implement the wisdom and the Head of the MAN Malang

II Batu which at that time was Drs Sulhani and direction of Pondok Pesantren Babus Salam Banjarejo Gondanglegi Sub-district (now) namely INITIALLY Performance Darwis Said agreed that MAN Malang II open Filial Batu that will be placed in the educational institution Babus salam. This agreement finally proposed in the Department of Religion of the Center for confirmation.

Finally the decree came down from the Directorate General of the construction Islamic religious institutions, Number : Kep/E/PP.03/2/69/85 12 March 1985. Then officially opened MAN Malang II Filial Banjarejo Gondanglegi. This is the origin of the establishment of MAN Gondanglegi.

The Head of the man Filial included dissemination of the term is Plh (Executive) lead of MAN because MAN Filial status is a distance class only, then the head is a man of the mother. While in MAN Filial appointed Plh. The head of the MAN. Now that the first time served as Plh Head MAN Malang II Filial Batu in Banjarejo is Drs K.H Mursyid Alifi.

After the MAN Filial in Gondanglegi Banjarejo opened registration new students, public interest is so great and get many students , namely two large class. Most is the santri pondok pesantren Babus salam and the other half is pure students. This situation has been running for over 4 (four) years lessons. After experiencing degeneration caused by

the desire of the institution/ Yayasan Babus salam the existence of levels of education is complete, the meaning established public education institutions beside of madrasah, SMA Babus salam stood. Actually the interest of potential new students for Senior High School in educational institutions is still, there is no improvement

Then with establishment of SMA Babus Salam, candidates for new students some into SMA Babus salam and some into MAN, then the interest goes into a MAN decreases only one class

The wisdom of opening MAN Filial not intended to become a MAN Filial forever, but for while only, a when it is planned to become the state school with full as madrasah that stands on its own. To be the MAN state was no requirement that must be met including is when the MAN Filial no support from the community and stood on the top of the building and the land of its own

Education Foundation's building Babus salam that occupied MAN that time only limited rights of use is not the property. Then K.H. Mursyid Alifi looking for community support is acceptable to mewaqafkan land for the establishment of the building of MAN. With the hope of MAN Filial can soon became a state school in full as a man that stands on its own. The desire and effort K.H. Mursyid Alifi answered by the family H. Abdul Hamid Putat lor Gondanglegi who gave their land

area of 3000 M2 that is located in the village of Putat lor Gondanglegi Sub-district to become the location of the building a man is

In July 1991, MAN Filial II move from Banjarejo to Putat lor Gondanglegi. Before the building of MAN built then to while occupying the building belongs to the Faculty of shari'ah UNISMA Gondanglegi (STAI Al Qolam) as learning space and geduing MTs. Al-Hamidiyah as office space with the consideration of the land waqof candidate for building MAN Gondanglegi location beside next to two buildings, besides by chance K.H. Mursyid Alifi also as the Dean of the Senate Faculty of shari'ah UNISMA that entered the afternoon.

b. MAN Gondanglegi Program

Madrasah Aliyah state Gondanglegi in teaching and learning curriculum using latest curriculum 2013 called K-13. To develop their talent and interests of the students provided some programs extracurricular activities include:

- 1) Qiroah
- 2) tahfidzul Quran
- 3) Sholawat band
- 4) Football
- 5) Basketball
- 6) Volley

7) Table Tennis

8) Journalism

9) Badminton

Student activities :

1. Pembinaan Ibadah Sosial
2. The construction of the Social Worship
3. The Commemoration of the great Islamic/National Day.
4. Sports Skills, Tour Paper and the paper
5. The school ceremony, OSIS, Scouts.
6. Other tasks that are relevant passages with educational curriculum.

So a ripple about the history of the establishment of MAN Gondanglegi that authors get from an interview with Mr Agam Fariz as teacher of history Islamic culture.

3. Vision and mission of MAN Gondanglegi

To develop the Islamic education needed a clear vision. Because of this vision will function as the direction and motivation that provides power for the whole of the movement elements, in addition to the vision of the very urgent need in unite perception, views ideals and hope to become a reality that enjoyed

Vision MAN Gondanglegi is Mandagi RCTB (MAN Gondanglegi Religius, Cerdas, Terampil, dan Berprestasi)

Now the formulation of vision MA state Gondanglegi details as follows:

- a. Religious include robustness worldly matters, spiritual depth, and good habbith
 - 1) Integrate monotheism in the entire system and job pattern applied consistently by all components of madrasah.
 - 2) became the center of the planting of the worldly matters, the construction of the spiritual and the formation of akhlaqul karimah and deeds sholeh
 - 3) increased the immensity and practices centering the teachings of Islam.
 - 4) Increased Islamic culture in everyday life.
- b. The development of science and technology in order to become a smart graduates and skilled and achievement.
 - 1) Development cognitive aspects which is known with intelligence.
 - 2) develops psychomotor aspect that is marked with the skills/ skills mastered graduates.
 - 3) increased achievements which is marked with the ability to compete in each academic competition, non-academic and able to compete to levels of higher education.

In the operational mission of Islamic education in MA state Gondanglegi can be formulated:

- a. Improve the quality of education and teaching through integration and interconnection scholarly qualifications.
- b. Carry out the learning activities and guidance in the discipline and effective to achieve the academic achievement.
- c. Conduct in extracurricular activities that oriented on improving achievement and skill training.
- d. Equip the students to continue to higher education or entrepreneurs.
- e. Increase collaboration with the university and the community.
- f. Improve continuously interactive relationship with the stakeholders.
- g. To preserve the function of the environment and prevent pollution and environmental damage

The purpose of National Education is development potential learners in order to become a man who: belief and fear of God the Almighty, moral, healthy, magicians, capable, creative, stabd alone, and become a democratic citizens and responsible. The purpose of secondary education is to increase the intelligence, knowledge personality, High moral standards and skills to live independently and follow further education.

The competencies which implied warranty in the purpose of national education and the purpose of secondary education is the mandate that should

be realized by the education units, namely the competencies possessed by the graduates. The competencies in accordance with Enacted No. 23 2006 and Permendikbud No.54 2013 about graduate competency standard (SKL), based on competency standards and the condition of the objective of education units, toward the development of MAN Gondanglegi can be borne through the vision, mission and purpose of madrasah.

Refer to the vision and mission of the schools and the purpose of the general secondary education and the purpose of MAN Gondanglegi Malang Regency in developing education is as follows:

- a. Implementing the scientific learning.
- b. The achievement of the increased use of learning model that variable.
- c. The achievement of the improvement of information and communication technology.
- d. The achievement of the capacity of the teachers to draw up the plan of implementation of the learning and assessment tool.
- e. The achievement of the improvement of earnings the average national examination.
- f. The actualization of the skills of using the appliance laboratory.
- g. The achievement of the improvement of the report were nines class X, XI, and XII.

- h. The achievement of the improvement of the discipline and order of the learners.
- i. The achievement of the improvement of the quantity and quality of the facilities/means.
- j. The achievement of the increase in the number of graduates that are accepted in the State Universities through the SNMPTN, SBMPTN, or self test.
- k. Companywide internalisasi Celtic bimonthly culture to citizen madrasah.
- l. The achievement of the increasing cooperation with the elders, communities and other stakeholders.
- m. The achievement of the development of the quality of the students in the field of scientific research teenagers, Competition Science Madrasah, art, sports, social and religious.
- n. The actualization of graduates that are surfing the both dominate science and technology, able to compete in the global era and creativity to be development learners in the field of KIR, scholarly art social culture, sport and religion.
- o. The actualization of learning culture, reading and writing.
- p. The achievement of the implementation of life skills and the development of ICT.
- q. The actualization of the management of madrasah that participative, transparent and accountable.

- r. The actualization of the culture of honest, sincere, poke, smiles, and cordiality.
- s. The actualization of the culture of discipline, democratic and ethnic high work.
- t. The realization of a harmonious relationship between the citizens of madrasah.
- u. faster service, right, and satisfy to society.
- v. The actualization of a mutually beneficial cooperation with other agencies.
- w. The achievement of the health service of madrasah that adequate

a. Equipment and Infrastructure

No	Building	Total	Large of building (m ²)
1	Class Room	23 Room	1945
2	Headmaster Office	1 Room	
3	Office Room	1 Room	48
4	Teacher Room	1 Room	72
5	Library	2 Room	213
6	Science Lab.	1 Room	84

7	Language Lab.	1 Room	72
8	Computer Lab.	1 Room	72
9	Hall	-	
10	Art Room	-	
11	UKS Room	1 Room	
12	Department Store	1 Room	121
13	Guest House	-	
14	Mosque	1 Room	289

B. Result of Research

1. Audio visual media on history of Islamic culture in MAN Gondanglegi

Teachers respect the media education as the main tool to support the success of learning and develop the methods employed by utilizing the media audio visual media which is a form of media affordable teaching. Related to the importance of learning media especially audio visual media on subjects the history of Islamic culture, researchers in doing interviews teachers who teach subjects the history of Islamic culture and the result as follows;

“My goal to use this media to improve the quality of children in the process of teaching and learning and make it easier for students to learn, motivate students so that more intense again to learn, and can produce a better achievement. Because with using media teachers more easy to explain about the content of the subjects the history of Islamic culture. So with the students to better understand the use audio visual media such as television, video, LCD, and your computer from using the media picture, for audio visual media contains two elements that is observed and heard. To produce students well after the practice of using audio visual media, I sent students to summarize or concluded materials that teachers know how much where the students to observe the matter with using mediaaudio visual”⁸¹

To know the use of audio visual media on the subjects of history Islamic cultural. Researchers did an interview with the Deputy Head of the Curriculum and the result is as follows;

“For the students in using the media is very interesting and fun. In addition to this the students can understand, understand about the lesson and teachers more easy to explain or describe the lesson. Using audio visual media including joyful learning, because students do not feel bored, responsive in receive admonition. So the existence of audio visual media in the form of radio, television, and LCD display is very support for general learning and religion, and audio visual media can increase student motivation to learn and make the students can learn more vigorously again”⁸²

Not all the students were able to learn by way of verbal abstract. Audio Visual tools needed to help them. But not all materials must be submitted in the concrete. Most of the lessons should be submitted in verbal, but for certain parts of the Audio Visual tool in general is very useful to facilitate and accelerate the understanding for students.

⁸¹ Interview with history of islamic teacher Agam Fariz on 27 april 2016 at 10.15

⁸² Interview with wakakurikulum Nurul Hidayati on 27 april 2016 at 10.25

So, based on an interview that produce the documentation as follows that using media can improve the quality of children in the teaching and learning process, beside that can make it easier for students to learn, motivate students so that more intense again to learn, and produce a better record.

After the researchers observe the school media used in MAN Gondanglegi many start from visual media, media audio and audio visual media, but that is often used by teachers are generally Audio Visual Media in the form of television, video, LCD and computer.

To achieve the goal of Islamic education as expected, then of course material that will be presented or debated as material for the study is the materials taken from the source of Islamic teachings related to the eyes history of Islamic culture

Researchers doing interviews with teachers who teach subjects the history of Islamic culture and the result as follows;

On the history of Islamic culture matter companions Abu Bakar as, I merge updates media, LCD, computer to explain the characters Abu Bakar as. Because of video in the show more interesting students in the attitudes and behavior to understanding companions Abu Bakar. At the time of study using audio visual media children feel more enjoy the lessons even until there are fallen asleep. With regard to the method used in the eyes of the history of Islamic culture is the method of lecturing, discussion question & answer, and held an evaluation.

In addition to the researchers also doing interview to students of class

X-IPS 1 with the result as follows:

“It is very fun for my friends , the teacher can show the attitudes and behavior of a friend of Abu Bakar clearly and using audio visual media students more interested in compared with the method lectures that it is difficult to catch visible image of on the story in the eyes of the history of Islamic culture. At the time of the teachers use the media, friends feel motivated because using the media more easily understood about the lesson”⁸³

After the researchers doing interviews students of class X-Social Studies 1, then continued the interview with one of the students (another) from grade X-Social Studies 1 and the result is:

“During study teacher only using visual media that is in the text books or LKS (worksheets students) and lecturing in conveying the lessons so that the students become saturated and not the spirit to learn. When Teachers use audio visual media in the form of Film, video, LCD, and computer is very interested for me and my friends because me and my friends are motivated to learn to be more aggressive and easy to remember about the content of the lesson”⁸⁴

So the results of the interview based on the observation that using media on subjects the history of Islamic culture is very interesting and easily borne. When the researcher observation, when it is implemented using audio visual media is about Abu Bakar related to subjects the history of Islamic culture class X-Social Studies lesson 1. Teachers use the audio visual media on Abu Bakar

⁸³ Interview with student of MAN Gondanglegi David Saputra on 28 april 2016 at 09:35

⁸⁴ Interview with student of MAN Gondanglegi Nabila Safa on 28 april 2016 at 09:55

because each convey the lessons using media picture and lectures and the students less understanding about the contents of the lesson, using Audio Visual Media students more observe about the attitudes and behavior of community leaders in the subject the history of Islamic culture. The media used in this lesson is computer and LCD.

2. The use of audio visual media on subjects history of Islamic culture in MAN Gondanglegi

In a learning, such as learning the history of Islamic culture, a teacher must be creative to describe the problem history of Islamic culture that is using the media. The role of the media is very important for students especially existence of audio visual media, for using Audio Visual Media in learning the history of Islamic culture strongly supports the students to more intense learning and can make it easier to learn a message or a lesson, reinvigorates the students and teachers easier in conveying the message or lesson.

Related to the process of the use of audio visual media in lessons for the history of Islamic culture in this MAN Gondanglegi researchers doing interviews with teachers who teach subjects the history of Islamic culture and the result as follows:

“The use of audio visual media in the eyes of the history of Islamic culture that is scheduled in a maximum of 1 semester 3 times teachers use audio visual media. Before using the media, teachers

must have preparation, implementation, advanced activities or evaluation. In the eyes of the Islamic Cultural history lessons using the media is very important for the existence of audio visual media students more observing and discussing about the themes related to the subjects the history of Islamic culture, for example about the friend of the messenger of Allah, the migration of the prophet and the dawah of the Prophet Muhammad. So with the existence of audio visual media teachers more easily describe or explain the issues related to the history of Islamic culture⁸⁵

For the preparation of the or the technicalities of researchers also received information from Mr Agam as history teacher Islamic culture as follows:⁸⁶

a. Prepare the material

in this teachers prepare materials and learning goals that will be achieved

b. The beginning of learning

at the beginning of the teachers learning condition students and explain the purpose and the material is to be delivered at a glance.

c. Learning proses

Students watching the media that in the show and record the important things in accordance with the purpose of the lesson. At the same time the teacher condition students less tertip follow the lesson.

d. Evaluation

after media completed in show, teachers open question & answer to students and add material that has not yet delivered or unclear.

⁸⁵ Interview with teacher of history of islamic culture Mr. Agam Fariz on 27 april 2016 at 10.15

⁸⁶ Ibid.,

In this case the researcher also conducted an interview with the Deputy Head of the Curriculum in MAN Gondanglegi and the result is as follows:

“Is 7 years more MAN Gondanglegi have audio visual media, starting from 2009 until now MAN Gondanglegi get progress from year to year means that in MAN Gondanglegi increases, but religious education teachers rarely use the media”⁸⁷

From the result of observation that researchers do in the field, that become supporting factor and inhibiting the process of the use of audio visual media in improving the results of student learning in the subject the history of Islamic culture is very much. In relation to this matter researchers doing interviews with teachers Islamic Religious Education. Now the results of the interview is as follows:

“Factors supporting teaching and learning using audio visual media is the availability of the facilities or adequate infrastructure, matter is sufficient, any student who wants to qualify, have conducive room, comfortable and prosperous, discipline teachers and students. As well as the availability of time to use the audio visual media in teaching Islamic religious education and build a good ahklah or superior morality, improve the quality of learning and preparing the curriculum representative. In general, barriers to use audio visual media in learning there are six factors: First the lack of human resources. Second, lack facilities (low). Third, the average teacher does not have a reference for teaching Islamic religious education. Fourth, delayed students. Fifth time constraints. The sixth most teachers using the old methods such as lecturing, noted that many so

⁸⁷ Interview with wakakurikulum Mrs. Nurul Hidayati on 28 april 2016 at 10:15

that the students are enthusiastic and fellows in responding to the lessons”⁸⁸

So the results of the interview related to the observation in the field is as follows using Audio Visual Media on subjects history of Islamic culture was scheduled so also with time. Now the factors supporting teaching and learning process using audio visual media is availability of facilities or the means of adequate tools, have a conducive room, discipline of the teachers and students and improve the quality of learning.

Islamic religious Teachers educate in the use of Audio Visual Media must be scheduled with the fullest, and teachers can use or take advantage of the audio visual media with good.

