PEDAGOGICAL COMPETENCE OF CERTIFIED ISLAMIC TEACHER ON TEACHING AND LEARNING PROCESS AT SMPN 3 MALANG

RESEARCH REPORT

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THE STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM
OF MALANG
2014

PEDAGOGICAL COMPETENCE OF CERTIFIED ISLAMIC TEACHER ON TEACHING AND LEARNING PROCESS AT SMPN 3 MALANG

Presented to Faculty of Tarbiyah and Teacher Training of State Islamic University Maulana Malik Ibrahim of Malang as a requirement to fulfill Bachelor degree of Islamic Education (B.I.Ed)
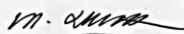
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2014

APPROVAL SHEET

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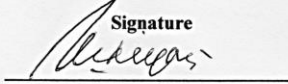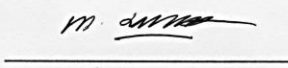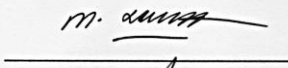
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DEDICATION

بسـم الله الرحمن الرحيم

This Research report proudly presents to My Father, Mr. Abuasan and my mother, Mrs. Marwiyah who have taken care of me, always support me and pray for me all the times.

Dear my beloved mother, I love you mom, your sacrifice is so extraordinary. From you I learn the meaning of this life. Hopefully I can embody all of your hopes and prayers.

My beloved brother and sisters, thank you for your great support and your helps which have brought me until in this moment. "Robaniyah-Suatmojo-Sholekah, you are the best sibling that I ever had.

And I dedicate this Research report to all of dear ones who are always beside me to support and helped in finishing this Research report.

MOTTO

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُواْ مَا بِأَنفُسِهِمْ

"Verily! Allah will not change the (good) condition of a people as long as they do not cange their state (of goodness) themselves."

(Ar-Ra'd: 11)

Dr. H. M. Zainuddin, MA
The Lecturer of Tarbiyah and Teacher Training Faculty
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ADVISOR OFFICIAL NOTE
Matter   : Thesis of Leti Latifah   Malang, May, 22 2014
Appendixes   : 4 (four) Exemplar

Dear,
Dean of Tarbiyah and Teacher Training Faculty
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Assalamu'alaikum Wr. Wb.

After carrying out at several times for guidances, both in terms of content, language, and writing techniques, and after reading the following research report:

Name   : Leti Latifah
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Program   : Islamic Education
Title   : Pedagogical Competence of Certified Islamic Teacher on
              Teaching and Learning Process at SMPN 3 Malang

As the advisor, we argue that the thesis has been proposed and tested decent.
So, please tolerate presence.

Wassalamu'alaikum Wr. Wb.

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Dr. H. M. Zainuddin, MA
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CERTIFICATE OF RESEARCH REPORT AUTHORSHIP

This is to certify that the research report I wrote to fulfill the requirement for Bachelor degree of Islamic Education (B.I.Ed) entitled *Pedagogical Competence of Certified Islamic Teacher on Teaching and Learning Process at SMPN 3 Malang* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objections or claim from others.

Malang, May 22, 2014

Leti Latifah

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

All praises may be to Allah who always gives us His blessing so that the writer can finish this research report as a requirement to get the title as Bachelor degree of Islamic Education (B.I.Ed) in Islamic Education Department, Tarbiyah and Teacher Training Faculty, The State Islamic University of Maulana Malik Ibrahim Malang.

Sholawat and *salam* always present for the noblest one, prophet Muhammad SAW who had brought us from the darkness into the lightness.

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3. Mr. Dr. H. Nur Ali, M. Pd as the dean of Tarbiyah and Teacher Training Faculty of State Islamic University Maulana Malik Ibrahim of Malang.

4. Mr. Dr. Marno Amrullah, M. Ag as the head of Islamic Education Department of Tarbiyah and Teacher Training Faculty of State Islamic University Maulana Malik Ibrahim of Malang.

5. My Advisor, Mr. Dr. H. M. Zainuddin, MA, who has guided me to finish this research report. I thank you so much for your patient, and I do apologize for all the mistakes during the process of this research report.

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15. For everybody who has helped me in finishing this research report. May Allah SWT give all of your goodness and happiness. *Jazakumullahukhair al Jaza'.* Amin.

As I know that in this research report will be found many mistakes both from the contents and from the technique of writing, so the writer really needs the critic and suggestion to repair this research report. This research report is aimed to realize the goals of education in this country, so it will be impossible if there is no awareness of our own selves about education. So critics and suggestions are waiting to repair this research report.

Malang, May 22, 2014

Leti Latifah

TRANSLITERATION OF ARABIC WORDS AND NAMES

The following table shows the system which I have followed in transliterating the letters of the Arabic alphabet by model library of congress:

ا	= Alif	= A = ā (long vowel)		ط	= Ṭā'	= t
ب	= Bā'	= B		ظ	= Ẓā'	= z
ت	= Tā'	= T		ع	= 'Ayn	= ' (inverted apostrophe)
ث	= Thā'	= Th		غ	= Ghayn	= gh
ج	= Jim	= J		ف	= Fā'	= f
ح	= Ha'	= H		ق	= Qāf	= q
خ	= Kha'	= kh		ك	= Kāf	= k
د	= Dāl	= D		ل	= Lām	= l
ذ	= Dhāl	= dh		م	= Mim	= m
ر	= Rā	= R		ن	= Nūn	= n
ز	= Zāy	= Z		ه	= Hā'	= h
س	= Sin	= S		و	= Wāw	= w (consonantal) ū (long vowel)
ش	= Shin	= sh		ي	= Yā'	= y (consonantal) i (long vowel)
ص	= Sād	= S		ء	= Hamzah	= ' (apostrophe)
ض	= Dād	= D				

Short vowels:	◌َ (fathah)	= A
	◌ِ (kasrah)	= I
	◌ُ (dammah)	= U

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ABSTRACT

Latifah, Leti. 2014. Pedagogical Competence of Certified Islamic Teacher on Teaching and Learning Process at SMPN 3 Malang. Research Report, Department of Islamic Education, Faculty of Tarbiyah and Teacher Training, The State Islamic University Maulana Malik Ibrahim of Malang. Advisor: Dr. H. M. Zainuddin, MA.

Pedagogical competence is the ability to manage learning, including the concept of readiness demonstrated by the mastery of knowledge and skills teaching. This competence should be owned by every teacher specifically for certified teachers. Because they who are very influential in the success of teaching and learning process. Teacher who have been certified certainly tested their competencies, so the teacher stated that they are professional. Therefore, teachers should really bring their students to the objectives to be achieved and implement fun and effective learning. So, it is important for them to be competent in implementing the learning.

The importance of pedagogical competence should be mastered by the certified teachers and demanding them to increase the competency which they have on teaching and learning process continuously. In this case is certified teacher at SMPN 3 Malang. Therefore, the objectives of this study are: (1) to describe the pedagogical competence of certified Islamic Teacher on teaching and learning process at SMPN 3 Malang, (2) to know the teaching and learning process of certified Islamic Teacher at SMPN 3 Malang.

The researcher uses qualitative approach to achieve the objective of study. The technics of collecting data are observation, interview and documentation. The researcher analyze data by reducing irrelevant data, explain the data and take the conclusion. In checking the validity of the data, the researchers use triangulation techniques to combine information from the key informants and other informants as a comparison.

The result of study show that generally the pedagogical competence of certified Islamic Teacher at SMPN 3 Malang have already good, start from the ability to understand the characteristics of learners, designing of learning, implementing of learning, evaluating of learning, and developing the potential of students. This is evidenced by the existence of cooperation among them in solving the problems of learning. In addition, they also follow the competence training of teachers conducted every once three in months by MGMP PAI SMP of Malang. Then, on teaching and learning process undertaken by certified Islamic Teachers at SMPN 3 Malang also was good. They carry out the learning by using the recent methods where the students feel happy and do not get bored. However, one of among them still often use conventional method and still difficult to understand the characteristics of students.

Keywords: *Pedagogical Competence, Certification, Teaching and Learning Process*

مستخلص البحث

لطيفة، ليطي. 2014. *إكتفائة التربوي للمدرس تعليم الدين الإسلامي المشاهد في عملية التعلم والتعليم با SMP 3 مالانج*. بحث العلم، قسم تربية الدين الإسلامي، كلية العلوم التربية والتعليمية، بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور الحاج محمد زين الدين الماجيستير

إكتفائة التربوي من القدرة لينظم التعلم، التي تتضمن نظام الإستعداد التعليمية الذي شاهده المستوعد العلوم ومهارة التدريس. هذه الإكتفائة لابد تملك لها كل المدرس والأولى المدرس المشاهد. لأنهم المأثرون في نجاح عملية التعليم والتعلم. تجرب المدرس المشاهد الإكتفائه تجربا، حتّى يسمي بالمدرس المحترف. بذلك لابد عليهم أن يحمل الطلبة إلى الغرض المعين الصحيح ويطبق ويعلم التعليم فعال.

مهمة إكتفائة التربوي التي لها المدرس المشاهد، يدافعه لتنمية الإستيعابهم الذي يملكه في عملية التعليم والتعلم. وفي هذا الحال المدرس المشاهد با SMP 3 مالانج. حتي الهدف هذا البحث هو:(1) يصور أكتفائة التربوي للمدرس PAI المشاهد با SMP 3 مالانج، (2) لمعرفة العملية التعليم والتعلم للمدرس PAI المشاهد با SMP 3 مالانج

لنيل ذلك الهدف، هذا البحث يستخدم الطريقة الكيفية بوسيلة رئيسية البحث النفسي، والطريقة جمع البيانات المستخدمة هي مقابلة، ملاحظة ووثائق. تحليل البيانات بالطريقة نقص البيان غير الوثيق ومراقبتها. ولنظر تصديق البيانات، الباحثة تستخدم الطريقة التثليثية ليجمع الشرح من العالم الأول والعالم الآخر كالمقرن.

حصيل هذا البحث يظهر أن إكتفائة التربوي للمدرس PAI المشاهد با SMP 3 مالانج ممتاز عام. من إكتفائة فهم المخصصات الطلاب، يخطيط التعليم ويطبق التعليم وتقويم التعليم ويرفع مهارة الطلبة. يجيد هذا الحال يتعاونون بمشكلة على الطلبة بعضهم بعض في التعليم. حين ذلك يشتركون التدريب التنمي لاكتفائة المدرس الذي يعمله MGMP PAI SMP Malang واحد في ثلاثة أشهر. ثم في عملية التعليم والتعلم التي عملها المدرس PAI المشاهد با SMP 3 مالانج حسن. يعملون العملية التعليمية باستخدام الطريقة الحديثة و يشعر الطلاب الفرح ويتعلم PAI بغير ملل. ولكن واحد منهم يعلم بالطريقة المتعرفية ومازل يعسر أن يفهم الخصائص الطلاب في التعليم.

الجملة الرئيسية: إكتفائة التربوي، المشاهد، عملية التعليم والتعلم

ABSTRAK

Latifah, Leti. 2014. *Kompetensi Pedagogik Guru PAI Bersertifikasi dalam Proses Belajar Mengajar* di SMPN 3 Malang. Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. H. M. Zainuddin, MA.

Kompetensi pedagogik merupakan kemampuan mengelola pembelajaran, mencakup konsep kesiapan mengajar yang ditunjukkan oleh penguasaan pengetahuan dan ketrampilan mengajar. Kompetensi ini harus dimiliki dan dikuasai oleh setiap guru terutama guru yang telah bersertifikasi. Karena mereka merupakan orang yang paling berpengaruh dalam keberhasilan proses belajar mengajar. Guru yang telah bersertifikasi tentu sudah diuji kompetensinya, sehingga dinyatakan bahwa guru tersebut professional. Oleh karena itu, mereka seharusnya benar-benar membawa siswa-siswanya ke tujuan yang hendak dicapai serta melaksanakan pembelajaran yang efektif dan menyenangkan. Sehingga penting bagi mereka untuk menjadi kompeten dalam melaksanakan pembelajaran.

Pentingnya kompetensi pedagogik yang harus dikuasai oleh guru bersertifikasi tersebut, menuntut mereka untuk terus meningkatkan kompetensi yang dimilikinya dalam proses belajar mengajar. Dalam hal ini adalah guru PAI bersertifikasi di SMPN 3 Malang. Sehingga tujuan dari penelitian ini adalah: (1) untuk mendeskripsikan kompetensi pedagogik guru PAI bersertifikasi di SMPN 3 Malang, (2) untuk mengetahui proses belajar mengajar guru PAI bersertifikasi di SMPN 3 Malang.

Untuk mencapai tujuan di atas, penelitian ini menggunakan pendekatan kualitatif dengan instrument kunci adalah peneliti sendiri, dan teknik pengumpulan data yang digunakan adalah wawancara, observasi, dan dokumentasi. Analisis data dilakukan dengan cara mereduksi data yang tidak relevan dan memaparkan data. Untuk memeriksa keabsahan data, peneliti menggunakan teknik triangulasi untuk menggabungkan keterangan dari informan utama dan informan lain sebagai pembanding.

Hasil penelitian menunjukkan bahwa secara umum kompetensi pedagogik guru PAI bersertifikasi di SMPN 3 Malang sudah sangat baik, mulai dari kemampuan memahami karakteristik peserta didik, merencang pembelajaran, melaksanaan pembelajaran, mengevaluasi pembelajaran, dan mengembangkan potensi siswa. Hal ini dibuktikan dengan adanya kerjasama diantara mereka dalam mengatasi masalah dalam pembelajaran. Selain itu mereka juga mengikuti pelatihan peningkatan kompetensi guru yang dilakukan setiap tiga bulan sekali oleh MGMP PAI SMP Malang. Kemudian dalam proses belajar mengajar yang dilakukan oleh guru PAI bersertifikasi di SMPN 3 Malang juga sudah baik. Mereka melaksanakan pembelajaran dengan menggunakan metode terbaru dimana siswa merasa senang dan tidak bosan belajar PAI. Namun, ada salah satu diantara mereka yang sering menggunakan metode konvensional dan masih sulit untuk memahami karakteristik siswa selama pembelajaran.

Kata Kunci: *Kompetensi Pedagogik, Sertifikasi, Proses Belajar Mengajar*

CHAPTER I

INTRODUCTION

A. Background

System of education and learning to day, the presence of teachers on teaching and learning process would still play an important role. The role of teachers on teaching and learning process can not be replaced by any advanced technology tools.[1] There are a lot of things on the teacher as a system of values, attitudes, feelings, motivations, habits and others are able to improve the process of teaching, can not be achieved through technological tools. It is why the teachers play an important role in the world of education. Teachers have a duty and responsibility with regard to the skills required to assume that role. And this ability is none other than the competence of teachers.

The important meaning of competence in education is based on rational considerations that the learning process is a complicated and complex process. There are various aspects which are interrelated and affect the successful or failure of learning activities.[2] In learning, professional teacher is a teacher who has a set of competencies (knowledge, skills, and behaviors) are must-have, appreciate, and mastered by teachers in carrying out his professional duties. The competence is to be possessed by teachers based on Law No 14, 2005 about Teachers and Lecturers, Article 10

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[1] Udin Syefudin Saud, *Pengembangan Profesi Guru* (Bandung: Alfabeta, 2008), p. 43.
[2] Ngainun Naim, *Menjadi Guru Inspiratif* (Yogyakarta: Pustaka Belajar, 2009), p. 56.

paragraph (1), teacher's competency includes pedagogical competency, personal competency, social competency, and professional competency that is acquired through professional education.[3]

Related to the process of teaching and learning, competency that should be emphasized by teacher is pedagogical competence. Pedagogical competence is the ability of teachers in managing the learning that includes an understanding of learners, designing and implementation of learning, student assessment, and the development of learners to actualize their various potential.

Managed or conducted the learning, it means make students are conditioned, they learn to hear, listen, observe, emulate anything are informed by teacher or facilitator at the front of class. In learning like this, they have behavior in accordance with the purposes which it was planned by teacher before. The achievement of a desired behavior is learning success, but a lot of things to consider in learning process, not all students will achieve appropriate behavior is expected.[4]

The importance of teacher's duties and obligations on teaching and learning process effected on teaching and learning outcomes. Therefore, it should be noted seriously how to give high priority to the teacher. So that, they can gain the opportunity to always upgrade their capability as a teacher. Teachers should be given trust, to carry out their task on teaching and learning process. The teachers need to be given a boost and good condition

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[3] Udin Syaefudin Saud, *op.*cit., p. 49.
[4] Kunandar. *Guru Profesional: Implementasi KTSP dan Sukses dalam Sertifikasi Guru* (Jakarta: Rajawali Pers, 2009), p. 79.

that is conducive to finding a variety of alternative methods and how to develop learning process according to changing times.[5]

The establishment of Law No 14, 2005 about Teachers and Lecturers has made teachers as a professional position, which makes teachers have certain duties and obligations so as to note their prosperity in the broad sense, includes salary, benefits, and a sense of security in the exercise of his/her duties. The prosperity obtained one through teacher's certification.

The official teacher certification was implemented in 2005 is one of the Government's efforts to improve the competency of teachers. Teacher certification is the site of giving certification for teachers to show whether a teacher proper mentioned as a professional teacher or not. Teacher certification aims to determine the eligibility of teachers in carrying out duties as agents of learning and realization of national educational goals, improvement the process and quality of educational outcomes, as well as an increase in the professionalism of teachers.[6]

The activities of certification of teacher profession including improvement of quality and competence. Competence is done through a written test to test professional and pedagogical competence, while the assessment of performance to test social and personality competence.[7] Teachers are certainly certified who have been tested their competencies, so stated that the teacher are professional. So it is same with the Islamic Teacher

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[5] Syaiful Sagala, *Kemampuan Profesional Guru dan Tenaga Kependidikan* (Bandung: Alfbeta, 2009), p. 14.

[6] Kunandar, *op*.cit., p. 79.

[7] *Ibid*..

which also has certificate as a professional educator it certainly also has a set of competencies. In addition to professional, pedagogical, personality, and social competence, Islamic Teacher sued have religious competence has not only shown in the classroom but also in applying the material contained within the Islamic education lessons and give examples of good behavior in daily life to their learners.

The main role of Islamic Teacher in delivering improved quality of students, absolute requires the professional and competent of Islamic Teacher on teaching and learning process, because they are able to change the behavior of students to be good behavior according to the Islamic teachings. So the competency of Islamic Teacher who impressed more fully than teachers of other subjects. Islamic Teacher should be able to create teaching and learning processes that are effective, efficient, pleasant and conducive. So, the learning goals are achieved, that is learners change in the aspect of knowledge, skills and steadiness in the exercise of worship to God Almighty.

In the process of teaching and learning, Islamic Teacher is the main control for the successful achievement of objectives that form the good personality of students according to Islamic teachings. Therefore, Islamic Teacher has been certified are required to have teaching skills by showing their performance in a professional manner. So, the Islamic Teacher has been certified should further improve their pedagogical competence, so that teaching and learning is successful and can improve the quality of learning in order to achieve the goal of education.

However, all competencies include the pedagogical competence has been demonstrated with the certified could be changed (fade) when the teacher directly enter to the classroom. Because as it is preached that certification does not have an impact on improving the quality of teachers, there are even some teachers who follow the certification merely to get the perks of profession. But actually, one of the purposes of certification itself is to improve the quality of teachers and to be able to demonstrate that the teachers already has competence as required in the standards of competence of teachers.

This statements supported by the news that was published in Republika.co.id, Surabaya, Indonesia (2011) stating that the competence of teachers who are declared after following the certification has not became significant differences. Results of the study of elementary and secondary Education Director General Ministry of National Education (Kemdiknas) mentions, as much as 40% of teachers who pass the certification has standard values under five. That means more quality of teachers that remain despite getting the perks of educators profession (TPP) by condition pass certification.[8] Members of the X Commission, Rohmani (2011) suggests that teacher certification that currently takes place in accordance with ACT No. 14 of 2005 about the teachers and lectures. According to him, teacher

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[8] Kompas, *Sertifikasi Tidak Tingkatkan Kualitas Guru* (http://www.pendis.kemenag.go.id, accessed on March 27, 2014 hours 07: 30 GMT)

certification just add the income of teachers.[9] On March 14, 2013, the World Bank launched the publication: "Spending More or Spending Better: Improving Education Financing in Indonesia". The publication points out that the teachers who have obtained certification and hasn't turned out to be relatively the same performance shows. Teacher certification program was held by the Ministry of Education and Culture during the last few years apparently did not make an impact on the quality of national education improvement.[10]

It proves that not all teachers who have been certified, including certified Islamic Teacher is better on teaching and learning process. As we know that the most important role of teacher is on teaching and learning process. Succeed or not depends on how the quality of educators or teachers' competence in carrying out the process of teaching and learning in the classroom. Allah saying in Quran surah Al-A'raaf verses 181:

$$\text{وَمِمَّنْ خَلَقْنَآ أُمَّةٌ يَهْدُونَ بِٱلْحَقِّ وَبِهِۦ يَعْدِلُونَ} ﴿١٨١﴾$$

"And of those whom We have created, there is a community who guides (others) with the truth, and establishes justice therewith."

Based on the above verses can be understood that the right as an educator who has given instructions and science that have got to carry out a good and true learning. By the science, certified teachers expected to run the

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[9] Kompas, *Sertifikasi Guru belum Memuaskan* (http://www.pendis.kemenag.go.id, accessed on March 27, 2014 hours 07: 30 GMT)

[10] Kompas, *Misteri Pelaksanaan Sertifikasi Guru* (http://www.sergur.info, accessed on March 28, 2014 hours 21: 30 GMT)

task and their responsibilities as educators are competent in accordance with what is written in Law No 14, 2005 about Teachers and Lecturers which explained that the purpose of certification is to determine the eligibility of teachers in carrying out duties as agents of learning and enhance the quality of educational processes and outcomes.

Therefore from the above explanation, this study intends to find out and prove the certification problems. In this study researcher also intend to conduct research at SMPN 3 Malang which had three Islamic Teachers who have already certified as educators. SMPN 3 Malang is the favorite school in Malang. Many achievements have been gained by SMPN 3 Malang, both from the academic and non-academic fields. With the excellence and accomplishments that are owned by SMPN 3 Malang, so need more in-depth research about pedagogical competence of certified Islamic Teachers on teaching and learning process. Then, researcher will raise research on **"*Pedagogical Competence of Certified Islamic Teacher on Teaching and Learning Process at SMPN 3 Malang.*"**

B. Research Problems

Based on the background of the problem that has been the writer explained above, the writer can take the research question as follows:

1. How is the pedagogical competence of certified Islamic Teacher at SMPN 3 Malang?

2. How is the teaching and learning process of certified Islamic Teacher at SMPN 3 Malang?

C. The Objectives

Based on the problems statement, the objectives of study can be formulated as follows:

1. To describe the pedagogical competence of certified Islamic Teacher at SMPN 3 Malang.

2. To know the teaching and learning process of certified Islamic Teacher at SMPN 3 Malang.

D. The Significance

By looking at the objective above, it is expected that this study can be helpful:

1. Theoretically, the results of this study are expected to be contribution of the development of science culture, especially in Islamic studies.

2. Practically, the results of study are expected to be beneficial to:

   a. Researcher, expected to add insight and knowledge about the competence of teachers have been certified as well as experiences that later if researcher had become a teacher can provide a good and professional teachers on teaching and learning process.

   b. School, expected to be a reference material in the management of learning and creating effective and efficient on teaching and learning processes.

   c. Islamic Teacher, expected can be feedback to assess the pedagogical competence of teacher in implementing Islamic Education learning. In addition, could be made as consideration to improve the

professionalism have owned by certified Islamic Teachers at the school.

d. To other researcher, to develop insight knowledge particularly in the field of education so that later can be expected if he or she had jumped on the field can help the ability of teachers intimately connected with the implementation of education.

E. The Limitation

The study examined about pedagogical competence of certified Islamic Teacher on teaching and learning process at SMPN 3 Malang. This study focus on certified Islamic Teachers. The scope of study includes two topics or subjects, that are pedagogical competence and the teaching and learning process. Both of subjects divided into several indicators of study. As for the subject translation of study into indicators of study are shown in the table below.

Table 1.1 The Outlines of Topic into Indicator of Study

No	Subjects	Indicators
1	Pedagogical Competence	1. The ability to understand the characteristic of learners. 2. The ability to design learning 3. The ability to carry out learning 4. The ability to evaluate learning 5. The ability to develop learners to actualizing their potential.
2	The Teaching and Learning Process	1. The Interaction of teaching and learning process 2. The method on teaching and learning process 3. The factors that influence on teaching and learning process

Further research on indicators of observation guidelines and developed into the details of questions on the interview guidelines. On the subject of pedagogical competence, researcher limited research on the third indicator i.e. the ability to carry out learning. These indicators are indicators that are most relevant if linked to the subject matter of teaching and learning process. By focusing on indicators of the ability to carry out the learning, the researcher could focus more, the discussion is not very wide, and it's easier in collecting data.

F. The Terms

The terms defined in this section is term in the title of research and focus of research, which if not defined will give the varying interpretations among readers with researcher. So, if the definition of term is general or expected to give the same interpretation between researcher and reader does not need to be defined. The definition of this term is definition that is created specifically by researcher, not definition as there is in the literatures or definition created by the expert or any other person. For example, the term needs to be defined in study above are:

1. Pedagogical Competence

   Ability or skill which must be owned and controlled by teacher related to learning management which includes understanding the learners, learning design, learning implementation, learning evaluation, and development of learner's potential.

2. Certified Islamic Teacher

   Certified Islamic Teacher is a teacher of Islamic Education subjects who are certified educators and have met standards of professional educators as well as expected to increase his/her quality and competencies.

3. Teaching and learning process

   Teaching and learning process is activities of teachers on teaching and activities of students in learning that take place in the classroom or outside of classroom.

G. Previous Studies

The study was intended to examine about pedagogical competence of certified Islamic Teacher on teaching and learning process at SMPN 3 Malang. The research like this has been studied by other researcher, and there are some research considering almost the same, which are examined by:

First, the study was conducted by Indah Zakiyah Zamania.[11] The results showed that increasing the pedagogical competence of teacher is done on ongoing basis by the head of school/institution and teacher. Efforts to increase the competence of teachers themselves are done by following the upgrading and seminars/discussions, utilizing the mass media, and electronic media. The improvement of profession through self-study, courses, and active in the teachers organization related to the learning management.

While the efforts of educational institutions and school principals, for example by holding workshop, supervision to the performance and discipline

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[11] Indah Zakiyah Zamani, *"*Upaya Peningkatan Kompetensi Pedagogik Guru Dalam Proses Belajar Mengajar di RA Al-Ikhlas Sukodadi Lamongan*", Skripsi*, Fakultas Tarbiyah UIN Malang, 2009.

of teachers, supports new ideas from teachers, motivating teachers to make scientific papers, hold meetings, conducting an assessment of teacher assignment and reward on teacher achievers. As for the factors that influence the efforts of increasing the pedagogical competence of teacher, namely: 1) internal factors, which include background of teacher education, teaching experience teachers, teachers' state of health, a state of economic prosperity teachers, and 2) external factors, which include education, discipline at school, work and the supervision of the head of school.

Second, the study was conducted by Iffah Mursidah Hanum.[12] In contrast to Indah Zakiyah Zamania's study, on her study want to find out how is the effort of teachers who pass certification on teaching and learning activities. Results obtained in the study shows that the way to teach Islamic Teachers who pass certification at MTs Jawahirul Ulum Besuki-Jabon experiencing growth and progress, such as in using the variation method. In addition the teachers have prepared first learning plan, arranged preparation learning, and provide subject matter that is in compliance with the objectives of the curriculum. But in the process of teachers discipline less applied as well as the lack of infrastructure and facilities.

Third, the study was conducted by Yuyun Mufarohah.[13] The focus of problems in her study has been directed at study of pedagogical competence of

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[12] Iffah Mursidah Hanum, "Kinerja Guru Lulus Sertifikasi dalam Kegiatan Proses Belajar Mengajar di MTs Jawahirul Ulum Besuki-Jabon", *Skripsi*, Fakultas Tarbiyah UIN Maulana Malik Ibrahim Malang, 2011.

[13] Yuyun Mufarohah, "Kompetensi Pedagogik Guru PAI dalam Mengatasi Kesulitan Belajar Siswa di Sekolah Menengah Pertama (SMP) Negeri 1 Gondanglegi", *Skripsi,* Fakultas Tarbiyah UIN Maulana Malik Ibrahim Malang, 2009.

Islamic Teachers at SMPN 1 Gondanglegi, the learning difficulty of students at SMPN 1 Gondanglegi, pedagogical competence of Islamic Education in overcoming the learning difficulties of students at SMPN 1 Gondanglegi. The results showed that the Islamic Teachers at SMPN 1 Gondanglegi already has pedagogical competence on teaching. This is evidenced from the way they manage their learning are able to understand the characteristics of students, is already making the syllabus and RPP (plan of implementation of the study) at beginning of the semester admission, make students active by doing question and answer in the process of learning, conducting evaluation with exercise student worksheet and daily exam and always provide motivation to students to overcome learning difficulties of students at SMPN 1 Gondanglegi.

This study refers to previous study that the goal is to facilitate the collection, analysis and management of data. As for the difference of this study with previous study are as follows:

Table 1.2 The Differences of Study and Previous Study

No	Title	Similarity	Dissimilarity	Research Originality
1	Indah Zakiyah Zamania, with the title *"Upaya Peningkatan Kompetensi Pedagogik Guru Dalam Proses Belajar Mengajar di Raudlatul Athfal Al-Ikhlas Sukodadi Lamongan"*.	The object of study is same i.e., the process of teaching and learning.	On the previous study, researched the effort of improving pedagogical competence of teacher.	This study try to describe the pedagogical competence of certified Islamic Teacher.

No	Title	Similarity	Dissimilarity	Research Originality
2	Iffah Mursidah Hanum, with the title *"Kinerja Guru Lulus Sertifikasi dalam Kegiatan Proses Belajar Mengajar di MTs Jawahirul Ulum Besuki-Jabon"*	Equally research about certified teacher on teaching and learning process.	1. In the previous of study not focus on certain teacher. 2. Emphasize at the effort of pass teacher certification.	1. Object of study only focus on certified Islamic Teacher. 2. Emphasize at pedagogical competence of certified Islamic Teacher.
3	Yuyun Mufarohah, with the title *"Kompetensi Pedagogik Guru PAI dalam Mengatasi Kesulitan Belajar Siswa di Sekolah Menengah Pertama (SMP) Negeri 1 Gondanglegi."*	Equally research about pedagogical competence of Islamic Teacher	In the previous study focus on solving the learning difficulty of students.	In this study focus on certified Islamic Teacher and the teaching and learning process.

In this study, researcher try to describe more specifically about the subject of pedagogical competence with regard to the ability of teachers in implementing the learning process which in this study researcher focused research on Islamic Teacher has been certified.

BAB II

REVIEW OF LITERATURES

A. Pedagogical Competence

1. The Definition

The term of teacher's competence has a lot of meaning, Broke and Stune (1995) as cited by E. Mulyasa said that the teacher's competence as...descriptive of qualitative nature of teacher behavior appears to be entirely meaningful. Teacher's competence is a qualitative description of the nature of teacher's behavior that is full of meaning. While Charles (1994) said that competency as rational performance which satisfactorily meets the objective for a desired condition.[14] While according to Law No 14, 2005 about Teachers and Lecturers, Article 1 paragraph (10), mentioned that "*kompetensi adalah seperangkat pengetahuan, keterampilan, dan perilaku yang harus dimiliki, dihayati, dan dikuasai oleh guru atau dosen dalam melaksanakan tugas keprofesionalannya.*"[15]

In English there are at least three terminologies that containing the meaning of what is mean of competence.

a. "competence (n) is being competent, ability (to do the work)"

b. "competent (adj.) refers to (persons) having ability, power, authority, skill, knowledge, etc. (to do what is needed)"

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[14] E. Mulyasa, *Standar Kompetensi Sertifikasi Guru,* Bandung, PT. Remaja Rosdakarya, 2007, p.25.
[15] Martinis Yamin, *Sertifikasi Profesi Keguruan di Indonesia* (Jakarta: Gaung Persada Press, 2009), p. 211.

c. "competency is rational performance which satisfactorily meets the objectives for a desired condition"

The first definition showed that competence it basically show skill or ability to do a job. While second definition show that competence it is basically a trait (characteristic) of people (competent) is having ability, capacity, authority, skills, knowledge, and others that doing what was necessary. Then, third definition is that the competence show rational action (performance) which could reach the objectives in unsatisfactory manner based on conditions are expected.[16]

The competence of teacher is a combination of personal skills, scientific, technological, social and spiritual that form the competence of teacher profession standard, which includes mastery of the material, an understanding of learners, learning educational, personal and professional development.[17]

Meanwhile, competence according to The National Education Ministry 045/U/2002, is a set of the smart act, full of responsibility that someone possess as condition for considered capable by public in carrying out tasks in the field of a particular occupation.[18]

In Article 8 of Law No. 14, 2005 about Teachers and Lecturers, mentioned that the legal requirement of a teacher is to have qualifications,

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[16] Udin Syaefudin Saud, *Pengembangan Profesi Guru* (Bandung: Alfabeta, 2008), p. 44-45.

[17] *Ibid..*

[18] Kunandar,*op.cit.,* p. 52.

academic, competencies, certification of education, physical and spiritual health, as well as have the ability to realize the goal of national education. Then described also in Article 10 about the various competencies that must be possessed by teachers, includes pedagogical competency, personal competency, social competency, and professional competency that is acquired through professional education.

On that basis, it is clear that a teacher shall have competence included pedagogical competence. Pedagogical competence is a set of abilities and skills relating to the teaching and learning interactions between teachers and students in the classroom. Pedagogical competence covers the ability of teacher in explaining material, implementing the learning methods, providing questions, answering questions, managing the classroom, and conducting an evaluation.[19]

Then, pedagogical competence according to Syaiful Sagala in his book, *Kemampuan Profesional Guru dan Tenaga Kependidikan* said,

> Pedagogical competence is ability in managing students include (1) understanding the insight of teacher with foundation and philosophy of education; (2) teachers understand the potential and diversity of learners, so can be designed the services of learning strategies according to the uniqueness of each learner; (3) teachers are able to develop the curriculum/syllabus in the form of documents or implementations in the form of a learning experience; (4) teachers are able to arrange the plan and learning strategies based on standards of competence and basic competence; (5) able to carry out the educational learning in dialog and interactive condition, so learning becomes active, innovative,

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[19] M. Saekhan Muchith, *Pembelajaran Kontekstual,* (Semarang: Rasail Media Group, 2008), cet.1, p. 148.

creative, effective, and fun; (6) able to do evaluation of learning outcomes with meet procedures and standardized are required; (7) able to develop talent and interest of learners through intra curricular and extracurricular activities to actualize the various potential of learners[20]

It is as on the Government Regulation of Republic of Indonesia

Number 74 Year 2008 about Teacher, Article 3 paragraph (4),

Kompetensi pedagogik sebagaimana dimaksud pada ayat (2) merupakan kemampuan Guru dalam pengelolaan pembelajaran peserta didik yang sekurang-kurangnya meliputi:

a. *pemahaman wawasan atau landasan kependidikan;*
b. *pemahaman terhadap peserta didik;*
c. *pengembangan kurikulum atau silabus;*
d. *perancangan pembelajaran;*
e. *pelaksanaan pembelajaran yang mendidik dan dialogis;*
f. *pemanfaatan teknologi pembelajaran;*
g. *evaluasi hasil belajar; dan*
h. *pengembangan peserta didik untuk mengaktualisasikan berbagai potensi yang dimilikinya.*[21]

While according to the Laws of National Education System of

Republic of Indonesia Year 2003, pedagogical competence is the capacity

of educator in managing students learning that includes:

1) The ability to understand the students, with indicators such as: (1)

   understanding the developmental characteristics of students, such as

   understanding the level of learners cognition according to age; (2)

   understand the principles of personality development of students, such

   as recognizing the personality types of students, to recognize the stages

   of personality development of students, and others; (3) be able to

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[20] Syaiful Sagala, *op.cit.,* p. 32.
[21] *Peraturan Pemerintah Republik Indonesia Nomor 74 Tahun 2008 Tentang Guru* (http://sertifikasiguru.unm.ac.id accessed on July, 17 2014 hours 07: 30 GMT)

identify the early teaching provision of students, recognizing its potential differences of students, and etc.

2) The ability to create learning design , with indicators such as: (1) be able to plan the organization of learning material, like being able to examine and describe the materials listed in the curriculum , capable to select teaching materials which appropriate to the material, able to use appropriate learning resources, and other; (2) able to plan the management of learning, such as formulating the learning objectives to be achieved in accordance with the competencies to be achieved, select the type of learning strategy or methods are appropriate, define measures of learning, determine the ways which can be used to motivate learners, determine the question forms will be submitted to the students, and others; (3) able to plan the classroom management , such as the arrangement of seating space of learners, allocate time, and others; (4) able to plan in utilizing of media and tools that can be used to facilitate achievement of competence, and others; (5) able to plan the assessment models of learning process, such as determining of forms, procedures, and assessment tools.

3) The ability to carry out study, with indicators such as: (1) able to implement teaching of basic skills, such as opening the lesson, explain, pattern variation, ask, provide reinforcement, and close the lesson, (2) able to apply various models of approaches, strategies/ methods of learning, such as active learning, learning portfolios, contextual

learning, and other; (3) able to master the classes, such as to enable learners to ask, able to answer and direct students questions, working in groups, self, and others; (4) able to measure achievement level of competence of learners during the learning process takes place.

4) The ability to evaluate the learning outcomes, the indicators include: (1) ability to design and implement the assessment, such as understanding the principles of assessment, able to arrange the various of learning evaluation instrument, capable of carrying out evaluation, and the other, (2) capable to analyze the assessment results, such as being able to process the results of learning evaluation, able to recognize the characteristics of evaluation instrument, (3) ability to use the results of assessment to improve the quality of the next learning, like utilizing the analysis results of evaluation instrument in the repair process of evaluation instruments, and able to provide feedback on the improvement of planning, implementation and learning evaluation.

5) Ability to develop learners to actualize their potential, with indicators such as: (1) Facilitate learners to develop their academic potential, such as students realize their academic potential according to his ability, able to direct and develop the students' academic potential; (2) ability to facilitate learners to develop their non-academic potential, such as channeling the non-academic potential of learner according to

his/her ability, able to direct and develop the non-academic potential of learners.[22]

Thus it is clear that pedagogical competence of science teacher means ability and capacity to apply as well as use knowledge, skills, attitude effectively by adopting new circumstances for correct instructive strategies in science by a genuine teaching learning situation with perseverance. Pedagogical competency of science teacher should not be considered as only the ability to perform skills in a class. It is broader terms which not only include several teaching skills required for a science teacher but also some other factors constitute this wide fie.[23]

All in all, to know the components of pedagogical competence there are some theories. The Laws of National Education System of Republic of Indonesia Year 2003 mentioned there are five components of pedagogical competence. On the other hand, Syaiful Sagala said there are seven components and the Government Regulation of Republic of Indonesia Number 74 Year 2008 mentioned there are eight components of pedagogical competence. Here the researcher prefer to use and discuss the five components of pedagogical competence from the Laws of National Education System of Republic of Indonesia Year 2003 such as, the ability of teachers in understanding the characteristics of learners, arrange the

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[22] A. Fatah Yasin, *Dimensi-Dimensi Pendidikan Islam* (Malang: UIN Malang Press, 2008), p. 73-75.

[23]Srutirupa Panda, *Mapping Pedagogical Competency of Secondary School Science Teachers: An Attempt and Analysis*. International Educational E-Journal. ISSN 2277-2456, Volume-I, Issue-IV, July-Aug-Sept 2012.

learning, implement the learning, evaluate the learning, and develop the potential of learners. Because by focusing on the five components, researcher can more focus and discussion is not very widespread.

2. **The Components of Pedagogical Competence**

Pedagogical competence is the ability of teachers in managing students learning composed of several components that must be possessed by teachers, include Islamic Teacher, that is:

a. Students Understanding

An understanding of learners is one of pedagogical competence that must be possessed by teachers. At least, there are four things that should be understood by teachers from their learners , i.e. the level of intelligence, creativity, physical disabilities and cognitive development.[24]

1) Intelligence level

In the development of thinking ability in conjunction with increasing age, it was found that the existence of differences in the level of stability. The test results under the age of five are not stable. Stability occurred after children aged less than five years. For instance, Bayley (1949) found a correlation between test score of IQ age of six and seventeen years is + 0.92 (very high). Meanwhile, Macfarlane and Allen (1948) reported that at the age between six and eighteen years is 50 percent children who have

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[24] E. Mulyasa, *op.cit.,* p. 79.

change (increase) 15 points or more. After the age of eighteen years, generally do not occur again.[25]

In addition to the differences between individuals there are also differences in the ability of individual itself, or the differences in individuals. For example, a student who is very clever in math subjects do not have a level of intelligence on language subject and so is reasonable, although it is still possible there is a students who smart in all subjects. These differences also occur in this regard, for example creativity.[26]

2) Creativity

In General, teachers are expected to create a good condition which enables any learner who can develop their creativities, among others with small group work techniques, assignment and sponsoring the project implementation. A creative student is not necessarily good and vice versa. The conditions created by the teacher also does not guarantee the absence of good learning achievement. It needs to be understood by teachers so that there is not default in addressing the creative learner, similarly to a clever.[27]

Understanding the above description, it can be stated that the creativity of learners in learning depend on the creativity of teachers in developing the standards of competence, the basic

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[25] *Ibid*., p. 84
[26] *Ibid.*.
[27] *Ibid.*, p. 86.

competence, and standard materials as well as creating a conducive learning environment. Teachers can use a variety of approaches in improving the creativity of learners.[28]

3) Physical condition

Physical condition among others related to vision, hearing, ability to talk, a limp (leg) and paralytic because of brain damage. For learners who have physical abnormalities need the different attitudes and services in order to help their personal development. For example, teachers have to be more patient and painstaking but done reasonably so as not to cause a negative impression. Difference in service (if mixed with normal children) among others in the form of educational media types are used, as well as assist and organize the sitting position.[29]

4) Cognitive development

Growth and development can be classified on the cognitive, physical, and psychological, growth and development are associated with changes in the structure and function of human characteristics, those changes occur in steady progress and is a process of maturity. This change does not the general nature, but rather is the result of interaction between the innate potential with environment. Both fast or slow learners, has a pleasant or unsettling personality, high or low mostly depends on the

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[28] *Ibid.,* p. 94.
[29] *Ibid.,* p. 94-95.

interaction between the innate tendency and influence of environment (convergence, as propounded by William Stern).[30]

Teachers have an understanding of the psychology of child development. So teacher are knowing the proper approach that properly conducted to their students. Teachers can guide children through tough times in the age of child in addition, teachers have the knowledge and understanding of the child's personal background, so that it can identify the problems faced by children as well as determine the right approaches and solutions.

b. Learning Design

The learning design is one of pedagogical competence have to be possessed by teacher which continue to learning implementation. Learning design includes three activities, namely:

1) Identification of needs

Need is the gap between what it should with the actual condition or something that had to be met to achieve the goal. At this stage, the teachers should engages learners to identify, expressed and formulate the needs of study. The involvement of learners needs to be adjusted to the level of maturity and capability, as well as possible can only be done for certain classes that could've been involved.[31]

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[30] *Ibid.,* p. 95.
[31] *Ibid.,* p. 100.

2) Identification of Competence

Competence is something which is want to owned by students, and it is the main component that has to be formulated in learning, which have an important role and determine the direction of learning. A clear competency will give a clear indication to the material to be learned, the assignment of learning methods and media, as well as giving instructions to the assessment. Therefore, each competence should be a blend of knowledge, skills, values and attitudes which are reflected in the habit of thinking and acting (thinking skill*)*.[32]

The competence that should be studied and owned by learners need to be described in such a way so that it can be judged as a form of learning outcomes based on direct experience.

3) Design of learning program

Design of learning programs will continue to learning implementation plan (RPP), as the product of short-term study program which includes components of learning activities and process of implementation program. Component of the program includes basic competencies, materials standards, methods and techniques, media and learning resources, learning time and other support resources.[33]

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[32] *Ibid.,* p. 101.
[33] *Ibid.,* p. 102.

The development of teaching program is the formulations about what teachers and learners do in learning process to accomplish a goal before the actual teaching and learning activities implemented.

c. Learning Implementation

Carry out or manage the program of teaching and learning is the implementation stage of programs that have been created. In the implementation of teaching and learning process, skills required are teacher's activity in creating and liveliness the students activities to learn according to the plan which had been prepared in the planning.

Teachers should be able to take decisions on the basis of precise assessment, if the teaching and learning activities are discontinued or modified the methods, it is a repeat of past lessons, while students have not been able to achieve the goal of teaching. At this stage, besides the theory knowledge of teaching and learning about the students, also required proficiency and skills of teaching techniques. For example, the principles of teaching, the use of teaching aids, teaching methods, use of the skills of assessing student learning outcomes, skills to choose and use strategies or approaches in teaching.[34]

The failure of the implementation of learning largely due to the application of the conventional method, dialogue, process of

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[34] Nana Sudjana, *Dasar-Dasar Proses Belajar mengajar,*(Bandung: Sinar Baru Algensindo, 2005), p. 21

domestication, the inheritance of knowledge and not sourced on the reality of society.[35]

The learning process will go well if there is open communication between teachers and learners. In order for a learning activity goes well, teachers need to see the condition of learners, both in terms of knowledge and experience. The learning activities need to be conditioned in such a way that makes the learners learn comfortably, without pressure, or not monotonous. For that, the learning strategies are applied must vary which makes learners passionate in learning.[36]

In the implementation of learning, teachers are doing some stage of learning implementation that include:

1) Opening the lesson

   Opening the lesson activity is an activity carried out by the teacher to create a learning condition that shows the existence of a great concern to the existence of students. In opening the lesson, teacher usually opened with greetings and students presence, and inquire about the previous material, the purpose of opening the lessons are:

   a) Gives rise to concern and modified the students

   b) Inform the scope of material to be learned and limitations of the task to be accomplished by students.

   c) Gives an overview of the method or approaches that will be used as well as the activities of learning are to be done by

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[35] E. Mulyasa, *op.cit.*, p. 102.
[36] Ramayulis, *Metodologi PAI*, (Jakarta: Kalam Mulia, 2005), p.118-119.

students. Allow students ready mentally to keep learning activities.

d) Do apperception, which relate the material was studied with the material to be studied.

e) Associate the actual events with new material.

2) Delivering the materials

Delivery of the learning material is the core of an implementation process of learning. In the delivery of material, teachers convey the material in sequence from the most accessible material in advance, for maximizing the students acceptance to the material presented by teacher, so teachers are using teaching methods that suit to the material and use the media as the tools of delivery the learning materials. The purpose of delivery of the learning materials are:

a) Helps students understand clearly all the problems in the learning activities.

b) Helps students to understand a concept or postulate.

c) Involve students to think

d) Understand the level of students understanding in receiving instruction.

3) Closing the lesson

The activities of closing the lesson is an activity that is done by teacher to end the core activities of learning. In closing of learning activities, the teacher must to know the establishment of

competence and the achievement of learning objectives, as well as understanding the learners to the materials that have been studied, as well as cover the whole learning activities. For these purposes, the teacher can perform the following activities.

a) Draw the conclusions about the material that has been studied (conclusion can be done by teachers or learners at the request of a teacher, or by students with teacher)

b) Submit some questions to measure the level of achievement of objectives and the effectiveness of learning that has been implemented.

c) Deliver the materials that should be studied and tasks that must be done (both individual and group tasks) correspond to subjects that have been studied.

d) gives the post-test whether oral, written, or deed.[37]

Based on some discussion above it can be concluded that the implementation of learning is the interaction process of students with teacher in a learning environment.

d. Learning evaluation

Evaluation or assessment has an important role in all forms of effective teaching. Whether or not a successful education in achieving

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[37] E. Mulyasa, *Uji Kompetensi dan Penilaian Kinerja Guru* (Bandung: Remaja Rosdakarya, 2013), p. 126.

the goal can be seen from the evaluation of out put generated. As there is in saying's Allah :

$$وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمْ صَـٰدِقِينَ ۝$$

The meaning is:

"And He taught Adam all the names (of everything), then He showed them to the angels and said, "Tell Me the names of these if you are truthful."(QS. Al-Baqarah: 31)

The above verse explains the evaluating of Prophet Adam about the names of Allah who taught to him in the front of the angels of God. This evaluation is to know the power of cognition, human memorizing, and the lessons already given.[38]

The evaluation of the result of study is done to know behavioral change and establishment of the learners competence, which can be done with a class assessment, tests of basic capabilities, assessment of the end unit of education and certification, benchmarking, and program assessment.[39]

To be able to determine whether or not achieved the purpose of education and teaching need to be made or act of assessment or evaluation. Assessment or evaluation is basically give consideration or price or value based on certain criteria. The process of learning and teaching is a process which aims. These goals are expressed in the

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[38] Samsul Nizar, *Filsafat Pendidikan Islam,* (Jakarta: Ciputat Press, 2002), p. 42.
[39] *Ibid.,* p. 108.

outline of the expected behavior of student after completing their learning experience.[40]

Classroom-based assessment must show three domains of knowledge (cognitive), attitudes (affective) and skills (psychomotor). This domain should be rated third states in accordance with the nature of the subjects in question.[41]

Function of assessment in teaching and learning process, i.e. the double rewarding for students and teachers. Assessment of the results of study can be carried out in two stages. First, the short-term phase, the assessment carried out teachers at the end of process of teaching and learning. This assessment is called formative assessment. Second, the long-term phase, i.e. the assessment which was carried out after the process of teaching and learning take place several times or after a certain period, e.g. assessment of the midterm or final judgments on. This assessment is called summative assessment.[42]

In teaching and learning process, assessment of the results of study it is important to be implemented. Because with this learning outcome assessment, teacher could know the learning objectives are achieved and the effectiveness of learning conducted by the teacher.

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[40] Nana Sudjana, *op.cit.*, p. 111.
[41] Abdul Majid, *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi,* (Bandung: PT. Rosdakarya Offset, 2008), p. 87.
[42] *Ibid.,* p. 112.

e. Students Development

The development of learners can be done by teachers through various ways such as:

1) Extracurricular activities

These activities are often called *eskul*, which is an activity that is done outside the classroom and outside of lessons (curriculum) for developing the potential of human resources owned by the learners.[43]

These forms of extra-curricular activities is a lot of types, such as the Red Cross youth (PMR), Scouts, Sports, Arts, and *Paskibra*, certain subjects and the Olympics. There are also extra-curricular activities religious as Read and Write Quran (BTQ), *Musabaqah Tilawatil Quran (MTQ)*, and also the activities developed by each institution in accordance with the conditions of schools and their respective environment.

2) Guidance and Counseling

Schools are obliged to provide guidance and counseling to students include, personal, social, learning, and career. In addition to supervising teachers, teachers of subjects that meet the criteria of the Ministry of guidance and career counselors are allowed to become a teacher. Therefore, teachers of the subjects should

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[43] Departemen Agama Republik Indonesia, *Panduan Kegiatan Ekstra Kurikuler Pendidikan Agama Islam*, (Jakarta: 2005), p. 9.

always discuss and coordinate with teacher of guidance and counseling on a regular basis and continuous.[44]

B. Certification

1. The Definition

Teacher certification is one of efforts to improve the quality and prosperity of teachers and have function to improve the prestige and role of teacher as agents of learning. With the implementation of teacher certification, is expected to have an impact on increasing the quality of teaching and the quality of education on an ongoing basis.[45]

Teacher certification program implemented to fulfillment the mandate of Law No 20, 2003 about National Education System, Law No 14, 2005 about Teachers and Lecturers, and Government's Regulation No 19, 2005 about Education National Standard.

In Law No 14, 2005 about Teachers and Lecturers Article 1 paragraph (11 and 12) stated that certification is process of awarding the educators certificate for teachers and lecturers. While the educator certificate is the formal evidence as recognition given to teachers and lecturers as professional power.

Based on the sense, teacher certification can be defined as a process of awarding recognition that someone has had the competence to

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[44] *Ibid.*,p. 113.
[45] Jamal Ma'mur Asmani, *op.cit*., p. 220.

carry out the educational services on specific education unit, after passing the competence test held by certification agencies.[46]

Wibowo (2004), revealed that certification aimed at such things as follows.[47]

a. Protects the profession of educators and educational personnel.

b. Protects the public from practices that are not competent, thus damaging the image of educators and educational personnel.

c. Help and protect the institutions of education providers, by providing signs and instrument to carry out the selection of competent applicants.

d. Build the image of community to profession of educators and educational personnel.

e. Provide solutions in order to improve the quality of educators and educational personnel.

It further stated that certification of educators and educational personnel have the following benefits.

a. Quality control

1) The certification agencies have identified and specifies a set of competencies that are unique.

2) For every type of profession can lead practitioners to develop level of competencies sustainably.

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[46] E. Mulyasa, *op*.cit., p. 34.
[47] *Ibid*., p. 35.

3) Improvement of professionalism through a selection mechanism, both at the time of initial entry professional organizations as well as the development of the next career.

4) The selection process better, more quality training programs as well as efforts to learn independently to achieve the professionalism increase.

b. Guarantor of quality

1) There are process of professional development and evaluation to the performance of practitioners will give rise to the perception of society and government to be better for organization of profession and its members. Thus the parties concerned, especially the customers/users will increasingly value the professional organizations and otherwise professional organizations may provide warranties or protect the customer/user.

2) Certification provides valuable information for customers/users who want to employ people in certain skills and areas of expertise.

2. The Principles of Certification

The implementation of teacher certification is based on the following principles.[48]

a. Was carried out in an objective, transparent, and accountable

Objective that refers to the process of obtaining the certification of educators who are not discriminatory and meet national education

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[48] Kunandar, *op.cit.,* p. 85-87.

standards. Transparent, i.e. referring to the certification process that provides opportunities to educational stakeholders to gain access to information about management education, which as a system includes the inputs, process, and results of certification. Accountable is certification process that accountability to the stakeholders of education in administrative, financial, and academic.

b. Resulted in improved the quality of national education through increase in the quality of teachers and teachers ' welfare.

Teacher certification is the government's efforts in improving the quality of teachers that are coupled with an increase the prosperity of teachers. Teachers who have passed the certification test will be given the benefit of profession of one times base salary as a form of government's efforts in improving the welfare of teachers.

c. Was carried out in accordance with laws and regulations

Teacher certification program was implemented in order to meet the mandate of the legislation of Republic of Indonesia No. 20 in 2003 on the national education system, Law No 14, 2005 about Teachers and Lecturers, and Government Regulation No. 7 in 2005 about education national standards.

d. Carried out in a systematic and planned

In order for the execution of certification program can be run with an effective and efficient, should be planned in a mature and systematically.

e. Appreciate the work experience of teacher

Work experience of teacher in addition to his old teachers teaching also includes the education and training that ever followed, the paper has ever produced in the form of writings and media of learning, as well as other activities that support the professionalism of teachers.

f. Number of participants in teacher certification laid down by the government

To effectiveness and efficiency of the implementation of teacher certification and quality assurance certification results, the number of participants in the education profession and competency test every year set by government.

C. The Competencies of Teaching and Learning Process

1. The Definition

In education we are acquainted with the term of teaching and learning process which contained basic variables in the form of teacher activities in teaching and students activities in learning. According to Benyamin S. Blom in his book *The Taxonomy of Educational Objectives-Cognitive Domain*, mentioned that with the process of teaching and learning we will acquire the skills that consists of three aspects, namely:

1) Aspects of knowledge

2) Aspects of attitude

3) Aspect of skills[49]

Aspects of knowledge associated with the individual capabilities of surrounding world that includes mental or intellectual development. Aspects of attitudes regarding the development of attitudes, feelings, values that were often referred to as moral or emotional development, and the skills aspect related to the development of skills containing motoric element.

The third aspect of it simply can be viewed as aspects that are associated with the "head" (cognitive aspect), "heart" (affective aspects), and "hand" (aspects of psychomotor), that all of three aspects were closely linked, not separated from each other.

Each aspect is composed of orderly sequence called *taxonomy* which consists of educational objectives to be achieved in teaching and learning situation. The ability aspects of teaching and learning process according to Blom can be elaborated was forms that more operational, namely:

1) Aspects of knowledge, comprising 6 prowess, namely:

    a) knowledge,

    b) understanding,

    c) application,

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[49] Nasution, *Teknologi Pendidikan* (Bandung: Jenmers, 1962), p. 34.

    d) parsing,

    e) design,

    f) assessment.

2) Aspects of attitudes (affective) consists of 5 skills, namely:

    a) skills to receive stimuli

    b) skills to respond stimuli

    c) skills to assess something

    d) skills to organize value

    e) skills to internalize (manifest) values.[50]

3) Aspects of skills (psychomotor)

In this aspect will gain various skills based on its importance, by means of perception, preparedness, response, directional, mechanism, complex answer, adaptation, and origination.

From the explanation above can be obtained the clarity that the process of teaching and learning basically expects the occurrence of changes in each of these aspects. Only the level of depth change of each aspect should be adjusted with the discipline of knowledge that learned. But obviously, it is expected that with the changes that occur in three aspects will affect to the behavior of students.[51] Which in the end, how to feel, and the way students doing something that would be relatively settled and formed the habit to behave himself or herself. Everything that he had learned he should constitute a foundation for himself to make efforts

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[50] *Ibid.,* p. 36.
[51] *Ibid*, p. 35.

towards solving the problems it faces in the future. This means that the changes that occur to him must be a change in behavior better.

Based on above description, it can be concluded that the process of teaching and learning is a process that results in a relatively settled some of changes in behavior of a person. In accordance with the educational objectives advanced by Bloom. Then, the nature of changes that occur on each of aspects depend on level of depth of learning.

2. **The Interaction of Teaching and Learning Process**

Teaching and learning process are often also referred to as the activities of teaching and learning therein contained two main elements i.e. the elements of teacher activity and students activity. In the learning process which is often called the process of teaching and learning, teachers activity brought students to the goal. In the meantime, students do well on a series of activities or conduct which provided by teachers that are learning activities also focused on goals to be accomplished.

All of these activities can be outlined the existence of several characteristic of interaction of teaching and learning process. The characteristics of such interaction is minimal there are things as follows:[52]

a. The objectives that will be achieved has been formulated clearly.

b. Materials that will become the contents of interaction has been selected and set.

c. Teacher and student active in conducting interaction.

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[52] Muhaimin, dkk. *Strategi Belajar Mengajar* (Surabaya: CV. Citra Media, 1996), p. 73.

d. Students and materials interact actively.

e. The suitability of methods that will be used to reach the goal.

f. Situation that allows the creation of interaction process can take place properly.

g. Evaluation of interaction results of teaching and learning process.