3. The impact of using audio visual media on history of islamic culture for student in MAN Gondanglegi

Improving the results of learning students in MAN Gondanglegi in mark with assessments in the form of the test on the lesson material chapter of the history of Islamic culture. The evaluation is done by the religion teachers to their students especially the class X-Social Studies 1 is as follows relating to the results of student learning after using AudioVisual Media on subjects history of Islamic culture, researchers in doing interviews with teachers who teach subjects the history of Islamic culture with the following result;

⁸⁸ Interview with Mr.Agam on 28 april 2016 at 10:35

“To produce the rice with good teaching and learning, after the practice of using audio visual media, I do is assess the students by conducting pretes, summarizes, and conclude about the matter related to the material sejah Islamic culture. Because I want to know the extent to which the students respond to the lesson the history of Islamic culture, besides that I also know where the students is a serious and where the students who are not seriously in the following learning, with my evaluation is easier to understand the behavior of the students as a teacher who taught the history of Islamic culture,I feel proud of the results obtained by the students. After the learning process using audio visual media, Evidently the students better understand, consider the lesson”⁸⁹

In addition to the researchers also doing interview to students of class

X-IPS 1 with the result as follows:

“It is very fun for my friends , the teacher can show the attitudes and behavior of a friend of Abu Bakar clearly and using audio visual media students more interested in compared with the method lectures that it is difficult to catch visible image of on the story in the eyes of the history of Islamic culture. At the time of the teachers use the media, friends feel motivated because using the media more easily understood about the lesson”⁹⁰

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⁸⁹ Interview with Mr Agam on 28 april 2016 at 10:35

⁹⁰ Interview with student of MAN Gondanglegi David Saputra on 28 april 2016 at 09:35

are motivated to learn to be more aggressive and easy to remember about the content of the lesson”⁹¹

The results of the interview shows that students more easily understand the lessons and not bored in following the history of Islamic culture grades. Teachers also recognize the audiovisual media can achieve the goal of learning with good. Audio visual media play an important role in the process of belajar because using audio visual media is useful for teachers and students.

The using audio visual media has reached the success for teachers and students for using audio visual media is useful for teachers and students.

⁹¹ Interview with student of MAN Gondanglegi Nabila Safa on 28 april 2016 at 09:55

CHAPTER V

DISCUSSION

After the researchers do the collection of data from the research results obtained from the results of the interview, observation and documentation then the researchers perform data analysis to explain more information from the research

In accordance with the selected data analysis by researchers are using qualitative research deskriptif (revealing) with analyzing data that has researchers collect through interview, observation and documentation during the researchers conducted research in MAN Gondanglegi

The Data obtained and presented by the researchers will further be analyzed by researchers in accordance with the results of research and to refer to the formulation of the problem. Below are the results of the analysis of researchers namely.

A. Audio Visual Media on subjects history of Islamic culture in MAN Gondanglegi

Based on the research results of the use of audio visual media on subjects the history of Islamic culture consists of several types of media namely.

1. Proyektor LCD

LCD Projector Media is media that is often used from other audio visual media. As Mr Agam said as teachers the history of Islamic culture in MAN Gondanglegi that:

“The learning of the history of Islamic culture audio visual media that I often use the media LCD projector, because the media is very effective and efficient. The children also prefer this media, therefore every class there are 1 media LCD projector”.⁹²

In the media LCD projector regular teachers use power point application. This application is used because it has easy to operate it and the students can better understand the subjects the history of Islamic culture. From the results of research there are a few steps to operate the media power point, namely:⁹³

- a. Prepare the facilities needed when learning, such as a laptop, LCD projector and
- b. Explain the purpose of the lesson that will be achieved.
- c. Together with the learners to discuss the learning materials and examples of questions presented on the slide presentations.
- d. To provide the opportunity for students to ask questions about the learning materials that have not yet been understood.

⁹² Interview with teacher of history of islamic culture Mr. Agam fariz (on 27 april 2016 at 10.15)

⁹³ Ibid.

- e. Learners working on the question of the exercise that is served on the slide presentations.
- f. The teacher pointed to one of the students who have completed the questions and then present the results of the answers in front of the class.

Teachers respect the media power point as the media practical and easy to operate as well as the students is not easily bored because many of the color that is displayed. However teachers still perform preparation for teaching in the classroom is not is ambiguous and can be executed smoothly. As in say A. Sanaki Hujair that there are some advantages and disadvantages of media such as LCD projector:⁹⁴

a. Advantages of proyektor LCD

- 1) Practical can be used for all the size of the class
- 2) Provide the possibility of face-to-face and observe the response from the recipient of the message
- 3) Give the possibility on the recipient of the message to record
- 4) Have a variation of the technique of the presentation is interesting and not boring
- 5) Allows the presentation with various combinations of color, animation and vocal
- 6) It can be used repeatedly

⁹⁴ Hujair Ah, Sanaky, opcit, hal 136

b. Disadvantages proyektor LCD

- 1) requires hardware namely computer and LCD for projecting a message
- 2) requires the preparation of a mature, when using the technique of the presentation of the complex
- 3) demanded skills facial cleanser to pour out the message or the good ideas in the design of the computer program so that digested by the recipient of the message.⁹⁵

From the results of interview in the use of media LCD projector not every day but there is a special schedule or a specific time that was considered in the subjects the history of Islamic culture matches using media power point. Mr Agam as teacher history of Islamic culture media said the use of power points cannot be too often because children will be easy to get bored if there is no variation in the delivery of the lessons in class.

2. Sound film

Film as audio visual media is a film that is recognized. In the process of learning the history of Islamic culture in MAN Gondanglegi students prefer material that can be seen through the media film. The film is meant here is a film as a tool for audio visual pelajaran, lighting or information.

Live image or sound film indeed fair used in the classroom, therefore not only provide the facts, but also answer various problems and to

⁹⁵ Hujair Ah, Sanaky, Ibid, hal 136

understand about himself and the environment. In addition through the picture is students can acquire skills, attitudes and understanding that will help them to live in the community. This film is no longer considered only as a tool of mere supplementer, but the fundamental, learned scientifically and in nialai critically and therefore many used dissemination.⁹⁶

The film media is recognized in its usage is not too difficult. Mr Agam as teacher of history Islamic culture states in the use of film media tune not so difficult but requires the preparation of mature. The film media is displayed also requires a special expertise to the appearance of the time did not have a problem so that makes the students confused in understanding the learning materials. Steps used in the use of film media is as follows:

- a. Prepare the facilities needed when learning, as, movies, laptop, LCD projector and
- b. Explain the purpose of the lesson that will be achieved.
- c. Explain the overview of the material to be learned by students
- d. To provide the opportunity for students to ask questions about the learning materials that have not yet been understood.
- e. Provide a guide to record the material important
- f. Teachers explain more in the film that are perceived to be no clarity of
- g. Evaluate students by providing the opportunity to question and answer and add material that has not yet are reinforced

⁹⁶ Oemar Hamalik, *Media Pendidikan*, (Bandung: Alumni, 1986), hal 102

From data of the procedures for using film media is recognized in above can be known that its use is quite simple. The teacher can also be more focused to students because when the film at start of the teachers is still a time to condition less students participating in the learning process. Therefore the film media often used in the process of learning lessons for history of Islamic culture in Classroom.

From the results of the interview with Mr Agam on April 27 2016 students tend to be like the film media because they can better understand the subjects that was given by the teacher. In the film media there are many picture that moves and dial each other that makes the students always want to know the end of the story of the film. In asnawir (2002) Explain the advantages and disadvantages of media film as follows,

a. Advantages of film media

- 1) The Film there describes a process, for example the process of prayer
- 2) Can cause the impression, and time
- 3) Sound produced can cause reality on the image in the form of pure expression
- 4) Can convey the voice of an expert as well as see his appearance
- 5) Can describe the theory of science and animation⁹⁷

a. Disadvantages of film media

⁹⁷ Asnawir and Basyiruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Press, 2002) hal 96

- 1) The Film tune cannot be interspersed with clear signs that in say during the rotating film
- 2) Audien cannot follow with better if the movie playing too fast
- 3) What has been through difficult in restart unless turning back overall.⁹⁸

The opinion delivered by Mr Agam as teachers the history of Islamic culture in suitable with the opinion of Asnawir and Basyirudin in his book learning media. And Basyirudin Asnawir states namely, Film tune cannot be interspersed with clear signs that in say during the rotating film and what has been through difficult in restart unless turning back overall.

3. Sound Slide Media

The slide is a learning media like audio visual. The physical sound slide is a single image in the form of positive film transparent equipped with a projected frame. Its use can be in combine with audio cassette and can be used in the singular without Narration.⁹⁹

In the teaching the history of Islamic culture in MAN Gondanglegi sound slides used by the tool LCD projector. The slide tune is not so often used in MAN Gondanglegi rather than media film or power point. The slide here less interesting because it served less moving only slide view that can change and the voice that explains the contents of the slide. The use of voice

⁹⁸ Asnawir and Basyiruddin Usman, Ibid hal 96

⁹⁹ Hujair Ah, Sanaky, Ibid, hal 107

slide is very good as a replacement for the other audio visual media to not monotonous with one media only.

From the results of the interview with Mr Agam as history teacher Islamic culture media sound slides very help on the matter that does not need the story or that displays the events on a place. Media sound slides also considered practical and easy to operate. In Hujair and his book titled learning media said about the advantages and disadvantages of media sound slides namely:

a. Advantages of sound slide media

- 1) Can serve the picture to the front and rear projection
- 2) Portable, small size and easy to distribute so that practical usage
- 3) Can be controlled according to the desire to allow users to stop is also merely reflect and can be interspersed with the question and answer or a short discussion
- 4) Provides visualization of learning objects as is or autentik, so that they can meet the learning objects for learning

b. Disadvantages of sound slide media

- 1) Method of procurement cost is expensive
- 2) To projected slide projector requires wiping the space

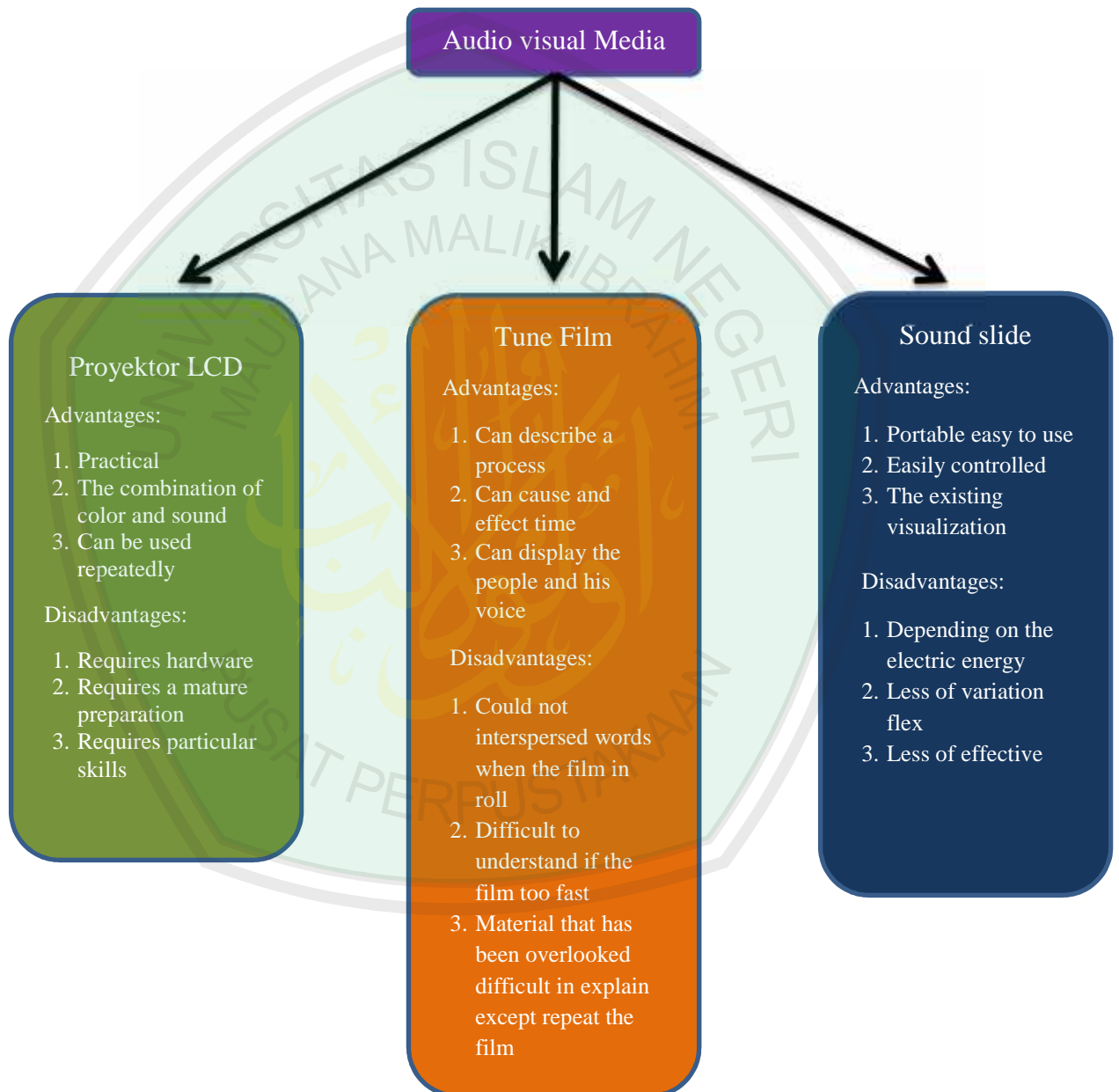
- 3) depends on electrical energy that cannot be practically can be turned on and played in all the places where Quite complex makes it.¹⁰⁰

The lack of media sound slides in teaching history of Islamic culture in MAN Gondnaglegi slightly different with the opinions hujair. The slide is recognized that use by Mr Agam using media assistance LCD projector that has not so cost is expensive and does not have to be darkens the Room. LCD projector media also already exists in every class but sound slide media only less interested students.

Sound slides Media that used in MAN Gondanglegi is also different with Hujair. On the use of sound slides media in MAN gondanglegi use hardware tool in the form of LCD display then pour pieces imputer. The slides used also in the form of soft files that can be displayed on the computer. Slide View nearly the same with the film but on the sound the slide does not display picture flex only the slides that accompanied by music. Slide Media tune is easy to stop in order to explain the material to the students who are perceived to be not clear.

¹⁰⁰ Hujair Ah, Sanaky, Ibid, hal 108

Picture 1.1 kinds of Audio Visual Media



**B. The using Audio Visual Media on subjects history of Islamic culture in
MAN Gondanglegi**

As the data obtained from the field seen teachers Islamic religious educate in using Audio Visual Media is a must with the fullest and teachers can take advantage of and use the Audio Visual Media with good. The steps of the teachers to use the Audio Visual Media in learning there must be preparation, implementation and advanced activities that teachers and students can interact with both.

An expert in the field of audio visual said: more widespread attention in the use of audio visual tools have been pushing for holding many scientific investigation of the place and the value of the tools in the audio visual education. The Investigations have proved that the audio visual tools clearly has a valuable value in the field of education. Follows the function and benefits of audio visual media

1. Audio visual media can make it easier to those who deliver and facilitate to receive something lessons or information and can avoid one understanding.
2. The tools audio visual media encourage the desire to know more about things related to any student who wants that was delivered by the teacher.
3. Audio visual tools not only produce an effective way of learning in a shorter time, but what is received through audio visual tools for longer and better, i.e. stay in remembrance.

4. Students can learn and progress in accordance with their respective speed.

The subjects can be designed in such a way that it is able to meet the needs of the students, either fast or slow to read and understanding.¹⁰¹

In the history of Islamic culture teachers must prepare the theme that is conveyed to the students such as the migration of the prophet, the figure in the history of Islamic culture, system the reign of Islam and so on. Learn with Audio Visual tool can be enhanced directly and recommended by teachers with ways: (a) introduces the ingredients and list the goals that must be achieved. (b) recommends the participation of students, especially students who are highly capable, (there is a vague suggestions in the literature that students that his IQ low can learn more, if he learned without actively answer or provide a response to the Audio Visual tools such as film and television). (c) using ways to attract attention such as the arrow and similar to, using questions, discussions, and tasks. (d) shows the material to the students repeatedly.

Some research about the benefits of audio visual tools have been done. The results of research to finally prove that the audio visual tool does not doubt can help in teaching when chosen wisely and used with good. There are some benefits of audio visual aids in teaching, among others:

1. Help provide the first concept or the impression true.

¹⁰¹ Amir Hamzah, op.cit, hal 17-18

2. Encourage interest.
3. Improve better understanding.
4. Complete the other learning resources.
5. Add the variation of teaching methods.
6. Improve intellectual curiosity.
7. Tend to reduce the burden and the repetition of the words that are not necessary.
8. Make the remembrance of the lessons for longer.
9. Can provide a new concept of something outside the ordinary experience¹⁰²

Audio visual media consumption by teachers in MAN Gondanglegi already exists since the year 2009. One of the informers, namely teachers overcome the deputy head of the curriculum says "Already 7 years MAN Gondanglegi have Audio Visual Media, start from 2009 until now MAN Gondanglegi get progress from year to year means that in MAN Gondanglegi increases, but religious education teachers rarely use the media, most of the teachers who use it that is the subject of the Qur'an early Hadithic, the history of Islamic culture and the Arabic.

The instruments of the new visual audiov gain if that use it have the skills and expertise that more memedai in it is used. It produces trust himself, because it makes it able to convey the lessons, counseling or the explanation of

¹⁰² Suprijanto, op.cit, hlm 173

the well. He must know how to present the lessons or convey information with the appliance that uses. rare ways is :¹⁰³

1. Formulate the purpose of teaching by using media audio-visual as learning media.
2. Preparation of teachers. In this phase the teachers select and specify the media that will be used in order to achieve the goal. In this case the principle of election and the considerations was should be noted.
3. The preparation of the class. In this phase students or class should have a preparation before they receive the lessons using this media.
4. Steps the presentation of the lessons and the utilization of the media. The presentation of the lesson materials by utilizing teaching media and expertise of the teachers are required here.
5. Steps student learning activities. In this phase students learn to take advantage of the existing teaching media. The utilization of the media in here the students themselves putting or teachers directly retire them, both in the classroom or outside the classroom.
6. Steps teaching evaluation. In this step are evaluated learning activities, until the extent to which the purpose of the teaching that everything, at the same

¹⁰³ Syaiful Bahri Djamarah, Azwan Zain, op.cit., hlm 154-155

time can be considered the extent to which the influence of the media as the tool can support the success of the learning process students¹⁰⁴

Steps above it is important to note for teachers who want to use the audio visual media because it contains the understanding that the appropriate Audio Visual used with good. Besides, because the amount of learning that actually depends on the purpose of learning and can determine the criteria

The using audio visual media on subjects the history of Islamic culture in MAN gondanglegi not far varies with spoken by Bahri. Before the teachers use media audi visual in teaching the history of Islamic culture first to make preparations. As said Mr Agam in teaching in the classroom using the following audio visual media:

a. Prepare the material

in this teachers prepare materials and learning goals that will be achieved

b. The beginning of learning

at the beginning of the teachers learning condition students and explain the purpose and the material is to be delivered at a glance.

e. Learning proses

Students watching the media that in the show and record the important things in accordance with the purpose of the lesson. At the same time the teacher condition students less tertip follow the lesson.