3. **The Methods on Teaching and Learning Process**

The method is a way that the function is a tool to achieve the objectives of activity. In teaching and learning process, methods are used according to the peculiarities existing in each material/subject matter, both the nature and purpose. So, it needs methods that are different from subjects with other subjects. If it is described in detail, the factors that must be considered in selecting teaching methods among others:

a. The goals to be achieved

Everyone that doing something should know clearly about the goals to be achieved. Similarly, any educator or any teacher who their principal job is educating and teaching must understand clearly about the purpose of education. The understanding of purpose of education is absolutely necessary because that goal will be targeted and be influence of their actions to perform their function as a teacher. In addition being targeted and influence, the purpose of education and teaching also serves as criterion for the selection and determination of tools (including methods) which will be used in teaching.

b. Learners

Learners will receive and learn the lesson material are presented by teachers, should also pay attention to the selection of teaching methods. This is necessary because the existing teaching methods that require knowledge and specific dexterity.

c. Subject or material that will be taught

The type of subject or material that will be taught is one of factors to be considered in using the teaching methods. Because in essence of teaching methods besides as a means to achieve the goals of education. It is also a media for conveying subject or material which in the end to achieve the objectives are set out the nature, content , and the weight of learning material to be taught must be adapted to the child's level of maturity and ability to receive subject or material.

d. Facilities

Facilities are included in facility factors among other props, space, time, opportunity, place, and practical tools, books, libraries and so on. The facility also determine the teaching methods that will be used by teacher. The Influence of facilities in selecting and determining of method that in situations where the demonstration and experimentation method can not be used due to unavailability of equipment and materials to conduct demonstrations and experiments/trials. Similarly the visitation study method can not be used and implemented if there is no cost and the limited time and opportunity.

e. Teacher

Teaching method requires the conditions must be met. For example, each teacher will use a method must know the strengths and weaknesses of these methods. Teacher to know the exact circumstances in which method can be effective and skilled in using the method.

f. Situation

included in the situation is the state of learner (relating to fatigue and their spirit), the state of atmosphere, the state of teacher (teacher burnout), the state of another class adjacent to the classes that will be taught by a particular method. If student has been exhausted (which is taught by lecture method), teachers should change their teaching methods, for example by methods socio drama. Similarly, when teachers noticed that students were excited (in talking about events in the community) then teachers use discussion methods. If the class around class that is being taught a lesson is ado, teachers should use the task giving method or FAQ (Frequently Asking Question) method (because the method requires students concentration).

g. Participation

Participation is also join active in an activity. If the teacher wants students actively equally in an activity, certainly the teacher will be using the working group method.

h. Goodness and weakness of specific methods

There is no one method that is good for any purpose in any situation. Each method has advantages and disadvantages. With polyvalent and polipraemasi nature, teachers need to know when a method appropriate to use and when he/she uses combination of these methods. Teachers should choose the method most widely come to fruition.[53]

In learning and teaching process, teacher prompted to choose the methods of many methods that have been encountered by the experts before he delivered learning material to achieve learning objectives. Below is described the synchronization between methods with capability to be achieved based on indicators that have been designed or approved by a teacher or teacher together with student. It is expected, teachers, coaches, and instructors can choose what methods work best by considering the number of students, tools, facilities, costs, and time.[54]

Table 2.1 The Kinds of Learning Method

No	Method	The Ability will be Achieved
1	Lecturer	Explaining concept/ principle/ procedure
2	Demonstration	Explaining a skill based on certain procedure standard
3	FAQ	Getting feedback/ participation/ analyzing
4	Presentation	Doing a skill
5	Discussion	Analyzing/ solving the problem
6	Independent study	Explaining/ implementing/ analyzing/ Synthesizing/evaluating / doing something what is cognitive or psychomotor
7	Learning Activity programmed	Explaining concept/ principle/ procedure

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[53] Zuhairini and Abdul Ghofir, *Metodologi Pembelajaran Pendidikan Agama Islam* (Malang: UM Press, 2004), p. 57-59.

[54] Martinis Yamin, *op.*cit., p. 153-154.

No	Method	The Ability will be Achieved
8	Study with friend	Doing a skill
9	Simulation	Explaining/ implementing/ analyzing/ a concept and principle
10	Problem solving	Explaining/ implementing/ analyzing/ certain concept/ principle/ procedure
11	Case Study	Analyzing and solving the problem
12	Incident	Analyzing and solving the problem
13	Practicum	Doing a skill
14	Project	Doing something/ arranging the report of a activity
15	Role Playing	Implementing a concept/ principle/ procedure
16	Seminar	Analyzing/ solving the problem
17	Symposium	Analyzing the problem
18	Tutorial	Explaining/ implementing/ analyzing/ certain concept/ principle/ procedure
19	Deduction	Explaining/ implementing/ analyzing/ concept/ principle/ procedure
20	Induction	Synthesizing the concept/ principle/ attitude
21	Computer Assisted Learning	Explaining/ implementing/ analyzing/ Synthesizing/ evaluating something

4. The Factors of Teaching and Learning

It has been said that the process of teaching and learning is an activity that gives rise to the occurrence of a change or renewal in behavior or prowess. The change or renewal will be succeeded or achieved depends on two factors, namely:

1) Factors that exist on the individual itself or referred to individual factor. Which belong to the individual factors, among others: the factor of maturity/growth, intelligence, training, motivation, and personal factors.

2) Factors that exist outside of individual or social factors. Social factors include among other factors of family/household circumstances,

teachers and how to they teach subject matter, the tools used in the process of teaching and learning, environment and opportunities that are available, as well as social motivation.[55]

Ngainun Naim in his book *to become a teacher inspiring* said,

so that teachers could achieve maximal result in performing their role in learning, there are some things that will influence it. *First*, in terms of qualification, teachers need to have a feasibility academic that is not a mere evidenced by degree and certificate, but must be sustained by the superior and professionals quality of themselves. *Second*, in terms of personality, teachers need to have high personality, which is based on with their noble attitude. Teacher, not only deliverer the science but also as a model for students and public. *Third*, in terms of learning, teachers need to understand the theory of science and practice of education and curriculum, so capable to design the learning well, capable to implement the learning program with any art of effective learning, capable to evaluate the learning in potential, and as a point of finish it is be able to send the students teaching successfully. *Fourth*, in terms of social, teacher as educators need to have the sensibilities social in facing social phenomena surroundings, because teacher is one of elements of society who have different quality resources in comparison with other elements of other society. *Fifth*, in terms of religious, teachers need to have high religious commitments, that manifested in intelligent and creative manner in his/her life. This religiosity will more consolidate against the characteristics and existence of him/herself. *Sixth*, in terms of psychological, teachers need to have ability to know the development of students soul, either in the aspect of intellectual, emotional, and also a spiritualist. The development in proportional against the three aspects of intelligent should receive attention of teacher maximally. *Seventh*, in terms of strategic, teachers need to enrich oneself with the various methods, approach, and techniques of learning more having dependability in lead the students to achieve the purpose of learning (akhyak, 2006).[56]

So, from some theories about pedagogical competence and the competence of teaching and learning process, researcher conclude some indicators in the following table that would serve as a research instrument:

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[55] Ngalim Purwanto, *Psikologi Pendidikan* ((Bandung: PT Remaja Rosdakarya, 2010), p. 102.

[56] Ngainun Naim, *Menjadi Guru Inspiratif* (Yogyakarta: Pustaka Pelajar, 2009), p. 34-35.

Table 2.2 Conclusion of Theoretical Analysis

No	Competencies	Components
1	Pedagogical Competence	1. The ability to understand the characteristic of learners. 2. The ability to design learning 3. The ability to carry out learning 4. The ability to evaluate learning 5. The ability to develop learners to actualizing their potential.
2	Teaching and Learning Process	1. The Interaction of teaching and learning process 2. The method on teaching and learning process 3. The factors that influence on teaching and learning process

CHAPTER VI

CLOSING

A. Conclusion

1. The Certified Islamic Teacher at SMPN 3 Malang has had a pedagogical competence and controlled properly. They can understand the characteristics of learners, although there is one of them still difficult to understand their learners. Certified Islamic Teacher at SMPN 3 Malang designed the learning in accordance with the curriculum and adjusts to the needs of learners. They carry out learning effectively and evaluate the learning in accordance with the scientific and EEK (Elaboration, Exploration, Confirmation) approaches. They was developing the learner's potential with directing students to extracurricular activities and often hold a race that implemented by BDI (the organization that regulates all religious activities) for the purpose of fostering the interest and talent of students.

   Whereas to enhance the pedagogical competence, they attend training conducted by MGMP PAI SMP of Malang (The Conference of Islamic Education Subjects Teacher for Junior High School in Malang) once three months. They are also cooperation in designing the learning and mutual reminding in overcoming problems in learning.

2. The teaching and learning process was undertaken by certified Islamic Teacher at SMPN 3 Malang with opening lessons, delivering materials,

and closing the lesson as it is in RPP (Lesson Plan) has been made by them. However, in delivering material does not always correspond to RPP. They adapted the condition of students in the class. Then, the methods used by certified Islamic Teacher at SMPN 3 Malang are varied, start from the direct method of *Da'wah*, lectures, discussion, demonstrations, tutorials, role playing or drama, card short, CTL (Contextual Teaching and Learning), projects, practical work, problem solving, and exercise with a friend.

But, based on the research findings, there are still one of certified Islamic Teacher often using conventional methods or more speaking engagements than with other methods are more creative. And it make some of students feel sleepy and bored on teaching and learning process. While the factors that affect the teaching and learning process of certified Islamic Teacher at SMPN 3 Malang are individual factor and social factor. Individual factors still exist in some teachers who still had trouble understanding each student personally. As for the social factor that influence is family and environment. In this case, the difference between parental teaching with the material presented by certified Islamic Teacher at SMPN 3 Malang is sometimes contradictory and happened a misunderstanding.

So it can be concluded that not all teacher of Islamic Education at SMPN 3 Malang who have certified are able to master and apply pedagogical competence on teaching and learning process well. Primarily, in the case of using the learning method. Additionally, one of them still tends to use

conventional method. Besides, they also still get difficulty in understanding and facing their students who have different characteristics.

B. Suggestion

Based on the results of study about pedagogical competence of certified Islamic Teacher on teaching and learning process at SMPN 3 Malang, then researcher can give advice to the related parties include:

1. For Institution (SMPN 3 Malang)

   SMPN 3 Malang has been providing complete facilities for teachers and their students on teaching and learning process. This is evident by the presence of CCTV, LCD, TV, and DVD in almost every class. But, to complement the facilities needed in Islamic Education learning, school should establish laboratory of religion to provide and facilitate students learn and understand the Islamic Education material well.

2. For Principal

   The principal of SMPN 3 Malang must always kept an eye on teaching and learning process undertaken by each teacher including certified Islamic Teacher through CCTV that exist in every class. And give evaluation to the teacher, if it turns out in learning process is less effective. So thus, a teacher would be better in carrying out the learning.

3. For Certified Islamic Teacher

   A good quality of education can be seen from the quality of teaching and learning process carried out by teacher. So too with a student behavior can be seen from the study subjects are taught by Islamic Teacher.

Generally, certified Islamic Teacher at SMPN 3 Malang are good on teaching and learning process. But, to make students love the Islamic Education subject, Islamic Teacher has been certified should always to improve their quality of teaching and must to be creative teacher to create fun method of teaching. So that, PAI (Islamic Education) subject do not viewed as lessons are boring and monotonous on learning.

CHAPTER III

RESEARCH METHOD

A. Approach and Type of The Research

This research used the descriptive qualitative approach. Descriptive qualitative research is research that mean to understand the phenomenon about what is experienced by subject of study, for example are behavior, perception, motivation, action, and others in a holistic, and by means of description in the form of words, and languages at a special natural context by utilizing various scientific method.[57]

This research uses qualitative descriptive type tries to know and explain the pedagogical competence of certified Islamic Teacher on teaching and learning process at SMPN 3 Malang. In using the deductive models or deductions, theories are relevant to the pedagogical competence, certification, and teaching and learning process, will serve as a tool to find the problems, build hypothesis as well as conducting observations in the field until to test the data.

B. Presence of The Researcher

The presence of researcher in this study is absolutely necessary to obtain the required data. Researcher is acting as an instrument of research. Qualitative researcher as a human instrument have function to sets the focus of study, selecting informants as a data source, perform data

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[57]Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2007), p. 6.

gathering, assessing data quality, data analysis, interpret the data, and making the conclusion of all.[58]

The ability of researcher to conduct the observation or interviews of informant will determine what data will be acquired. Then the researcher and research are known its status by informant or subject, because previously a researcher submits a letter to the prior permission from *Diknas* (National Education) of Malang, then ask to SMPN 3 Malang.

C. Research Site

This research was carried out at SMPN 3 Malang which one of the best and favorite Junior High School in Malang, East Java, Indonesia, located on Dr. Cipto street 20, Malang.

Many achievements were achieved by SMPN 3 Malang, both in academic and non academic field. In 2011 this school became International Standard School. SMPN 3 Malang also entered a partnership with a school in Singapore called the May Flower – Secondary School Singapore. Because of the advantages possessed by SMPN 3 Malang, researcher made SMPN 3 Malang as a location for research.

D. Sources of Data

Data in this research are variety of official statement and information related to the research. Data sources are the subject of where do the data can be obtained. It's used in the research consisting of:

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[58] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2011), p. 222.

a. Primary Data

Words and actions of people who observed or being interviewed are source of primary data. Main data source is recorded through the written record or video recording or audio tapes, take picture or film.[59]

As for the main subject or informant in this research is certified Islamic Teacher, principal/vice principal, and some of students in VII, VIII, and IX class at SMPN 3 Malang.

Primary data is presented in the form of field note that notes are written in detail, careful, broad, and deep obtained from interviews and observations are conducted by researcher about the actors, activities, or where the continuation of activities.[60] In this case, the researcher observed the process of teaching and learning undertaken by certified Islamic Teachers at SMPN 3 Malang.

b. Secondary Data

A secondary data source or written sources for this study, the researcher took data about the state of schools, facilities and infrastructure, state of teachers and students, student achievement, and others data that supported in this study.

E. Data Collection and Instrument

In this research, the technique of data collection will use is as follows:

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[59] Sugiyono, *op.cit*., p. 157.
[60] Yayat Sri Hayati. *Metode Penelitian Ilmu Sosial: Pendekatan Kualitatif dan Kuantitatif (*Jakarta: Erlangga, 2009), p. 62.

1. Interview

   In this study, researcher interviewed a number of key informants who know and have the necessary basic information in research that is certified Islamic Teacher, the principal/vice principal, and some of students at SMPN 3 Malang.

2. Observation

   Observation is directly observation to object will be researched. Observation is activity of recording phenomena done systematically.[61] Researcher used observation type of passive participation, so in this case researcher come in the place of activity was observed, but is not involved in the activities.[62]

   In this study, researcher will directly observe learning facilities in the classroom as well as teaching and learning process undertaken by Islamic Teachers who have been certified at SMPN 3 Malang. By using the guidelines of observation, researcher also observed their pedagogical competence when carrying out the teaching and learning process.

3. Documentation

   In this study, researcher documented in the form of writings or notes field and images document about everything related and required in process of research in the form of official documents of SMPN 3 Malang that includes:

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[61] Yayat Sri Hayati, *op.cit.,* p. 101.
[62] Sugiyono, *op.cit.,* p. 227.

1) Profile of SMPN 3 Malang

2) Organization structure of SMPN 3 Malang

3) Achievements of SMPN 3 Malang

4) Curriculum structure of SMPN 3 Malang

5) Facilities and infrastructure of SMPN 3 Malang

6) Data of Teachers, students, and staff of SMPN 3 Malang

7) Extracurricular activities schedule of SMPN 3 Malang

Then, the instrument which is used in this research will be described in the following table:

Table 3.1 : Research Instrument

Competencies	Components	Indicators	Object Research
Pedagogical Competence	1. Understanding the characteristics of students	a. Understanding the developmental characteristics of students. b. Understand the principles of personality development of students. c. Able to identify the early teaching provision of students.	Certified Islamic Teacher at SMPN 3 Malang
	2. The arrange of learning	a. Be able to plan the organization of learning material. b. Able to plan the management of learning. c. Able to plan the classroom management.	Certified Islamic Teacher at SMPN 3 Malang

		d. Able to plan in utilizing of media and tools. e. Able to plan the assessment models of learning process.	
	3. The implementation of learning	a. Able to implement teaching of basic skills. b. Able to apply various models of approaches, strategies/ methods of learning. c. Able to master the classes. d. Able to measure achievement level of competence of learners during the learning process takes place.	1. Certified Islamic Teacher at SMPN 3 Malang. 2. Principal of SMPN 3 Malang 3. Students of SMPN 3 Malang
	4. The evaluation of learning	a. Ability to design and implement the assessment. b. Capable to analyze the assessment results. c. Ability to use the results of assessment to improve the quality of the next learning.	Certified Islamic Teacher at SMPN 3 Malang
	5. The development of student's potential	a. Facilitate learners to develop their academic potential. b. Facilitate learners to develop their non-academic potential.	1. Certified Islamic Teacher at SMPN 3 Malang 2. Students of SMPN 3 Malang
Teaching and Learning	1. The interaction of	a. Opening lesson b. Explaining subject	1. Certified Islamic

Process	teaching and learning process	c. Closing lesson	Teacher at SMPN 3 Malang. 2. Students of SMPN3 Malang
	2. The method on teaching and learning process	a. Subject or material that will be taught. b. Facilities c. Situation d. Goodness and weakness of specific method	1. Certified Islamic Teacher at SMPN 3 Malang. 2. Students of SMPN 3 Malang
	3. The factors on teaching and learning process	a. Internal factor b. External factor	Certified Islamic Teacher at SMPN 3 Malang

Further, the indicators of research on the instrument will be developed to be observation guidelines and the points of questions on the interview guidelines.

F. Data Analysis

In this study, the process of data analysis done since before entering the field, while in the field, and once completed in the field. As for the stages of the process of data analysis will be done in this research are as follows:

1. Analysis Pre- Field

Qualitative research has been conducting data analysis before researcher entering the field. The analysis is performed against the data

preliminary study results, or secondary data, which will be used to determine the focus of the research.[63]

2. Analysis In the Field

In this study, analysis of data in the field use model of Miles and Huberman. As for the activities in analysis of data, among others:[64]

1) Data Reduction

Reduction of data means sums up, choose the basic things, focus on things that are important, look for themes and pattern.

2) Data Display

After the data is reduced, the next step is to present the data. In qualitative research, presentation of data can be done in the form of a short blurb, charts, and the like.

3) Conclusion The Drawing and Verification

The third step in the data analysis of qualitative according to Miles and Huberman's withdrawal and verification conclusion. Preliminary conclusions expressed are still tentative, and will change when not found strong evidence that supports the data collection phase next. But if the conclusions put forward in the early stages, supported by valid and consistent evidence when researcher returned to the field collected data, then the conclusions put forward a credible conclusion.

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[63]*Ibid*, p. 245.
[64] *Ibid*, p. 247-252.

G. Validity and Reliability

In this study, researcher use triangulation. Validity inspection techniques data is by using something else outside of that data for the purposes of checking or as a comparison against the data. Researcher gather and merge some of the data obtained from observation and in-depth interviews to some informants that the principal/vice principal, certified Islamic Teacher, and some students of SMPN 3 Malang. So with this, research is expected to get accurate data.

H. Stages of Research

In this research, there are four stages in the implementation of research procedure that is pre field, field of activity, data analysis, and report writing stages.

a. Pre-field

In this phase, researcher ask title and advance proposals to the Tarbiyah and Teacher Training Faculty of State Islamic University of Maulana Malik Ibrahim Malang. Next, the researcher conducting the preliminary observation or early exploitation through PKLI (Teaching Practice) with the aim to obtain an overview of the situation in the field and gain certainty between the title of the thesis with the reality in the field, as well as to make researcher prepare mentally and physically, as well as setting up the necessary equipment. Researcher establish and utilize informants will be examined. Then researcher attend research licensing letter to Tarbiyah and Teacher Training

Faculty of State Islamic University of Maulana Malik Ibrahim Malang, and submit them to ask for from *Diknas* (National Education) to SMP 3 Malang with attached with a thesis proposal.

For researcher handle the things above, as long as it did the researcher do a study of librarianship, reviewing library materials relevant to the title of the thesis.

b. Field Activities

In this phase, researches began collecting data, conducting interviews with key informants that certified Islamic Teacher and supporting informant such vice principal and some of students in VII, VIII, and IX class at SMP 3 Malang. Researcher noted the results of interviews and the process of teaching and learning was being observed, as well as documenting some research related matters. Researcher attempted to obtain information as much as possible about the pedagogical competence of certified Islamic Teachers at SMPN 3 Malang on teaching and learning process.

c. Data Analysis

After all of data in the field are grouped, then researcher will reduce as well as presenting the data. Job of data analysis in this case is to adjust the data obtained with the existing theory. To check the validity of data, researcher not only acquire information from an informant, but also need to obtain information from other informants as a comparison and conclude. So it does not cover possibility of new data obtained.

CHAPTER IV

RESEARCH FINDINGS

A. Data Exposure

1. Object of Research

a. Profile of SMPN 3 Malang

SMPN 3 Malang is Netherlands Government heritage school. The forerunner of SMPN 3 Malang is MULO WILHELMINA School. The school was established on March 17, 1950. The MULO WILHELMINA school's name altered by the Government of Republic of Indonesia became SMPN 3 Malang with the motto of *Bina Taruna Adiloka (Bintaraloka)* in 1960.

Bina Taruna Adiloka (Bintaraloka) is derived from the Sanskrit that is '*bina*' which means educate, '*taruna*' which means the younger generation, '*adi*' which means the best, and '*loka'* which means place. Based on the motto chosen by predecessors, be visible clearly that SMPN 3 Malang is where the young generation of hammering to be best human.

As for the identity of SMPN 3 Malang is as follows:

- School's name   : SMPN 3 Malang
- School address   : Dr. Cipto Street No. 20
- Sub district/City   : Klojen / Malang
- Province   : East Java
- NSS/NSM/NDS   : 201056101003
- Level of Accreditation   : A
- Year established   : 1950

- Years of Operation   : 25 Mei 1960
  (SK.No.187/SK/B/III/1960)
- Land Ownership
  a. Land status   : SHM
  b. Land area   : 6.520 m^2
- Building Status   : Government
- Area of the whole building : 2.500 m^2
- Telephone/HP/Fax   : (0341) 362612 Fax. (0341) 340224
- Email/Webe-site   : smp3mlg@smpn3mlg.sch.id/
  www.smpn3-mlg.sch.id
- Sister-school   : May Flower Secondary School –
  Singapura
- Prosestase of teacher who S2/S3 : 20 %
- School already have facilities HOT-SPOT
- School already have certificate ISO 9001 – 2008
- Certificate Institute   : BSI
- ISO version   : 9001 – 2008 & IWA 2
- Year   : 2012

b. Vision, Mission, Goals, and Targets of SMPN 3 Malang

To realize the motto of *Bina Taruna Adiloka (Bintaraloka)* in the real activity at SMPN 3 Malang, the entire of civitas academy of SMPN 3 Malang actualize the motto in breath of vision, mission, goals, and targets of SMPN 3 Malang. As for the vision, mission, goals, and targets of SMPN 3 Malang can be seen in appendix I.

c. The Organization Structure of SMPN 3 Malang

In an institution or organization of any kind, the existence of organizational structure is indispensable. Organizational structure at SMPN 3 Malang consists of the Principal, Vice Principal, Management Representative, Document Control Center, Administrative Coordinator, and staffs such as curriculum, publicist and environmentalist, student management, facilities and

infrastructure. As for the organization structure chart can be seen in appendix II.

d. The Curriculum Structure of SMPN 3 Malang

SMPN 3 Malang is one of the Junior High School target in the implementation of curriculum 2013. At SMPN 3 Malang that already apply in curriculum 2013 is VII class, while VIII and IX class are still using KTSP. So for the subjects of PAI for VII class, the allocation of time is 3 hour lesson (3 x 45 min) for one-time meetings. As for VIII and IX class are 2 hour lesson (2 x 45 minutes). As for the curriculum structure as indicated in the table below:

Table 4.1 VII Class is Based on Curriculum 2013

Subjects	Time Allocation of study/week		
	VII	VIII	IX
A Group			
1. *PAI* and *Budi Pekerti*	3	3	3
2. *Pancasila* Education and civics	3	3	3
3. Indonesia Language subject	6	6	6
4. Mathematics	5	5	5
5. IPA (Nature Science)	5	5	5
6. IPS (Social science)	4	4	4
7. English Language	4	4	4
B Group			
1. Art and Culture (including local content)*	3	3	3
2. Health and Sport education	3	3	3
3. Vocational subject	2	2	2
Total of time allocation/week	38	38	38

Table 4.2 VIII and IX Class are Based on KTSP

Subjects	Time Allocation of study/week		
	VII	VIII	IX
A. Lessons			
1. PAI (Islamic Education)		2	2
2. Civics		2	2
3. Indonesia language subject		4	4
4. Mathematics		4	6
5. IPA (Nature Science)		4	4
6. IPS (Social Science)		6	6
7. Art and Culture		2	2
8. Health and Sport Education		2	2
9. Skills/information and communication technology		2	2
B. Local Content		2	2
C. Self Development			
Total		36	36

e. The Achievements of SMPN 3 Malang

SMPN 3 Malang is the best junior high school in Malang. This is evident with the most won various races of academic and non academic field both district and provincial, even national level. As for gaining the championship/academic achievement as follows:

a. In 2008 – 2009, ranking I in National Exam of Malang

b. In 2009 – 2010, ranking II in National Exam of Malang

c. In 2010 – 2011, SMPN 3 Malang as many as 5 students ranked among the top 10 of Malang

d. In 2011-2012 SMPN 3 Malang as many as 5 students ranked among the top 10 of Malang.

As for the list of championship/academic achievement of SMPN 3 Malang can be seen in appendix III.

f. The Facilities and Infrastructure of SMPN 3 Malang

Facilities and infrastructure are tools or facilities that could support the success of education for institutions, teachers, and students on teaching and learning process. A variety of facilities and infrastructure has been provided in full by SMPN 3 Malang to learners. Even for the library received an award as the best library in Malang for junior high school level. As for the details of facilities and infrastructure at SMPN 3 Malang can be seen in the table below.

Table 4.3 Data of Learning Room

No	Room	Total	Dimension (pxl)	Condition
1	Library	1	$14,25 \times 8\ m^2$	good
2	Lab. IPA	2	$8 \times 8\ m^2$ $64\ m^2$	good
3	Skills room	1	$8 \times 6,5\ m^2$	good
4	Multimedia	1	$7 \times 8\ m^2$	good
5	Art room	1	$4 \times 7\ m^2$	good
6	Lab. Language	2	$9 \times 7\ m^2$ $8 \times 12\ m^2$	good
7	Lab. Computer	2	$9 \times 7\ m^2$ $8 \times 12\ m^2$	good good
8	PTD	1	$60\ m^2$	good
9	Function room/Aula	1	$22,5 \times 8,25\ m^2$	Bad

As for the media of learning available at SMPN 3 Malang are covers, laptop, LCD projector, internet network (all grades), TV classes, OHP, DVD, computers, cameras, Handy cam, Tape Re coder, sewing machine, *obras* machine, and digital electronic white board. For more details, the facilities and infrastructure of SMPN 3 Malang can be seen in appendix IV.

g. **The Teacher State of SMPN 3 Malang**

Educators or teachers have an important role in learning process, so they often used as benchmarks successfully whether or not education in a school. In addition, to smooth the process of teaching and learning also required an employee that will help meet the necessary needs of teachers and schools.

SMPN 3 Malang has 43 people a qualified undergraduate education (S1), 9 person are postgraduate (S2/S3), 4 person are Diploma (D3), 6 teachers don't stay (GTT), 11 employees are not fixed, and administrative personnel (TU) are 2 persons of civil servants. More details can be seen in the table below.

Table 4.4 Status and Education Qualification of Teacher

No	Level of Education	Quantify and Status of Teacher				Total
		GT/PNS		GTT		
		L	P	L	P	
1	S3/S2	4	5	-	-	9
2	S1	10	25	6	2	43
3	D-4	-	-	-	-	-
4	D3/Sarmud	2	1	1	-	4
5	D2	-	-	-	-	-
6	D1	-	-	-	-	-
	Total	16	31	7	2	56

The complete data of teachers and employees of SMPN 3 Malang can be seen in appendix V.

h. **The Student State of SMPN 3 Malang**

Student is one of the components that is object of education for teachers. People's interest to send his son at SMPN 3 Malang which is favorite schools in Malang is so high. It can be seen from the number

of applicants for new learners from year to year is on the rise, even though academic year in 2012/2013 is decline. For details can be seen in the table below.

Table 4.5 Data of Learners

Years of lesson	VII Class			VIII Class			IX Class		
	Total of Students		Total of *Rombel* *(group of study)*	Total of Students		Total of *Rombel* *(group of study)*	Total of Students		Total of *Rombel* *(group of study)*
	L	P		L	P		L	P	
2009/2010	124	175	9	159	213	9	113	176	8
2010/2011	57	96	4	110	155	7	146	193	9
2011/2012	138	167	9	117	155	8	129	174	9
2012/2013	120	152	10	133	167	9	108	140	7

The above data shows the number of students in the last four years overall for VII, VIII, and IX class of 3.609 students. As for the recapitulation of students state in academic year 2014/2013 can be seen in appendix VI.

i. The Extracurricular Program of SMPN 3 Malang

SMPN 3 Malang is the school that supports student's potential in accordance with his/her talent. This is demonstrated by the large number of extracurricular and non academic achievements were won by SMP 3 Malang. As for the best extracurricular in this school is basketball, chess, and *Paskibra* who several times has won the national level. For detailed schedule of extracurricular activities at SMPN 3 Malang can be seen in appendix VII.

2. **Subject of Research**

In this study, researcher took three key informants that each of three informant is Islamic Teacher at SMPN 3 Malang that have been certified. As for the identity of informant's third is as follows:

1) Informant I

The first informant is certified Islamic Teacher at SMPN 3 Malang who teaches Islamic studies subjects for IX class, accelerated class, VIII-8 and VII-9 class. The following identity:

- Name   : Dedy Novianto, S.Pd.I, M.Pd.I
- NIP/NIK   : 197711242005011005
- Rank/Class   : *Penata Tk I* (III/d)
- The Place and date of birth   : Malang, 24 November 1977
- Last education   : S2 of MPI (Postgraduate)
- The school where work   : SMPN 3 Malang
- Pass certification   : 2005

2) Informant II

The second informant is certified Islamic Teacher at SMPN 3 Malang who teach the subjects of *PAI dan Budi Pekerti* (Islamic education and Moral) for VII class at SMPN 3 Malang that have used curriculum 2013 or K-2013. The following identity:

- Name   : Utien Kustianing, S.Pd.I
- NIP/NIK   : 197904162006042023
- Rank/Class   : *Penata muda Tk I* (III/b)
- The place and date of birth   : Malang, 14 April 1979
- Last education   : S1 (Undergraduate)
- The school where work   : SMPN 3 Malang
- Pass certification   : 2013

3) Informant III

The third informant is certified Islamic Teacher at SMPN 3 Malang who teaches Islamic studies subjects for all of VIII class at SMPN 3 Malang that still using KTSP. The following identity:

- Name : Muhaimin, S.Ag
- NIP/NIK : (Still process)
- Rank/Class : (Still process)
- the place and date of birth : Lamongan, 10 Mei 1965
- Last education : S1 (Undergraduate)
- School where work : SMPN 3 Malang
- Pass certification : 2012

B. Result Findings

The following data is original data interviews and direct observation in the field which conducted by researcher at SMPN 3 Malang towards certified Islamic Teacher. As for the data will be parsed as follows:

1. Pedagogical Competence of Certified Islamic Teacher at SMPN 3 Malang

Quality of education can be seen from the quality and competence possessed by teachers. Therefore, each teacher including Islamic Teacher are required to own and control all of the competencies include pedagogical competence. Moreover, teachers who are already certified, should be required to further enhance its own competency so that the quality of education in Indonesia is better.

Related to the above, to know the competence of pedagogy which is owned by certified Islamic Teacher at SMPN 3 Malang, researcher attempted to obtain data from interviews to a number of parties concerned.

Researcher describe the results based on interviews and observation as follows:

a. Understanding the characteristics of students

Every student has ability to learn, both in terms of intelligence, creativity, and cognitive development. Therefore the teacher should be able to understand the characteristics of learners as well in order to solve the problems of individual during the process of teaching and learning. As expressed by Mr. Dedy Noviyanto as one of certified Islamic Teacher at SMPN 3 Malang as follows:

"To understand the characteristics of students we have cooperation with BK (guidance counseling) because we don't know the background of learners especially for VII class, which is still early. For example, have been determined for these lessons, I hold VII-9 class, I collaborated with BK to find out if in VII-9 class there is the unique student, so that I don't wrong in solving them. Because we don't know the problem, there are students who do play turned out so we instead make them down, it turns out he's got something unique. So also in class of acceleration, if we do not know the characteristics of acceleration students, we will be surprised when we entered class, they are no notice. If the method used for acceleration and regular class are same, they will be not notice even their own fun when explained. In addition to working with BK, we also practice the science of psychology of development that we have to understand the characteristics of learners.[65]

It is also expressed by Mrs. Utien Kustianing as follows:

"In curriculum 2013, teacher's required to assess each student's attitude during the process of learning, so the teacher must also be able to understand the learners. For the more elusive are the characteristics or attitudes of each student. For example if there is a student who liked noisy and lack of respect for teachers, then I do the approach to the students, because if these students left to be like that, they will continue later. Moreover, in curriculum 2013 this must happen a

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[65] Interviewed with Dedy Novianto, Islamic Teacher at SMPN 3 Malang, date April, 10th 2014.

change in student's attitude. So teachers should have a note or journal every student."[66]

While the way of understanding the learners according to Mr. Muhamin, S.Ag said,

"Every student has different creative power. There are students who tend to be individual and aloof. To make it not go on like that, I give group task so that she/he can learn to socialize with other friends. If the level of intelligence, students of SMPN 3 Malang is have same intelligence, so I do not have difficulties in distinguish it."[67]

From the above interview in general explained that should be more understood is the nature or behavior of students. It is important to understand that create a good learning conditions between teachers and students in learning activities. As for the level of intelligence as it is known that SMPN 3 Malang is a favorite and flagship school in Malang. Almost every student has the good intelligence. So there is no difficulty for teachers in differentiating students.

The third of certified Islamic Teacher has the ability and has its own way in understanding the characteristics of learners. So it could be said that in general, they have been able to master how to understand the attitudes and behaviors of students.

b. **The arrange of learning**

In addition to adjusting to the curriculum in designing of learning, certified Islamic Teacher at SMPN 3 Malang also adapts to

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[66] Interviewed with Utien Kustianing, Islamic Teacher at SMPN 3 Malang, date April, 10th 2014.

[67] Interviewed with Muhaimin, Islamic Teacher at SMPN 3 Malang, date April, 15th 2014..

the characteristics of their students. In this case, as disclosed by Mr.

Dedy Noviyanto as follows:

"To design of learning is clear that the reference is curriculum, then we adjust to the characteristics of learners. In addition there is also a learning tool administratively. But in fact the devices, if a teacher has been teaching for more than five years with the same curriculum is more administratively. So on teaching process, they does not pay attention to RPP. So when they get supervision, his RPP was written thus, but the reality is different. And three of us as Islamic Teachers here are written agreements to remind each other. So there is a teacher who became a mentor to other teachers. So it could be a foundation when we design learning."[68]

That statement also be said by Mrs. Utien Kustianing as

follows:

"In designing the learning we adjust with the existing curriculum. Have to make learning devices. Before teaching must already exist RPP. In making RPP, I usually adapt to the conditions of class and characteristics of students. So with so can specify the methods to be used."[69]

While Mr. Muhaimin said,

"Design of learning in accordance with existing procedures. Create a learning device. Then develop the subject and modify the class."[70]

c. **The implementation of learning**

In the implementation of learning, teachers must be able to

create effective, creative, and fun learning,. So with that student is not

easily bored and can receive the subject clearly. Therefore the ability

of teachers in implementing the learning should be maximum, such as

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[68] Interviewed with Dedy Novianto, Islamic Teacher at SMPN 3 Malang, date April, 10th 2014.

[69] Interviewed with Utien Kustianing, Islamic Teacher at SMPN 3 Malang, date April, 10th 2014.

[70] Interviewed with Muhaimin, Islamic Teacher at SMPN 3 Malang, date April, 15th 2014.

ability in delivering lessons, open, and close the lesson. Mr. Dedy

Novianto said,

"In the implementation of a learning, of course before teaching, I learned first RPP what it looks like, then I adjust to the characteristics of students in the class. Actually, the problem of method isn't a rigid, if in RPP like this but if there is a different condition class, so we customize it. For which VII class any determinate in implementing learning with scientific approach while for VIII and IX class is EEK approach. Then, when we open learning, the most important thing is prayer, which was followed by reading one of the surah of Qur'an. After that, we must also convey the purpose or competence that should be attained by the students, so that students will understand the importance of studying the subject to be studied later. And we conclude learning together at the end of subject that has been studied."[71]

Almost same with Mr. Dedy Novianto, Mrs. Utien Kustianing

said,

"Goals and competencies to be attained by students must pass on to our students, so that they know the importance of learning subject to be taught. Opening, closing, and deliver learning according to the RPP. Sometimes we looked at the condition of students. For example in Class VII-5, the students could be invited to cooperation in learning when use the methods of drama. However when in Class VII-4 the students are noisy. Then we can change the other methods although not same as in RPP as long as students are can understand the subject being taught."[72]

Meanwhile, the implementation of learning according to Mr.

Muhaimin said,

"In carrying out the learning, certainly we deliver the purpose of which should be attained by students, and when conveying subject should not be encouraged on existing subject, but must be developed. The most important is the students understand. If there are students who have yet to understand, then I have to restart and pass back the subject. Then in learning of Islamic Education that to be main

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[71] Interviewed with Dedy Novianto, Islamic Teacher at SMPN 3 Malang, date April, 10th 2014.

[72] Interviewed with Utien Kustianing, Islamic Teacher at SMPN 3 Malang, date April, 10th 2014.

foundation is student should be able to read the Quran. So if there are students who are not yet able to read Quran smoothly, we recommend to join TBTQ extracurricular (Completely Read Wrote the Quran)."[73]

From the interviews, it can be noted that certified Islamic Teachers at SMPN 3 Malang implement the learning by adapting the conditions and the needs of their students in creating an enjoyable learning.

d. The evaluation of learning

SMPN 3 Malang applied two different curriculum, so that different evaluation study performed by certified Islamic Teacher at SMP 3 Malang. As expressed by Mr. Dedy Novianto that uses two curriculum is as follows:

"Evaluation of learning for curriculum of KTSP it is written and unwritten and there is also a project. As for VII class is authentic assessment, so we pay attention to the evaluation of process, ranging from student movements, when they interact in the discussion with their friends it is valuated. As for KTSP we values on the results."[74]

Meanwhile, according to Mrs. Utien Kustianing who use curriculum 2013 as follows,

"Curriculum 2013 there is many assessment. So the evaluation of learning is based on that assessment. Not only to assess the results of assignments or exams, but also assess their demeanor and work in a group. As there is in curriculum 2013 that there should be a change in student's attitude. If there are still students whose value has not yet reached KKM, then I put the enrichment or remedial for the students."[75]

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[73] Interviewed with Muhaimin, Islamic Teacher at SMPN 3 Malang, date April, 15th 2014.
[74] Interviewed with Dedy Novianto, Islamic Teacher at SMPN 3 Malang, date April, 10th 2014.
[75] Interviewed with Utien Kustianing, Islamic Teacher at SMPN 3 Malang, date April, 10th 2014.

In contrast to the evaluation study by Mr. Muhaimin who use

KTSP, he said as following:

"Evaluation of learning in KTSP by looking the result in starting the process to end. If there's still student who cannot yet, then I put remedial."[76]

e. **The development of student's potential**

In each school, development of learner's potential are known as

extracurricular activity. At SMPN 3 Malang there are many activities

of extracurricular that adequate the interest and talent of students,

including religious extracurricular like TBTQ (Read and Written

Quran Completely), MTQ (*Musabaqah Tilawatil Quran*), and

Albanjari. Certified Islamic Teacher at SMP 3 Malang always

cooperate. Not only in learning, but also in the religious activities at

SMPN 3 Malang. So too in developing the potential of students. As

expressed by Mr. Dedy Novianto as follows:

"We have to accommodate the learner's potential of learners, we also work with teachers of other subjects. For example, when in the month of languages (*Bulan Bahasa*) organized by language teachers, including teachers of Indonesia, English, as well as Java language, we put the learners who have a potential of religious such as *Adzan,* calligraphy, and anywhere else in the race. We always quote the learners in the race — a race that can accommodate their potential."[77]

And Mrs. Utien Kustianing in Developing the potential of

students said,

"In developing the potential of students, we mutual cooperation to make a program or activity, especially religious activities. For

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[76] Interviewed with Muhaimin, Islamic Teacher at SMPN 3 Malang, date April, 15th 2014.
[77] Interviewed with Dedy Novianto, Islamic Teacher at SMPN 3 Malang, date April, 10th 2014.

example, in celebrating the birth of Prophet Muhammad SAW through BDI, we made some contest as *Adzan, MTQ, Kaligrafi, Cerdas Cermat Agama, Sholawatan* and etc. in order, the talent and potential of students can be actualized well by the contests."[78]

Then according to Mr. Muhaimin said,

"To develop the potential of students, we point them appropriate with their talents and suggested the gifted student to follow the extracurricular activities, so that his/her talents could be better honed."[79]

The fifth component is pedagogical components which owned by certified Islamic Teachers at SMPN 3 Malang based on the results of interview with them. And as Islamic Teacher has been certified are required to master and has continued to improve the pedagogical competence. And to enhance it, certified Islamic Teacher at SMPN 3 Malang used to follow workshops and training to improve their quality held by MGMP PAI SMP of Malang (The Conference of Islamic Education Subjects Teacher for Junior High School in Malang). In addition they also cooperate to resolve difficulties and problems on teaching and learning process. It is as expressed by Mr. Dedy Novianto, as follows:

"To upgrade the competencies is we study again, buying support books. We held a training or workshop. So the teachers are contribution, we formed a committee and bring a expert then collaborated with UIN, UM sometimes had also held with religious training bureau in Surabaya (Ministry of Religion). There is a large house for Indonesia Islamic Teacher, it's name AGPAIN (Association of Indonesia Islamic Teachers). This organization can actuate the Islamic Teachers to enhance their competence. If our regular meetings once a month. While the workshop will bring a expert that we host three months. Our own school to enhance

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[78] Interviewed with Utien Kustianing, Islamic Teacher at SMPN 3 Malang, date April, 10th 2014

[79] Interviewed with Muhaimin, Islamic Teacher at SMPN 3 Malang, date April, 15th 2014.

competence by way of cooperation for mutual reminding and teaching. For example when I get new methods of training, then I share with the other Islamic Teacher."[80]

Mr. Dedy Novinto also added that the enhancement of competence or training for Islamic Teacher still running and performed well if compared with teachers in other subjects. Even other subjects teachers rarely followed training for improving competence.

Improving the competence of teachers who have already said by Mr. Dedy also be said by Mrs. Utien Kustianing as follows:

"If to improve the competence of teachers, we have always participated in training organized by MGMP PAI SMP of Malang every three months. And at schools themselves, me, Mr. Dedy, and Mr. Muhaimin usually sharing together and give each other feedback and mutual reminding. For example if there is a new learning method, we learn and work together."[81]

The support of school is very important for teachers in increasing their competence. Because it's also can improve the quality of teaching and learning of the school. It is well said by Mrs. Uci Lusiati Santoso as vice principal at SMPN 3 Malang as follows:

"To increase the competence of all teachers, including certified Islamic Teacher, we of school parties always supportive the activities or training of improving the quality and competence carried out by our teachers. Because it was be impact on the quality of learning in this school."[82]

What has been said by some informants about the increased competence can be demonstrated by the existence of comparative study of MGMP PAI SMP of Sidoarjo in Malang on April 19, 2014. The event was

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[80] Interviewed with Dedy Novianto, Islamic Teacher at SMPN 3 Malang, date April, 10th 2014.

[81] Interviewed with Utien Kustianing, Islamic Teacher at SMPN 3 Malang, date April, 10th 2014.

[82] Interviewed with Uci Lusiati Santoso, Vice Principal of SMPN 3 Malang, date April, 14th 2014.

attended by all Islamic Teachers of Sidoarjo, chairman of MGMP PAI of Sidoarjo, the committee of MGMP PAI SMP of Malang, the third Islamic Teacher of SMPN 3 Malang, as well as the participation of the curriculum staff and public relations staff of SMPN 3 Malang. In the event a researcher interviewed one of committee of MGMP PAI SMP of Malang that said,

"MGMP PAI SMP of Malang is held once times in three months. The goal is to adequate and channeling the aspirations of teachers either to Ministry of Religion or education service of Malang, also to establish cooperation in the field of curriculum development in the efforts to improve the professionalism of GPAI (Islamic Teacher), and establish cooperation among Islamic Teachers in improving the quality of learning in the class."[83]

From the results of interview can be aware that the effort of improving competence performed by Islamic Teacher specifically for teachers who have been certified is carried out well.

2. **The Teaching and Learning Process of Certified Islamic Teacher at SMPN 3 Malang**

After researcher conducted interviews with certified Islamic Teachers at SMPN 3 Malang related to pedagogical competence, then researcher made direct observation of their pedagogical competence during the process of teaching and learning with the aim of gaining the truth of statement that was delivered by informants when interviewed. As

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[83] Interviewed with Syamsiyah W, Committee of MGMP PAI of Malang, date April, 1th 2014.

for the teaching and learning process is carried out by certified Islamic

Teacher at SMPN 3 Malang will set as follows:

a. The interaction on teaching and learning process

Islamic Education learning at SMPN 3 Malang uses two

curriculum i.e. KTSP and K-13 or curriculum 2013. As expressed by

Dra. Uci Lusiati Santoso as the vice principal, as follows:

"SMPN 3 Malang use two curriculum i.e. KTSP for VIII, IX, and acseleration class. Then for K-13 or curriculum 2013 just applied to VII class."[84]

In curriculum 2013, the subject of Islamic Education (PAI)

from two hours to three hours of lessons for one-time meetings. Its

name was changed to be *PAI dan Budi Pekerti* subject. During the

implementation of learning, teacher presence is only 30%, whereas

70% of its, students being required to more creative and imaginative in

understanding the subject. As expressed by Mrs. Utien as Islamic

Teacher of VII class as follows:

"In K-13, the function of teacher only 30% and 70% students should be able to find the subject. So teachers should not be too many speaking engagements, and should be able to make students imagining something so they can conclude its own subject."[85]

Before the process of teaching and learning begins, each

morning the students of SMPN 3 Malang are performing the morning

prayers with *istigosah* and *kultum* (talk seven minutes). For a schedule

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[84] Interviewed with Uci Lusiati Santoso, Vice Principal of SMPN 3 Malang, date April, 14th 2014.

[85] Interviewed with Utien Kustianing, Islamic Teacher at SMPN 3 Malang, date April, 10th 2014.

of teaching and learning activities at SMPN 3 Malang can be seen in

the following table.

Table 4.6 Schedule of Learning Activities

Activities	Time	Explanation
Imtaq (Faith and Godfearing)	06.30 – 07.15	VII, VIII, and IX class
Intra curricular	07.30 – 14.15	VII, VIII, and IX class
Extracurricular	14.15 – 17.00	All subject of extracurricular
Intensive study guidance / semester 1	14.15 – 15.30	Indonesia, English, Mathematic, Science, & Social Subjects for IX class
Intensive study guidance /semester 2	06.00 – 07.15	Indonesia, English, Mathematic, Science, & Social Subjects for 9 grade

Students are prohibited to open the mobile phone and laptop

without the express permission of teachers in learning process. And the

Islamic Education learning, students are required to wear the hijab for

girl. As for the facilities on teaching and learning process there are

LCD in every class and CCTV to monitor the process of teaching and

learning that undertaken by teachers and students. As expressed by

Mrs. Uci Lusiati Santoso as follows:

"SMP 3 Malang has CCTV in every class, so that principals can
monitor the teaching and learning process is conducted by our
teachers. So, if there are teachers who do not fit the learning, the
principal direct rebuke by CCTV or sometimes teachers are called
upon to face the head of school. Passing the CCTV, we know the

quality of teachers in carrying out the study includes also a certified Islamic Teacher at SMPN 3 Malang."[86]

The observations of researcher on teaching and learning process undertaken by certified Islamic Teachers at SMP 3 Malang is as follows:

1) First Activities

Generally in early activity or open lessons performed by certified Islamic Teachers at SMPN 3 Malang as follows:

- Islamic Teachers open lessons and pray together led by the head of class.

- Teachers and students begin learning by reading one of surah of Qur'an.

- Teacher provided the neatness of students and checked the presence of students.

- Reviewing the subject last week (apperception)

- Islamic Teachers convey the basic competencies and objectives to be achieved by students.

2) Core Activities

The results of observations made by researcher against the core activities undertaken by certified Islamic Teachers at SMP 3 Malang on teaching and learning process, as follows:

a) Learning activities by Dedy Novianto, S.Pd.I, M.Pd.I

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[86] Interviewed with Uci Lusiati Santoso, Vice principal of SMPN 3 Malang, date April, 14th 2014.

The study carried out by Mr. Dedy Novianto i.e. by passing on some of subject about *Jamak & Qashar Prayer* for VII-9 class. Then Mr. Dedy divides students into five groups and told students to find the subject and discuss about *Jamak & Qashar Prayer* in the library of school.

b) Learning activities by Utien Kustianing, S.Pd.I

In learning activities, Mrs. Utien implement the learning subject with "*Jamak & Qashar Prayer.*" She divided the students into several groups to practice *Jamak & Qashar Prayer* in form of videos, then presented with using power point. During the learning progress, students very active in listening the explanation of a group that presented their work. Then Mrs. Utien gives little explanation of such subject and students ask a few questions.

c) Learning Activities by Muhaimin, S.Ag

Mr. Muhaimin implement learning with application subjects about *"Mad and Waqof"*. In this learning process Mr. Muhaimin told each student to apply *tajwid (Mad and Waqof)* in reading Quran. Then, to find out the mastery of subject, Mr. Muhaimin was calling students one by one to read Quran by use *tajwid* has been taught. Then Mr. Muhaimin gives explanation to students who have not mastered the subject.

3) Last Activities

Generally, the last activities or close the lesson performed by certified Islamic Teachers at SMPN 3 Malang are as follows:

- Carry out an assessment and reflection by asking questions or responses to learners of the activities that have been implemented.

- Gives the conclusion of the subject matter that has been studied by students.

- Plan a follow-up activity by giving assignments to learners.

- Deliver the subject for the next meeting.

The activities performed by certified Islamic Teacher above was the result of observations made by researcher at the first meeting until the third meeting with the same of opening and closing activities, but with a different method at the third meeting. The third meeting is certified Islamic Teacher in VII class And during the observation, researcher not only observe the activities performed by certified Islamic Teacher, but also the activities of students that occur during in learning process.

b. **The method on teaching and learning process**

Method is the way used teacher in presenting the subject. Some kind of recent method has been widely applied as the development of technology. The method used by certified Islamic Teachers at SMPN 3

Malang on teaching and learning process as expressed by Mr. Dedy

Novianto, as follows:

"For the method, in addition to adjusting the subject and character of students, I also adjust with the condition or situation of class. For example in VII-9 class the conditions of its class is noisy, so I change the method, then I invite students learning beyond the classroom to make it more relaxed and not nervous. Because outside of the classroom, I think students are paying more attention to teacher. If the old curriculum, according to my research of Islamic Teachers in Malang almost 70% is a *ceramah* method (teacher centered). And the method that I applied are brainstorming, directly *da'wah* methods, role playing, and playing cards. As well as the peer tutor methods, I applied for students of IX class, who haven't been able to read the Qur'an. And who was reading the Al-Quran good, I give the assignment to teach a friend who can not. And if he's successful, I guarantee his/her value good, so students are more motivated. For class VII, as well as by the CTL method which is direct study in the place."[87]

The methods used by Mr. Dedy Novianto in learning of Islamic

Education subject also revealed by Hafidz Ramadan of IX-7 class

SMPN 3 Malang as follows:

"I like study PAI because Mr. Dedy teach well and not make boring. He often use different teaching methods, but I prefer the method of drama."[88]

From the results of interviews conducted by researcher to some

of students said that they were pleased to be taught by Mr. Dedy

Novianto and not bored in PAI learning. As according to Ken

Cahyaning of VII-3 class said,

"I'd rather be taught by Mr. Dedy, because Mr. Dedy teach well and fun."[89]

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[87] Interviewed with Dedy Novianto, Islamic Teacher at SMPN 3 Malang, date April, 10th 2014.

[88] Interviewed with Hafidz Mubarok, Student of IX-7 class of SMPN 3 Malang, date April, 14th 2014.

[89] Interviewed with Ken Cahyaning, Student of VII-3 class of SMPN 3 Malang, date April, 14th 2014.

Then, according to Mr. Muhaimin related methods in the

process of learning and teaching said,

"Actually Religious studies or Islamic Education is simple. On teaching should not be associated with a particular method, just practiced it, students will be able to understand."[90]

The opinion of students of class VIII about methods used by

Mr. Muhaimin as according to M. Rizqi Rafi'I of VIII-5 class said,

"I like PAI because I think to learning religion is important. If the method that is used, as long as I am in elementary school the method is still same, the teacher explains and we listen. But nevertheless I can still understand the subject. Because I always pay attention when the subject is explained."[91]

While according to Niken Anggreini of VIII-2 class said,

"I like PAI lessons but depending on the subject. Mr. Muhaimin teach well and I understand, but make a sleepy."[92]

Meanwhile, the use of the method in the process of teaching

and learning by the mother Utien Kustianing reveals,

"For learning methods must appropriate with the subject and condition of its class. For example subject about empathy, we can use the methods of CTL (Contextual Teaching and Learning). So we're bringing in people with a certain retardation to recount his life, so the students will be able to feel empathy with see and hear directly from the people who have these deficiencies. We could also invite students to the location that is to YPAC. Then in addition, the method I have been using the learning method cards short, role playing/drama in this case students per group to play a role in accordance with the subject and I order to my students to made a video about the drama and be presented. So their drama is not directly in the classroom. Because if

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[90] Interviewed with Muhaimin, Islamic Teacher at SMPN 3 Malang, date April, 19th 2014.
[91] Interviewed with M. Rizqi Rafi'I, Student of VIII-5 class of SMPN 3 Malang, date April, 12th 2014.
[92] Interviewed with Niken Anggreini, Student of VIII-2 class of SMPN 3 Malang, date April, 14th 2014.

the drama in the classroom, the students will not be serious and no animates the role."[93]

Associated with the methods used by Mrs. Utien Kustianing, according to Dea Aflah Shamah of VII-4 class said,

"Mrs. Utien teach well and I am also familiar with the subjects described. I love to be taught with a method of drama because it is more exciting and fun."[94]

Results of interviews from some students of VII class, which was taught by Mrs. Utien Kustianing generally say that Mrs. Utien taught well and use the varies of method according to the subject. However, there are some students who say differently, as in the following interview results:

"Mrs. Utien teach well but if she give advice too long and sometimes tease us. I dont like it when it happened like that. And I hardly notice it when explained."[95]

From the interviews can be known that the way of teaching or method used by some certified Islamic Teachers at SMPN 3 Malang is not all accepted by students.

c. **The factors on teaching and learning**

There are several factors that influence certified Islamic Teacher at SMPN 3 Malang on teaching and learning process, such as:

a. Individual Factor (internal)

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[93] Interviewed with Utien Kustianing, Islamic Teacher at SMPN 3 Malang, date April, 10th 2014.

[94] Interviewed with Dea Aflah Samah, Student of VII-4 class of SMPN 3 Malang, date April, 15th 2014.

[95] Interviewed with students of VII-3 class of SMPN 3 Malang, date April, 14th 2014.

The Individual factors in question was a factor in the learners themselves. As expressed by Mr. Muhaimin as follows:

"In the process of teaching and learning there is active and passive students. And sometimes I have difficulty in coping the individual student and did not like to mingle with his friend as well as tend to be silent because when I give the students a task, she/he was preferring to own. If in terms of cognitive there is problem , because in this school the students are smart"[96]

While Mrs. Utien Kustianing said,

"During the study, only a few classes that students still hard set."[97]

b. Social Factor (external)

The social factors that often influence on teaching and learning process is a family factor, as expressed by Mr. Dedy Novianto as follows:

"External factors that affected the process of teaching and learning are the difference of view with student's parents. Ever any incidents when there are a parent of students come to school with angry because his son taught heresy according to them. Then we explain these misconceptions eventually, the student's parents can receive. In addition, the factors of teachers of other subjects teach the teachings which he served to students, who finally made students confused which is correct."[98]

Almost the same as that be said by Mr. Dedy Novianto, external factors that influence on teaching and learning process expressed by Mr. Muhaimin as follows:

"Factors of family education also greatly affect children in learning. There are students who originally wore a veil in VII class, but VIII class, she took off her veil. Then I asked, "why are you

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[96] Interviewed with Muhimin, Islamic Teacher at SMPN 3 Malang, date April, 15th 2014.
[97] Interviewed with Utien Kustianing, Islamic Teacher at SMPN 3 Malang, date April, 10th 2014.
[98] Interviewed with Dedy Novianto, Islamic Teacher at SMPN 3 Malang, date April, 10th 2014.

take off your veil? And she said, "because my mother also did not wear hijab." It is clear that family education is very important and affects on learning process. Because if it's between family education with what is taught in school is not appropriate, students will also have difficulty in understanding the lesson being taught. And to cope with it, we are in partnership with BK (Guidance and Counseling) and brought a parent of students."[99]

From some of these factors can be identified that most affects the learning process is external or social factors.

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[99] Interviewed with Muhaimin, Islamic Teacher at SMPN 3 Malang, date April, 10th 2014.

BAB V

THEORITICAL DISCUSSION

A. **Pedagogical Competence of Certified Islamic Teacher at SMPN 3 Malang**

Islamic education is very important foundation for implanted to learners in order to become a man of faith and piety to God Almighty who will further encourage learners to become man who have noble character, creative, capable, independent, be good citizens, and responsible. Because Islam is a guidance for mankind to succeed in the world and hereafter.

Al-Qur'an clarified that the good example for people is Prophet Muhammad SAW as Allah saying:

لَّقَدْ كَانَ لَكُمْ فِى رَسُولِ ٱللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُواْ ٱللَّهَ وَٱلْيَوْمَ ٱلْأَخِرَ وَذَكَرَ ٱللَّهَ كَثِيرًا ۝

The meaning is: *"Indeed in The Messenger of Allah (Muhammad) you have a good example to follow for him who hopes for (the Meeting with) Allah and the Last Day, and remembers Allah much."* (QS. Al-Ahzab: 21)

Therefore, Islamic education is urgently needed which is a process of guidance and coaching to learners so that they have strong and straight characters and worship based on Qur'an and *As-Sunnah*.