¹⁰⁴ Syaiful Bahri Djamarah, Ibid., hlm 155

f. Evaluation

after media completed in show, teachers open question & answer to students and add material that has not yet delivered or unclear.¹⁰⁵

The using audio visual media also sought that right if the material can be delivered with good. So also with Mr Agam as history teacher Islamic culture explains, "to produce the rice with good teaching and learning, after the practice of using Audio Visual Media, I do is assess the students by conducting pretes, summarizes, and conclude about the material related to the history of Islamic culture. Because I want to know the extent to which the students respond to the lesson the history of Islamic culture, besides that I also know where the students is a serious and where the students who are not seriously in the following learning, with my evaluation is easier to understand the behavior of the students."

The learning process is aimed at so that students get a good learning achievement. Learning achievement is the results obtained in the form of perceptions that resulted in the changes in the individual as a result of the activities in the learning and realized in the form of the value or number. From an understanding of the above the writer can draw the conclusion that what is meant by learning achievements is self and behavior change in the individual

¹⁰⁵ Data Dokumen berupa hard file yang diberikan oleh pak Agam (Guru SKI) (Wednesday, 4 Mei 2016)

as a result of the activity of belajardan assessment in evidenced in the form of numbers or value.

Learning achievements in the world of education is very important. The learning of the history of Islamic culture Mr Agam said " not only good values which I prefer but moral message or ibrah fil that at the mention of learning the history of Islamic culture is also very important". The presence of learning achievements in human life on the level and specific types can provide a certain satisfaction in human beings, increasingly feels important to unproblematic, because it has some main function, among others:

1. Learning achievements as indicators for quality and quantity of knowledge which has been ruled by students.
2. Learning achievements as a symbol of the gratification the desire to want to know, including the needs of students in an education program
3. Learning achievements as material information in educational innovation
4. Learning achievements as the internal indicator and a result of an education institution
5. Learning achievements can be made to the indicator students absorption¹⁰⁶

While the obstacles that affect the process of the use of Audio Visual Media is the first, less human resources. The two students who were tired sometimes there are sleeping. Third, the average less teachers have a

¹⁰⁶ Syaiful Bahri Djamarah, Ibid, hlm 3-4

reference for teaching Islamic religious education. The four sometimes students many and less attention to media.

Factors that affect the use of audio visual media in the process of learning the history of Islamic culture in MAN Gondanglegi from the results of the interview with Mr agam is in addition to the media also affect teachers factor. There are many media provided school but if teachers cannot mengoperasionalkan media then it will not be used. From the explanation above in explain more details again by sadirman, namely:¹⁰⁷

1. Practically side

In the convenience of the use of learning media covers (1) media will be effective in achieving ICT when available on when needed; (2), the cost of the amount of funds, effort and time as well as all the factors in determining whether expensive media that needed; (3), physical conditions that are considered is color, shape, size, saying clearly, writing and others will be effective for student learning; (4) design simple or not, aspects noted is easy and convenient used; (5) can be used by the students or not; (6) the impact of emotional, whether the media contains enough aesthetic value and can touch the emotions of the students.

2. Student side

¹⁰⁷ Sardiman, A.S .dkk.. *Media Pendidikan Indonesia*. (Jakarta. CV. Rajawali, 1989), h. 68

In terms of the students that are considered in the use of learning media is (1) The characteristics of the students, namely personal attitude and maturity of students and age should be considered in selecting the appropriate media; the Media can also for individual learning; (2) the involvement of students, whether the selected media encourage the involvement of the students in the learning process more effective; (3) relevance, whether the selected media is the interests of/ compliance with the life of the students.

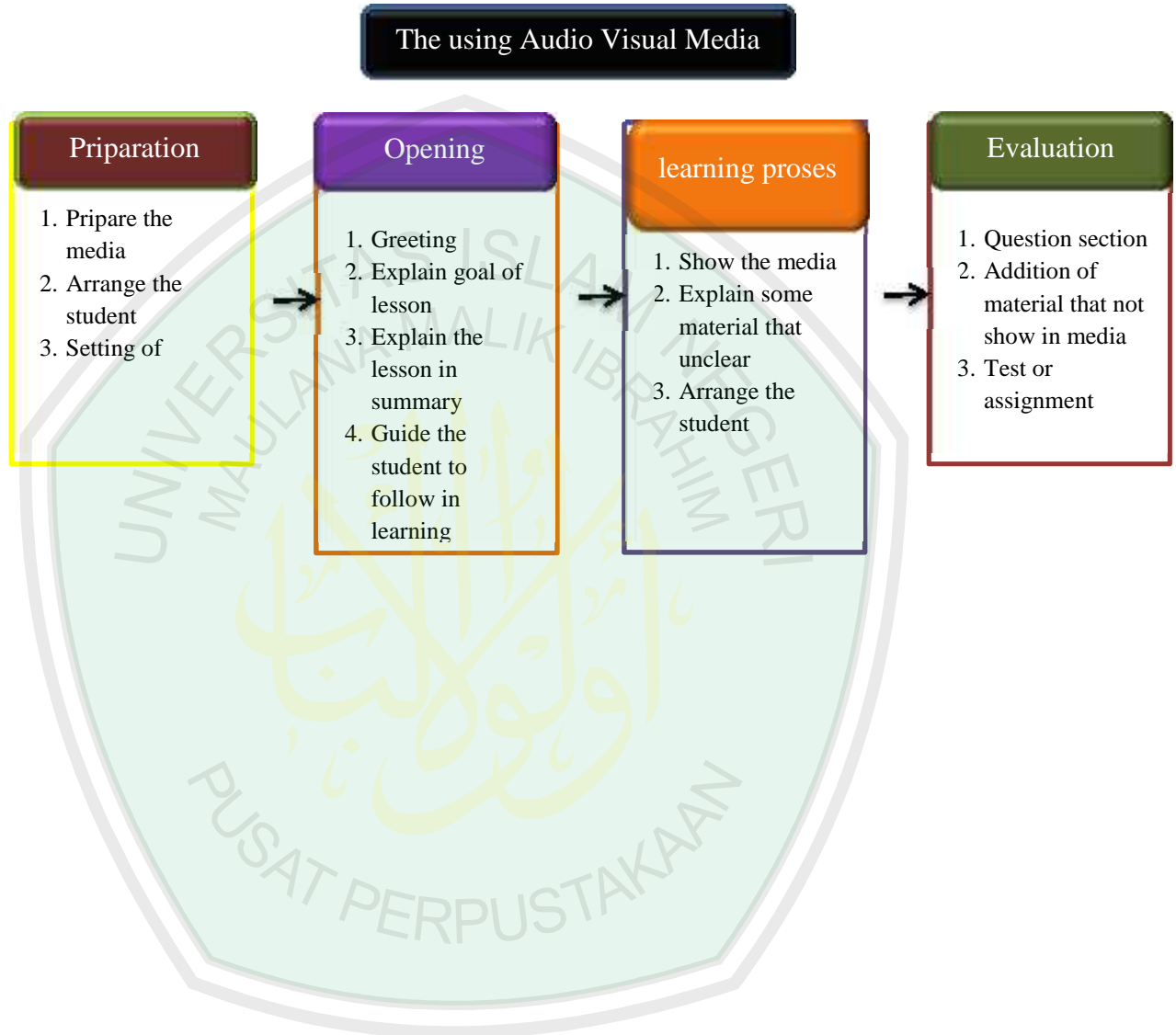
3. Content side

Factors that affect in terms of the contents of the learning media includes compliance with the curriculum used, accuracy and truth contents, and worthy whether or not to display.

4. Teacher side

Factors that affect in terms of teachers includes the utilisation by the teacher and whether the media can be used by the teacher and starts to operate the appliance to take advantage of the contents.

Picture 1.2 The use of Audio Visual Media



C. The impact of using audio visual media on history of islamic culture for student in MAN Gondanglegi

The impact that came into existence from the use of audio visual media on subjects the history of Islamic culture in MAN Gondanglegi to student such as:

1. Student can be easier to understand the material in the history of Islamic culture. The impact of this theory in accordance with the opinion of hamzah in his book Audio-Visual Media for teaching, lighting, and awareness that says that the audio visual tools clearly has a valuable value in the field of education. Follows the function and benefits of audio visual media
 - a. Audio visual media can make it easier to those who deliver and facilitate to receive something lessons or information and can avoid one understanding.
 - b. Tools for audio visual media encourage the desire to know more about things related to any student who wants that was delivered by teachers.
 - c. Audio visual tools not only produce an effective way of learning in a shorter time, but what is received through audio visual tools for longer and better, i.e. stay in remembrance.

d. Students can learn and progress in accordance with the speed of each.

The subjects can be designed in such a way that it is able to meet the needs of the students, either fast or slow to read and understand.¹⁰⁸

From the opinion of Hamzah above can know students understanding can be achieved with audio visual media. Students who are interested to learn how to make the material in the mention by the teacher is easy to understand. The students in learning the history of Islamic culture in MAN Gondanglegi feel the same thing with the opinions expressed by Hamzah above.

2. Using the media audio visual student not bored and not saturated in the process of learning the history of Islamic culture. As Hamzah above students do not feel tired or bored with the teacher can provide examples of using audio visual media. This is in accordance with the opinion of Hamzah on points to four stating that the students can learn and progress in accordance with their respective speed. The subjects can be designed in such a way that it is able to meet the needs of the students, either fast or slow to read and understanding.

The interest of the students on the audio visual media reduce bored in compare using media that monotonous. On learning that use audio or visual only students will be easily bored and bored because only one indara that stimulates the hearing or vision only.

¹⁰⁸ Amir Hamzah, op.cit, hal 17-18

3. Using audio visual media Student can achievement reached with good.

Learning achievement is the results obtained in the form of perceptions that resulted in the changes in the individual as a result of the activities in the learning and realized in the form of the value or number.¹⁰⁹

After the learning process using audio visual media, Evidently the students better understand, consider the lesson. So that came on them implemented test students working with the good and the results obtained better value is obtained students an average of many who get 70-80 with note category "good" because it is already above the standard value.¹¹⁰

Learning achievement is very important in learning is not an exception in the subject the history of Islamic culture. Know the achievement of student learning can make it easier for teachers to do teaching and learning to the fore. Because learning achievements have some main function, among others:

- a. Learning achievements as indicators for quality and quantity of knowledge which has been ruled by students.
- b. Learning achievements as a symbol of the gratification the desire to want to know, including the needs of students in an education program
- c. Learning achievements as material information in educational innovation.

¹⁰⁹ Syaiful Bahri Djamarah, *Prestasi Belajar Dan Kompetensi Guru* (Surabaya : Usaha Nasional, 1994) hlm 22

¹¹⁰ Data Dokumen berupa nila siswa kelas X IPS 1 yang diberikan oleh bapak Agam (guru sejarah kebudayaan Islam) (Wednesday, 27 April 2016)

- d. Learning achievements as the internal indicator and a result of an education institution.
- e. Learning achievements can be made to the indicator students absorption¹¹¹

To know the achievement of student learning and evaluation tool is required. Evaluation is the activity to collect data to know the extent to which the destination has been reached. From an understanding of the above then the evaluation can know whether the student achievement or not. The appliance also called achievement with the test. The test is the questions that must be answered or the commands should be done from the question or command to do something, investigators conclude with standard or other teste.

To measure the achievement of student learning there are three kinds of tests that can be done, namely: diagnostic test, formative test and sumatif test

1) Diagnostic tests

diagnostic test is the test that is used to know the weakness - the weakness of the students so that it can be done based on providing proper treatment

2) The formative test

formative test comes from the word form which is the basis of the term formative and formative evaluation is intended to know the extent to

¹¹¹ Syaiful Bahri Djamarah, Ibid, hlm 3-4

which the students have formed after following something specific program. The formative test held periodically, contents includes all the teaching of the unit that has been taught. The main objective was to know the success and failure of the process of teaching and learning and thus can be used to improve and enhance. The formative test can also in appropriated as a diagnostic test at the end of the lesson. The formative evaluation or formative test given at the end of each program. This test is a post test or test the end of the Process.¹¹²

3) Sumatif test

sumatif test also called with the end of the first semester test or learning evaluation toward the end of the program. This test aims to measure the success of learning learners thoroughly. The material that is taught in one represented program in the details of the questions. The results of the evaluation sumatif used to determine the class rise, passing grade schools or other decision.

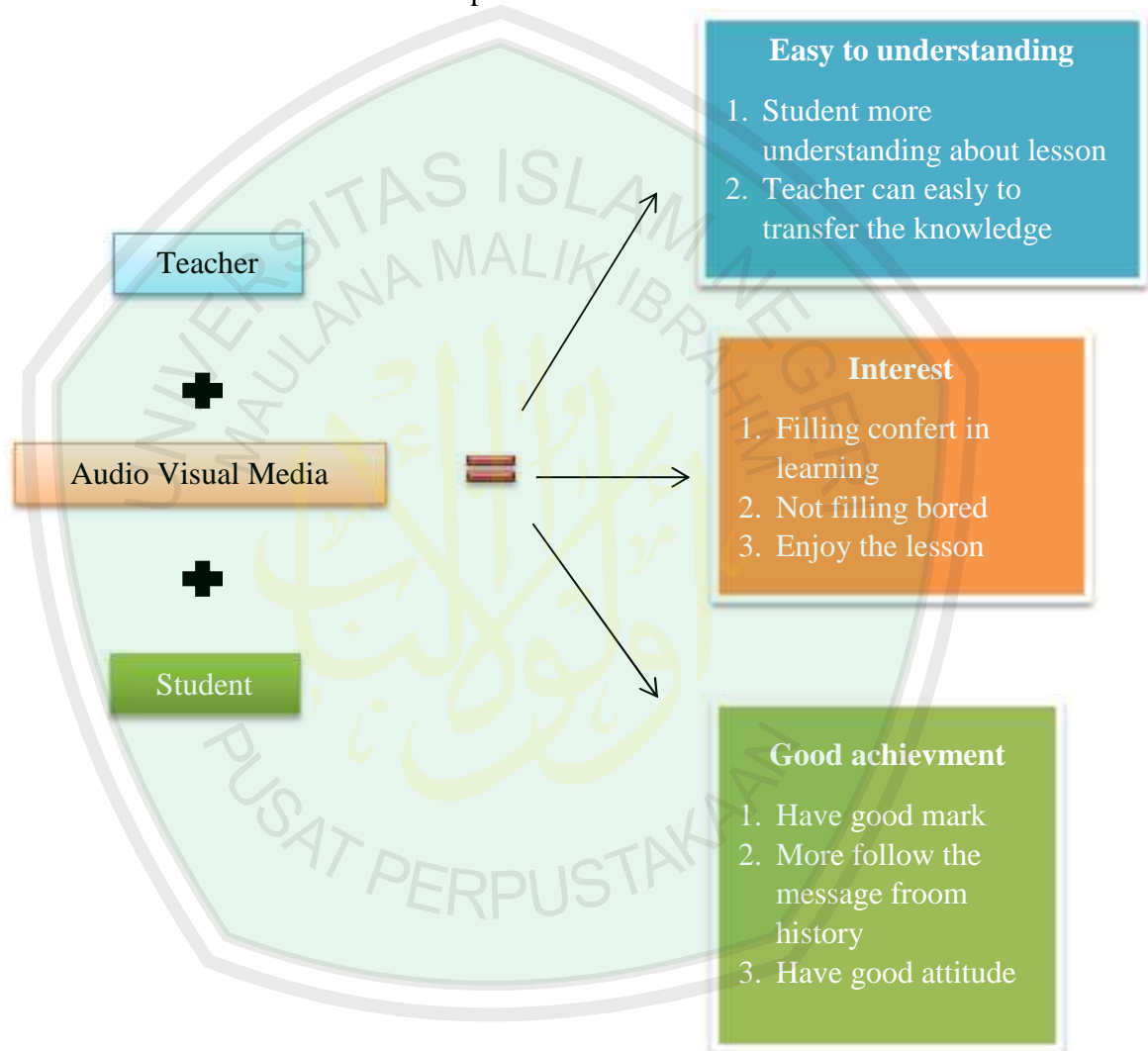
Standard that is used to determine the quality of the evaluation result sumatif using the reference group, but in certain matters can use other references such as reference guidelines or reference value.

The value of the minimum standards of learning in line with the students can be assigned from pihak school by considering the human resources, arrogant materials and equipment arrogant. The value is less than

¹¹² Chabib Thoha, Ibid, hlm 48

the standard will be revealed did not pass and must be re-test and vice versa if the value is above the standard of a passing grade so stated successfully.

Picture 1.3 The impact of the use of Audio Visual Media



CHAPTER VI

CLOSING

B. Conclusion

Based on the discussion of the research results, researchers can be concluded as follows;

1. Audio visual media that is used in the subject history of Islamic culture in MAN Gondanglegi is film media and soun slide media. Both of them using the appliance LCD projector in teaching and learning process in the classroom.
2. The use of audio visual media on the subjects of Islamic cultural history about *dakwah rasulullah* in MAN gondanglegi using the steps namely; prepare lesson materials, early learning, core learning and evaluation.
3. The impact of the use of audio visual media on the subject of cultural history of Islam to the students in MAN Gondanglegi namely; Student can be easy to understand the subjects, not bored in the process of learning and have good achievment on history of Islamic Culture

C. Suggestion

Based on the results of research in MAN Gondanglegi namely about the use of audio visual media on subjects the history of Islamic culture in MAN Gondanglegi, researchers suggested namely:

1. For Madrasah

MAN Gondanglegi should have a plan for the future that is progressive for the development of madrasah until can become madrasah that in accordance with the owned motto, namely Mandagi RCTB (MAN Gondanglegi Religius, Cerdas, Terampil, dan Berprestasi)

2. For history of islamic culture teacher

History Islamic culture teacher must be able to use the audio visual media in the process of learning the history of Islamic culture because it can make it easier for students to understand the material and not filling bored in learning.

3. For student of MAN Gondanglegi

Students should be able to follow the history of Islamic culture in the classroom with good so that will achieve the learning with good and give the impression in everyday life.

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ATTACHMENT

ATTACHMENT 1: INTERVIEW

A. Informan : history of islamic culture teacher in MAN Gondanglegi

Name : Agam Faris Royhansyah, S.Pd.I

Time/place : wednesday, 27/04/2016. 10.30 WIB/Teacher Room

Researcher : Dalam proses belajar mengajar media audio visual apa saja yang pernah bapak gunakan ?

P. Agam : "Media audio visual yang pernah saya gunakan adalah LCD, Film bersuara dan Sound slide. Tapi yang sering saya gunakan adalah media film yang saya di operasikan juga menggunakan computer dan LCD proyektor".

Researcher : Kalau media LCD bagaimana bapak menggunakannya ?

P. Agam : "LCD yang saya maksud adalah menggunakan software power point diaman sudah tidak asing lagi bagi siswa karena sering juga digunakan pada mata pelajaran lain. LCD di gunakan untuk mempresentasikan materi yang di berikan guru di depan kelas. LCD sangat berperan sekali dalam proses belajar mengajar siswa. Selain itu LCD juga bisa di jadikan hiburan untuk menonton film bersama."

Researcher : lalu medi film bagaiman perannya dalam proses belajar pak ?

P. Agam :”Media film memberi picturean yang lebih jelas dan mudah dipahami daripada media visual saja atau audio saja. Pada materi sejarah kebudayaan Islam biasanya ada materi yang butuh picturean jelas dan fakta atau alur cerita yang sulit jika hanya menggunakan metode ceramah saja, oleh sebab itu untuk memudahkan siswa guru menampilkan film yang berkaitan dengan materi.”

Researcher :Bagaimana penggunaan media audio visual di kelas dan apa media yang sering bapak gunakan ??

P. Agam :“Dalam pembelajaran Sejarah Kebudayaan Islam media audio visual yang sering saya gunakan yaitu media proyektor LCD, karena media ini sangat efektif dan efisien. Selain itu siswa juga lebih menyukai media ini, oleh sebab itu setiap kelas terdapat 1 media proyektor LCD. Media yang digunakan dalam pembelajaran Sejarah Kebudayaan Islam sebenarnya ada beberapa macam yaitu Proyektor LCD, Sound Slide, Video Film”.

Researcher :Bagaimana contoh pembelajaran menggunakan media LCD pak ?

P. Agam : “Pada pelajaran sejarah kebudayaan Islam materi sahabat abu bakar as, Saya menggunakan media LCD untuk menjelaskan karakter sahabat abu bakar . Karena video yang di tampilkan

lebih menarik siswa dalam meneladani sikap dan perilaku sahabat abu bakar. Pada saat belajar menggunakan media audio visual anak merasa lebih menikmati pelajaran bahkan sampai ada yang tertidur. Sehubungan dengan metode yang dipakai dalam mata pelajaran sejarah kebudayaan Islam adalah metode ceramah, diskusi, tanya jawab, dan mengadakan evaluasi.”

Researcher : Bagaimana waktu penggunaan media audio visual di kelas pak ?

P. Agam :“penggunaan media audio visual dalam mata pelajaran sejarah kebudayaan Islam terjadwal, yaitu maksimal dalam 1 semester 3 kali guru menggunakan media audio visual. Sebelum menggunakan media,guru harus mempunyai persiapan, pelaksanaan, kegiatan lanjutan atau evaluasi. Dalam mata pelajaran sejarah kebudayaan Islam penggunaan media sangatlah penting, sebab adanya media audio visual siswa lebih mengamati dan mencermati tentang tema-tema yang berkaitan dengan mata pelajaran sejarah kebudayaan Islam, misalnya tentang sahabat rasulullah, hijrah nabi, dan dakwah nabi Muhammad.”

Researcher :lantas apa faktor pendukung dan penghambat dalam penggunaan media audio visual pak ?

P. Agam :“Faktor pendukung belajar mengajar menggunakan media audio visual yaitu tersedianya fasilitas atau sarana prasarana yang memadai, materi yang mencukupi, materi yang memenuhi syarat, memiliki Rooman yang kondusif, nyaman , dan sejahtera, kedisiplinan guru maupun siswa. Serta tersedianya waktu untuk menggunakan media audio visual dalam pembelajaran pendidikan agama Islam dan membangun akhlak yang baik atau akhlak yang mulia, meningkatkan kualitas belajar, dan menyiapkan kurikulum yang representatif.” Secara umum, hambatan penggunaan media audio visual dalam pembelajaran ada enam faktor, yaitu: pertama kurangnya SDM. Kedua, kurangnya fasilitas (minim). Ketiga, rata-rata guru tidak mempunyai referensi untuk pembelajaran pendidikan agama Islam. Keempat, keterlambatan siswa. Kelima keterbatasan waktu. Keenam, kebanyakan guru menggunakan metode yang lama seperti ceramah, mencatat yang banyak sehingga siswa kurang semangat dan suntuk dalam menanggapi pelajaran”.

Researcher :Bagaimana cara bapak menggunakan media audio visual dalam pembelajaran sejarah kebudayaan Islam di kelas ?

P. Agam :“Untuk menghasilkan proses belajar mengajar dengan baik, setelah Praktek menggunakan media audio visual,

yang saya lakukan ialah menilai siswa dengan mengadakan pretes, merangkum, dan menyimpulkan tentang materi yang berhubungan dengan materi sejarah kebudayaan Islam. Karena saya ingin mengetahui sejauh mana siswa menanggapi pelajaran sejarah kebudayaan Islam, disamping itu saya juga mengetahui mana siswa yang serius dan mana siswa yang tidak serius dalam mengikuti pembelajaran, dengan adanya evaluasi saya lebih mudah memahami tingkah laku siswa. Sebagai guru yang mengajar sejarah kebudayaan Islam, saya merasa bangga dengan hasil yang diperoleh oleh siswa”.

Researcher :Baik pak terimakasih atas waktunya dan mohon maaf sudah mengganggu waktu bapak

P. Agam :”sama-sama, saya sebagai guru memang harus membantu dalam bidang pendidikan. Kalau ada informasi yang perlu ditanyakan lagi silahkan langsung hubungi saya”

Researcher : sementara itu dulu pak

- B. Informan : Curriculum development in MAN Gondanglegi**
- Name : Nurul hidayati, S.Pd.**
- Time/Place : wednesday, 27/04/2016. 10.15 WIB/ wakacurriculum Room**
- Researcher :Sejak kapan sekolah ini sudah ada media audio visual bu ?
- Bu Nurul :”kurang lebih sudah 9 tahun sekitar tahun 2009 MAN gondanglegi sudah mulai menggunakan media audio visual dalam proses pembelajaran. Tapi tidak semua mata pelajaran yang menggunakan media audio visual karena komputer masih relatif minim dan belum ada LCD.”
- Researcher :Bagaimana pendapat ibu tentang media audio visual bagi peserta didik di MAN Gondanglegi ini bu ?
- Bu Nurul :“Bagi siswa dalam menggunakan media sangatlah menarik, dan menyenangkan. Disamping itu siswa dapat mengerti, memahami tentang pelajaran tersebut, dan guru lebih mudah menjelaskanatau menerangkan pelajaran. Dengan menggunakan media audio visual termasuk pembelajaran yang menyenangkan, karena siswa tidak merasa bosan, cepat tanggap dalam menerima pelajaran.Jadi, adanya media audio visual yang berupa radio, televisi,maupun LCD sangat mendukung untuk pembelajaran umum maupun agama, dan media audio visual dapat meningkatkan motivasi belajar siswa serta menjadikan siswa dapat belajar lebih giat lagi.”

Researcher :Media audio visual sangat di anjurkan dalam proses pembelajaran mata pelajaran apa bu ?

Bu Nurul :”semua mata pelajaran sangat baik jika menggunakan media audio visual terlebih perkembanagan media juga semakin maju. Mau tidak mau peralatan yang digunakan serba berteknologi. Ada kendala dala penggunaan media audio visual ini yaitu sumber daya guru yang masih belum bisa mengoperasikan dengan baik.”

Researcher :Bagaimana dampak setelah penggunaan media audio visual bu

Bu Nurul :”Dalam proses pembelajaran siswa cenderung diam saat menyaksikan film yang diberikan guru dan lebih paham jika diberi pertanyaan tentang film tersebut. Terkadang saya sebagai guru biologi untuk mengingatkan siswa bertanya tentang film yang berisi materi di minggu lalu kepada siswa. Siswa juga antusias sekali saat melihat film walaupun ada yang clometan itu hanya sedikit dan sendau gurau para siswa.”

Researcher :Baik bu terimakasih atas waktunya dan mohon maaf sudah mengganggu waktu bapak

Bu Nurul :”iya, sama-sama. Kalau ada informasi yang perlu ditanyakan lagi silahkan langsung hubungi saya”

Researcher : sementara itu dulu bu.

C. Informan : Teacher in MAN Gondanglegi

Name : Mulyono, S.Pd

Time/Place : Wednesday, 27/04/2016. 10.15 WIB/ Teacher Room

Researcher : sudah berapa lama bapak menjadi guru multimedia pak ?

Pak mulyono : “sudah lama nak. Sekitar 7 tahun lebih.”

Researcher : bagaimana minat siswa dalam mempelajari multimedia di kelas pak ?

Pak mulyono :”siswa sangat menyukai hal-hal yang berhubungan dengan teknologi akan tetapi kurang mampu menempatkannya seperti contohnya dalam pelajaran multimedia yang seharusnya belajar media grafis malah membuka media lainnya seperti sosial media, game, dan media lainnya.”

Researcher :apakah siswa terkondisikan saat pelajaran pak ?

Pak mulyono :”kalau dalam segi kegaduhan siswa tidak gaduh tetapi dalam segi tugas siswa masih di jumpai membuka media lain yang seharusnya tidak dibuka seperti media sosial dan game tadi.”

Researcher : lalu cara bapak untuk mengfokuskan siswa bagaimana ?

Pak mulyono : “saya mematikan koneksi internet dan mengawasi siswa dalam belajar. Dengan koneksi internet yang terputus siswa tidak dapat lagi membuka sosial media.”

Researcher :bagaimana proses pembelajaran dikelas yang bapak gunakan pak ?

Pak mulyono :”pertama saya menjelaskan tujuan pembelajaran hari ini lalu murid saya suruh mengerjakan tugas yang sudah saya siapkan. Dari proses bejara itu saya bisa menilai mana siswa yang mengikuti pelajaran dengan baik dan tidak. Saat siswa tidak tahu dalam tugas atau saat mengerjakan di komputer siswa saya sarankan untuk bertanya.”

Researcher :apakah siswa senang saat mengikuti pelajaran pak ?

Pak mulyono :”saya tidak bisa menentukan siswa senang atau tidak dalam mengikuti pelajaran saya karena siswa senang atau tidaknya juga dipengaruhi oleh faktor lingkungan dari luar.”

Researcher :apa kendala dalam proses pembelajaran pak ?

Pak mulyono :“pertama yaitu ketergantungan materi pada komputer dan arus listrik yang akan bermasalah jika listrik padam. Kedua sulit memberitugas siswa karena masih sebagian kecil yang memiliki komputer di rumahnya.”

Researcher :apakah multimedia bisa di terapkan pada semua mata pelajaran pak ?

Pak mulyono :”kalau menurut saya bisa saja. Karena hampir semua pelajaran dapat di terapkan pada pembelajaran yang berbasis multimedia. Terlebih media pada saat sekarang sudah mualai canggih.”

Researcher :baik pak sementara itu dulu terimakasih atas waktunya dan maaf sudah mengganggu waktu bapak

Pak mulyono :”tidak apa nak. Saya juga senang bisa berbagi dengan kamu.”



D. Informan : Student of MAN Gondanglegi class X-IPS 1

Name : David Saputra

Time/Place : Wednesday, 27/04/2016. 11.00 WIB/ class X-IPS 1

Researcher : Pada pembelajaran sejarah kebudayaan Islam media audio visual apa saja yang pernah di Tampilkan seperti film atau power point dan sebagainya ?

David :”yang saya tahu media audio visual pada pembelajaran sejarah kebudayaan Islam adalah media film. Kalau power poin pernah waktu pelajaran ekonomi.“

Researcher :bagaimana pendapatmu tentang penggunaan media audio visual dalam pembelajaran sejarah kebudayaan Islam ?

David :“Sangatlah menyenangkan bagi teman -teman, guru dapat memperlihatkan sikap dan perilaku sahabat abu bakar secara jelas dan dengan menggunakan media audio visual siswa lebih tertarik dibandingkan dengan metode ceramah yang sulit untuk menangkap picturean pada cerita dalam mata pelajaran sejarah kebudayaan Islam. pada waktu guru menggunakan media, teman - teman merasa termotivasi, karena menggunakan media tersebut lebih mudah dimengerti tentang pelajaran tersebut”.

Researcher :Media apa yang paling kamu sukai dalam pembelajaran sejarah kebudayaan di kelas ?

David :“Dalam proses pembelajaran sejarah kebudayaan Islam saya suka jika menggunakan media film karena dengan menggunakan media film saya lebih mudah memahami materi yang diberikan guru. Karena sejarah menceritakan masa lampau jadi lebih mudah jika menggunakan film dari pada teks pada buku saja”.

Researcher :Bagaimana kesan kesamu setelah menggunakan media film tersebut ?

David :”saya merasa lebih paham saja. Tidak membuat bosan dan waktu terasa begitu cepat. Pokoknya asyik aja kalau menggunakan media film, tidak perlu repot repot membaca buku sudah tahu isi materinya.”

Researcher :Oke , terimakasih david atas waktunya

David :”sama-sama kak.”

E. Informan : Student of MAN Gondanglegi class X-IPS 1

Name : Nabila Safa

Time/Place : Wednesday, 27/04/2016. 11.30 WIB/ class X-IPS 1

Researcher :Pernah melihat film tidak waktu pembelajaran sejarah kebudayaan Islam ?

Nabila :”Pernah, malah sering. Kalau tidak ada film anak-anak biasanya nanya kapan lihat film lagi.”

Researcher :Bagaimana proses pembelajaran menggunakan media film di kelas kamu ?

Nabila :”Pertama guru menjelaskan tentang materi yang akan disampaikan pada hari itu. Terkadang siswa di ijinakan boleh membeli jajan sebelum melihat film lalu siswa diberi arahan untuk mencatat hal hal yang penting. Terkadang di tengah film diputar guru menghentikannya untuk menjelaskan dan bercerita sedikit. Kalau ada siswa yang tidak bisa diam maka guru biasanya memberi hukuman dengan merias wajahnya pakai sepidol. Setelah itu guru memberi tugas kadang secara kelompok kadang individu atau mengerjakan LKS”

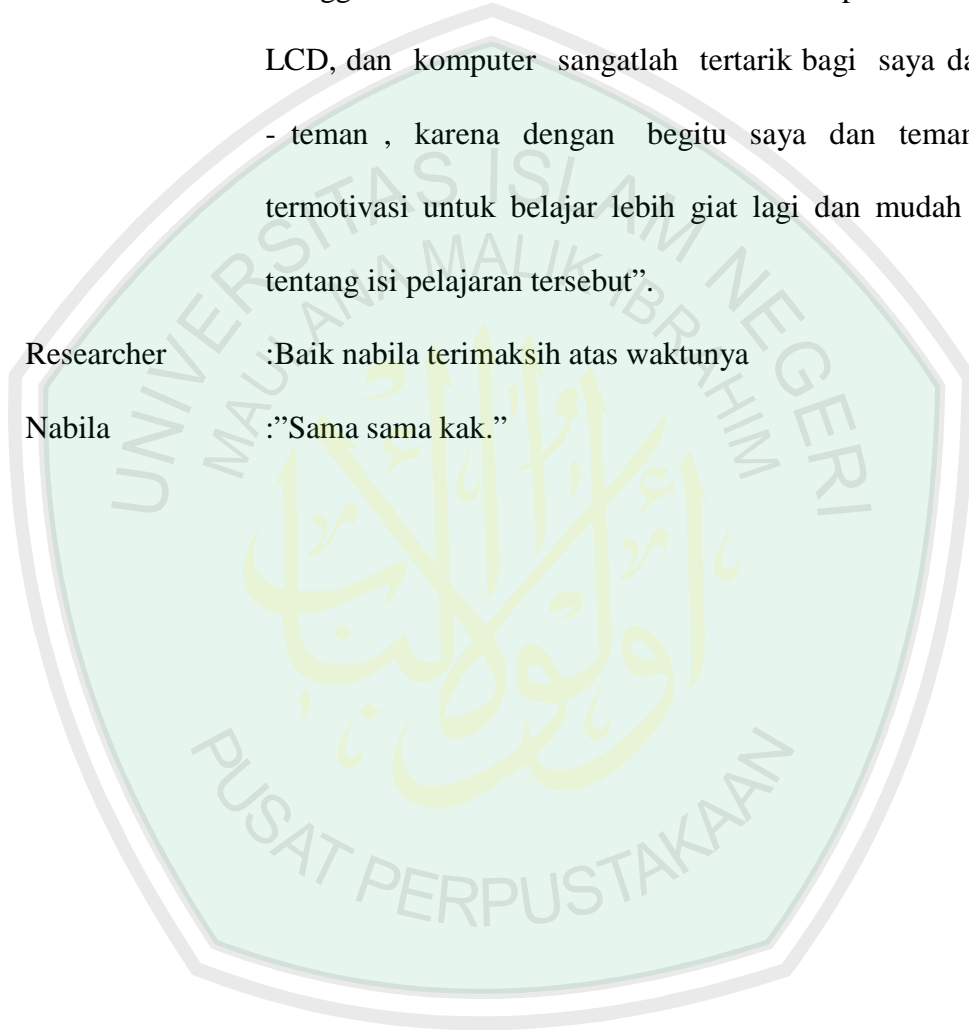
Researcher :bagaimana pembelajaran sejarah kebudayaan Islam di kelas dan kesan apa yang kamu dapat ?