Considering the importance of religious to the formation of change the attitude of learners, teacher should try to make the subject of PAI (Islamic Education) as subjects that are beloved by learners. Because when the subject of PAI there in the hearts of students, so they will be motivated to learn it not

only in school, without any limitation of time and place, then it practiced in their daily life. This will be realized if the teachers competent to bring up them by using a variety of methods and manage the learning more effective and meaningful. So as a Islamic Teacher has been certified should be conquered and increase their pedagogical competence on teaching and learning process.

According to Wikipedia, pedagogy is the study of being a teacher or the process of teaching. Science pedagogy refers to how to teach science, approaches and strategies to teaching learning science, methods adopted, effective utilization of learning resources and teaching aids, the way of content delivered, what students learn as a result of pedagogical designing.

Based on the results of interviews with Mrs. Uci Lusiati Santoso as vice principal of SMPN 3 Malang as already mentioned in chapter IV that the pedagogical competence of some certified Islamic Teachers at SMPN 3 Malang is already good, this is indicated by the professionalism of teachers who appear in the discipline, had a high ability in the process of learning optimally and able to interact well with students, parents of students, as well as fellow teachers at school.

In addition, there are five components of pedagogical competence where it is generally already can be controlled well by certified Islamic Teachers at SMPN 3 Malang. This can be outlined as follows:

1. Understanding the characteristics of learners

Each teacher will be faced the different characteristics of learners. Among these characteristics, differences are important and need to be

chaired by the teacher are deals with the skills and personality of learners. In terms of the speed of learning, there are learners who demonstrate a quick lesson in catching, but conversely there is also a very slow. In terms of personality, the teacher will faced the personality of learners are have specific characteristic or unique. Therefore, every teacher must be able to understand each learners. Mulyasa in his book, *satandar Kompetensi dan Sertifikasi Guru* said,

Pemahaman terhadap peserta didik merupakan salah satu kompetensi pedagogik yang harus dimiliki guru. Sedikitnya terdapat empat hal yang harus dipahami guru dari peserta didiknya, yaitu tingkat kecerdasan, kreativitas, cacat fisik dan perkembangan kognitif.

(The understanding of learners is one of pedagogical competence that have to owned by teachers. At least there are four things that teachers should be understood from their learners, i.e. the level of intelligence, creativity, physical disabilities and cognitive development.)

In the level of intelligence is almost all students of SMPN 3 Malang have intelligence above the average. This is proved by the results of National Examinations (NUN). New learners stated 28,90 that accepted at SMPN 3 Malang at the last year, as in the following table:

Table 5.1 Value of National Exam are Accepted at SMPN 3 Malang

Year	The Number of Applicants for New Learners	The Number of New Learners Accepted	Values are accepted
2008/2009	427	363	29,25
2009/2010	500	327	28,38
2010/2011	521	269	27,05
2011/2012	669	305	28,89
2012/2013	463	272	28,90

The above data show that based on their input, the learners at SMPN 3 Malang already have a good level of intelligence. As has been expressed by Mr. Dedy Novianto and Mr. Muhaimin as certified Islamic Teacher at SMPN 3 Malang as already said that students at SMPN 3 Malang have the high level of intelligence, so there is no problem and the difficulties in differentiating students when teaching and learning process.

In understanding the characteristics of learners, bearing in mind that the characteristics of students transition from Elementary School to Junior High School which is located in the transition condition between children and adults period. Certified Islamic Teachers at SMPN 3 Malang held in partnership with BK (guidance and counseling) to figure out students with a certain uniqueness.

While that is a unique that quality of typical behavior that so it can be distinguished between the individual one with other individuals. Its uniqueness was powered by a state of psycho-physical structure, such as the constitution and physical condition, look, hormone, in terms of cognitive and affective are interconnected and impact, thereby determining the quality of actions or behavior of individual concerned in interacting with their environment. [100]

To faced the individual differences related to pedagogical competence on teaching and learning process, teachers must develop and use approaches and learning strategies that are in accordance with the

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[100] Mulyono, *Strategi pembelajaran* (Malang: Kementrian Agama RI UIN Maulana Malik Ibrahim Malang, 2011), p. 103.

workings of learners that adapts to the needs of students. In this case, the certified Islamic Teachers at SMPN 3 Malang has a special approach to certain students. But there are some among them who are less able to understand the characteristics of students well.

2. **The arrange of learning**

The learning design include three activities that is identification of needs, identification of competencies, and arranging of learning program. For designing of learning, certified Islamic Teachers at SMPN 3 Malang adapts to the curriculum that has been applied in school that is Curriculum 2013 (K-13) and KTSP. The design of learning by certified Islamic Teacher at SMPN 3 Malang also adapts to the characteristics of students in each class. Develop subjects and set methods that comply with the conditions of class. They also mutual cooperation in designing the learning.

3. **The implementation of learning**

According to Syaiful Bahri and Aswan Zain (2010: 1) The implementation of learning is a valuable educational activity. The value of educational coloring the interactions that occur between teachers and students. The Interaction that educative value due to implementation of learning study done geared to specific objectives have been formulated prior to the implementation of learning begins.

In this case, some of certified Islamic Teacher at SMPN 3 Malang has execute learning by using the recent methods that can make students

more creative and passionate. The methods are direct *da'wah* method, cards short, drama, tutorials, practice with friends, and problem solving. They not only carry out the learning in the classroom, but also in the out of the class to adapt the condition of their students.

4. **The evaluation of learning**

The successful of education in achieving the goal can be seen from the evaluation of out put has produced. The evaluation of learning conducted by certified Islamic Teacher at SMPN 3 Malang in different ways. Certified Islamic Teacher are using KTSP for VIII, IX, and acceleration class, the evaluation of learning by assessing the end result i.e. a value assignment, daily exercises, Middle Exam, and Final Exam. In addition, assessing of the value of practice or implementation of project to find out the understanding of the subject and change the students' attitude.

As for the certified Islamic Teacher who used curriculum 2013 or K-13 for VII class, the evaluation of learning is many assessment compared with KTSP. Curriculum 2013 is using authentic assessment or assessment on process. The assessment is starting from self-assessment of attitudes, partner-assessment, observation, journals, practice, project, portfolio, individual tasks, daily exercises, Middle Exam and Final Exam. However, have the same goal that is to know the extent to which participants level of understanding them. But if there are still students who

have not been able to understand or master the subject, then certified

Islamic Teacher held remedial or enrichment to the students concerned.

According to Abdul Majid in his book *"Perencanaan Pembelajaran Mengembangkan Standar Kompetensi"* said,

Fungsi penilaian dalam proses belajar mengajar bermanfaat ganda, yakni bagi siswa dan bagi guru. Penilaian hasil belajar dapat dilaksanakan dalam dua tahap. Pertama, tahap jangka pendek, yakni penilaian dilaksanakan guru pada akhir proses belajar mengajar. Penilaian ini disebut penilaian formatif. Kedua, tahap jangka panjang, yakni penilaian yang dilaksanakan setelah proses belajar mengajar berlangsung beberapa kali atau setelah menempuh periode tertentu, misalnya penilaian tengah semester atau penilaian pada akhir. Penilaian ini disebut penilaian sumatif.[101]

(Function of assessment on teaching and learning process, i.e. the double rewarding for students and for teachers. Assessment of the results of study can be carried out in two stages. First, the short-term phase, the assessment carried out teachers at the end of teaching and learning process. This assessment is formative assessment. Second, the long-term phase, i.e. the assessment which was carried out after the process of teaching and learning take place several times or after a certain period, e.g. assessment of the midterm or final judgments on. This assessment is summative assessment)

On teaching and learning process, assessment of the results of

learning is important to be implemented. Because with this learning

outcome assessment, teacher could know whether learning objectives are

achieved and the effectiveness of learning conducted by the teacher. as

well as to find out the extent to which students understand and master the

subject that has been taught.

5. **The development of student's potential**

Self development in a school known as extracurricular activities.

This activity is an activity that is conducted after-hours of lessons

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[101]Abdul Majid, *op.cit.*, p. 87.

(curriculum) to develop the potential possessed by learners. Teachers have an important role in directing the students to develop their potential or his talent in extra-curricular activities. Education National Standards Institution (BSNP) defines the activity of self development as follows:

Pengembangan diri bukan merupakan mata pelajaran yang harus diasuh oleh guru. Pengembangan diri bertujuan memberikan kesempatan kepada peserta didik untuk mengembangkan dan mengekspresikan diri sesuai dengan kebutuhan, bakat, dan minat setiap peserta didik sesuai dengan kondisi sekolah. Kegiatan pengembangan diri difasilitasi atau dibimbing oleh konselor, guru, atau tenaga kependidikan yang dapat dilakukan dalam bentuk kegiatan ekstrakurikuler.[102]

(Self development is not a subject that should be taken care of by the teacher. Self development aims to provide opportunity to the students to develop and express themselves according to the needs, talents, and interests of every student in accordance with the conditions of school. Self development activities facilitated or guided by a counselor, teacher or educational personnel that can be done in the form of extracurricular activities.)

Certified Islamic Teacher at SMPN 3 Malang always provide motivation and directs their students to follow extracurricular activities in accordance with their talent. So, their talent and potential may well honed. Especially the religious extracurricular activities. The ability of certified Islamic Teacher at SMPN 3 Malang in developing students' potential is very good. This is evidenced by the existence of any religious contests like *Adzan,* calligraphy, *Sholawat*, MTQ *(Musabaqah Tilawatil Quran)* and CCA *(Cerdas Cermat Agama)* undertaken by BDI in commemorating the birth of Prophet Muhammad SAW on April 14, 2014. BDI is the organization that regulates all religious activities at SMPN 3 Malang. As

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[102] BNSP, *op.cit.*, p. 10.

for BDI's board is students itself are mentored by Islamic Teacher of SMPN 3 Malang.

With fulfilled of these five components, generally indicates that the pedagogical competence has been overrun by certified Islamic Teacher at SMPN 3 Malang are good. However, there are some teachers according to interviews and observations is still less so ruled. As for the deepening of the pedagogical competence, certified Islamic Teacher at SMPN 3 Malang used to follow training competence of teachers held by MGMP PAI SMP of Malang (The Conference of Islamic Education Subjects Teacher for Junior High School in Malang) held once three months and there is also a training was held once a month.

The school also very helpful and supportive in increasing of competence carried out by certified Islamic Teacher at SMP 3 Malang. This is evidenced by the existence of curriculum staff participation in the event of comparative study of MGMP PAI SMP of Sidoarjo to SMPN 3 Malang on April 19, 2014. The event is the sharing together between Islamic Teachers of SMP Sidoarjo and Islamic Teacher at SMPN 3 Malang. In this case is Mr. Dedy Novianto have earned the Charter Award from the Ministry of Religious for his achievements and services in advancing Islamic Education and religious education. He also earned a runner-up III at the "Appreciation of Islamic Teacher of Junior High School are Creative-Innovative for National level in 2013."

The Charter Awards obtained by Mr. Dedy Novianto proved that he as the one of certified Islamic Teacher at SMPN 3 Malang who is competent in carrying out the Islamic Education learning. He and other certified Islamic Teacher at SMPN 3 Malang always work together and discuss to solve the problems of teaching.

B. The Teaching and Learning Process of Certified Islamic Teacher at SMPN 3 Malang

The teaching and learning to be successful, if it can achieve the purpose of learning or achievement of competencies for students. It should be noted that such was the purpose to be achieved, the required subject matter, method and media are used.

Teachers are people who very influential in teaching and learning process. Therefore, teachers should really bring their students to the objectives are achieved. Teachers must be able to influence their students. Teachers must be visionary and authoritative. Authoritative teachers are those having sincerity, power, and something that can give impression and influence (Wijaya, et al, 1992).[103]

Teachers have an important role in learning and formatting the personality of students. Moreover, the Islamic Teacher has been certified is claimed to be able to carry out a better learning before she/he get certification.

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[103] Akhyak, Mohamad Idrus, Yunus Abu Bakar. *Implementation of Teachers Pedagogy Competence to Optimizing Learners Development in Public Primary School in Indonesia.* International Journal of Education and Research. Vol. 1 No. 9 September 2013.

They are expected to continue in increasing competence and the quality of learning. As according to Jamal Ma'mur Asmani said,

Sertifikasi guru merupakan salah satu upaya untuk meningkatkan mutu dan kesejahteraan guru serta berfungsi untuk meningkatkan martabat dan peran guru sebagai agen pembelajaran. Dengan terlaksananya sertifikasi guru, diharapkan akan berdampak pada meningkatnya mutu pembelajaran dan mutu pendidikan secara berkelanjutan.[104]

(Teacher certification is one of the efforts to improve the quality of teachers as well as welfare and serves to enhance the dignity and the role of teachers as agents of learning. With the implementation of teacher certification, is expected to have an impact on increasing the quality of teaching and the quality of education on an ongoing basis.)

The ability of certified Islamic Teacher in increasing the quality of education can be seen on teaching and learning process. In this case related to pedagogical competence of teacher in managing their learning. Pedagogical competence on the part of a science teacher determines the quality of science education as it is the factor that helps the learner to understand the science content effectively. Pedagogical competence not only owned and controlled by teachers, but should also be applied in learning. As according to Srutirupa Panda, lecturer in Education, Nabakrushna Chaudhury College of Teacher Education (NKCCTE), Angul, Odisha, India said,

Teaching Science is one of the challenging tasks undertaken by the science teacher. With this respect the role of science teacher in the society is crucial as they are having the great responsibility to teach science in an effective way so that nation can get competent man power in the field of Science and Technology. To accomplish this challenging task, science teachers not only need to develop and implement appropriate science pedagogy but also to demonstrate successful pedagogical competency on teaching and learning process.[105]

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[104] Jamal Ma'mur Asmani, *op.cit.*, p, 220.
[105] Srutirupa Panda, *Mapping Pedagogical Competency of Secondary School Science Teachers: An Attempt and Analysis*. International Educational E-Journal. ISSN 2277-2456, Volume-I, Issue-IV, July-Aug-Sept 2012.

As such, the researcher conducted observation of learning process by certified Islamic Teacher at SMPN 3 Malang with the aim of gaining the truth of statements based on the results of interviews with informants. So it could be description that in general, pedagogical competence of certified Islamic Teacher at SMPN 3 Malang on teaching and learning process is as follows:

1. **The interaction on teaching and learning process**

   Generally, interaction of teaching and learning process between students and certified Islamic Teacher at SMPN 3 Malang, as follows:

   a. Opening Lesson

   Activity of opening lesson is activity carried out by teachers to create learning condition which allows students to be ready mentally for the learning activity. In opening this lesson, there are something which are done by certified Islamic Teacher at SMPN 3 Malang, among others namely open the learning with greetings and prayed together led by a learner, start the learning by reading one of surah/verse of Qur'an (letter names in accordance with the prescribed conditioning program before), exposing the readiness self by filling out the sheet presence and check the neatness of clothes, seating position and adjusted with the learning activities, reviewing subject last week (apperception), providing motivation and ask questions in a communicative with regard to subject matter, and convey the basic competencies, core competencies and the objectives to be achieved by students.

b. Explaining Subject

The delivery of learning subject is at the core of an process of learning implementation. Where in this case the teacher must be able to explain the subjects properly, so that students can easily understand the subjects being taught.

The certified Islamic Teacher at SMPN 3 Malang has been using a variety of methods in delivering the subjects. Explaining subject is done in accordance with the implementation of curriculum. In curriculum 2013, as has been observed by researcher during the process of teaching and learning, teachers simply convey the subject matter alone. Then, students looking for their own subject. As for the KTSP, teacher more deliver and develop subject as has been done by one of certified Islamic Teacher at SMPN 3 Malang. According to them, in delivering subject should be able to make the students understand. And if the students still do not understand, then have to repeat the subject back until students understand and master the subject being taught.

c. Closing lesson

The activities of closing lesson is an activity that is carried out by teacher for to end the core activities of learning. This activity aims to give a comprehensive overview on what has been learned by learners, knowing the level of achievement of learners, and the success rate of teachers in learning process.

From the results of research that has been done, the ability of teachers in learning close already well. It can be seen from the ability of teachers in revisiting the mastery of subject matter to summarize and conclude the learning outcomes and evaluation. As for activities cover the learning done by certified Islamic Teacher at SMPN 3 Malang, namely by giving conclusion subject matter was studied by students, carrying out a reflection by asking questions or responses to learners from the activities that have been implemented as a the input subjects for the repair of the next step, planning the follow-up activities by providing tasks either way individuals and groups for learners who master subject, and deliver the subject to be studied at the next meeting.

2. **The method on teaching and learning process**

The method is a way used to achieve the objectives that have been set. In using the methods, there are several things to be aware of that. The purpose of which is to achieve, the students, the subject to be taught, facilities, teacher, situation/conditions of learners, as well as the goodness and weakness of a particular method.

In addition to paying attention to some of these things, generally certified Islamic Teacher at SMPN 3 Malang also are able to use and apply the recent methods that can motivate students to learn Islamic Education subjects (PAI). But based on the results of interview that conducted by researcher to some students, there are still teacher who use conventional or

lecture method. When in fact, according to Mulyasa "the failure of the implementation of learning largely due to the application of the conventional method, dialogue, the process of domestication, the inheritance of knowledge and not sourced on the reality of society."[106]

Therefore, teachers should be competent due to the least successful of students in learning depends on the ability of teachers to create a fun learning condition with the use of methods that make students motivated in learning. As Nana Sudjana said,

Dalam pelaksanaan proses belajar mengajar kemampuan yang dituntut adalah keaktifan guru dalam menciptakan dan menumbuhkan kegiatan siswa belajar sesuai dengan rencana yang telah disusun dalam perencanaan. Guru harus dapat mengambil keputusan atas dasar penilaian yang tepat, apakah kegiatan belajar mengajar dihentikan ataukah diubah metodenya, apakah mengulang dulu pelajaran yang lalu, manakala para siswa belum dapat mencapai tujuan pengajaran.[107]

(In the implementation of teaching and learning process, required skills is activity of teachers in creating and foster the activities of students learn according to the plan which had been prepared in the planning. Teachers should be able to take decisions on the basis of precise assessment, whether teaching and learning activities are discontinued or modified methods, is a repeat of past lessons, while students have not been able to achieve the goal of teaching.)

Then from the results of interviews and observations by researcher during the process of teaching and learning were undertaken by certified Islamic Teacher at SMPN 3 Malang, they were using the method by adjusting the conditions of their students with the goal of keeping students not saturated and forced in presenting their subject. So they can change even if not the same as in RPP (Lesson Plan). In this case Ramayulis said,

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[106] E. Mulyasa, *op.cit.*, p. 102.
[107] Nana Sudjana, *op.cit.*, p. 21.

Agar kegiatan pembelajaran berjalan dengan baik, guru perlu melihat kondisi peserta didik, baik dalam hal pengetahuan maupun pengalaman yang dimiliki. Kegiatan pembelajaran perlu dikondisikan sedemikian rupa yang membuat peserta didik belajar dengan nyaman, tanpa tekanan, atau tidak monoton. Untuk itu strategi belajar yang diterapkan harus bervariasi yang membuat peserta didik bergairah dalam belajar.[108]

(In order for a learning activity goes well, teachers need to see the condition of learners, both in terms of knowledge and experience. Learning activities need to be conditioned in such a way that makes the learners learn comfortably, without pressure, or not monotonous. So, learning strategies must varied to makes passionate learners in learning.)

3. **The factors of teaching and learning process**

    a. Internal Factor

    Internal or individual factors that affected certified Islamic Teachers at SMPN 3 Malang on teaching and learning process as in interviews are the difference of individual's attitudes in learning that sometimes makes it difficult for some teachers in carrying out the learning.

    b. External Factor

    As for the social factors are family and environment. The difference teaching taught by families and school are not same, so parents complained to the school associated with it. Therefore, Ngainun Naim in his book *Menjadi Guru Inspiratif* mentioned, "in terms of social, teachers as educators need to have social sensitivity in facing of social phenomenon around it, because teacher is one of the elements of community who have a different quality of resources compared to other community elements."[109]

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[108] Ramayulis, *op.cit.*, p.118-119.
[109] Ngainun Naim. *Op.cit.,* p. 34-35.

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-------------- = tidak termasuk dalam ISO 9001 : 2008

PRESTASI-PRESTASI SMP NEGERI 3 MALANG

Perolehan Kejuaraan/Prestasi Akademik

No	Nama Lomba	Tahun 2011/2012			
		Juara ke:	Tingkat		
			Kab/Kota	Propinsi	Nasional
1.	Olimpiade IPS	3	√		
2.	Ap Bhs Jawa	Juara Umum	√		
3.	Pidato Bhs Jawa	2	√		
4.	Story Telling Contest	1	√		
5.	Cerdas Cermat Bela Negara(CCBN)	1	√		
6.	LPIR-SMP (Rekayasa Tek)	1	√		
7.	LPIR-SMP (Rekayasa Tek)	Harp. 1	√		
8.	LPIR-SMP (Rekayasa Tek)	Harp. 2	√		
9.	KIR-SMP (Bid. IPS)	2	√		
10.	KIR-SMP (Bid. IPS)	3	√		
11.	KIR SMP (Bid.IPA)	3	√		
12.	Olimp. Sastra	1	√		
13.	Olimp. IPS	1		√	
14.	Olimpiade IPS	1	√		

Perolehan Kejuaraan/Prestasi Non Akademik

No	Nama Lomba	Tahun 2010/2011			
		Juara ke:	Tingkat		
			Kab/Kota	Propinsi	Nasional
1.	Patroli Keamanan Sekolah (PKS)	1		√	
2.	Dance	1	√		
3.	PBB (paskibra)	2	√		
4.	Best coustum (paskibra)	1	√		
5.	Danton terbaik	1	√		
6.	Best School (paskibra)	1	√		
7.	Bola Basket putrid	2	√		
8.	Membuat Komik	1	√		
9.	Menulis Artikel	2	√		
10.	Pertolongan Pertama	3	√		
11.	Perawatan Keluarga	1	√		
12.	PMR	1	√		
13.	JAVAMERA 9PMR0	Umum	√		

14.	Bola Basket putrid	1	√		
15.	Cipta Cerpen	2		√	
16.	Senam All Round Artistik (O2SN)	2		√	
17.	Seni Peran	Pembinaan		√	
18.	Senam All Round Artistik	3		√	
19.	PBB Kreasi	1	√		
20.	Putri Lingkungan Hidup	1	√		
21.	Putri Lingkungan Hidup	1		√	
22.	Jurnalistik / Penulis Terbaik	1	√		
23.	Story Telling	1	√		
24.	Kompetisi Band Remaja	3	√		
25.	Pmr (Altara)	2	√		
26.	Paskibra	Umum	√		
27.	Basket	2		√	

No	Nama Lomba	Tahun 2011/2012			
		Juara ke:	Tingkat		
			Kab/Kota	Propinsi	Nasional
1.	Deklamasi	2	√		
2.	Deklamasi	3	√		
3.	Badminton	3	√		
4.	PBB	1	√		
5.	PBB	Danton Terbaik	√		
6.	PBB	Harapan 1	√		
7.	PBB	PBB Baku Terbaik	√		
8.	Pramuka				√
9.	PBB Adu Formasi	Umum	√		
10.	PBB	Danton Terbaik	√		
11.	PBB	1	√		
12.	Fotografi		√		
13.	PBB Adu Formasi	Umum	√		
14.	PBB	2	√		
15.	PBB	Danton Terbaik	√		
16.	Vokal Grup	I	√		

17.	Paduan Suara	I	√		
18.	Tari	3	√		
19.	Tetembangan	3	√		
20.	Samroh	I	√		
21.	Cipta Lagu	I	√		
22.	Solo	2	√		
23.	Kria	3	√		
24.	MTQ	2	√		
25.	Batik	Hrpn3	√		
26.	Lukis	Hrpn2	√		
27.	Baca Puisi	I	√		
28.	Cipta Puisi	I	√		
29.	Drama	Hrpn I	√		
30.	Menulis Endah Aksara Jawa	I	√		
31.	Geguritan	I	√		
32.	Ap Bhs Jawa	Juara Umum	√		
33.	Cipta Puisi	2	√		
34.	Vokal Grup	3	√		
35.	Catur	2	√		
36.	Olimpiade IPS	3	√		
37.	Mading 3D	I	√		
38.	Liputan Berita	2	√		
39.	Basket Pi	I	√		
40.	Basket Pa	4	√		
41.	Mading 2D	2	√		
42.	Pidato Bhs Jawa	2	√		
43.	Ayo Siaga Bencana/PMR	I		√	
44.	Perawatan Keluarga	2		√	
45.	Pertolongan Pertama	2		√	
46.	Strategi Pembinaan PMR	3		√	
47.	Wushu	3		√	
48.	Pidato Kemerdekaan	2	√		
49.	3 On 3 Bolabasket (Pi)	I (Juara Umum)		√	
50.	Indie Movie SMP	2		√	
51.	Jurnalistik SMP	3		√	
52.	Mading 3D SMP	2	√		
53.	Festival Kendedes	2	√		
54.	Cerdas Cermat Bela Negara (CCBN)	1	√		
55.	Dempo Cup Basket Pi	3		√	

No.					
56.	TBT.Kel.Umur	2 Ganda Pi	√		
57.	Kirap Kendendes	2	√		
58.	LPIR-SMP (Rekayasa Tek)	1	√		
59.	LPIR-SMP (Rekayasa Tek)	Harp. 1	√		
60.	LPIR-SMP (Rekayasa Tek)	Harp. 2	√		
61.	KIR-SMP (Bid. IPS)	2	√		
62.	KIR-SMP (Bid. IPS)	3	√		
63.	KIR SMP (Bid.IPA)	3	√		
64.	Olimp. Sastra	1	√		
65.	Cipta Puisi	1	√		
66.	Cipta Cerpen	2	√		
67.	Menulis *POSTER* DBH Cukai Rokok	3	√		
68.	KKR	1	√		
69.	Puisi	2	√		
70.	Skate Board	1	√		
71.	Skate Board	3	√		
72.	*Duilien Putri Wushu*	*1*			√
73.	Prestasi Pengg Pramuka Pi	2	√		
74.	Festival Band	Har.2	√		
75.	Lomba Catur	1	√		
76.	Karate	3		√	
77.	Lomba Catur (Hardiknas)	1	√		
78.	Inkarnas (Karate)	3		√	
79.	Regu Putri Tergiat (Pramuka)	1	√		
80.	PBB Gerkan di Tempat	1	√		
81.	PBB Gerakan berpindah	3	√		
82.	Best Danton (Paskibra)	1	√		
83.	PBB Kreasi (Paskibra)	1	√		
84.	PBB Kreasi (Paskibra)	Umum	√		
85.	Ayo Siaga Bencana/PMR	I		√	
86.	Perawatan Keluarga	2		√	
87.	Pertolongan Pertama	2		√	
88.	Strategi Pembinaan PMR	3		√	
89.	Wushu	3		√	
90.	Kejuaraan Nasional Catur Ke-42 2011 (Junior E)	2			√
91.	3 On 3 Bolabasket (Pi)	I (Juara Umum)		√	
92.	Indie Movie SMP	2		√	
93.	Jurnalistik SMP	3		√	

Appendix III: The Achievements Data of SMPN 3 Malang

No.	Achievement				
94.	Cerdas Cermat Bela Negara (CCBN)	1	√		
95.	Dempo Cup Basket Pi	3		√	
96.	Duilien Putri Wushu	1			√
97.	Lomba Catur (Hardiknas)	1	√		
98.	Inkarnas (Karate)	3			√
99.	Olimpiade IPS	1	√		
100.	Regu Putri Tergiat (Pramuka)	1	√		
101.	PBB Gerkan di Tempat	1	√		
102.	PBB Gerakan di berpindah tpt	3	√		
103.	PBB Bertongkat Grkan di tpt	1	√		
104.	PBB Bertongkat Grkn Ber Pindh tpt	2	√		
105.	Best Danton (Paskibra)	1	√		
106.	PBB Kreasi (Paskibra)	1	√		
107.	PBB Kreasi (Paskibra)	Umum	√		
108.	Basket Pi	1	√		
109.	Bola basket Pa	2	√		
110.	Bola Basket Pi	Umum	√		
111.	Paskibra (Danton Terbaik)	1	√		
112.	PBB Paskibra	1	√		
113.	Vokal Group	2	√		
114.	Pramuka	1	√		
115.	OSN (IPS)	1		√	
116.	OSN (IPS)	2			√
117.	OSN (Catur)	2			√
118.	Gugus Depan (Pramuka)	2		√	
119.	Gugus Depan (Pramuka)	Favorit		√	
120.	Simulasi Siaga Berencana (PMR)	2		√	
121.	Cerdas Cermat PMR	1		√	
122.	Bat Cup II Open 2012 putri tunggal	3		√	
123.	Bat Cup II Open 2012 putri ganda	3		√	
124.	Bulutangkis (Koni Kab. Pasuruan Open Tahun 2012) ganda anak putra	2	√		

SARANA DAN PRASARANA SMPN 3 MALANG

a. Perabot ruang kelas (belajar)

No.	Jumlah ruang kelas	Perabot															
		Jumlah dan kondisi meja siswa				Jumlah dan kondisi kursi siswa				Almari + rak buku/alat				Papan tulis			
		Jml	Baik	Rsk. Ringan	Rsk. Berat	Jml	Baik	Rsk. Ringan	Rsk. Berat	Jml	Baik	Rsk. Ringan	Rsk. Berat	Jml	Baik	Rsk. Ringan	Rsk. Berat
	28	900	850	50	-	900	800	100	-	-	-	-	-	34	34	-	-

b. Perabot ruang belajar lainnya

No.	Ruang	Perabot															
		Meja				Kursi				Almari + rak buku/alat				Lainnya			
		Jml	Baik	Rsk. Ringan	Rsk. Berat	Jml	Baik	Rsk. Ringan	Rsk. Berat	Jml	Baik	Rsk. Ringan	Rsk. Berat	Jml	Baik	Rsk. Ringan	Rsk. Berat
1.	Perpustakaan	17	17	-	-	50	50	-	-	21	21	-	-	-	-	-	-
2.	Lab. IPA	30	30	-	-	82	82	-	-	10	10	-	-	1	1	-	-
3.	Ketrampilan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4.	Multimedia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5.	Lab. bahasa	38	38	-	-	82	82	-	-	-	-	-	-	-	-	-	-
6.	Lab. komputer	45	45	-	-	115	115	-	-	1	-	1	-	-	-	-	-
7.	Serbaguna	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8.	Kesenian	1	1	-	-	1	1	-	-	-	-	-	-	-	-	-	-
9.	PTD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	Lainnya:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Appendix IV: Facilities and Infrastructure of SMPN 3 Malang

c. Perabot Ruang Penunjang

No.	Ruang	Perabot															
		Meja				Kursi				Almari + rak buku/alat				Lainnya			
		Jml	Baik	Rsk. Ringan	Rsk. Berat	Jml	Baik	Rsk. Ringan	Rsk. Berat	Jml	Baik	Rsk. Ringan	Rsk. Berat	Jml	Baik	Rsk. Ringan	Rsk. Berat
1.	BK	3	3	-	-	3	3	-	-	5	5	-	-	1	1	-	-
2.	UKS	3	3	-	-	9	9	-	-	3	3	-	-	-	-	-	-
3.	PMR/Pramuka	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4.	OSIS	2	2	-	-	-	-	-	-	4	4	-	-	-	-	-	-
5.	Gudang	-	-	-	-	-	-	-	-	5	5	-	-	-	-	-	-
6.	Ibadah	-	-	-	-	-	-	-	-	5	5	-	-	4	4	-	-
7.	Koperasi	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8.	Hall/lobi	1	1	-	-	5	5	-	-	5	5	-	-	-	-	-	-
9.	Kantin	20	20	-	-	50	50	-	-	-	-	-	-	1	1	-	-
10.	Pos jaga	1	1	-	-	2	2	-	-	-	-	-	-	-	-	-	-
11.	Reproduksi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12.	Lainnya: …..	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

DOCUMENTATION DATA OF INTERVIEW

Subject : **Dra. Hj. Uci Lusiati Santoso**

Position : **The Vice Principal of SMPN 3 Malang**

Date : **April 14, 2014**

No	Results of Interview
1	Bagaimana pelaksanaan pembelajaran PAI di SMP Negeri 3 Malang? "Untuk pembelajaran di SMPN 3 Malang, kita menggunakan dua kurikulum yaitu KTSP untuk kelas VIII, IX, dan kelas aksel. Kemudian untuk K-13 atau kurikulum 2013 sementara hanya diterapkan untuk kelas VII. Mata pelajaran PAI yang menggunakan K-13 dari 2 jam pelajaran menjadi 3 jam pelajaran dalam seminggu, dengan menggunakan pendekatan saintifik dan penilain proses. Sehingga dalam K-13 ini tugas guru lebih complex dan dituntut untuk lebih kreatif dalam pembelajaran."
2	Bagaimana pendapat bapak/ibu tentang kompetensi yang harus dimiliki seorang pendidik yang sudah bersertifikasi? "Pendidik atau guru yang bersertifikasi tentu harus baik dalam mengajar, harus dapat menguasai dan menerapkan empat kompetensi yakni kompetensi professional, sosial, personal, dan pedagogi dalam pembelajaran. Dan keempat kompetensi tersebut juga harus terus ditingkatkan agar kualitas dan mutu pendidikan menjadi lebih baik."
3	Bagaimana kompetensi pedogogik yang dimiliki oleh guru PAI bersertifikasi di SMP Negeri 3 Malang? "SMPN 3 Malang ini memiliki CCTV di setiap kelas, sehingga kepala sekolah selalu dapat memantau proses belajar mengajar yang dilakukan oleh guru-guru kita. Jadi jika ada guru yang melakukan pembelajaran yang tidak sesuai, kepala sekolah menegur langsung lewat CCTV atau kadang guru tersebut dipanggil untuk menghadap ke kepala sekolah. Lewat CCTV tersebut kita tahu kualitas guru dalam melaksanakan pembelajaran termasuk juga guru PAI bersertifikasi di SMPN 3 Malang ini."
4	Apakah kualitas guru PAI yang bersertifikasi sudah baik dalam proses belajar mengajar? "Guru PAI di sekolah ini saling bekerjasama dalam meningkatkan pembelajaran PAI. Namun yang terlihat sementara ini Pak Dedy, beliau selalu disiplin, aktif dan kreatif dalam mengajar."

5	Usaha apa yang bapak/ibu lakukan dalam meningkatkan kualitas dan kompetensi pedagogik guru PAI yang bersertifikasi dalam proses belajar mengajar?
	"Untuk peningkatan kompetensi semua guru, termasuk guru PAI yang bersertifikasi, kita dari pihak sekolah selalu dan sangat mendukung kegiatan ataupun pelatihan peningkatan kualitas dan kompetensi yang dilakukan oleh guru-guru kita. Karena hal tersebut nantinya juga berdampak pada kualitas pembelajaran di sekolah ini."

DOCUMENTATION DATA OF INTERVIEW

Subject   : **Dedy Novianto, S.Pd.I, M.Pd.I**

Position   : **Islamic Education Teacher at SMPN 3 Malang**

Date   : **April 10, 2014**

No	Results of Interview
1	Bagaiaman pelaksanaan pembelajaran PAI di SMP 3 Malang?
	"Pelaksanaan pembelajaran PAI di sini, saya mengajar kelas VII-9 yang telah menggunakan Kurikulum 2013 dan kelas VIII, IX, dan aksel yang masih menggunakan KTSP. Dalam Kurikulum 2013, untuk alokasi waktu pada mata pelajaran PAI menjadi 3 Pertemuan (9 x 40 menit). Menggunakan pendekatan saintifik dan penilaian otentik. Sangat berbeda sekali dengan KTSP, kalau di K-13 ini penilain lebih kepada penilain proses. Sehinnga guru harus lebih memperhatikan setiap individu dalam proses pembelajaran."
2	Bagaimana Bapak/Ibu memahami peserta didik secara mendalam?
	"Untuk memahami karakteristik peserta didik kami bekerja sama dengan BK (Bimbingan Konseling) karena kita tidak tahu latar belakang peserta didik terutama untuk kelas VII yang masih awal. Misalnya telah ditentukan untuk tahun pelajaran ini saya memegang kelas VII-9, saya bekerjasama dengan BK, mencari tahu abapakah di kelas VII-9 ini ada anak yang unik, supaya saya tidak salah mengatasi. Karena kita tidak tahu permasalahannya, ada anak yang rame ternyata begitu kita marahi malah membuat anak tersebut down, ternyata dia punya sesuatu yang unik. Begitu juga di kelas aksel, kalau kita tidak tahu dengan karakteristik siswa, kita akan kaget ketika kita masuk kelas ternyata mereka nggak ngreken (tidak memperhatikan) kita. Kalau metode yang digunakan untuk kelas aksel sama dengan kelas reguler, mereka akan nggak ngreken bahkan mereka malah asyik sendiri ketika diterangkan. Selain bekerja sama dengan BK, kita juga mempraktekkan ilmu psikologi perkembangan yang kita miliki untuk memahami karakteristik peserta didik."
3	Bagaimana Bapak/Ibu merancang pembelajaran?
	"Dalam merancang pembelajaran yang pertama sudah jelas acuannya kurikulum, kemudian kita sesuaikan dengan karakteristik peserta didik. Selain itu juga ada perangkat pembelajaran secara administratif. Tapi pada hakikatnya perangkat-perangkat seperti itu, kalau guru yang sudah mengajar lebih dari lima tahun dengan kurikulum yang sama lebih bersifat administrative. Jadi dalam mengajar akhirnya tidak memperhatikan lagi

	RPP nya itu. Sehingga ketika disupervisi, RPP nya tertulis seprti ini tapi kenyataannya berbeda. Tapi kita bertiga sebagai guru PAI disini ada kesepakatan tertulis untuk saling mengingatkan. Jadi ada guru yang sifatnya itu menjadi mentor bagi guru yang lain. Sehingga bisa menjadi dasar ketika kita merancang pembelajaran."
4	Bagaimana Bapak/Ibu melaksanakan pembelajaran? "Dalam pelaksanaan pembelajaran tentu sebelum mengajar saya pelajari dulu RPP seperti apa, lalu saya menyesuaikan dengan karakteristik kelas. Masalah metode sebenarnya tidak kaku, jika di RPP seperti ini tapi jika ada kelas yang kondisinya berbeda ya kita menyesuaikan. Untuk yang kelas VII ada ketentuan melaksanakan pembelajaran dengan pendekatan saintific sedangkan untuk kelas VIII dan IX pendekatannya EEK. Kemudian ketika membuka pembelajaran hal yang paling penting adalah berdoa yang kemudian dilanjutkan dengan membaca salah satu surah Al-qur'an. Setelah itu kita juga harus sampaikan tujuan atau kompetensi yang harus dicapai oleh siswa, supaya siswa paham akan pentingnya mempelajari materi yang akan dipelajari nantinya. Dan diakhir pembelajaran kita simpulkan bersama materi yang telah dipelajari."
5	Bagaimana Bapak/Ibu melaksanakan evaluasi pembelajaran? "Evaluasi pembelajaran untuk yang kurikulum KTSP itu ada yang tertulis dan tak tertulis serta ada juga yang proyek. Sedangkan untuk kelas VII penilaiannya kan otentik, jadi kita memperhatikan penilain pada proses, mulai dari gerak-gerik siswa, ketika mereka berinteraksi dalam diskusi dengan temannya itu dinilai. Sedangkan untuk KTSP kita lihat pada hasilnya."
6	Bagaimana Bapak/Ibu mengembangkan peserta didik untuk mengaktualisasikan berbagai potensinya? "Kita harus mewadai potensi peserta didik, kita juga bekerja sama dengan guru mata pelajaran yang lain. Misalnya ketika di bulan bahasa yang diadakan oleh guru bahasa termasuk guru bahsa Indonesia, bahasa Inggris, maupun bahasa Jawa, kita masukkan peserta didik yang memiliki potensi keagaamaan seperti adzan, kaligrafi, dan lainya dalam lomba tersebut. Kita selalu mengikutkan peserta didik dalam lomba-lomba yang bisa mewadai potensi mereka."
7	Metode apa saja yang telah bapak/ibu gunakan dalam melaksanakan pembelajaran? "Untuk metode, selain menyesuaikan materi dan karakter siswa, saya juga sesuaikan dengan kondisi atau situasi kelas. Mislanya di kelas VII 9

		kondisi kelasnya rame, maka metodenya saya rubah. Saya ajak siswa belajar di luar kelas agar lebih santai dan tidak gelisah. Karena di luar kelas, saya rasa siswa lebih memperhatikan. Kalau kurikulum lama, menurut penelitian saya dari guru-guru PAI se kota Malang hampir 70% adalah metode ceramah. Dan metode yang selama ini saya terapkan adalah Curah pendapat, metode dakwah langsung, drama, dan bermain kartu. Serta metode tutor sebaya ini saya gunakan bagi siswa kelas IX yang belum bisa membaca Al-Qur'an dengan baik. Dan yang sudah baik bacaan Al-Qur'annya saya beri tugas untuk mengajari temannya yang belum bisa. Dan kalau dia berhasil nilainya saya jamin bagus, sihingga siswa lebih termotivasi. Kalau untuk kelas VII, juga dengan metode CTL yaitu langsung belajar di tempat."
8	Apa saja faktor-faktor yang mempengaruhi proses belajar mengajar PAI di SMPN 3 Malang? "Faktor eksternal yang mempengaruhi itu adalah perbedaan paham dengan orangtua siswa. Pernah ada kejadian wkatu itu ada orangtua siswa datang ke sekolah dengan marah karena anaknya diajarkan bid'ah menurut mereka. Kemudian kesalahpahaman tersebut kita jelaskan secara baik-baik dan akhirnya orangtua siswa tersebut bisa menerima. Selain itu juga faktor dari guru mata pelajaran lain yang mengajarakan ajaran yang dipegangnya kepada siswa, yang akhirnya membuat siswa bingung yang benar yang mana."	
9	Upaya apa yang bapak/ibu lakukan untuk meningkatkan kompetensi pedagogik dalam melaksanakan pembelajaran? "Meningkatkannya dengan kuliah lagi, membeli buku-buku penunjang. Kita mengadakan diklat-diklat atau workshop mandiri. Jadi guru-guru iurunan, kita membentuk panitia sendiri dan mendatangkan pakar kemudian bekerja sama dengan UIN, UM kadang pernah juga mengadakan dengan balai diklat keagamaan Surabaya (Kemenag). Selain itu ada rumah besar untuk Guru PAI Indonesia namanya AGPAIN (Asosiasi Guru PAI Indonesia. Organisasi ini yang bisa menggerakkan guru-guru PAI untuk meningkatkan kompetensi. Kalau pertemuan rutin kita satu bulan sekali. Sedangkan yang workshop mendatangkan bapakar itu kita mengadakannya tiga bulan sekali. Untuk di sekolah sendiri kita meningkatkan kompetensi dengan cara bekerjasama untuk saling mengingatkan dan mengajarkan. Misalnya ketika saya mendapatkan metode baru dari pelatihan, maka saya bagi dengan guru PAI yang lainnya."	

DOCUMENTATION DATA OF INTERVIEW

Subject   : Utien Kustianing, S.Pd.I

Position   : Islamic Education Teacher at SMPN 3 Malang

Date   : April 10, 2014

No	Results of Interview
1	Bagaiamana pelaksanaan pembelajaran PAI di SMP 3 Malang? "Disini saya kebagian mengajar kelas VII yang sudah diterapkan Kurikulum 2013. Kalau dalam K-13 ini pertemuannya dari 2 jam menjadi 3 jam pelajaran. Sedangkan pembelajarannya menggunakan pendekatan saintifik dan menggunakan penilaian otentik. Fungsi guru hanya 30% dan selebihnya siswa yang harus bisa mencari materi sendiri. Jadi guru tidak boleh terlalu banyak ceramah, dan harus bisa membuat siswa berimaginasi sehingga dapat menyimpulkan sendiri materinya."
2	Bagaimana Bapak/Ibu memahami peserta didik secara mendalam? "Dalam kurikulum 2013 ini guru kan dituntut untuk menilai sikap setiap siswa selama proses pembelajaran, sehingga guru juga harus bisa memahami peserta didik. Untuk yang lebih dipahami adalah karakteristik atau sikap masing-masing siswa. Misalnya jika ada anak yang sukanya rame dan kurang menghormati guru, maka saya lakukan pendekatan ke siswa tersebut, karena kalau dibiarkan siswa tersebut akan terus seperti itu nantinya. Apalagi di kurikulum 2013 ini harus terjadi perubahan sikap pada diri siswa. Sehingga guru harus memiliki catatan atau jurnal setiap siswa."
3	Bagaimana Bapak/Ibu merancang pembelajaran? "Dalam merancang pembelajaran kita sesuaikan dengan kurikulum yang ada. Harus membuat perangkat pembelajaran. Dan sebelum mengajar harus sudah ada RPP. Dalam membuat RPP biasanya saya sesuaikan dengan kondisi kelasnya dan karakteristik siswanya. Sehingga dengan begitu bisa menetapkan metode yang akan digunakan.
4	Bagaimana Bapak/Ibu melaksanakan pembelajaran? "Tujuan dan kompetensi yang harus dicapai oleh siswa harus kita sampaikan kepada siswa, agar mereka tahu pentingnya mempelajarai materi yang akan diajarkan. Membuka, menyampaikan, dan menutup pembelajaran sesuai dengan RPP. Kadang juga kita lihat kondisi siswanya. Misalnya di kelas VII-5 anaknya bisa diajak kerjasama dengan baik dalam

	pembelajaran ketika menggunakan metode drama misalnya. Namun ketika di kelas VII-4 ternyata anaknya rame. Maka kita bisa mengubah metode lain meskipun tidak sama dengan yang ada di RPP asalkan siswa paham dan bisa menerima materi yang diajarkan.
5	Bagaimana Bapak/Ibu melaksanakan evaluasi pembelajaran? "Kurikulum 2013 ini banyak penilainnya sehingga evaluasi pembelajarannya juga berdasarkan dengan penilainnya tersebut. jadi tidak harus menilai pada hasil tugas atau ujian saja, tapi juga menilai sikapnya dan kerjasamanya dalam kelompok sebagaimana yang ada dalam kurikulum 2013 bahwa harus ada perubahan sikap pada siswa. Jika masih ada siswa yang nilainya belum mencapai KKM, maka saya adakan pengayaan atau remidi untuk siswa tersebut."
6	Bagaimana Bapak/Ibu mengembangkan peserta didik untuk mengaktualisasikan berbagai potensinya? "Kita sesama guru PAI dalam hal ini saling bekerjasama membuat program atau kegiatan khususnya kegiatan keagamaan. Misalanya untuk memperingati Maulid Nabi Muhammad, kita melalui BDI mengadakan berbagai lomba, seperti Adzan, MTQ, Kaligrafi, Cerdas Cermat Agama, Sholawatan dan lainya dengan tujuan agar bakat atau potensi siswa dapat terasah dengan lomba-lomba tersebut."
7	Metode apa saja yang telah bapak/ibu gunakan dalam melaksanakan pembelajaran? "Untuk metode pembelajaran harus menyesuaikan dengan materi dan kondisi kelasnya. Misalnya materi tentang empati, kita bisa menggunakan metode CTL (*Contextual Teaching and Learning*). Jadi kita mendatangkan orang dengan keterbelakangan tertentu untuk menceritakan kehidupannya, sehingga anak-anak nanti bisa merasakan empati dengan melihat dan mendengar secara langsung dari orang yang mempunyai kekurangan tersebut. Atau kita bisa juga mengajak siswa ketempatnya misalnya ke YPAC. Kemudian selain itu metode yang telah saya gunakan dalam pembelajaran yaitu metode *card short,* bermain peran/drama dalam hal ini siswa per kelompok bermain peran sesuai dengan materi kemudian siswa saya suruh untuk dibuat video tentang drama tersebut dan dipresentasikan. Jadi mereka dramanya tidak secara langsung di dalam kelas. Karena kalau drama di kelas, anak-anak tidak akan serius dan tidak menjiwai peran."
8	Apa saja faktor-faktor yang mempengaruhi proses belajar mengajar PAI di SMPN 3 Malang? "Faktor yang mempengaruhi selama pembelajaran itu kondisi siswa di

		beberapa kelas yang siswanya masih sulit diajak kerjasama dan sulit diatur."
9		Upaya apa yang bapak/ibu lakukan untuk meningkatkan kompetensi pedagogik dalam melaksanakan pembelajaran? "Kalau untuk meningkatkan kompetensi guru, kita selalu ikut dalam pelatihan-pelatihan untuk peningkatan mutu guru PAI yang diadakan oleh MGMP PAI SMP kota Malang setiap tiga bulan sekali. Dan kalau di sekolahan sendiri, saya, Bapak Dedy dan Bapak Muhaimin biasanya sharing bersama dan saling memberi masukan serta saling mengingatkan. Misalnya jika ada metode pembelajaran terbaru, kita belajar dan bekerja sama."

DOCUMENTATION DATA OF INTERVIEW

Subject   : **Muhaimin, S.Ag**

Position   : **Islamic Education Teacher at SMPN 3 Malang**

Date   : **April 15, 2014**

No	Results of Interview
1	Bagaiaman pelaksanaan pembelajaran PAI di SMP 3 Malang? "Pelaksanaan pembelajaran PAI di SMPN 3 ini meggunakan dua kurikulum yaitu Kurikulum 2013 dan KTSP. Kebutulan saya mengajar kelas VIII yang belum diterapkan K-13 dan masih menggunakn KTSP. Sehingga untuk satu pertemuannya masih 2 jam pelajaran."
2	Bagaimana Bapak/Ibu memahami peserta didik secara mendalam? "Setiap siswa memiliki daya cipta yang berbeda-beda. Ada siswa yang cenderung individual dan suka menyendiri. Untuk membuatnya tidak terus seperti itu, saya berikan tugas kelompok agar dia bisa belajar bersosialisasi dengan teman yang lainnya. Kalau dari tingkat kecerdasan, siswa SMPN 3 Malang ini rata-rata pintar-pintar sehingga saya tidak ada kesulitan dalam membedakannya."
3	Bagaimana Bapak/Ibu merancang pembelajaran? "Merancang pembelajaran sesuai dengan prosedur yang ada. Membuat perangkat pembelajaran. Kemudian mengembangkan materi dan memodifkasi kelas."
4	Bagaimana Bapak/Ibu melaksanakan pembelajaran? "Dalam melaksanakan pembelajaran tentu kita sampaikan tujuan yang harus dicapai oleh siswa, dan ketika menyampaikan materi tidak harus terpacu pada materi yang ada, tapi harus dikembangkan. Yang paling penting adalah siswa paham. Jika masih ada siswa yang belum paham, maka harus saya ulang dan sampaikan kembali materinya. Kemudian dalam pembelajaran PAI yang menjadi dasar utama adalah siswa harus bisa membaca Al-Quran. Sehingga jika masih ada siswa yang belum bisa membaca Al-quran dengan lancar, kita sarankan harus ikut ekstrakurikuler TBTQ (Tuntas Baca Tulis Al-quran)."
5	Bagaimana Bapak/Ibu melaksanakan evaluasi pembelajaran? "Evaluasi pembelajaran dalam KTSP dengan melihat hasil mulai proses

	hingga akhir. Jika masih ada siswa yang belum bisa, maka saya adakan remidi.
6	Bagaimana Bapak/Ibu mengembangkan peserta didik untuk mengaktualisasikan berbagai potensinya? "Untuk mengembangkan potensi siswa, kita arahkan sesuai bakatnya dan menyarankan siswa yang berbakat untuk mengikuti kegiatan ektrakurikuler agar bakatnya dapat terasah lebih baik."
7	Metode apa saja yang telah bapak/ibu gunakan dalam melaksanakan pembelajaran? "Pelajaran agama atau PAI itu sebanarnya sederhana dalam mengajarkan tidak harus terkait dengan metode tertentu, cukup dipraktekkan saja siswa akan bisa memahami."
8	Apa saja faktor-faktor yang mempengaruhi proses belajar mengajar PAI di SMPN 3 Malang? "Dalam proses belajar mengajar ada siswa yang aktif dan pasif. Dan kadang saya kesulitan dalam mengatasi siswa yang individual dan tidak suka berbaur dengan temannya serta cenderung diam. Karena ketika saya memberikan tugas, siswa tersebut lebih memilih untuk sendiri. Kalau dari segi kognitif tidak ada masalah disini, karena di SMPN 3 Malang ini siswanya pintar-pintar." "Faktor dari pendidikan keluarga juga sangat mempengaruhi anak dalam belajar. Ada siswi yang awalnya memakai jilbab pada kelas VII, tapi kemudian kelas VIII dia melepas jilbabnya. Kemudian saya tanya, "kenapa melepas jilbab? Jawabnya, karena Ibu saya juga tidak memakai jilbab. Dari itu jelas bahwa pendidikan di keluarga sangat penting dan mempengaruhi dalam proses pembelajaran. Karena jika antara pendidikan keluarga dengan apa yang diajarkan di sekolah tidak sesuai, siswa juga akan kesulitan memahami pelajaran yang diajarkan. Dan untuk mengatasinya, kita kerjasama dengan BK dan mendatangkan orangtua siswa."
9	Upaya apa yang bapak/ibu lakukan untuk meningkatkan kompetensi pedagogik dalam melaksanakan pembelajaran? "Dalam meningkatkan kompetensi kita biasanya mengikuti palatihan-pelatihan khusus untuk semua guru PAI tiga bulan sekali tapi biasanya ada yang satu bulan sekali."

DOCUMENTATION DATA OF INTERVIEW

Subject   **: Niken Anggreini**

Class   **: VIII.2**

Date   **: April 14, 2014**

No	Pertanyaan
1	Apakah kamu senang dengan mata pelajaran PAI? "Senang sih, tapi ya tergantung materinya. Kalau materinya tentang sholat jenazah misalnya, saya suka karena dipraktekan bareng-bareng."
2	Bagaimana guru PAI menjelaskan/menyampaikan materi pelajaran PAI selama proses belajar mengajar? "Ya menerangkan biasanya. Enak tapi bikin ngantuk."
3	Apakah guru PAImu selalu menggunakan metode yang berbeda-beda dalam menyampaikan materi? "Iya, tapi kebanyakan menerangkan."
4	Metode belajar seperti apa yang kamu sukai dalam pembelajaran PAI? "Metode drama. Karena kita bermain drama berkelompok-kelompok, jadi seru."
5	Apakah kamu memahami materi yang telah dijelaskan guru PAI dengan jelas? "Iya, paham."
6	Apakah kamu termotivasi untuk belajar mata pelajaran PAI? "Biasa saja."
7	Apakah kamu memperhatikan dan mendengarkan dengan baik ketika guru PAImu menjelaskan materi? "Soalnya kadang-kadang kalau bosan ya tidak memperhatikan."

DOCUMENTATION DATA OF INTERVIEW

Subject   : **Dea Aflah Samah**

Class   : **VII.4**

Date   : **April 15th, 2014**

No	Results of interview
1	Apakah kamu senang dengan mata pelajaran PAI? "Senang, tapi kadang-kadang tidak."
2	Bagaimana guru PAI menjelaskan/menyampaikan materi pelajaran PAI selama proses belajar mengajar? "cara menyampaikannya jelas dan enak."
3	Apakah guru PAImu selalu menggunakan metode yang berbeda-beda dalam menyampaikan materi? "Iya, seperti suruh membuat video, drama, praktek, game kartu, dan belajar di luar kelas."
4	Metode belajar seperti apa yang kamu sukai dalam pembelajaran PAI? "Saya suka metode bercerita karena saya suka cerita."
5	Apakah kamu memahami materi yang telah dijelaskan guru PAI dengan jelas? "Iya, paham."
6	Apakah kamu termotivasi untuk belajar mata pelajaran PAI? "Tergantung sikon (situasi dan kondisi)."
7	Apakah kamu memperhatikan dan mendengarkan dengan baik ketika guru PAImu menjelaskan materi? "Tergantung materinya. Kadang-kadang memperhatikan, kadang juga tidak memperhatikan."

DOCUMENTATION DATA OF INTERVIEW

Subject : **(Name is hidden)**

Class : **VII.4**

Date : **April 14, 2014**

No	Results of interview
1	Apakah kamu senang dengan mata pelajaran PAI? "Biasa saja."
2	Bagaimana guru PAI kamu menjelaskan/menyampaikan materi pelajaran PAI selama proses belajar mengajar? "Terlalu banyak memberikan nasehat, dan kadang suka nyindir. Saya kan gak suka kalau disindir-sindir. Juga sering meninggalkan kelas."
3	Apakah guru PAImu selalu menggunakan metode yang berbeda-beda dalam menyampaikan materi? "Iya, tapi sering ditinggalin dan biasanya suruh mengerjakan tugas di buku paket/LKS."
4	Metode belajar seperti apa yang kamu sukai dalam pembelajaran PAI? "Tidak ada."
5	Apakah kamu memahami materi yang telah dijelaskan guru PAI dengan jelas? "Tidak. Karena saya juga jarang memperhatikan kalau diterangkan."
6	Apakah kamu termotivasi untuk belajar mata pelajaran PAI? "Enggak, kadang malah *boring* kalau ada pelajaran PAI."
7	Apakah kamu selalu memperhatikan dan mendengarkan dengan baik ketika guru PAImu menjelaskan materi? "Jarang memperhatikan."

DOCUMENTATION DATA OF INTERVIEW

Subject   : **Ken Cahyaning Milenia**

Class   : **VII.4**

Date   : **April 14th, 2014**

No	Results of interview
1	Apakah kamu senang dengan mata pelajaran PAI? "Suka, tapi ya tergantung materi yang diajarkan."
2	Bagaimana guru PAImu menjelaskan/menyampaikan materi pelajaran PAI selama proses belajar mengajar? "Bu Utien enak ngajarnya, tapi saya lebih suka kalau diajar Pak Dedy. Meskipun belum pernah diajar beliau, tapi kata kakak kelas Pak Dedy ngajarnya seru."
3	Apakah guru PAImu selalu menggunakan metode yang berbeda-beda dalam menyampaikan materi? "iya, tapi sering ditinggal, biasanya suruh ngerjain tugas."
4	Metode belajar seperti apa yang kamu sukai dalam pembelajaran PAI? "Saya suka metode drama."
5	Apakah kamu memahami materi yang telah dijelaskan guru PAImu dengan jelas? "Iya paham."
6	Apakah kamu termotivasi untuk belajar mata pelajaran PAI? "Biasa saja."
7	Apakah kamu memperhatikan dan mendengarkan dengan baik ketika guru PAImu menjelaskan materi? "Jarang memperhatikan."