Nabila :“Selama ini guru hanya menggunakan media picture yang ada di buku pelajaran atau LKS (lembar kerja siswa) dan

berceramah dalam menyampaikan pelajaran sehingga siswa menjadi jenuh dan tidak semangat untuk belajar. Ketika guru menggunakan media audio visual berupa televisi, video, LCD, dan komputer sangatlah tertarik bagi saya dan teman-teman, karena dengan begitu saya dan teman-teman termotivasi untuk belajar lebih giat lagi dan mudah di ingat tentang isi pelajaran tersebut”.

Researcher :Baik nabila terimakasih atas waktunya

Nabila :”Sama sama kak.”



F. Informan : Student of MAN Gondanglegi class X-IPS 1

Name : Nadia Amri

Time /Place : Wednesday, 27/04/2016. 09.15 WIB/ Depan kelas X-IPS 1

Researcher :Dalam proses pembelajaran media apa yang paling kamu sukai ?

Nadia :“Saya lebih suka jika pembelajaran menggunakan media audio visual terutama media film. Dalam proses pembelajaran saya tidak kesulitan memahami karena dari film itu saya bisa melihat kejadian atau picturean lebih jelas”.

Researcher :Selain media film media apa lagi ?

Nadia :”Mungkin media permainan yang berkelompok. Seru soalnya “.

Researcher :Dalam media film atau audio visual kesan kesan apa yang kamu dapat setelah selesai pembelajaran menggunakan media tersebut.

Nadia :”Saya merasa lebih paham saja. Tidak membosankan beda sama metode ceramah yang terkadang buat mengantuk”.

Researcher :Kenapa bisa membuat mengantuk ?

Nadia :”Iya. Soalnya kita hanya mendengar terus materi dari guru jadi ndak seru aja gitu. Terus duduk diam lama lama juga terasa ndak nyaman. Beda kalau kelompokan bisa gerak gerak jadi masih ada selingannya”.

Researcher :kalau media film gimana prosesnya ?

Nadia :”pertama guru menyampaikan materi tentang pembelajran hari ini lalu guru mengkondisikan siswa dan mengatur media film seperti laptop LCD dan pencerahan cahaya lalu memulai filmnya. Setelah selesai guru memberi pertanyaan dan tanya jawab. Terus kadang ada tugas dari bapaknya kadang kelompok kadang individu.”

Researcher :baik. Terimakasih atas infonya nadia

Nadia :”sama sama kak”



G. Informan : Student of MAN Gondanglegi class XI-IPS 1

Name : Ainul Wahab

Time/Place : Wednesday, 27/04/2016. 11.15 WIB/ class XI-IPS 1

Researcher : bagaimana proses pembelajaran sejarah kebudayaan Islam di kelasmu ?

Ainul :“dalam proses pembelajaran sejarah kebudayaan Islam di kelas saya merasakan bosan karena materinya yang harus membaca banyak sekali berbeda pada saat menggunakan media film. Saya merasa tidak bosan ketika melihat banyak picture-picture yang di tayangkan dan juga bersuara yang tidak membuat sepi lagi”.

Researcher :jadi dulu waktu kelas X menggunakan media audio visual ?

Ainul :”iya kak. Dulu sering menonton film terlebih lagi materi sejarah kebudayaan Islam kan menceritakan masa lalu kalau hanya cerita saja kurang menarik menurut saya mungkin karena saya lebis suka lihat film daripada membaca komik atau novel tapi yang jelas saya lebih suka film.”

Researcher : Kenapa di kelas yang sekarang tidak menggunakan media audio visual ?

Ainul :”Gurunya sudah ganti kak. Kalau dulu bapak agam yang ngajar jadi sering menggunakan media film. Kalau sekarang sudah ganti bu guru baru jadi caranya juga berbeda.”

Researcher :Sebagai ketua kelas bagaimana kesan kesan anak anak setelah menggunakan media audio visual ?

Ainul :”sepengetahuan saya anak anak lebih suka aja. Di samping belajar anak anak bisa terhibur dengan adanya film. Soalnya kebanyakan anak anak tidak suka pelajaran yang terlalu serius sehingga membuat tegang.”

Researcher : Selain media film media apa yang di sukai anak anak dalam pembelajaran sejarah kebudayaan Islam di kelas ?

Ainul :”Mungkin seperti lomba lomba antar kelompok kak, dimana dalam satu kelas di bagi beberapa kelompok untuk mendiskusikan materi dan diadakan lomba seperti game cerdas cermat atau yang menantang ainnya.”

Researcher :Kenapa menyukai metode seperti itu ?

Ainul :”Ya asyik aja kak. Bisa berlomba dengan tenang jadi merasa tertantang dengan yang lain. Pokoknya tidak membosankan menurut saya.”

Researcher :oke terimakasih ainul, maaf sudah mengganggu waktunya

Ainul :”Tidak apa kak. Sama sama , senang bisa membantu.

ATTACHMENT 2: Documentation in MAN Gondanglegi



Picture 1.4 MAN Gondanglegi



Picture 1.5 Yard of MAN Gondanglegi



Picture 1.6 Interview with Mr. Agam (Teacher of History of Islamic Culture)



Picture 1.7 Interview with Mr. Mulyono (Multimedia teacher)



Picture 1.8 Interview with student of MAN Gondanglegi



Picture 1.9 Interview with student of MAN Gondanglegi



Picture 1.10 Interview with student of MAN Gondanglegi



Picture 1.11 Interview with student of MAN Gondanglegi



Picture 1.12 Learning proses in X MIA 4 MAN Gondanglegi



Picture 1.13 Learning proses in X MIA 4 MAN Gondanglegi



Picture 1.14 Learning proses in X MIA 4 MAN Gondanglegi



Picture 1.15 Learning proses in X MIA 4 MAN Gondanglegi



Picture 1.16 Learning proses in X MIA 4 MAN Gondanglegi



Picture 1.17 Learning proses in X MIA 4 MAN Gondanglegi



Picture 1.18 Learning proses in X MIA 4 MAN Gondanglegi



Picture 1.19 Learning proses in X MIA 4 MAN Gondanglegi

Attachment



**MAULANA MALIK IBRAHIM
STATE ISLAMIC UNIVERSITY MALANG
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Jl. Gajayana 50. Malang Telp. 0341-552389 Faximile. 0341-552398

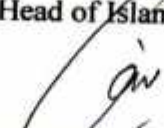
Website : www.fitk.uin-malang.ac.id Email : fitk_uinmalang@yahoo.com

EVIDENCE OF CONSULTATION

Name : Rohmad Ngateno
NIM : 12110232
Advisor : Mujtahid, M.Ag
Title of Skripsi : THE USING AUDIO VISUAL MEDIA ON HISTORY OF ISLAMIC CULTURE IN MAN GONDANGLEGI MALANG

No	Date of Consultation	Consultation Material	Signature
1	29 April 2016	CHAPTER I	1.
2	2 Mei 2016	CHAPTER II	2.
3	5 Mei 2016	CHAPTER III	3.
4	12 Mei 2016	Revision of Proposal	4.
5	19 Mei 2016	CHAPTER IV	5.
6	30 Mei 2016	Revision of Instrument	6.
7	3 Junie 2016	CHAPTER V	7.
8	13 June 2016	ACC	8.

Acknowledged by,
Head of Islamic Education Department


Dr. Marno, M.Ag
NIP. 196504031998031002



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Nomor : Un.3.1/TL.00.1/2016
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

11 April 2016

Kepada
Yth. MAN Gondanglegi Malang
di
Malang

Assalamu'alaikum Wr. Wb.

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

Nama : Rohmad Ngateno
NIM : 12110232
Jurusan : Pendidikan Agama Islam (PAI)
Semester – Tahun Akademik : Genap - 2015/2016
Judul Skripsi : Penerapan Media Audio Visual dalam Meningkatkan Prestasi Belajar pada Mata Pelajaran Sejarah Kebudayaan Islam di MAN Gondanglegi

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.



Dean
Wakil Dekan Bid. Akademik,

Dr. Hj. Sulalah, M.Ag
NIP. 19651112 199403 2 002

Ketua Jurusan PAI



KEMENTERIAN AGAMA RI
MADRASAH ALIYAH NEGERI (MAN) GONDANGLEGI
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Website : <http://www.mandagi.sch.id>, Email : man_gondanglegi@mandagi.sch.id

S URAT KETERANGAN

Nomor : Ma.15.85/ PP.00.1/ 206 / 2016

Yang bertanda tangan dibawah ini :

Nama : Drs. Mohammad Husnan, M.Pd
NIP : 19621101 199003 1 007
Jabatan : Kepala Madrasah
Unit Kerja : MAN Gondanglegi
Surat keterangan ini menerangkan bahwa :
Nama : Rohmad Ngateno
NIP : 12110232
Pendidikan : Tarbiyah
Bidang : Pendidikan Agama Islam

Yang telah melaksanakan penelitian di MAN Gondanglegi dari tanggal 27 April 2016 s.d 14 Mei 2016 dengan
Judul “ Penggunaan Media Audio Visual pada mata pelajaran Sejarah Kebudayaan Islam di MAN
Gondanglegi Kabupaten Malang “

Surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Gondanglegi, 26 Mei 2016

Kepala Madrasah



Drs. Mohammad Husnan, M.Pd
NIP.19621101 199003 1 007

SILABUS PEMBELAJARAN

SATUAN PENDIDIKAN : MADRASAH ALIYAH
 MATA PELAJARAN : SKI
 KELAS/PROGRAM : X (SEPULUH) / WAJIB

KOMPETENSI INTI :

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
 KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan), berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
 KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada berbagai konteks spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
 KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

SILABUS SEJARAH KEBUDAYAAN ISLAM (SKI) KELAS X/ GANJIL

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Meyakini bahwa setiap muslim memiliki kewajiban berdakwah terhadap masyarakat	-	-	-	Observasi Penilaian Diri Penilaian Sejawat Jurnal/Catatan	-	-
1.2 Meyakini bahwa	-	-	-	Observasi Penilaian Diri Penilaian	-	-

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
berdakwah adalah kewajiban setiap muslim 1.3	-	-	-	Sejawat Jurnal/Catatan Observasi Penilaian Diri Penilaian Sejawat Jurnal/Catatan	-	-
Menghayati nilai-nilai hijrah yang dilakukan oleh Rasulullah Saw. dan para sahabat	-	-	-	Observasi Penilaian Diri Penilaian Sejawat Jurnal/Catatan	-	-
1.4.	-	-	-	Observasi Penilaian Diri Penilaian Sejawat Jurnal/Catatan	-	-
Menghayati nilai-nilai positif yang dimiliki oleh masyarakat Madinah	-	-	-	Observasi Penilaian Diri Penilaian Sejawat Jurnal/Catatan	-	-
1.5.	-	-	-	Observasi Penilaian Diri Penilaian Sejawat Jurnal/Catatan	-	-
Menghayati nilai-nilai perjuangan dakwah Rasulullah	-	-	-	Observasi Penilaian Diri Penilaian Sejawat Jurnal/Catatan	-	-

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
ah Saw. pada periode Medinah						
1.6. Menghayati sikap istikamah perjuangan <i>as-sabiqun al awwalu n</i> dalam berdakwah bersama Rasulullah Saw.	-	-	-	Observasi Penilaian Diri Penilaian Sejawat Jurnal/Catatan	-	-
1.7. Menghayati nilai-nilai jihad yang dilakukan oleh Rasulullah Saw dan para sahabat dalam <i>Fathu</i>	-	-	-	Observasi Penilaian Diri Penilaian Sejawat Jurnal/Catatan	-	-

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<i>Makkah</i>						
2.1 Memiliki semangat melakukan perubahan ke arah yang baik sebagai implemmentasi dari hikmah memahami kondisi masyarakat Mekah sebelum Islam.	-	-	-	Observasi Penilaian Diri Penilaian Sejawat Jurnal/Catatan	-	-
2.2 Memiliki semangat berdakwah sebagai implemmentasi dari pemahaman strategi dakwah	-	-	-	Observasi Penilaian Diri Penilaian Sejawat Jurnal/Catatan	-	-

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Rasulullah saw. di Mekah.						
2.3. Memiliki semangat hijrah ke arah yang lebih baik sebagai implementasi dari hikmah memahami peristiwa hijrah	-	-	-	Observasi Penilaian Diri Penilaian Sejawat Jurnal/Catatan	-	-
2.4. Membiasakan hidup tolong menolong sebagai implementasi dari hikmah memahami kondisi masyarakat Madinah sebelum	-	-	-	Observasi Penilaian Diri Penilaian Sejawat Jurnal/Catatan	-	-

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Islam 2.5. Membiasakan hidup rukun dan tolong menolong sebagai implementasi dari memahami hubungan kaum Anshar dan Muhajirin di Madinah	-	-	-	Observasi Penilaian Diri Penilaian Sejawat Jurnal/Catatan	-	-
2.6. Meneladani sifat mulia dari para sahabat sahabat <i>as-sabiqun al awwalun</i>	-	-	-	Observasi Penilaian Diri Penilaian Sejawat Jurnal/Catatan	-	-
2.7. Memiliki sikap tangguh	-	-	-	Observasi Penilaian Diri Penilaian Sejawat	-	-

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan semangat menegakkan kebenaran sebagai implementasi dari pemahaman peristiwa <i>Fathu Makkah</i>				Jurnal/Catatan		
<p>3.1. Memahami kondisi Masyarakat Mekah sebelum Islam</p> <p>4.1. Menceritakan kondisi masyarakat Mekah sebelum Islam</p>	<p>3.1.1. Menjelaskan keadaan bangsa Arab sebelum Islam</p> <p>3.1.2. Menyebutkan sesembahan Masyarakat Makkah</p>	<p>a. Kondisi Masyarakat Makkah sebelum Islam</p>	<p>Mengamati</p> <p>) Mengamati gambar orang yang berhubungan kepercayaan Bangsa Arab sebelum Islam</p> <p>) Menyimak penjelasan singkat dari guru tentang kondisi</p>	<p>Tugas:</p> <p>) Mengumpulkan informasi dari berbagai sumber tentang peradaban Masyarakat Mekah sebelum Islam..</p> <p>) Diskusi kelompok membahas tentang peradaba</p>	<p>2 TM (45 x 4)</p>	<p>) Buku Pedoman Guru Mapel SKI MA, Kementag RI, 2014</p> <p>) Buku Pegangan Siswa Mapel SKI MA,</p>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>sebelum Islam</p> <p>3.1.3. Menjelaskan budaya masyarakat Makkah sebelum Islam</p> <p>3.1.4. Mendiskripsikan keadaan masyarakat Makkah sebelum Islam.</p> <p>4.1.1. Menceritakan kondisi Bangsa Arab sebelum Islam</p>		<p>Bangsa Arab sebelum Islam</p> <p>Menanya</p> <p>) Memberi komentar atau menanya terhadap gambar yang diamati.</p> <p>) Guru mempersilahkan siswa lain untuk menanggapi pertanyaan temannya</p> <p>) Guru memberi tanggapan atas pertanyaan dan tanggapan dari siswa.</p> <p>Mengeksplorasi</p>	<p>n Masyarakat Mekah sebelum Islam.</p> <p>) Mempresentasikan hasil tentang peradaban Masyarakat Mekah sebelum Islam.</p> <p>Observasi Menilai keaktifan siswa dalam mengikuti proses pembelajaran didalam kelas atau saat mengerjakan tugas.</p> <p>Portofolio, Guru menilai hasil pekerjaan individu maupun kelompok</p>		<p>Kemendagri RI, 2014</p> <p>) Al-Qur'an dan Terjemahan</p> <p>) Buku penunjang lainnya yang relevan</p> <p>) Media cetak dan elektronik sesuai materi</p> <p>) Lingkungan sekitar yang mendukung</p>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>) Menentukan sumber informasi berkaitan dengan peradaban Masyarakat Mekah sebelum Islam.</p> <p>) Mengumpulkan informasi dari berbagai sumber termasuk media cetak dan elektronik tentang peradaban Masyarakat Mekah sebelum Islam.</p> <p>Mengasosiasikan</p> <p>) Merumuskan kembali</p>	<p>tentang pencarian informasi tentang peradaban Masyarakat Mekah sebelum Islam.</p> <p>Tes Tulis/Lisan Guru menilai proses dan hasil belajar secara individu tentang peradaban Masyarakat Mekah sebelum Islam.</p>		