DOCUMENTATION DATA OF INTERVIEW

Subject : **M. Rizqi Rafi'i**

Class : **VIII-5**

Date : **April 14, 2014**

No	Pertanyaan
1	Apakah kamu senang dengan mata pelajaran PAI? "Ya suka tidak suka saya harus belajar PAI. karena belajar tentang Islam menurut saya itu penting sekali."
2	Bagaimana guru PAI menjelaskan/menyampaikan materi pelajaran PAI selama proses belajar mengajar? "Biasanya Pak Muhaimin kalau ngajar menerangkan materi terus kita disuruh menyimpulkan. Tapi kalau kita tidak bisa, Pak Muhaimin yang menyimpulkan dan menjelaskan kembali materinya."
3	Apakah guru PAImu selalu menggunakan metode yang berbeda-beda dalam menyampaikan materi? "Kalau untuk metode dalam belajar PAI dari dulu mulai saya SD sampai sekarang juga sama. Gurunya yang menerangkan dan kita mendengarkan."
4	Metode belajar seperti apa yang kamu sukai dalam pembelajaran PAI? "Semua metode saya suka, tapi kalau bisa ya metode yang tidak membosankan."
5	Apakah kamu memahami materi yang telah dijelaskan guru PAI dengan jelas? "Iya, saya memahami."
6	Apakah kamu termotivasi untuk belajar mata pelajaran PAI? "Ya biasa saja."
7	Apakah kamu memperhatikan dan mendengarkan dengan baik ketika guru PAImu menjelaskan materi? "Iya, meskipun banyak teman-teman yang rame kalau diterangkan. Tapi karena saya menghormati guru jadi saya selalu memperhatikan ketika diterangkan."

DOCUMENTATION DATA OF INTERVIEW

Subject **: Alfis Dyan Treesma**

Class   **: IX.7**

Date   **: April 14, 2014**

No	Pertanyaan
1	Apakah kamu senang dengan mata pelajaran PAI? "Iya, senang."
2	Bagaimana guru PAI menjelaskan/menyampaikan materi pelajaran PAI selama proses belajar mengajar? "Pak Dedy enak ngajarnya dan tidak membosankan."
3	Apakah guru PAImu selalu menggunakan metode yang berbeda-beda dalam menyampaikan materi? "Iya, pokoknya menyenangkan kalau diajar Pak Dedy"
4	Metode belajar seperti apa yang kamu sukai dalam pembelajaran PAI? "banyak metodenya, tapi saya suka metode bermain kartu."
5	Apakah kamu memahami materi yang telah dijelaskan guru PAI dengan jelas? "Iya, saya sangat memahami kalau dijelaskan Pak Dedy."
6	Apakah kamu termotivasi untuk belajar mata pelajaran PAI? "Iya,"
7	Apakah kamu memperhatikan dan mendengarkan dengan baik ketika guru PAImu menjelaskan materi? "Iya memperhatikan, karena Pak Dedy ngajarnya enak."

Appendix IX: Data of Interview XI

DOCUMENTATION DATA OF INTERVIEW

Subject   : **Hafidz Mubarok**

Class   : **IX.7**

Date   : **April 14ᵗʰ, 2014**

No	Pertanyaan
1	Apakah kamu senang dengan mata pelajaran PAI? "Iya, senang."
2	Bagaimana guru PAI menjelaskan/menyampaikan materi pelajaran PAI selama proses belajar mengajar? "Pak Dedy ngajarnya enak dan seru."
3	Apakah guru PAImu selalu menggunakan metode yang berbeda-beda dalam menyampaikan materi? "Iya caranya ngajar berbeda-beda dan menyenangkan."
4	Metode belajar seperti apa yang kamu sukai dalam pembelajaran PAI? "Saya suka metode drama."
5	Apakah kamu memahami materi yang telah dijelaskan guru PAI dengan jelas? "Iya, saya sangat memahi."
6	Apakah kamu termotivasi untuk belajar mata pelajaran PAI? "Iya."
7	Apakah kamu memperhatikan dan mendengarkan dengan baik ketika guru PAImu menjelaskan materi? "Iya, karena belajarnya tidak membosankan."

18.	Menumbuhkan kecerian dan antusiasme siswa	1	2	③
E	**Penilaian Proses dan Hasil Belajar**			
19.	Memantau kemajuan belajar selama proses	1	2	③
20.	Melakukan penilaian akhir sesuai dengan kompetensi (tujuan)	1	2	③
F	**Penggunaan Bahasa**			
21.	Menggunakan bahasa lisan dan tulis secara jelas, baik, dan benar	1	2	③
22.	Menyampaikan pesan dengan gaya yang sesuai	1	2	③
III	PENUTUP			
23.	Melakukan refleksi/membuat rangkuman	1	2	③
24.	Melakukan tindak lanjut	1	2	③
TOTAL SKOR		68		

Keterangan:

1 = tidak tepat

2 = kurang tepat

3 = tepat

OBSERVATION

- Nama Guru   : *Ofien Kushaning, S.Pd.I*
- Mata Pelajaran   : *PAI dan Budi Pekerti*
- Tanggal   : *21 April 2014*
- Sekolah   : *SMPN 3 Malang*

NO	ASPEK YANG DIAMATI	SKOR		
I	PEMBUKAAN			
1.	Memeriksa kesiapan siswa	1	2	③
2.	Melakukan kegiatan apersepsi	1	2	③
II	KEGIATAN INTI PEMBELAJARAN			
A	**Penguasaan Materi**			
3.	Penguasaan materi pembelajaran	1	2	③
4.	Mengaitkan materi dengan pengetahuan lain yang relevan	1	2	③
5.	Kejelasan dalam penyampaian materi	1	2	③
6.	Menghubungkan materi dengan kehidupan nyata	1	2	③
B	**Pendekatan/Strategi Pembelajaran**			
7.	Melaksanakan pembelajaran sesuai dengan kompetensi (tujuan) yang akan dicapai	1	2	③
8.	Melaksanakan pembelajaran secara runtut	1	2	③
9.	Menguasai kelas	1	②	3
10.	Melaksanakan yang bersifat kontekstual	1	2	③
11.	Melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan positif	1	2	③
12.	Melaksanakan pembelajaran sesuai dengan alokasi waktu yang direncanakan	1	②	3
C	**Pendayagunaan Sumber Belajar/Media Pembelajaran**			
13.	Mendayagunakan sumber belajar/media secara efektif dan efisien	1	2	③
14.	Menghasilkan pesan yang menarik	1	②	3
15.	Melibatkan siswa dalam pendayagunaan sumber belajar/media	1	2	③
D	**Pelibatan Siswa**			
16.	Menumbuhkan partisipasi aktif siswa dalam pembelajaran	1	②	3
17.	Menunjukkan sikap terbuka terhadap respons siswa	1	2	③

18.	Menumbuhkan kecerian dan antusiasme siswa	1	2	(3)
E	**Penilaian Proses dan Hasil Belajar**			
19.	Memantau kemajuan belajar selama proses	1	2	(3)
20.	Melakukan penilaian akhir sesuai dengan kompetensi (tujuan)	1	2	(3)
F	**Penggunaan Bahasa**			
21.	Menggunakan bahasa lisan dan tulis secara jelas, baik, dan benar	1	2	(3)
22.	Menyampaikan pesan dengan gaya yang sesuai	1	2	(3)
III	**PENUTUP**			
23.	Melakukan refleksi/membuat rangkuman	1	2	(3)
24.	Melakukan tindak lanjut	1	2	(3)
TOTAL SKOR			71	

Keterangan:

1 = tidak tepat

2 = kurang tepat

3 = tepat

OBSERVATION

- Nama Guru   : Muhaimin, S.Ag
- Mata Pelajaran : PAI
- Tanggal   : 19 April 2014
- Sekolah   : SMPN 3 Malang

NO	ASPEK YANG DIAMATI	SKOR		
I	PEMBUKAAN			
1.	Memeriksa kesiapan siswa	1	2	③
2.	Melakukan kegiatan apersepsi	1	2	③
II	KEGIATAN INTI PEMBELAJARAN			
A	**Penguasaan Materi**			
3.	Penguasaan materi pembelajaran	1	2	③
4.	Mengaitkan materi dengan pengetahuan lain yang relevan	1	②	3
5.	Kejelasan dalam penyampaian materi	1	2	③
6.	Menghubungkan materi dengan kehidupan nyata	1	2	③
B	**Pendekatan/Strategi Pembelajaran**			
7.	Melaksanakan pembelajaran sesuai dengan kompetensi (tujuan) yang akan dicapai	1	2	③
8.	Melaksanakan pembelajaran secara runtut	1	2	③
9.	Menguasai kelas	1	②	3
10.	Melaksanakan yang bersifat kontekstual	1	2	③
11.	Melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan positif	1	2	③
12.	Melaksanakan pembelajaran sesuai dengan alokasi waktu yang direncanakan	1	②	3
C	**Pendayagunaan Sumber Belajar/Media Pembelajaran**			
13.	Mendayagunakan sumber belajar/media secara efektif dan efisien	1	2	③
14.	Menghasilkan pesan yang menarik	1	②	3
15.	Melibatkan siswa dalam pendayagunaan sumber belajar/media	1	2	③
D	**Pelibatan Siswa**			
16.	Menumbuhkan partisipasi aktif siswa dalam pembelajaran	1	2	③
17.	Menunjukkan sikap terbuka terhadap respons siswa	1	2	③

18.	Menumbuhkan kecerian dan antusiasme siswa	1	(2)	3
E	**Penilaian Proses dan Hasil Belajar**			
19.	Memantau kemajuan belajar selama proses	1	2	(3)
20.	Melakukan penilaian akhir sesuai dengan kompetensi (tujuan)	1	2	(3)
F	**Penggunaan Bahasa**			
21.	Menggunakan bahasa lisan dan tulis secara jelas, baik, dan benar	1	(2)	3
22.	Menyampaikan pesan dengan gaya yang sesuai	1	(2)	3
III	PENUTUP			
23.	Melakukan refleksi/membuat rangkuman	1	2	(3)
24.	Melakukan tindak lanjut	1	2	(3)
TOTAL SKOR			65	

Keterangan:

1 = tidak tepat

2 = kurang tepat

3 = tepat

OBSERVATION

- Nama Guru : Dedy Novianto, S.Pd.I, M.Pd.I
- Mata Pelajaran : PAI dan Budi Pekerti
- Tanggal : 21 April 2014
- Sekolah : SMPN 3 Malang

NO	ASPEK YANG DIAMATI	SKOR		
I	PEMBUKAAN			
1.	Memeriksa kesiapan siswa	1	2	③
2.	Melakukan kegiatan apersepsi	1	2	③
II	KEGIATAN INTI PEMBELAJARAN			
A	**Penguasaan Materi**			
3.	Penguasaan materi pembelajaran	1	2	③
4.	Mengaitkan materi dengan pengetahuan lain yang relevan	1	2	③
5.	Kejelasan dalam penyampaian materi	1	2	③
6.	Menghubungkan materi dengan kehidupan nyata	1	2	③
B	**Pendekatan/Strategi Pembelajaran**			
7.	Melaksanakan pembelajaran sesuai dengan kompetensi (tujuan) yang akan dicapai	1	2	③
8.	Melaksanakan pembelajaran secara runtut	1	2	③
9.	Menguasai kelas	1	2	③
10.	Melaksanakan yang bersifat kontekstual	1	2	③
11.	Melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan positif	1	2	③
12.	Melaksanakan pembelajaran sesuai dengan alokasi waktu yang direncanakan	1	②	3
C	**Pendayagunaan Sumber Belajar/Media Pembelajaran**			
13.	Mendayagunakan sumber belajar/media secara efektif dan efisien	1	2	③
14.	Menghasilkan pesan yang menarik	1	2	③
15.	Melibatkan siswa dalam pendayagunaan sumber belajar/media	1	2	③
D	**Pelibatan Siswa**			
16.	Menumbuhkan partisipasi aktif siswa dalam pembelajaran	1	2	③
17.	Menunjukkan sikap terbuka terhadap respons siswa	1	2	③

DATA GURU DAN KARYAWAN SMPN 3 MALANG

1. Pendidik dan Tenaga Kependidikan

    a. Kepala sekolah

		Nama	Jenis Kela-min		Usia	Pend. Akhir	Masa Kerja
			L	P			
1.	Kepala Sekolah	Drs. H. Burhanuddin, M.Pd	√		50 th	S2	29 th
2.	Wakil Kepala Sekolah	Dra. Hj. Uci Lusiati Santoso		√	47 th	S1	17 th

    b. Guru

    1. Kualifikasi Pendidikan, Status, Jenis Kelamin, dan Jumlah

No.	Tingkat Pendidikan	Jumlah dan Status Guru				Jumlah
		GT/PNS		GTT/Guru Bantu		
		L	P	L	P	
1.	S3/S2	4	5	-	-	9
2.	S1	10	25	6	2	43
3.	D-4	-	-	-	-	-
4.	D3/Sarmud	2	1	1	-	4
5.	D2	-	-	-	-	-
6.	D1	-	-	-	-	-
	Jumlah	16	31	7	2	56

    2. Jumlah guru dengan tugas mengajar sesuai dengan latar belakang pendidikan (keahlian)

No.	Guru	Jumlah guru dengan latar belakang pendidikan sesuai dengan tugas mengajar				Jumlah guru dengan latar belakang pendidikan yang TIDAK sesuai dengan tugas mengajar				Jumlah
		D1/D2	D3/ Sarmud	S1/D4	S2/S3	D1/D2	D3/ Sarmud	S1/D4	S2/S3	
1.	IPA	-	-	8	-	-	-	-	1	9
2.	Matematika	-	1	6	-	-	-	-	-	7
3.	Bahasa Indonesia	-	-	4	1	-	-	-	-	5
4.	Bahasa Inggris	-	1	3	2	-	-	-	-	6

5.	Pendidikan Agama	-	-	6	1	-	-	-	-	7
6.	IPS	-	-	5	2	-	-	-	-	7
7.	Penjasorkes	-	-	3	-	-	-	-	-	3
8.	Seni Budaya	-	-	1	-	-	-	-	1	2
9.	PKn	-	1	1	-	-	-	-	-	2
10.	TIK/Keterampilan	-	2	1	-	-	-	-	-	3
11.	BK	-	-	2	1	-	-	-	-	3
12.	Lainnya: Bhs. Daerah	-	-	1	-	-	-	1	-	2
	Jumlah	-	5	41	7	-	-	1	2	56

c. Tenaga Kependidikan: Tenaga Pendukung

No.	Tenaga pendukung	Jumlah tenaga pendukung dan kualifikasi pendidikannya						Jumlah tenaga pendukung Berdasarkan Status dan Jenis Kelamin				Jumlah
		≤ SMP	SMA	D1	D2	D3	S1	PNS		Honorer		
								L	P	L	P	
1.	Tata Usaha	1	4	-	-	-	2	2	-	4	1	7
2.	Perpustakaan	-	1	-	-	-	-	-	-		1	1
3.	Laboran lab. IPA	-	-	-	-	-	-	-	-	-	-	-
4.	Teknisi lab. Komputer	-	-	-	-	-	-	-	-	-	-	-
5.	Laboran lab. Bahasa	-	-	-	-	-	-	-	-	-	-	-
6.	PTD (Pend Tek. Dasar)	-	-	-	-	-	-	-	-	-	-	-
7.	Kantin	-	-	-	-	-	-	-	-		-	-
8.	Penjaga Sekolah	-	1	-	-	-	-	-	-	1	-	1
9.	Tukang Kebun	-	-	-	-	-	-	-	-	-	-	-
10.	Keamanan	1	-	-	-	-	1	-	-	2	-	2
11.	Lainnya: Kebersihan	-	2	-	-	-	-	-	-	2	-	2
	Jumlah	2	8	-	-	-	3	2	-	9	2	13

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REKAPITULASI SISWA
TAHUN PELAJARAN 2013-2014
(Semester GASAL)

NO.	KELAS	JUMLAH SISWA		JUMLAH TOTAL	WALIKELAS
		L	P		
1	Kelas VII.1	10	20	30	INA ANDEWIATI, S.Pd.
2	Kelas VII.2	12	18	30	Hj. AINI KURNIAWATI, S.Pd.
3	Kelas VII.3	14	16	30	AGUS TYAS DEWANTO, S.Pd.
4	Kelas VII.4	12	18	30	Dra. TATIEK SULESTARI
5	Kelas VII.5	14	16	30	TATIK DWI SUSWATI, M.Pd.
6	Kelas VII.6	12	18	30	RACHMAN HELMI, A.Md.
7	Kelas VII.7	12	18	30	SYUFIAH HASANAH, S.Pd.
8	Kelas VII.8	12	20	32	UTIEN KUSTIANING, S.Pd.I
9	Kelas VII.9	14	16	30	MUGONO, BA
10	Kelas VII.10	6	8	14	SUSETYANINGTYAS, S.Pd
	JUMLAH	**118**	**168**	**286**	
1	Kelas VIII.1	13	19	32	Hj. MARMIATI, S.Pd.
2	Kelas VIII.2	12	20	32	Dra. SRI LESTARI
3	Kelas VIII.3	14	18	32	ARISKA MEILIA, S.Pd.
4	Kelas VIII.4	14	18	32	SUNNE SUNJAWATI, M.Pd
5	Kelas VIII.5	14	18	32	Drs. WIDODO PURWANTO
6	Kelas VIII.6	14	18	32	Dra. SULASTRI
7	Kelas VIII.7	15	18	33	ANY SETIJOWATI, S.Pd
8	Kelas VIII.8	16	16	32	HARIYANTO, S.Pd.
	JUMLAH	**112**	**145**	**257**	
1	Kelas IX.1	15	20	35	Hj. ENDAH MADYAWATI, S.Pd.
2	Kelas IX.2	16	20	36	ARIE SUSANI, M.Pd
3	Kelas IX.3	14	20	34	Drs. NUR ROCHMAT
4	Kelas IX.4	14	20	34	Hj. SUDARWATI, S.Pd.
5	Kelas IX.5	13	20	33	SRI LISMIATI, S.Pd.
6	Kelas IX.6	16	18	34	Dra. IDA MUTIAWATI
7	Kelas IX.7	16	18	34	ENDANG TRIDJOTOWATI, BA
8	Kelas IX.8	16	18	34	SRI WIDODO SUPRIATI, S.Pd.
9	Kelas IX.9	11	9	20	DEDI NOVIYANTO, M.Pd.I.
	JUMLAH	**131**	**163**	**294**	
	JUMLAH TOTAL	**361**	**476**	**837**	

Malang, 1 Oktober 2013
Kepala SMP Negeri 3 Malang

Drs. H. Burhanuddin, M.Pd
NIP 19621203 198403 1 007

JADWAL KEGIATAN EKSTRA KURIKULER SMPN 3 MALANG

No	Jenis Ekstra	Pembina/pelatih	Hari/Waktu
1	Bahasa Mandarin	R. Diah Hefny, S.S	Selasa (13.30)
2	Bola Basket	Yudistira	Selasa (Gor) Kamis (SMPN 3)
3	Seni Tari	Mujadi	Selasa (13.30)
4	PIR/KIR	Anang Djazuli	Rabu (13.30)
5	Bola Voli	Dian Firmanto, S.Pd	Kamis (13.30)
6	Karate	A. Rofiq	Kamis (13.30)
7	Karawitan	Mujadi	Kamis (13.30)
8	Musik/Band	Is Badar, S.Pd	Jum'at (13.30)
9	Jurnalistik	Drs. M. Arifin	Jum'at (13.00)
10	Drama/Seni Peran	Moch. Mas'ud, S.Pd	Jum'at (13.00)
11	MTQ	Sulaiman Fadli	Jum'at (13.30)
12	Futsal/Sepakbola	Suheri	Jum'at (13.30) Sabtu (13.00)
13	Olimp. Matematika	Aini Kurniawati, S.Pd	Jum'at (13.00)
14	Olimp. Fisika	Ariska Meiliawati, S.Pd	Jum'at (13.00)
15	Olimp. Biologi	Dra. Sri Lestari	Jum'at (13.00)
16	Olimp. IPS	Yusak Edi Herdarto, S.Pd	Sabtu (12.00)
17	Bhs. Inggris/ Debate	Sukarno, S.Pd	Sabtu (12.00)
18	Bhs. Inggris/Speech Contest	Harianto, S.Pd	Sabtu (12.00)
19	Bhs. Inggris/Story Telling	Imam Muta'ali, SS	Sabtu (12.00)
20	Samroh/Albanjari	Sulaiman Fadli	Sabtu (12.30)
21	Baca Tulis Al Quran	Muhaimin, S.Ag	Sabtu (12.30)
22	Cipta dan Baca Puisi Tulis Cerpen dan Pidato	Dra. Z. Nurlaely	Sabtu (12.00)
23	Robotika	M. Aziz, ST	Sabtu (1230)
24	Palang Merah Remaja (PMR)	Moch. Ardhi	Sabtu (12.00)
25	Paskibra	Rendra, S.P	Sabtu (13.30)
26	Pramuka	M. Azis, S.Pd	Sabtu (13.30)
27	Binavokalia	Prayogo Trisuwito, S.Pd	Sabtu (12.00)
28	Skate Board	Oziz	Sabtu (12.00)

INTERVIEW GUIDANCE

PEDAGOGICAL COMPETENCE OF CERTIFIED ISLAMIC EDUCATION TEACHER ON TEACHING AND LEARNING PROCESS AT SMPN 3 MALANG

Respondents: The Principal or Vice Principal of SMPN 3 Malang

1. How is the implementation of Islamic Education learning at SMPN 3 Malang?

   (Bagaimana pelaksanaan pembelajaran PAI di SMP Negeri 3 Malang?)

2. How is your opinion about the competence should be possessed by an educator who have certified?

   (Bagaimana pendapat Bapak/Ibu tentang kompetensi yang harus dimiliki seorang pendidik yang sudah bersertifikasi?

3. How is your opinion about pedagogical competence that should be possessed by certified Islamic Education teacher at SMPN 3 Malang?

   (Bagaimana menurut Bapak/Ibu tentang kompetensi pedogogik yang dimiliki oleh guru PAI bersertifikasi di SMP Negeri 3 Malang?)

4. How is the quality of certified Islamic Education teacher on teaching and learning process?

   (Bagaimana kualitas guru PAI bersertifikasi dalam proses belajar mengajar?)

5. What is your effort in improving the quality and pedagogical competence of certified Islamic Education teacher on teaching and learning process?

   (Usaha apa yang Bapak/Ibu lakukan dalam meningkatkan kualitas dan kompetensi pedagogik guru PAI bersertifikasi dalam proses belajar mengajar?)

INTERVIEW GUIDANCE

**PEDAGOGICAL COMPETENCE OF CERTIFIED ISLAMIC
EDUCATION TEACHER ON TEACHING AD LEARNING PROCESS AT
SMPN 3 MALANG**

Respondents: Certified Islamic Education Teacher

1. How is the implementation of Islamic Education learning at SMPN 3 Malang?

   (Bagaiaman pelaksanaan pembelajaran PAI di SMP 3 Malang?)

2. How is you need to understand the learners exhaustively?

   (Bagaimana Bapak/Ibu memahami peserta didik secara mendalam?)

3. How is you design the learning?

   (Bagaimana Bapak/Ibu merancang pembelajaran?)

4. How is you implement the learning?

   (Bagaimana Bapak/Ibu melaksanakan pembelajaran?)

5. How is you implement the learning evaluation?

   (Bagaimana Bapak/Ibu melaksanakan evaluasi pembelajaran?)

6. How is you develop your students to actualize their various potential?

   (Bagaimana Bapak/Ibu mengembangkan peserta didik untuk mengaktualisasikan berbagai potensinya?)

7. What is the kind of methods in implementing the learning?

   (Metode apa saja yang telah bapak/ibu gunakan dalam melaksanakan pembelajaran?)

8. What are the kind of factors which influenced on teaching and learning process?

   (Apa saja faktor-faktor yang mempengaruhi dalam proses belajar mengajar?)

9. What is your effort to increase the pedagogical competence in implementing the learning?

   (Upaya apa yang bapak/ibu lakukan untuk meningkatkan kompetensi pedagogik dalam melaksanakan pembelajaran?)

INTERVIEW GUIDANCE

PEDAGOGICAL COMPETENCE OF CERTIFIED ISLAMIC EDUCATION TEACHER ON TEACHING AD LEARNING PROCESS AT SMPN 3 MALANG

Respondents: Students of SMPN 3 Malang

1. Do you like the Islamic Education subject?

   (Apakah kamu senang dengan mata pelajaran PAI?)

2. How is your Islamic Education teacher explain the subject when teaching and learning process?

   (Bagaimana guru PAI mu menjelaskan/menyampaikan materi pelajaran selama proses belajar mengajar?)

3. Do your Islamic Education teacher always uses many different kind of method in giving subject?

   (Apakah guru PAI mu selalu menggunakan metode yang berbeda-beda dalam menyampaikan materi?)

4. What is the kind of method that you like in Islamic Education learning?

   (Metode belajar seperti apa yang kamu sukai dalam pembelajaran PAI?

5. Did you understand the subject that was explained by your Islamic Education teacher?

   (Apakah kamu memahami materi yang telah disampaikan guru PAI?)

6. Do you motivated to always learn the Islamic Education subject?

   (Apakah kamu termotivasi untuk selalu belajar mata pelajaran PAI?)

7. Did you pay attention and listening well when your Islamic Education teacher is explaining the subject?

   (Apakah kamu memperhatikan dan mendengarkan dengan baik ketika guru PAI mu menjelaskan materi?)

OBSERVATION GUIDENCE

- Nama Guru :……………………………………………
- Mata Pelajaran :……………………………………………...
- Tanggal :……………………………………………
- Sekolah :……………………………………………

NO	ASPEK YANG DIAMATI	SKOR		
I	PEMBUKAAN			
1.	Memeriksa kesiapan siswa	1	2	3
2.	Melakukan kegiatan apersepsi	1	2	3
II	KEGIATAN INTI PEMBELAJARAN			
A	**Penguasaan Materi**			
3.	Penguasaan materi pembelajaran	1	2	3
4.	Mengaitkan materi dengan pengetahuan lain yang relevan	1	2	3
5.	Kejelasan dalam penyampaian materi	1	2	3
6.	Menghubungkan materi dengan kehidupan nyata	1	2	3
B	**Pendekatan/Strategi Pembelajaran**			
7.	Melaksanakan pembelajaran sesuai dengan kompetensi (tujuan) yang akan dicapai	1	2	3
8.	Melaksanakan pembelajaran secara runtut	1	2	3
9.	Menguasai kelas	1	2	3
10.	Melaksanakan yang bersifat kontekstual	1	2	3
11.	Melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan positif	1	2	3
12.	Melaksanakan pembelajaran sesuai dengan alokasi waktu yang direncanakan	1	2	3
C	**Pendayagunaan Sumber Belajar/Media Pembelajaran**			
13.	Mendayagunakan sumber belajar/media secara efektif dan efisien	1	2	3
14.	Menghasilkan pesan yang menarik	1	2	3
15.	Melibatkan siswa dalam pendayagunaan sumber belajar/media	1	2	3
D	**Pelibatan Siswa**			
16.	Menumbuhkan partisipasi aktif siswa dalam pembelajaran	1	2	3
17.	Menunjukkan sikap terbuka terhadap respons siswa	1	2	3

18.	Menumbuhkan kecerian dan antusiasme siswa	1	2	3
E	**Penilaian Proses dan Hasil Belajar**			
19.	Memantau kemajuan belajar selama proses	1	2	3
20.	Melakukan penilaian akhir sesuai dengan kompetensi (tujuan)	1	2	3
F	**Penggunaan Bahasa**			
21.	Menggunakan bahasa lisan dan tulis secara jelas, baik, dan benar	1	2	3
22.	Menyampaikan pesan dengan gaya yang sesuai	1	2	3
III	PENUTUP			
23.	Melakukan refleksi/membuat rangkuman	1	2	3
24.	Melakukan tindak lanjut	1	2	3
TOTAL SKOR				

Keterangan:

1 = tidak tepat

2 = kurang tepat

3 = tepat

TEACHING & LEARNING PROCESS BY DEDY NOVIANTO, S.PD.I, M.PD.I

Photo 1: Mr. Dedy Novianto carry out the teaching and learning process at mosque of SMPN 3 Malang

Photo 2: Mr. Dedy Novianto was dividing students to be some groups to discuss and search material about *jamak & qashar* pray.

Photo 3: Mr. Dedy Novianto was explaining to students about the task that must be done about material of *jamak & qashar* pray.

Photo 4: Mr. Dedy Novianto was explaining to students who don't understand about the material that must be doing.

Photo 5: Mr. Dedy Novianto was guiding students to learn and discus with their group in the library

Photo 6: Students were discussing with their group about the task that was given by Mr. Dedy Novianto

TEACHING AND LEARNING PROCESS BY UTIEN KUSTIANING, S.PD.I

Photo 7: Mrs. Utien Kustianing was asking students to give attention and listen to the group who was presenting their work.

Photo 8: Mrs. Utien Kustianing was giving explanation of presentation that was delivered by first group.
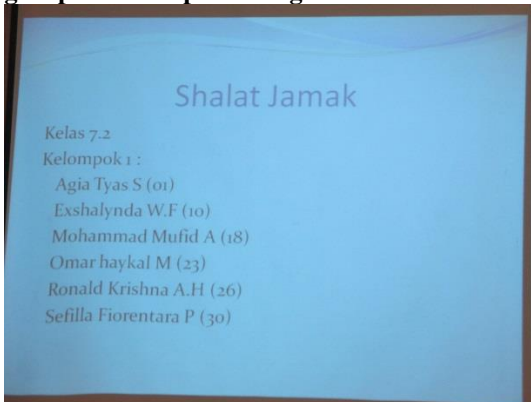

Photo 9: Every group consist 6 students to presented their work about *Jamak & Qashar* pray.