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>hasil temuan dari beberapa sumber belajar mengenai peradaban Masyarakat Mekah sebelum Islam.</p> <p>) Menganalisis hasil temuannya berkaitan dengan peradaban Masyarakat Mekah sebelum Islam.</p> <p>Mengkomunikasikan</p> <p>) Mempresentasikan kesimpulan yang telah dirumusk</p>			

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>an berkaitan dengan peradaban Masyarakat Mekah sebelum Islam.</p> <p>) Menyampaikan hasil belajar atau hasil temuannya tentang peradaban Masyarakat Mekah sebelum Islam.</p>			
<p>3.2. Memahami substansi dan strategi dakwah Rasulullah Saw. periode Mekah</p> <p>4.2. Menyajikan</p>	<p>3.2.1 Menjelaskan kerasulan Muhammad pada awal kenabian</p> <p>3.2.2</p>	<p>a. Kerasulan Nabimu Muhammad saw.</p> <p>b. Strategi Dak</p>	<p>Mengamati</p> <p>) Mengamati gambar yang berhubungan dengan dakwah Rasulullah Saw. periode Mekah</p> <p>) Menyimak</p>	<p>Tugas:</p> <p>) Mengumpulkan informasi dari berbagai sumber tentang Peristiwa Hijrah Nabi Muhammad</p>	<p>2 TM (45 x 4)</p>	<p>) Buku Pedoman Guru Mapel SKI MA, Kemerag RI, 2014</p> <p>) Buku</p>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dalam peta konsep mengenai faktor-faktor keberhasilan dakwah Rasulullah Saw. periode Mekah	<p>Menguraikan strategi dakwah Nabi Muhammad saw. di Mekah</p> <p>3.2.3 Menjelaskan Substansi dakwah rasulullah. Saw priode Makkah</p> <p>3.2.4 Menjelaskan peristiwa Hijrah Ke Madinah</p> <p>4.2.1 Menceritakan figure kepemimpinan Rasulullah Saw</p>	wah Nabi Muhammad saw. Di Makkah	<p>pengantar singkat dari guru tentang strategi dakwah Rasulullah Saw. periode Mekah</p> <p>Menanya</p> <p>) Memberi komentar atau menanya terhadap gambar yang diamati.</p> <p>) Guru mempersilahkan siswa lain untuk menanggapi pertanyaan temannya</p> <p>) Guru memberikan tanggapan atas pertanyaan dan</p>	<p>ad saw.</p> <p>) Diskusi kelompok membahas hasil temuan substansi tentang dakwah Rasulullah Saw. periode Mekah</p> <p>) Mempresentasikan tentang dakwah Rasulullah Saw. periode Mekah</p> <p>Observasi</p> <p>Menilai keaktifan siswa dalam mengikuti proses pembelajaran didalam kelas atau saat mengerjakan</p>		<p>Pegangan Siswa Mapel SKI MA, Kemerdekaan RI, 2014</p> <p>) Al-Qur'an dan Terjemahannya</p> <p>) Buku penunjang lainnya yang relevan</p> <p>) Media cetak dan elektronik sesuai materi</p> <p>) Lingkungan sekitar</p>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	di awal perkembangan Islam di Mekah		tanggapan dari siswa. Mengeksplorasi) Menentukan sumber informasi berkaitan dengan substansi dan strategi dakwah Rasulullah Saw. periode Mekah) Mengumpulkan informasi dari berbagai sumber termasuk media cetak dan elektronik tentang substansi dan strategi dakwah Rasulullah Saw. periode	n tugas. Portofolio, Menilai hasil pekerjaan individu maupun kelompok tentang substansi dan strategi dakwah Rasulullah Saw. periode Mekah Tes Tulis/Lisan Menilai proses dan hasil belajar secara individu tentang substansi dan strategi dakwah Rasulullah Saw. periode Mekah		yang mendukung

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>Mekah</p> <p>Mengasosiasikan</p> <p>) Merumuskan kembali hasil temuan dari beberapa sumber belajar mengenai substansi dan strategi dakwah Rasulullah Saw. periode Mekah.</p> <p>) Menganalisis hasil temuannya berkaitan dengan substansi dan strategi dakwah Rasulullah Saw. periode</p>			

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>Mekah.</p> <p>Mengkomunikasikan</p> <p>) Mempresentasikan kesimpulan yang telah dirumuskan berkaitan dengan dakwah Nabi Muhammad di Makkah.</p> <p>) Menyampaikan hasil belajar atau hasil temuan tentang dakwah Nabi Muhammad di Makkah.</p>			
3.3. Menganalisis faktor-faktor penyebab	3.3.1 Menjelaskan latar belakang hijrah Rasulullah	Peristiwa Hijrah Nabi Muhammad saw.	Mengamati) Mengamati gambar yang berhubungan Peristiwa	Tugas:) Mengumpulkan informasi dari berbagai	2 TM (45x4)	) Buku Pedoman Guru Mapel SKI MA,

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
hijrah Rasulullah Saw. 4.3. Memetakan faktor-faktor penyebab hijrahnya Rasulullah saw.	ah saw. 3.3.2 Menguraikan perjalanan hijrah Nabi Muhammad saw. 3.3.3 Menjelaskan sambutan kaum Anshar terhadap kaum Muhajirin 3.3.4 Menjelaskan hal pertama yang dilakukan Nabi setelah tiba di Medina 4.3.1. Menceritakan		Hijrah Nabi Muhammad saw. Menyimak pengantar singkat dari guru tentang Peristiwa Hijrah Nabi Muhammad saw. Menanya Memberi komentar atau menanya terhadap gambar yang diamati. Guru mempersilahkan siswa lain untuk menanggapi apa pertanyaan temannya Guru	sumber tentang Peristiwa Hijrah Nabi Muhammad saw. Diskusi kelompok membahas hasil temuannya mengenai pengertian Hijrah Nabi Muhammad saw. Mempresentasikan di depan kelas tentang strategi hijrah yang dilakukan Rasulullah Saw. dan para sahabat		Kemendiknas RI, 2014 Buku Pegangan Siswa Mapel SKI MA, Kemendiknas RI, 2014 Al-Qur'an dan Terjemahannya Buku penunjang lainnya yang relevan Media cetak dan elektronik

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	peristiwa hijrah Rasulallah Saw. ke Medinah		<p>memberi tanggapan atas pertanyaan dan tanggapan dari siswa.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none">) Menentukan sumber informasi berkaitan dengan Peristiwa Hijrah Nabi Muhammad saw.) Mengumpulkan informasi dari berbagai sumber termasuk media cetak dan elektronik tentang Peristiwa Hijrah Nabi Muhammad saw. 	<p>Observasi Menilai keaktifan siswa dalam mengikuti proses pembelajaran didalam kelas atau saat mengerjakan tugas.</p> <p>Portofolio, Menilai hasil pekerjaan individu maupun kelompok tentang strategi hijrah yang dilakukan Rasulullah Saw. dan para sahabat</p> <p>Tes Tulis/Lisan Menilai proses dan hasil belajar secara</p>		<p>sesuai materi</p> <p>) Lingkungan sekitar yang mendukung</p>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>Mengasosiasikan</p> <p>) Merumuskan kembali hasil temuan dari beberapa sumber belajar mengenai Peristiwa Hijrah Nabi Muhammad saw.</p> <p>) Menganalisis hasil temuannya berkaitan dengan Peristiwa Hijrah Nabi Muhammad saw.</p> <p>Mengkomunikasikan</p> <p>) Mempres</p>	<p>individu tentang strategi hijrah yang dilakukan Rasulullah Saw. dan para sahabat</p>		

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>entasikan kesimpulan yang telah dirumuskan berkaitan dengan Peristiwa Hijrah Nabi Muhammad saw.</p> <p>) Menyampaikan hasil belajar atau hasil temuannya tentang Peristiwa Hijrah Nabi Muhammad saw.</p>			
<p>3.4. Memahami kondisi Masyarakat Medinah sebelum Islam</p> <p>4.4. Menceritakan</p>	<p>3.4.1 Menjelaskan kondisi masyarakat Medinah</p> <p>3.4.2 Mendiskusikan</p>	<p>Peradaban Masyarakat Medinah Sebelum Islam</p>	<p>Mengamati</p> <p>) Mengamati gambar yang berhubungan dengan peradaban masyarakat Medinah sebelum</p>	<p>Tugas:</p> <p>) Mengumpulkan informasi dari berbagai sumber mengenai peradaban masyarakat</p>	<p>2 TM (45x4)</p>	<p>) Buku Pedoman Guru Mapel SKI MA, Kementerian RI, 2014</p>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kondisi masyarakat Medinah sebelum Islam	<p>n kepercayaan dan agama masyarakat Medinah Sebelum Islam</p> <p>3.4.3 Menjelaskan hubungan masyarakat Medinah dengan Dakwah Nabi di Mekah</p> <p>3.4.4 Menjelaskan tanggapan masyarakat Medinah terhadap kedatangan</p>		<p>Islam</p> <p>) Menyimak pengantar singkat dari guru tentang peradaban masyarakat Medinah sebelum Islam</p> <p>Menanya</p> <p>) Memberi komentar atau menanya terhadap gambar yang diamati.</p> <p>) Guru mempersilahkan siswa lain untuk menanggapi pertanyaan temannya</p> <p>) Guru memberi tanggapan</p>	<p>at Medinah sebelum Islam</p> <p>) Diskusi kelompok membahas hasil temuan tentang peradaban masyarakat Medinah sebelum Islam</p> <p>) Mempresentasikan hasil diskusi kelompok tentang peradaban masyarakat Medinah sebelum Islam</p> <p>Observasi Menilai</p>		<p>) Buku Pegangan Siswa Mapel SKI MA, Kementrian RI, 2014</p> <p>) Al-Qur'an dan Terjemahannya</p> <p>) Buku penunjang lainnya yang relevan</p> <p>) Media cetak dan elektronik sesuai materi</p> <p>) Lingkungan</p>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>gan Islam</p> <p>4.4.1. Memaparkan kondisi kota Madinah sebelum kedatangan Islam</p>		<p>n atas pertanyaan dan tanggapan dari siswa.</p> <p>Mengeksplorasi</p> <p>) Menentukan sumber informasi berkaitan dengan peradaban masyarakat Madinah sebelum Islam</p> <p>) Mengumpulkan informasi dari berbagai sumber termasuk media cetak dan elektronik tentang peradaban masyarakat Madinah</p>	<p>keaktifan siswa dalam mengikuti proses pembelajaran didalam kelas atau saat mengerjakan tugas.</p> <p>Portofolio, Menilai hasil pekerjaan individu maupun kelompok tentang peradaban masyarakat Madinah sebelum Islam</p> <p>Tes Tulis/Lisan Menilai proses dan hasil belajar secara individu tentang peradaban masyarakat</p>		<p>sekitar yang mendukung</p>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>sebelum Islam.</p> <p>Mengasosiasikan</p> <p>) Merumuskan kembali hasil temuan dari beberapa sumber belajar mengenai peradaban masyarakat Medinah sebelum Islam</p> <p>) Menganalisis hasil temuannya berkaitan dengan peradaban masyarakat Medinah sebelum Islam</p>	Medinah sebelum Islam		

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>Mengkomunikasikan</p> <ul style="list-style-type: none">) Mempresentasikan kesimpulan yang telah dirumuskan berkaitan dengan peradaban masyarakat Medinah sebelum Islam) Menyampaikan hasil belajar atau hasil temuan tentang peradaban masyarakat Medinah sebelum Islam 			
3.5. Memahami substansi dan	3.5.1 Menjelaskan strategi	Strategi Dakwah	<p>Mengamati</p> <ul style="list-style-type: none">) Mengamati gambar yang 	<p>Tugas:</p> <ul style="list-style-type: none">) Mengumpulkan bahan/inf 	2 TM (45 x 4)	) Buku Pedoman Guru

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
strategi dakwah Rasulullah Saw. periode Madinah 4.5.Mempresmentasikan hubungan antara kaum Anshor dan Muhajirin	dakwah Rasulullah di Madinah 3.5.2. Menjelaskan sikap orang kafir Quraisy di Madinah 3.5.3 Menguraikan tantangan dakwah Nabi Madinah 3.5.4. Menjelaskan Kunci Keberhasilan Dakwah Nabi di Madinah	Rasulullah saw.	berhubungan dengan strategi dakwah Rasulullah pada periode Madinah Menyimak pengantar singkat dari guru tentang strategi dakwah Rasulullah pada periode Madinah secara umum Menanya Menyimak komentar atau menanya terhadap gambar yang diamati. Guru mempersilahkan siswa lain	ormasi dari berbagai sumber tentang strategi dakwah Rasulullah pada periode Madinah Diskusi kelompok membahas hasil penggalannya tentang strategi dakwah Rasulullah pada periode Madinah Mempresmentasikan laporan hasil diskusi tentang strategi dakwah Rasulullah pada		Mapel SKI MA, Kementag RI, 2014 Buku Pegangan Siswa Mapel SKI MA, Kementag RI, 2014 Al-Qur'an dan Terjemahannya Buku penunjang lainnya yang relevan Media cetak

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	4.5.1 Membuat peta konsep mengenai kunci keberhasilan dakwah Rasulullah Saw. periode Medinah		untuk menanggapi pertanyaan-pertanyaannya Guru memberikan tanggapan atas pertanyaan dan tanggapan dari siswa. Mengeksplorasi Menentukan sumber informasi berkaitan dengan strategi dakwah Rasulullah pada periode Medinah. Mengumpulkan informasi dari berbagai sumber termasuk	periode Medinah Observasi Menilai keaktifan siswa dalam mengikuti proses pembelajaran didalam kelas atau saat mengerjakan tugas. Portofolio, Menilai hasil pekerjaan individu maupun kelompok tentang <i>pubbun-dun-ya, pasad, takabur/ ujub, riya'</i> Tes Tulis/Lisan Menilai proses dan hasil belajar		dan elektronik sesuai materi Lingkungan sekitar yang mendukung

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>media cetak dan elektronik tentang strategi dakwah Rasulullah pada periode Medinah.</p> <p>Mengasosiasikan</p> <p>) Merumuskan kembali hasil temuan dari beberapa sumber belajar mengenai strategi dakwah Rasulullah pada periode Medinah</p> <p>) Menganalisis hasil temuannya berkaitan dengan</p>	secara individu tentang strategi dakwah Rasulullah pada periode Medinah		

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>strategi dakwah Rasulullah pada periode Medinah.</p> <p>Mengkomunikasikan</p> <p>) Mempres-entasikan kesimpulan yang telah dirumuskan berkaitan dengan strategi dakwah Rasulullah pada periode Medinah.</p> <p>) Menyampaikan hasil belajar atau hasil temuannya tentang strategi dakwah Rasulullah pada periode</p>			

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			Medinah.			
3.6. Memahami sifat/kepribadian dan peran para sahabat <i>as-sabiqun al awwalun</i>	3.6.1. Menjelaskan pengertian para sahabat <i>as-sabiqun al awwalun</i>	para sahabat <i>as-sabiqun al awwalun</i>	Mengamati) Mengamati gambar yang berhubungan dengan para sahabat <i>as-sabiqun al awwalun</i>	Tugas:) Mengumpulkan bahan / informasi dari berbagai sumber tentang para sahabat <i>as-sabiqun al awwalun</i>	2 TM (45 x 4)	) Buku Pedoman Guru Mapel SKI MA, Kementag RI, 2014
4.6. Menceritakan sikap-sikap utama dari <i>as-sabiqun al awwalun</i>	3.6.2. Menyebutkan sifat dan kepribadian para sahabat <i>as-sabiqun al awwalun</i>		) Menyimak pengantar singkat dari guru tentang para sahabat <i>as-sabiqun al awwalun</i>	) Diskusi kelompok membahas hasil penggalannya tentang para sahabat <i>as-sabiqun al awwalun</i>		) Buku Pegangan Siswa Mapel SKI MA, Kementag RI, 2014
	3.6.3. Menguraikan kelebihan sifat dan kepribadian para sahabat		Menanya) Memberi komentar atau menanya terhadap gambar yang diamati.) Guru mempersilahkan siswa	) Mempresentasikan laporan hasil diskusi tentang		) Al-Qur'an dan Terjemahannya) Buku penunjang lainnya yang

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>as-sabiqunal awwalun</i> 3.6.4. Menjelaskan hikmah dari sifat dan kepribadian para sahabat <i>as-sabiqunal awwalun</i></p> <p>4.6.1. Mencirikan sikap para sahabat <i>as-sabiqunal awwalun</i></p>		<p>lain untuk menanggapi apa pertanyaan temannya Guru memberikan tanggapan atas pertanyaan dan tanggapan dari siswa.</p> <p>Mengeksplorasi Menentukan sumber informasi berkaitan dengan para sahabat <i>as-sabiqunal awwalun</i> Mengumpulkan informasi dari berbagai sumber</p>	<p>para sahabat <i>as-sabiqunal awwalun</i></p> <p>Observasi Menilai keaktifan siswa dalam mengikuti proses pembelajaran di dalam kelas atau saat mengerjakan tugas.</p> <p>Portofolio, Menilai hasil pekerjaan individu maupun kelompok tentang para sahabat <i>as-sabiqunal awwalun</i></p> <p>Tes Tulis/Lisan Menilai</p>		<p>relevan</p> <p>) Media cetak dan elektronik sesuai materi</p> <p>) Lingkungan sekitar yang mendukung</p>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>termasuk media cetak dan elektronik tentang para sahabat <i>as-sabiqunal awwalun</i></p> <p>Mengasosiasikan</p> <p>) Merumuskan kembali hasil temuan dari beberapa sumber belajar mengenai para sahabat <i>as-sabiqunal awwalun</i></p> <p>) Menganalisis hasil temuannya berkaitan dengan</p>	<p>proses dan hasil belajar secara individu tentang para sahabat <i>as-sabiqunal awwalun</i></p>		

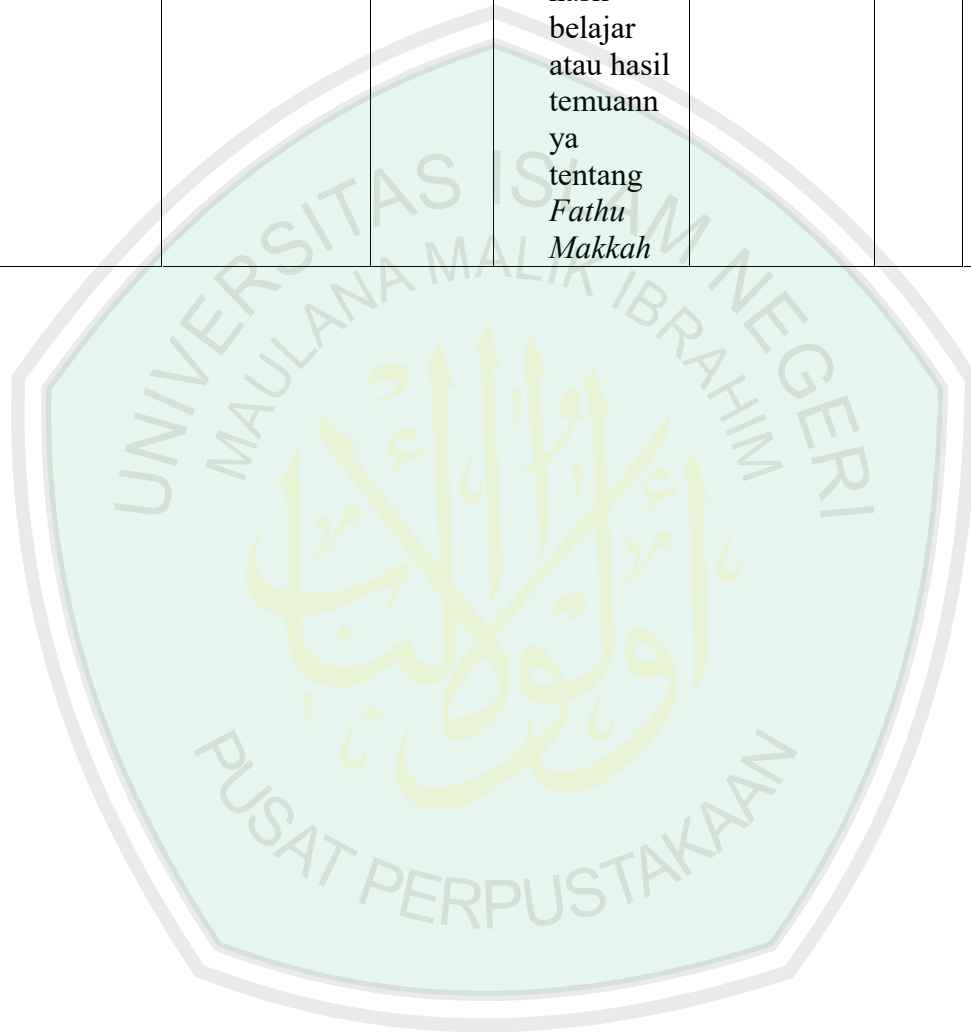
Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>para sahabat <i>as-sabiqunal awwalun</i></p> <p>Mengkomunikasikan</p> <p>) Mempres entasikan kesimpulan yang telah dirumuskan berkaitan dengan para sahabat <i>as-sabiqunal awwalun</i></p> <p>) Menyampaikan hasil belajar atau hasil temuannya tentang para sahabat <i>as-sabiqunal awwalun</i></p>			

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.7. Mengidentifikasi faktor-faktor keberhasilan <i>Fathu Makkah</i> tahun 9 hijriyah	3.7.1. Siswa dapat menjelaskan kondisi masyarakat Mekah sebelum peristiwa <i>Fathu Makkah</i>	Fathu Makkah	Mengamati <ul style="list-style-type: none">) Mengamati gambar yang berhubungan dengan peristiwa <i>Fathu Makkah</i>) Menyimak pengantar singkat dari guru tentang <i>Fathu Makkah</i> 	Tugas: <ul style="list-style-type: none">) Mengumpulkan bahan / informasi dari berbagai sumber tentang <i>Fathu Makkah</i>) Diskusi kelompok membahas hasil penggalannya tentang <i>Fathu Makkah</i>) Mempresentasikan laporan hasil diskusi tentang <i>Fathu Makkah</i> 	2 TM (45 x 4)	) Buku Pedoman Guru Mapel SKI MA, Kementag RI, 2014
4.7. Membuat peta konsep mengenai kunci keberhasilan <i>Fathu Makkah</i>	3.7.2. Siswa dapat menyebutkan latar belakang peristiwa <i>Fathu Makkah</i>		Menanya <ul style="list-style-type: none">) Memberi komentar atau menanya terhadap gambar yang diamati.) Guru mempersilahkan siswa lain untuk menanggapi pertanyaan			) Buku Pegangan Siswa Mapel SKI MA, Kementag RI, 2014
	3.7.3. Siswa dapat menguraikan peristiwa <i>Fathu Makkah</i>					) Al-Qur'an dan Terjemahannya
	3.7.4. Siswa dapat menjelaskan dampak dari peristiwa			Observasi Menilai keaktifan siswa dalam		) Buku penunjang lainnya yang relevan

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>a <i>Fathu Makkah</i> terhadap perkembangan Islam di Mekah</p> <p>4.7.1. Siswa dapat Menceritakan peristiwa a <i>Fathu Makkah</i> tahun 9 hijriyah</p>		<p>temannya</p> <p>a</p> <p>) Guru memberikan tanggapan atas pertanyaan dan tanggapan dari siswa.</p> <p>Mengeksplorasi</p> <p>) Menentukan sumber informasi berkaitan dengan <i>Fathu Makkah</i></p> <p>) Mengumpulkan informasi dari berbagai sumber termasuk media cetak dan elektronik tentang <i>Fathu Makkah</i></p> <p>Mengasosia</p>	<p>mengikuti proses pembelajaran di dalam kelas atau saat mengerjakan tugas.</p> <p>Portofolio, Menilai hasil pekerjaan individu maupun kelompok tentang <i>Fathu Makkah</i></p> <p>Tes Tulis/Lisan Menilai proses dan hasil belajar secara individu tentang <i>Fathu Makkah</i></p>		<p>n</p> <p>) Media cetak dan elektronik sesuai materi</p> <p>) Lingkungan sekitar yang mendukung</p>

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>sikan</p> <ul style="list-style-type: none">) Merumuskan kembali hasil temuan dari beberapa sumber belajar mengenai <i>Fathu Makkah</i>) Menganalisis hasil temuannya berkaitan dengan <i>Fathu Makkah</i> <p>Mengkomunikasikan</p> <ul style="list-style-type: none">) Mempresentasikan kesimpulan yang telah dirumuskan berkaitan dengan <i>Fathu Makkah</i>) Menyampaikan 			

Kompetensi Dasar	Indikator	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			hasil belajar atau hasil temuannya tentang <i>Fathu Makkah</i>			



(RPP)**Madrasah : MAN GONDANG LEGI****Mata pelajaran : SKI****Kelas : X****Alokasi waktu : 4 X 45****A. KOMPETENSI INTI**

1. Menerima dan menjalankan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerja sama, toleran, damai) santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

- 1.2 Menghayati nilai-nilai strategi perjuangan Rasulullah Saw. di Mekah
- 2.2 Menunjukkan sikap semangat jihad seperti dicontohkan para sahabat Rasulullah Saw. pada periode Mekah
- 3.2 Menggidentifikasi substansi dan strategi dakwah Rasulullah Saw. periode Mekah
- 4.2 Menceritakan figur kepemimpinan Rasulullah Saw di awal perkembangan Islam diMekah

C. INDIKATOR

- 1.2.1 Meyakini nilai nilai strategi perjuangan Rasulullah Saw di Mekah
- 2.2.1 Mengamalkan semangat jihad seperti dicontohkan sahabat Rasulullah Saw pada periode Mekah
- 3.2.1 Menjelaskan kerasulan Muhammad saw. pada awal kenabian
- 3.2.2 Menguraikan strategi dakwah Nabi Muhammad saw. di Mekah
- 3.2.3 Menjelaskan peristiwa isra' mikraj Nabi Muhammad saw.
- 3.2.4 Menjelaskan peristiwa Hijrah Ke Habsyi

4.2.1 Menceritakan figure kepemimpinan Rasulullah Saw di awal perkembangan Islam di Mekah

D. TUJUAN PEMBELAJARAN

Setelah mengamati, menanya, mengeksplorasi, menganalisis dan mengkomunikasikan peserta didik diharapkan dapat memahami perkembangan dakwah Nabi Muhammad SAW periode mekah.

E. MATERI POKOK

1. Materi Fakta



- a. Nilai-nilai perjuangan Rasulullah Saw di Mekah
- b. Keteladanan Jihad Rasulullah Saw pada periode Mekah
- c. Kerasulan Nabi Muham-mad saw.
- d. Strategi Dakwah Nabi Muham-mad saw.
- e. Peristiwa Isra' Mi'raj Nabi Muhammad saw.
- f. Peristiwa Hijrah Ke Habsyi

- a. Berikan arahan kepada peserta didik untuk mengamati film yang disediakan pada rubrik A. *Mari Mengamati*.
- b. Berikan kesempatan kepada peserta didik untuk mengemukakan pendapatnya pada kotak yang telah disediakan pada rubrik B. *MARI BERTANYA!*

2. Materi Konsep

- Jelaskan peta konsep secara singkat dan jelas kepada peserta didik.
- Ajaklah peserta didik untuk membaca materi inti tentang Perkembangan Dakwah Nabi Muhammad SAW periode Mekah:

Pertemuan pertama (90 menit)

- a. Sejarah dakwah Rasulullah SAW pada periode Islam di Mekah:
 3. Kebiasaan Nabi Muhammad SAW berkhulwat, bertahannuts atau menyendiri untuk beribadah kepada Allah SWT di gua Hira'.
 4. Turunnya wahyu pertama (surat al-Alaq ayat 1-5) kepada Nabi Muhammad SAW sebagai bukti diangkatnya beliau sebagai seorang Nabi.
 5. Turunnya wahyu kedua (surat al-Muddatsir ayat 1-7) kepada Nabi Muhammad SAW sebagai bukti diangkatnya beliau sebagai seorang Rasul dan permulaan diperintahkan beliau untuk memulai berdakwah secara sirriyah (sembunyi-sembunyi)
 6. Turunnya wahyu surat as-Syu'ara' ayat 214 dan surat al-Hijr ayat 94 sebagai perintah kepada Nabi SAW untuk berdakwah secara jahriyyah (terang-terangan).
- b. Kesulitan-kesulitan yang dihadapi Rasulullah SAW ketika berdakwah di Mekah:
 1. Faktor yang mendorong kaum Quraisy menentang seruan Islam
 2. Hijrahnya sahabat ke Habasyah (Abesinia)
 3. Pemboikotan orang-orang Quraisy terhadap Nabi Muhammad SAW dan keluarga.
- c. Hamzah dan Umar bin Khattab masuk Islam
- d. Tahun duka cita atau 'Amul Huzni
- e. Hijrahnya Nabi Muhammad SAW ke Thaif
- f. Isra' Mi'raj Nabi Muhammad SAW
- g. Tamsil dan Hikmah Isra' Mi'raj
- h. Perbandingan Kerasulan Nabi Muhammad SAW Dengan Rasul-Rasul sebelumnya.

F. PROSES PEMBELAJARAN

a. Pendahuluan.

1. Ucapkan salam dan pimpinlah pembacaan doa bersama.
2. Periksalah kehadiran, kerapian berpakaian, posisi tempat duduk peserta didik disesuaikan dengan kegiatan pembelajaran.
3. Berikan sebuah pertanyaan kepada peserta didik tentang materi yang telah dibahas sebelumnya sebagai kegiatan inkuiri.
4. Sampaikan tujuan pembelajaran yang akan dibahas.
5. Gunakan media/alat peraga/alat bantu bisa berupa tulisan manual di papan tulis, kertas karton (tulisan yang besar dan mudah dilihat/dibaca), atau dapat juga menggunakan multimedia berbasis ICT atau media lainnya.
6. Gunkana model pengajaran dalam mencapai kompetensi ini dengan strategi bermain peran (*role playing*). Model pembelajaran ini bertujuan untuk mengeksplorasi perasaan peserta didik, mentransfer dan mewujudkan

pandangan mengenai perilaku, nilai dan persepsi peserta didik, mengembangkan keterampilan (*skill*) pemecahan masalah dan tingkah laku, dan mengeksplorasi materi pelajaran dalam cara yang berbeda.

b. Pelaksanaan/ Kegiatan Inti

Ekplorasi (*lihat rubrik A. Mari Mengamati dan B. Mari Bertanya!*)

1. Ajaklah peserta didik mengamati film fakta.
2. Ajukan pertanyaan secara *komunikatif* tentang film yang berisi fakta.
3. Jelaskan secara singkat tentang peta konsep yang ada di buku ajar peserta didik.

Elaborasi (*lihat rubrik C. MARI TAMBAH WAWASAN KAMU! dan D. MARI BERDISKUSI!*)

1. Kelompokkan peserta didik ke dalam empat anggota tim.
2. Tiap orang dalam tim diberi bagian materi yang berbeda.
3. Tiap orang dalam tim diberi bagian materi yang ditugaskan.
4. Anggota dari tim yang berbeda yang telah mempelajari bagian/sub bab yang sama bertemu dalam kelompok baru (kelompok ahli) untuk mendiskusikan sub bab mereka.
5. Setelah selesai diskusi sebagai tim ahli tiap anggota kembali ke kelompok asal dan bergantian mengajar teman satu tim mereka tentang sub bab yang mereka kuasai dan tiap anggota lainnya mendengarkan dengan sungguh-sungguh.
6. Tiap tim ahli mempresentasikan hasil diskusi.

Konfirmasi (*lihat rubrik E. MENGHUBUNGAN DAN MENALAR! dan F. MARI BERCERITA!*)

1. Berikan penilaian afektif setiap kelompok yang berdiskusi
2. Berikan evaluasi dan kesimpulan dari materi yang dibahas.
3. Berikan penghargaan kepada kelompok yang lain terbaik hasil diskusinya.

c. Penutup

1. Ajaklah peserta didik untuk merenung sejenak (*lihat rubrik G. MARI MERENUNG SEJENAK! dan H. MEREFLEKSI DIRI!*)
2. Ajaklah peserta didik merencanakan suatu kegiatan sebagai penilaian psikomotirik. (*lihat I. RENCANAKANLAH AKSIMU!*)
3. Ajaklah peserta didik menggali Ibrah/pembelajaran dari mempelajari materi peradaban bangsa Arab dan dunia sebelum Islam (*Lihat rubrik J. MARI MENGAMBIL IBRAH!*), Ibrah yang dapat diambil antara lain:
 1. Dalam waktu yang sangat singkat kurang dari 23 tahun seluruh jajah Arab telah dikuasainya, hal ini menunjukkan kesuksesan nabi dalam dakwahnya. Adapun rahasia kesuksesan Nabi dalam dakwahnya itu ialah:
 1. Faktor Internal
 - a. Kecerdasan Nabi Muhammad SAW
 - b. Kepemimpinan Nabi Muhammad SAW
 - c. Ketinggian akhlak Nabi Muhammad SAW

- d. Ketinggian pribadi Nabi Muhammad SAW
2. Faktor Eksternal
 - a. Karena adanya wahyu Allah SWT
 - b. Kesungguhan para sahabat dalam memperjuangkan wahyu tersebut, dan mereka membela mati-matian bila menghadapi bahaya.
2. Dakwah hendaknya dilakukan ibda' binafsik, artinya dimulai dari diri sendiri, kemudian keluarga, saudara, dan masyarakat luas, sebagaimana dakwah Rasul fase sirriyah.
3. Materi dakwah yang pertama kali ditanamkan kepada jamaah adalah Tauhid sebagai inti dakwah Rasulullah pada fase Mekah.
4. Penggalangan kekuatan, baik secara moral maupun spiritual harus dilakukan sebagaimana yang dilakukan Rasul kepada *as-Sabiqunal Awwalun*. Pada waktu tantangan dakwah dari kaum Quraisy memuncak, mereka rela untuk melakukan hijrah.
4. Guru mengajak peserta didik membaca Rangkuman di rumah, pada rubrik *K.MARI BACA RANGKUMAN INI!*

Megetahui
Kepala MAN Gondanglegi,

Gondanglegi, 2 April 2016
Guru Pengajar,

Drs. Mohammad Husnan, M.Pd
S.Pd.I

Nip: 196211011990031007

Agam Faris Royhansyah,

Nip: _

G. Penilaian

Penilaian Kognitif (Lihat rubrik *L. MARI ASAH KOMPETENSIMU!*)

- g. Ajaklah peserta didik untuk mengasah kompetensinya dengan latihan soal essay/uraian dalam buku ajar peserta didik.
- h. Untuk pengayaan berikan peserta didik yang sudah paham untuk mengerjakan latihan soal pilihan ganda yang disediakan dibawah ini:

Pilihlah satu jawaban yang paling benar dengan cara memberi tanda silang (x) pada huruf a, b, c, d atau e!

1. Bangsa Arab sebelum datangnya Islam terkenal sebagai bangsa yang pandai berdagang sesuai dengan musim tertentu, seperti musim panas ke negeri Syam dan Musim dingin ke Yaman. Hal ini diabadikan dalam Al-Qur'an Surah....
 - a. Al-Kafirun
 - b. Al-Nas
 - c. Quraisy
 - d. Fatir
 - e. Al-naml
2. Aqidah kaum quraisy Mekah pada hakikatnya masih percaya bahwa tuhan mereka adalah Allah, dan bila mereka ditanya siapa tuhan yang kamu sembah, juga menjawab Allah, namun mengapa mereka juga menyembah patung, mereka juga menjawab kami tidak menyembah patung, kami gunakan patung hanya sebagai perantara untuk mendekati diri pada Tuhan, Hal demikian adalah termasuk perbuatan syirik dan perbuatan tersebut diabadikan dalam Al-Qur'an Surah.....
 - a. Al-Zumar : 4
 - b. Al-Zumar : 5
 - c. Al-Zumar : 6
 - d. Al-Zumar : 7
 - e. Al-Zumar : 3
3. Pada saat 50 hari sebelum kelahiran Muhammad telah terjadi peristiwa besar yaitu penyerangan 60 pasukan yang dipimpin oleh Abrahah untuk menghancurkan Ka'bah, dalam sejarah Islam peristiwa tersebut dikenal dengan tahun....
 - a. Masehi
 - b. Gajah
 - c. Kabisat
 - d. kepedihan
 - e. Hijriyah
4. Peristiwa pembelahan dada yang dilakukan malaikat kepada Muhammad adalah pada saat berumur
 - a. 5 tahun
 - b. 4 tahun

- c. 6 tahun
 d. 8 tahun
 e. 10 tahun
5. Masyarakat Arab dikenal menyukai syair-syair sebagai ekspresi kehidupannya, syair pilihan yang digantungkan pada dinding Ka'bah dikenal dengan nama ...
 a. al-Jazirah
 b. al-Mu'allaqoh
 c. al-Halaqoh
 d. al-Ka'bah
 e. al-Alaqoh
6. Pusat perdagangan di kota Mekkah yaitu pasar Ukaz dibuka pada bulan ...
 a. muharram, syafar, asy-syura
 b. muharram, zulhijjah, zulqo'dah
 c. muharram, zulhijjah, syafar
 d. asy-syura, zulhijjah, zulqo'dah
 e. syafar, zulhijjah, zulqo'dah
7. Bangsa Arab sebelum Islam percaya bahwa semua benda benda alam mempunyai kekuasaan untuk menentukan aturan aturan jalannya seluruh isi alam ini maka mereka menyembah ...
 a. gunung, laut dan api
 b. gunung, laut dan matahari
 c. bintang, bulan dan matahari
 d. laut, bintang dan matahari
 e. bumi, bulan dan matahari
8. Dakwah yang dilakukan oleh Nabi Muhammad SAW dengan cara terang-terangan setelah turun QS.
 a. Al-Kafirun : 4
 b. Al-Nas : 2
 c. Quraisy : 3
 d. Fatir : 8
 e. Al-Hijr : 94
9. Pada tahun ke lima dari kenabian, Nabi Muhammad SAW memerintahkan para sahabat untuk berhijrah. Akhirnya 70 sahabat termasuk Utsman bin Affan dan istrinya. Adapun tujuan hijrah tersebut adalah ke
 a. Mesir
 b. Madinah
 c. Thaif
 d. Habsyi
 e. Irak
10. Umar Bin Khattab mempunyai kontribusi yang sangat besar terhadap perkembangan Islam pada periode Mekah, sehingga Nabi memberi gelar
- a. Al- Fatih

- b. Asy-Syidiq
 - c. Dzu Nurain
 - d. Saifullah
 - e. Al-Faruq
11. Istilah Amul Huzni adalah peristiwa pada saat Nabi Muhammad SAW di Mekah dan ditinggal mati oleh Pamannya yang bernama.....
- a. Abu Thalib
 - b. Abbas
 - c. Abu Jahal
 - d. Abu Sofyan
 - e. Abu Lahab
12. Mayoritas penduduk Mekah menganut agama Wastani, yakni agama yang mengajarkan untuk menyembah...
- a. Bintang-bintang
 - b. berhala
 - c. api
 - d. Bulan
 - e. bumi
13. Nama Berhala besar yang diletakkan di samping Ka'bah untuk disembah dan diagung-agungkan adalah...
- a. Latta
 - b. Manat
 - c. Huza
 - d. Hubal
 - e. Zeus
14. Pada waktu kota Mekah akan diserang pasukan gajah, pemuka Quraisy yang paling berperan adalah...
- a. Abdul Muttalib
 - b. Abdul wahab
 - c. Umar bin Khattab
 - d. Abdullah bin Abbas
 - e. Abu Jahal
15. Rombongan burung yang menyerang dan membinasakan pasukan gajah telah diabadikan dalam surat al-Fil. Nama burung-burung tersebut adalah
- a. Bul-bul
 - b. ababil
 - c. Ifrit
 - d. al-Fil
 - e. Hud-hud
16. Salah seorang paman nabi Muhammad SAW yang paling memusuhinya adalah ...
- a. Abu Jahal
 - b. Abu Lahab

- c. Abu Tholib
 d. Abu Ustman
 e. Abu Bakar
17. Di bawah ini nama-nama yang merobek surat perjanjian pengepungan terhadap keluarga dan shahabat Nabi, kecuali ...
 a. **Zubair ibn Umayyah**
 b. Hisyam ibn 'Amr
 c. Muth'im ibn Adi
 d. Abu Bakhtarai ibn Hisyam
 e. Hisyam ibn Ali
18. Pemboikotan terhadap keluarga dan shahabat Nabi dilakukan kafir Quraisy selama lebih kurang ...
 a. 1 tahun
 b. 2 tahun
 c. **3 tahun**
 d. 4 tahun
 e. 5 tahun
19. Salah seorang shahabat Nabi yang disiksa di terik panas matahari adalah ...
 a. Yazid bin Mu'awiyah
 b. Mu'awiyah
 c. Abu Bakar
 d. **Bilal bin Rabah**
 e. Lukmanul Hakim
20. Mereka yang pertama kali menerima ajaran Islam disebut ...
 a. Awwal al-Islam
 b. Sabilul Islam
 c. **Assabiqunal Awwalun**
 d. Assabiqunas Shahabat
 e. Awwalus Shahabat

Skor penilaian sebagai berikut:

- a) Pilihan ganda: Jumlah jawaban benar x 3 (maksimal 20 x 3 = 60)
 b) Uraian: 8 x 5 = 40

Rubrik Penilaian Uraian

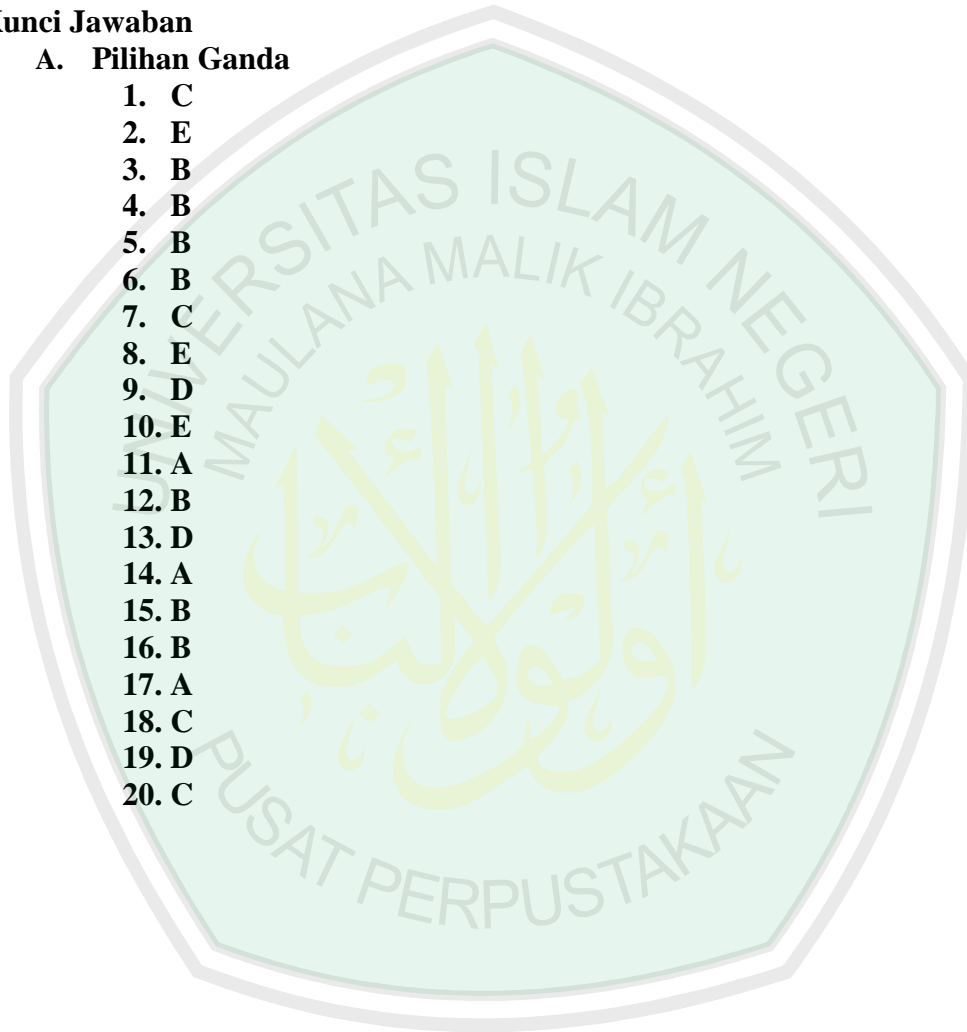
No. Soal	Rubrik penilaian	Skor
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1.	<p>a. Jika peserta didik dapat menuliskan tentang kronologis proses nabi Muhammad menerima Wahyu yang pertama di Gua Hira lengkap dan sempurna, skor 8.</p> <p>b. Jika peserta didik dapat menuliskan tentang kronologis proses nabi Muhammad menerima Wahyu yang pertama di Gua Hira lengkap, skor 5</p> <p>c. Jika peserta didik dapat menuliskan tentang kronologis proses nabi Muhammad menerima Wahyu yang pertama di Gua Hira tidak lengkap, skor 3</p>	8
2.	<p>a. Jika peserta didik dapat menuliskan tentang maksud yang terkandung dari kandungan surat Al Hizr ayat 94 lengkap dan sempurna, skor 8</p> <p>b. Jika peserta didik dapat menuliskan tentang maksud yang terkandung dari kandungan surat Al Hizr ayat 94 lengkap, skor 5</p> <p>b. Jika peserta didik dapat menuliskan tentang maksud yang terkandung dari kandungan surat Al Hizr ayat 94 tidak lengkap,</p>	8
3.	<p>Jika peserta didik dapat menuliskan tentang masalah-masalah yang melatarbelakangi para sahabat melakukan hijrah ke habsyi lengkap dan sempurna, skor 8</p> <p>Jika peserta didik dapat menuliskan tentang masalah-masalah yang melatarbelakangi para sahabat melakukan hijrah ke habsyi lengkap, skor 5</p> <p>Jika peserta didik dapat menuliskan tentang masalah-masalah yang melatarbelakangi para sahabat melakukan hijrah ke habsyi lengkap dan sempurna, skor 3</p>	8
4.	<p>a. Jika peserta didik dapat menuliskan tentang peristiwa-peristiwa yang terjadi pada tahun duka cita ('Amil Hazni). lengkap dan sempurna, skor 8</p> <p>b. Jika peserta didik dapat menuliskan tentang peristiwa-peristiwa yang terjadi pada tahun duka cita ('Amil Hazni). lengkap, skor 5</p> <p>c. Jika peserta didik dapat menuliskan tentang peristiwa-</p>	8
	<p>a. Jika peserta didik dapat menuliskan tentang nilai-nilai keteladanan yang bisa diambil dari peristiwa Isra' Mi'raj lengkap dan sempurna, skor 8</p> <p>b. Jika peserta didik dapat menuliskan tentang nilai-nilai keteladanan yang bisa diambil dari peristiwa Isra' Mi'raj lengkap, skor 5</p> <p>c. Jika peserta didik dapat menuliskan tentang nilai-nilai keteladanan yang bisa diambil dari peristiwa Isra' Mi'raj tidak</p>	8

Nilai: $\frac{\text{Jumlah skor yang diperoleh (pilihan ganda dan uraian)} \times 100}{100}$

Kunci Jawaban**A. Pilihan Ganda**

1. C
2. E
3. B
4. B
5. B
6. B
7. C
8. E
9. D
10. E
11. A
12. B
13. D
14. A
15. B
16. B
17. A
18. C
19. D
20. C



Nilai Siswa

Kelas : X IPS 1

Semester : Genap

Mata pelajaran: Sejarah Kebudayaan Islam

Guru : Agam Fariz S.Pdi

No	NIS	Nama Siswa	L/P	KD 1			UTS
				NH	NT	RN	
1	3727	ADE KURNIAWAN	L	70	85	77.5	
2	3732	AFIFAH UMROTUL KHASANAH	P	80	85	82.5	
3	3735	AHMAD ALVIN AHLUDZ DZIKRILLAH	L	70	85	77.5	
4	3768	APRILIA RISKI WULANDARI	P	70	85	77.5	
5	3773	AUDA RUFANDA AMELIA	P	80	85	82.5	
6	3776	AULIA NURUL ILMI	P	80	85	82.5	
7	3779	AYYU FADILA RAMADHANI	P	80	85	82.5	
8	3781	BAIHAKI	L	75	85	80	
9	3789	DAVID SAPUTRA	L	70	85	77.5	
10	3804	DIMAS YUSRON FADILA	L	75	85	80	
11	3809	ELVIRA APRIANI	P	70	85	77.5	
12	3813	EVI NUR HABIBAH WULANDARI T	P	70	85	77.5	
13	3820	FATKHUR ROHIM	L	70	85	77.5	
14	3821	FAUZIATI AZRA	P	70	85	77.5	
15	3836	HIDAYATULLOH	L	70		77.5	
16	3851	ISTI KOMARIYAH	P	85	85	85	
17	3862	KHOLIFAH NUR HIDAYAH	P	85	85	85	
18	3878	M ANWAR IBRAHIM	L	80	85	82.5	

19	3882	M IRSYADUL IBAD	L	70	85	77.5	
20	3904	MUHAMMAD NASIR	L	75	85	80	
21	3906	MUHAMMAD RIZOI MAULANA	L	70	85	75	
22	3912	NABILA SHAFSA SALSABILA	P	85	85	85	
23	3914	NADYA AMRI FAUZIE	P	85	85	85	
24	3922	NANDA DILLA SAFITRI	P	80	85	82.5	
25	3945	OLIVIA MAHARANI	P	80	85	82.5	
26	3950	PUTRI RIYADHUS SHALIHAH	P	85	85	85	
27	3957	ROBIATUL ADAWIYAH	P	80	85	82.5	
28	3962	SAFIRA ALMAIDAH	P	80	85	82.5	
29	3967	SASKIA AGUSTIN	P	70	85	77.5	
30	3970	SETIA TUHU	P	85	85	85	
31	3978	SITI QOMARIYAH	P	80	85	82.5	
32	3980	SUCI SINDI AMANDA ROSILAWATI.	P	70	85	77.5	
33	4010	ZAKIATUL MISKIYAH	P	75	85	80	

Nilai Siswa

Kelas : X MIPA 4

Semester : Genap

Mata pelajaran: Sejarah Kebudayaan Islam

Guru : Agam Fariz S.Pdi

No	NIS	Nama Siswa	L/P	KD 1			UTS
				NH	NT	RN	
1	3744	AINUN HUDA ALI	L	85	85	85	
2	3746	AKBAR RISKI RAMADHANI	L	85	85	85	
3	3752	ALIFIA ROHANI	P	85	85	85	
4	3754	ALKHOIRIYAH ALIMATUL ALAWIYAH	P	85	85	85	
5	3759	AMMALLUL KHUSNIA	P	85	85	85	
6	3763	ANGGUN CITRA KARISMA PUTRI	P	85	85	85	
7	3764	ANIFA FAUZA FIDINIA	P	85	85	85	
8	3770	ARIF RIZKY SANTOSO	L	85	85	85	
9	3774	AULIA FITRIA NINGRUM	P	85	85	85	
10	3793	DEVITA LAILATUN NIKMAH	P	85	85	85	
11	3806	DWI WULAN DARI	P	85	85	85	
12	3807	DWIANA RHO KHURRIYATUL FIKRIYAH	P	85	85	85	
13	3839	HUMAIROTUL MUNAWIROH	P	85	85	85	
14	3842	INDAH AULIYA	P	85	85	85	
15	3852	ISTIANATUN NADLIROH	P	85	85	85	
16	3854	ITA INDANA ZULFA	P	85	85	85	
17	3855	JAZILATUL AMALIA	P	85	85	85	
18	3876	LUTFIATUL ARIFAH	P	85	85	85	

19	3884	M RENALDI BAGUS WIJAYANTO	L	85	85	85	
20	3902	MUHAMMAD IKMAL FAIZI	L	85	85	85	
21	3919	NAILA WARDATUL MILLAH	P	85	85	85	
22	3928	NOVI SRI REJEKI	P	85	85	85	
23	3929	NOVITA NUR FADILAH	P	85	85	85	
24	3931	NUR KHILDA AKMARIA	P	85	85	85	
25	3933	NUR LATIFATUZ ZAHRO	P	85	85	85	
26	3946	PARAMITA TRIANTI	P				
27	3963	SAIDATUL MUKAROMAH	P	85	85	85	
28	3977	SITI NUR AISYAH	P	85	85	85	
29	3982	SYAHRUL PERMANA	L	85	85	85	
30	3989	THEA SAMANTHA AMADEA	P	85	85	85	
31	3993	UBAIDILLAH LULU'A ALFAS SURI	L	85	85	85	
32							
33							