Photo 10: Mrs. Utien Kustianing was giving clarification about material that presented by second group.
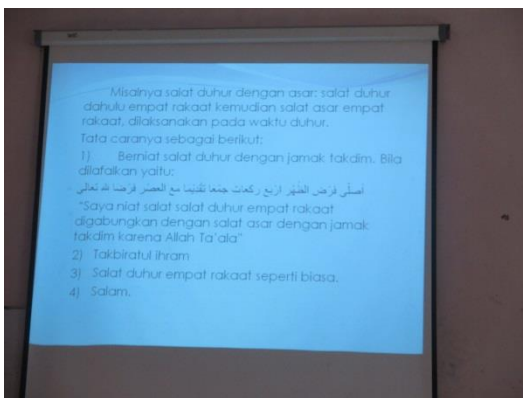

Photo 11: The materials were presented by students about *Jamak & Qashar* pray in power point form.

Photo 12: Mrs. Utien Kustianing give chance to other student ask to the group who presented that material.

TEACHING AND LEARNING PROCESS BY MUHAIMIN, S.AG

Photo 13: Mr. Muhaimin implement teaching and learning process to the students of VIII-4 class to apply *tajwid* about *Mad & Waqof* in reading Quran.

Photo 14: Every student were asked by teacher one by one to reading Qur'an according to *tajwid* about *Mad & Waqof* chapter that have been taught.

Photo 15: Student learn and practice in reading Quran according to *tajwid* of *Mad & Waqof* chapter that have been taught.

Photo 16: Student learn and practice in reading Quran according to *tajwid* of *Mad & Waqof* chapter that have been taught.

Photo 17: Mr.Muhaimin was giving explanation about *tajwid* that was read by student.

Photo 18: Researcher with student who was studying *tajwid*.

COMPARED STUDYOF MGMP PAI SMP SIDOARJO AT SMPN 3 MALANG

Photo 19: The teachers from MGMP PAI SMP Sidoarjo at SMPN 3 Malang.

Photo 20: Reading holy Quran at opening session of *MGMP PAI SMP*by BDI's student at SMPN 3 Malang.

Photo 21: Response by the head of *MGMP PAI SMP*of Sidoarjo.

Photo 22: Response by Dra. EllyHartatiek, M.Pd asthe staff of curriculum at SMPN 3 Malang.

Photo 23: Response ofDedyNovianto, S.Pd.I, M.Pd.I as the secretary of *MGMP PAI SMP*Malang also as th certified Islamic Education teacher at SMPN 3 Malang.

Photo 24: Researcher withthe committee of *MGMP PAI*Malang .

PHOTOS OF INTERVIEW

Photo 38: Interview with the vice principal of SMPN 3 Malang

Photo 39: Interview with Mr. Dedy Novianto as certified Islamic Education teacher at SMPN 3 Malang.

Photo 40: Interview with B.Utien Kustianing as certified Islamic Education teacher at SMPN 3 Malang.

Photo 41: Interview with Mr. Muhaiminas certified Islamic Education teacher at SMPN 3 Malang.

ACTIVITIES AT SMPN 3 MALANG

Photo 25: Carrying out of morning's pray and *istigosah* in the field of SMPN 3 Malang

Photo 26: Carrying out of *keputrian*'s activity every friday in the mosque of SMPN 3 Malang

Photo 27: Carrying out of ceremony every Monday and award delivery to student who came up as olympic champion

ACTIVITIES OF BDI

Photo 28: *Sholawat* competition in order to commemorate the birth of Prophet Muhammad SAW implemented by BDI.

Photo 29: Teachers and Students was commemorating Prophet Muhammad's birth in the field of SMPN 3 Malang.

Photo 30: Performance of *banjari* group in *istigosah* event with the parents of students in class IX of SMPN 3 Malang.

Photo 31: Performance of Student extracurricular group of *Banjari* in commemorating the birth of Prophet Muhammad SAW in the field of SMPN 3 Malang.

Photo 32: Researcher with some talented students of SMPN 3 Malang in MGMP PAI SMP program.

Photo 33: *Istogasah* event in order to pray for fluency of National Final Test of students class IX at SMPN 3 Malang.
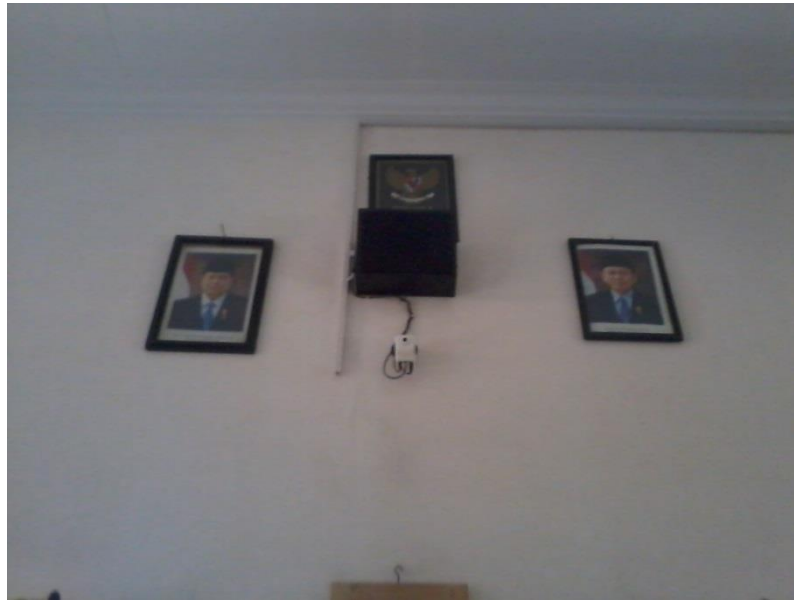
FACILITIES IN THE CLASS

Photo 34: CCTV in every class

Photo 35: LCD in every class

PHOTO OF SMPN 3 MALANG

Photo 36: SMPN 3 Malang front view

Photo 37: Some of trophy and awards were achieved by SMPN 3 Malang

PHOTOS OF INTERVIEW

Photo 42: Interview with student of IX-8 class of SMPN 3 Malang

Photo 43: Interview with student of IX-7 class of SMPN 3 Malang

Photo 44: Interview with student of VIII-2 class of SMPN 3 Malang

Photo 45:Interview with student of VIII-5 class of SMPN 3 Malang

Photo 46: Interview with student of VII-3 class of SMPN 3 Malang

Photo 47: Interview with student of VII-4 class of SMPN 3 Malang

PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN
SMP NEGERI 3MALANG
JUNIOR HIGH SCHOOL
Jl. dr. Cipto 20 Malang Kode Pos, 65111
Telp (0341) 362612 Fax. (0341) 340224
Website : www.smpn3-mlg.sch.idEmail: smpn3mlg@smpn3-mlg.sch.id

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	:	**SMPN 3 Malang**
Mata Pelajaran	:	**Pendidikan Agama Islam**
Kelas/Semester	:	**VIII/2**
Standar Kompetensi	:	**10. Menerapkan Hukum Bacaan Mad Dan Waqaf**
Kompetensi Dasar	:	**10.1. Menjelaskan Hukum Bacaan Mad Dan Waqaf**
Alokasi Waktu	:	**4 X 40 Menit (2 Pertemuan)**

Tujuan Pembelajaran

- Siswa dapat memahami pengertian dan pembagian mad, menjelaskan pengertian waqaf, membedakan bacaan waqaf dengan washal serta menyebutkan pembagian waqaf.

Karaktersiswa yang diharapkan : Dapat dipercaya *(Trustworthines)*

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggungjawab (*responsibility*)

Kecintaan (*Lovely*)

Kemanusiaan (*Humanity*)

Materi Pembelajaran

- Pengertian mad
- Pembagian mad
- Pengertian waqaf
- Perbedaan bacaan waqaf dengan washal
- Pembagian waqaf

Metode Pembelajaran

- Ceramah
- Tanya jawab
- CTL

Langkah-langkah Kegiatan Pembelajaran

Pertemuan Pertama

Kegiatan Pendahuluan

- Guru bertanya mengenai ilmu tajwid.
- Guru memotivasi siswa mengenai keutamaan belajar ilmu tajwid dan manfaatnya.

Kegiatan Inti

1). Eksplorasi

- Guru memahami pengertian dan pembagian mad, menjelaskan pengertian waqaf, membedakan bacaan waqaf dengan washal serta menyebutkan pembagian waqaf

2). Elaborasi

- Guru menjelaskan ketentuan-ketentuan bacaan mad serta pembagiannya.

3) Konfirmasi

- Guru bertanya jawab tentang hal-hal yang belum diktahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan)

Kegiatan Penutup

- Guru bersama siswa melakukan refleksi mengenai kegiatan belajar dalam KD ini. Bermanfaat atau tidak ? Menyenangkan atau tidak ?

Pertemuan Kedua

Kegiatan Pendahuluan

- Guru bertanya mengenai ilmu tajwid.
- Guru memotivas isiswa mengenai keutamaan belajar ilmu tajwid dan manfaatnya.

Kegiatan Inti

1). Eksplorasi

- Guru menjelaskan ketentuan waqaf, pembagian, serta tanda-tandanya.

2). Elaborasi

- Guru menjelaskan perbedaan waqaf dengan washal.

3) Konfirmasi

- Guru bertanya jawab tentang hal-hal yang belum diktahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan)

Kegiatan Penutup

- Guru bersama siswa melakukan refleksi mengenai kegiatan belajar dalam KD ini. Bermanfaat atau tidak ? Menyenangkan atau tidak ?

<u>Sumber Belajar</u>

- Buku PAI Kelas VIII
- LKS MGMP PAI SMP / MTS
- Mushaf Al-Quran

<u>Penilaian</u>

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen / Soal
▪ Menjelaskan pengertian hokum bacaan Mad. ▪ Menjelaskan macam-macam hokum bacaan mad dan contoh-contohnya. ▪ Menjelaskan pengertian hokum bacaan waqaf dan washal. ▪ Menjelaskan macam-macam hokum bacaan waqaf dan contoh-contohnya.	Testertulis	Tesuraian	▪ Jelaskan pengertian hukum bacaan Mad! ▪ Sebutkan macam-macam mad! ▪ Jelasakan pengertian waqaf! ▪ Apakah perbedaan antara waqaf dengan washal? ▪ Sebutkan tanda-tanda waqaf! ▪ Diantara bacaan di bawah ini yang termasuk bacaan mad jaiz munfashil adalah: a. حُنَفَآءَ b. فِيْ أَحْسَنِ تَقْوِيمٍ c. وَلاَ تَحَآضُّوْنَ d. بِأَصْحَابِ الْفِيْلِ

Malang, 17 Juli 2013

Guru Pendidikan Agama Islam

Dedi Noviyanto, S.Pd.I, M.Pd.I
NIP: 19771124 200501 1 005

Mengetahui

Pengawas PAI SMP/SMA   Kepala Sekolah

Dra. Hj. Khoiriyah, MS, M.Ag   **Drs. H. Burhanuddin, M.Pd**
NIP: 19570930 198303 2 002   NIP: 19621203 198403 1 007

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	:	**SMPN 3 Malang**
Mata Pelajaran	:	**Pendidikan Agama Islam**
Kelas/Semester	:	**VIII/2**
Standar Kompetensi	:	**10. Menerapkan hokum bacaan mad dan waqaf**
Kompetensi Dasar	:	**10.2. Menunjukkan contoh hukum bacaan mad dan waqaf dalam bacaan surat-surat Al-Qur'an**
Alokasi Waktu	:	**2 X 40 menit (1 pertemuan)**

 Tujuan Pembelajaran
- Siswa dapat memahami cara-cara membaca mad dan ketentuan tanda-tanda waqaf.

Karakter siswa yang diharapkan : Dapat dipercaya *(Trustworthines)*

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Kecintaan (*Lovely*)

Kemanusiaan (*Humanity*)

MateriPembelajaran
- Cara-cara membaca mad
- Tanda-tanda waqaf
- Ketentuan tanda-tanda waqaf

Metode Pembelajaran
- Ceramah
- Demonstrasi
- Tanya jawab
- CTL

Langkah-langkah Kegiatan Pembelajaran
Kegiatan Pendahuluan
- Apersepsi

- Guru memotivasi siswa mengenai hokum bacaan mad dan waqaf dalam bacaan surat-surat Al-Qur'an.

Kegiatan Inti

1). Eksplorasi

- Guru memaparkan dan mendemonstrasikan cara-cara mebaca mad, siswa menyimak dan menirukan.

2). Elaborasi

- Siswa mencari, menemukan, dan mencocokkan tanda-tanda waqaf dengan tanda waqaf yang ada di mushaf al-Qur'an.
- Siswa menelaah keentuan masing-masing tanda waqaf.

3) Konfirmasi

- Guru bertanya jawab tentang hal-hal yang belum diktahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

Kegiatan Penutup

1. Guru bersama siswa melakukan refleksi mengenai kegiatan belajar mengajar hari ini. Bermanfaat atau tidak ? Menyenangkan atau tidak ?

Sumber Belajar

- Buku PAI KelasVIII .
- LKS MGMP PAI SMP / MTS
- Mushaf Al-Quran
- VCD pembelajaran

Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen / Soal
▪ Menunjukkan beberapa contoh hokum bacaan mad dalam QS. al-Fatihah dan QS. al-Kafirun. ▪ Menunjukkan beberapa contoh	Testertulis	Tesisian	▪ Cara membaca mad thabi'I adalah dibaca panjang ....alif ▪ Cara membaca mad wajib muttashil adalah dibaca panjang ....alif ▪ Cara membaca mad jaiz

hokum bacaan waqaf dalam QS. al-Fatihah dan QS. al-Ikhlash.			munfasil adalah dibaca panjang ....alif ▪ ح adalah tanda waqaf.... ▪ Tanda waqaf lazim adalah ....

Malang, 17 Juli 2013

Guru Pendidikan Agama Islam

Dedi Noviyanto, S.Pd.I, M.Pd.I
NIP: 19771124 200501 1 005

Mengetahui

Pengawas PAI SMP/SMA   Kepala Sekolah

Dra. Hj. Khoiriyah, MS, M.Ag   **Drs. H. Burhanuddin, M.Pd**
NIP: 19570930 198303 2 002   NIP: 19621203 198403 1 007

Saran Kepala Sekolah :

....

....

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	**:**	**SMPN 3 Malang**
Mata Pelajaran	**:**	**Pendidikan Agama Islam**
Kelas/Semester	**:**	**VIII/2**
Standar Kompetensi	**:**	**10. Menerapkan hokum bacaan mad dan waqaf**
Kompetensi Dasar	**:**	**10.3. Mempraktikkan bacaan mad dan waqaf dalam bacaan surat-surat Al-Qur'an**
Alokasi Waktu	**:**	**2 X 40 menit (1 pertemuan)**

Tujuan Pembelajaran

- Siswa dapat mempraktekkan bacaan mad dan waqaf dalam ayat-ayat pilihan.

Karakter siswa yang diharapkan : Dapat dipercaya *(Trustworthines)*

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggungjawab (*responsibility*)

Materi Pembelajaran

- Bacaan mad dalam ayat-ayat pilihan
- Bacaan waqaf dalam ayat-ayat pilihan

Metode Pembelajaran

- Ceramah
- Demonstrasi
- Tanya jawab
- CTL

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan

- Apersepsi
- Guru memilih beberapa siswa yang mempunyai kemampuan membaca Al Qur'an di atas rata-rata untuk menjadi .

- Guru membagi siswa menjadi beberapa kelompok kecil *(small group)* dan menempatkan dalam setiap kelompok.

Kegiatan Inti

    1). Eksplorasi

- Guru menyajikan ayat-ayat pilihan yang banyak mengandung bacaan mad dan waqaf.

    2). Elaborasi

- Siswa berlatih membaca ayat-ayat tersebut dalam kelompok masing-masing dengan bimbingan .
- Guru bertindak sebagai fasilitator.

    3) Konfirmasi

- Guru bertanya jawab tentang hal-hal yang belum diktahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan)

Kegiatan Penutup

- Guru bersama siswa melakukan refleksi mengenai kegiatan belajar dalam KD ini. Bermanfaat atau tidak ? Menyenangkan atau tidak ?

Sumber Belajar

- Buku PAI KelasVIII .
- LKS MGMP PAIPAI SMP / MTS
- Mushaf Al-Quran
- VCD pembelajaran

Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen / Soal
▪ Mempraktikkan cara membaca bacaan mad. ▪ Mempraktikkan cara membaca bacaan yang	Tesunjukkerja	Tesidentifikasi	▪ Praktikkan cara membaca bacaan mad. ▪ Praktikkan cara membaca bacaan yang diwaqafkan dan yang diwashalkan.

				■ Praktikkan bacaan Mad dan Waqaf dalam ayat-ayat QS. al-Baqarah.
diwaqafkandan yang diwashalkan. ■ Mempraktikkan bacaan Mad danWaqaf dalam ayat-ayat QS. al-Baqarah.			

Instrumen Soal :

Bacalah ayat berikut ini dengan memperhatikan hokum bacaan nun mati/tanwin dan mim mati !

الــمّ (١) اللهُ لاَ إِلَهَ إِلاَّ هُوَ الْحَيُّ الْقَيُّومُ (٢) نَزَّلَ عَلَيْكَ الْكِتَابَ بِالْحَقِّ مُصَدِّقًا لِمَا بَيْنَ يَدَيْهِ وَأَنْزَلَ التَّوْرَاةَ وَالْإِنْجِيلَ (٣) مِنْ قَبْلُ هُدًى لِلنَّاسِ وَأَنْزَلَ الْفُرْقَانَ إِنَّ الَّذِينَ كَفَرُوْا بِآيَاتِ اللهِ لَهُمْ عَذَابٌ شَدِيدٌ وَاللهُ عَزِيزٌ ذُو انْتِقَامٍ (٤)

Rubrik/pedoman penilaian :

Aspek yg dinilai	Indikator kemampuan	Nilai
• Kelancaran • Bacaan mad dan waqaf • Makhraj	• Membaca dengan lancar • Tidak melakukan kesalahan bacaan mad dan waqaf serta makhrajnya	100
	• Membaca dengan lancer • Melakukan 1-2 kesalahanbacaanmad dan waqaf serta makhrajnya	90
	• Melakukan 3-4 kesalahan bacaan mad dan waqaf serta makhrajnya	80
	• Melakukan 5-6 kesalahan bacaan mad dan waqaf serta makhrajnya	70
	• Melakukan 7-8 kesalahan bacaan mad dan waqaf serta makhrajnya	60

	• Melakukan lebihdari 8 kesalahan bacaan mad dan waqaf serta makhrajnya	50

Malang, 17 Juli 2013

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NIP: 19570930 198303 2 002   NIP: 19621203 198403 1 007

Saran Kepala Sekolah :

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PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN
SMP NEGERI 3 MALANG
JUNIOR HIGH SCHOOL
Jl. dr. Cipto 20 Malang Kode Pos, 65111
Telp (0341) 362612 Fax. (0341) 340224
Website : www.smpn3-mlg.sch.id Email: smpn3mlg@smpn3-mlg.sch.id

RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)

Satuan Pendidikan	:	SMP NEGERI 3 MALANG
Mata Pelajaran	:	PAI
Kelas / Semester	:	VII / 2
Materi Pokok	:	Islam Memberikan Kemudahan Melalui Salat Jamak Qasar
Alokasi Waktu	:	3 Pertemuan (9 x 40 menit)

Kompetensi Inti **:**

(KI-1) Menghargai dan menghayati ajaran agama yang dianutnya;

(KI-2) Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya;

(KI-3) Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata;

(KI-4) Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

A. KOMPETENSI DASAR DAN INDIKATOR

NO.	KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
1	1.7 Menunaikan *salat* jamak *qasar* ketika bepergian jauh (musafir) sebagai implementasi dari pemahaman ketaatan	

		beribadah	
2	3.1	Memahami ketentuan shalat jamak qasar .	3.1.1 Menjelaskan pengertian shalat jamak qasar 3.1.2 Menunjukkan dalil naqli mengenai shalat jamak qasar 3.1.3 Mengklasifikasi shalat yang bisa di jamak dan di qashar 3.1.4 Menyebutkan syarat diperbolehkannya melaksanakan shalat jamak qasar 3.1.5 Menyebutkan macam-macam shalat jamak. 3.1.6 Menyebutkan hikmah shalat jamak dan qasar
4	4.7	Mempraktikkan shalat shalat jamak qasar	4.7.1 Mempraktikkan shalat jamak dan qashar.

B. TUJUAN PEMBELAJARAN

1. Diberikan kesempatan untuk mengkaji tentang dalil diperbolehkannya shalat jamak qhasar.
2. Melalui kegiatan baca simak tutor sebayaa, peserta didik dapat hafal bacaan niat shalat jamak qasar dengan benar/tartil/berurutan.
3. Melalui pendekatan *scientific* peserta didik mampu:

Pertemuan 1
1. Menjelaskan pengertian shalat jamak
2. Menunjukkan dalil naqli mengenai shalat jamak
3. Mengklasifikasi shalat yang bisa di jamak
4. Menyebutkan syarat diperbolehkannya melaksanakan shalat jamak
5. Mempraktekan shalat jamak

Pertemuan 2
1. Menjelaskan pengertian shalat qashar
2. Menunjukkan dalil naqli mengenai shalat qassar

3. Mengklasifikasi shalat yang bisa di qashar
4. Menyebutkan syarat diperbolehkannya melaksanakan qashar
5. Mempraktekan praktek shalat qashar

Pertemuan 3
1. Menjelaskan pengertian shalat jamak qashar
2. Menunjukkan dalil naqli mengenai shalat jamak qassar
3. Mengklasifikasi shalat yang bisa dijamak dan di qashar
4. Menyebutkan syarat diperbolehkannya melaksanakan shalatjamak qashar
5. Mempraktikkan salat jamak qashar dengan benar

C. MATERI PEMBELAJARAN :

A. Shalat Jama' dan Qashar

1. Pengertian shalat Jama'
Shalat jamak adalah menggabungkan/mengumpulkan dua shalat fardhu dan dilaksanakan dalam satu waktu.

2. Dalil naqli tentang shalat jamak
Hadits Rasulullah SAW :

عَنْ أَنَسٍ قَالَ : كَانَ رَسُوْلُ الله ﷺ إِذَا رَحَلَ أَنْ تَزِيْغَ الشَّمْسُ أَخَّرَ الظُّهْرَ إِلَى وَقْتِ الْعَصْرِ ثُمَّ نَزَلَ يَجْمَعُ بَيْنَهُمَا فَإِنْ زَاغَتْ قَبْلَ أَنْ يَرْتَحِلَ صَلَّى الظُّهْرَ ثُمَّ رَكِبَ (رواه احمد والبخارى والنساء)

Artinya: :"*Dari Anas ia berkata : Adalah Rasulullah SAW apabila ia bepergian sebelum matahari tergelincir, maka ia mengakhirkan shalat zuhur sampai waktu asar, kemudian ia berhenti lalu menjamak antara dua shalat tersebut, tetapi apabila matahari telah tergelincir sebelum ia pergi, maka ia shalat zuhur (dahulu) kemudian naik kendaraan.*" (HR. Ahmad, Bukhari dan Nasa'i)

3. Shalat yang boleh dijama'
   a. Duhur dengan Ashar
   b. Magrib dengan Isya'

4. Syarat sah shalat jama'
   a. Dalam perjalan jauh yang jarak tempuhnya kurang lebih 17 km (3 farsakh), sebagian ulama' mensyaratkan jarak tempuh sampai 80,6 km.
   b. Perjalanan itu tidak bertujuan maksiat..
   c. Dalam keadaan ketakutan dan rasa sangat khawatir, seperti perang, sakit, hujan lebat, angin topan dan bencana alam.

5. Macam-macam shalat jama'
   a. Jama' Taqdim
   b. Jamak Ta'khir

6. Praktek
   Cara melakukan shalat jama' yaitu seperti shalat wajib lima waktu, perbedaanya adalah pada niat dan penggabungan itu sendiri. Adapun niatnya secara prinsip adalah menyebutkan nama shalat yang digabungkan, misalnya: duhur dengan ashar dan jama' taqdim

D. **METODE PEMBELAJARAN :**
   Pendekatan scientific:

1. Pengamatan, peserta didik mengungkapkan hasil pengamatannya terhadap orang yang melakukan sholat jamak qashar atau bisa berasal dari pengalaman pribadi peserta didik.

2. Menanyakan, peserta didik mengajukan pertanyaan terkait dengan pengamatan yang sudah dilakukan.

3. Peserta didik mengumpulkan data tentang shalat jamak qashar yang berasal dari pencarian mereka sendiri ataupun dari beberapa keterangan yang didapat dari guru.

4. Peserta didik mendiskusikan materi yang mereka peroleh dalam sustu kelompok kecil.

5. Peserta didik mendemonstrasikan ataupun memaparkan materi tentang shalat jamak qashar.

   Model pembelajaran   : Contextual Teaching and Learning dan Direct Instruction

   Metode   : diskusi, dan demontrasi

E. **SUMBER BELAJAR**

1. *Al Qur'an dan Terjemahannya,* CV. Karya Utama, Surabaya; 2000 An Nisa' ayat 101

2. Buku PAI dan Budi Pekerti PAI Kls VII SMP Kemendikbud Terbitan I hal 125-139
3. Modul MGMP PAI Kurikulum 2013
4. Internet

F. MEDIA PEMBELAJARAN

1. *Media*

a. Video Pembelajaran tentang sholat jamak qasar

b. Gambar/ Poster

2. *Alat*

a. Komputer

b. LCD Projector

c. Kartu berpasangan (matching card) tentang materi sholat jamak qasar

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan ke satu

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	a. Guru membuka pembelajaran dengan salam dan berdo'a bersama dipimpin oleh seorang peserta didik dengan penuh *khidmat;* b. Guru memulai pembelajaran dengan membaca al-Qur'an surah pendek pilihan dengan lancar dan benar. c. Guru memperlihatkan kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapihan pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran. d. Guru memberikan motivasi dan mengajukan pertanyaan secara *komunikatif* yang berkaitan dengan materi pelajaran. e. Guru menyampaikan kompetensi inti, kompetensi dasar dan tujuan yang akan dicapai.	10 menit

	f. Guru membagi peserta didik dalam beberapa kelompok	
Inti	**Kegiatan Inti**	100 menit
	a. Mengamati	
	• Mengamati dan memberi komentar gambar atau tayangan yang terkait dengan shalat jamak. • Menyimak dan membaca penjelasan mengenai tata cara shalat jamak. Membaca dalil naqli mengenai shalat jamak.	
	b. Menanya	
	• Dengan dimotivasi oleh guru mengajukan pertanyaan tentang ketentuan shalat jamak. • Mengajukan pertanyaan terkait dengan tata cara pelaksanaan shalat jamak.	
	c. Mencoba	
	• Secara berkelompok mencari data dari berita atau informasi tentang ketentuan shalat jamak. • Mendiskusikan tata cara shalat jamak. • Mendiskusikan manfaat shalat jamak.	
	d. Asosiasi	
	• Membuat analisis tata cara shalat jamak. • Membuat analisis syarat shalat jamak. • Merumuskan manfaat shalat jamak.	
	e. Komunikasi.	
	• Mendemonstrasikan praktik shalat jamak. • Menyajikan paparan bagan tentang ketentuan shalat jamak. • Memaparkan rumusan hikmah dan manfaat shalat jamak. • Menanggapi pertanyaan dalam diskusi. • Merumuskan kesimpulan.	
Penutup	a. Melaksanakan penilaian dan refleksi dengan	10 menit

| | mengajukan pertanyaan atau tanggapan peserta didik dari kegiatan yang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya;

b. Merencanakan kegiatan tindak lanjut dengan memberikan tugas baik cara individu maupun kelompok bagi peserta didik yang menguasai materi;

c. Menyampaikan rencana pembelajaran pada pertemuan berikutnya. | |

Pertemuan 2

No.	Kegiatan	Waktu
1.	**Pendahuluan** a. Membuka pembelajaran dengan dengan salam dan berdo'a bersama dipimpin oleh salah seorang peserta didik dengan penuh *khidmat;* b. Memulai pembelajaran dengan membaca al-Qur'an surah pendek pilihan dengan lancar dan benar c. Memperlihatkan kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapihan pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran; d. Pemusatan perhatian dan pemotivasian: mengilustrasikan. e. Mengajukan pertanyaan secara komunikatif berkaitan dengan materi salat Jamak f. Menyampaikan kompetensi dasar dan tujuan yang akan dicapai; g. Menyampaikan tahapan kegiatan yang meliputi kegiatan	10 menit

No.	Kegiatan	Waktu
	mengamati, menyimak,menanya, berdiskusi, mengkomunikasikan dengan menyampaikan, menanggapi dan membuat kesimpulan hasil diskusi	
2.	**Kegiatan Inti** **a. Mengamati** • Mengamati dan memberi komentar gambar atau tayangan yang terkait dengan shalat qashar. • Menyimak dan membaca penjelasan mengenai tata cara shalat qashar. Membaca dalil naqli mengenai shalat qashar. **b. Menanya** • Dengan dimotivasi oleh guru mengajukan pertanyaan tentang ketentuan shalat qashar. • Mengajukan pertanyaan terkait dengan tata cara pelaksanaan shalat qashar. **c. Mencoba** • Secara berkelompok mencari data dari berita atau informasi tentang ketentuan shalat qashar. • Mendiskusikan tata cara shalat qashar. • Mendiskusikan manfaat shalat qashar. **d. Asosiasi** • Membuat analisis tata cara shalat qashar. • Membuat analisis syarat shalat qashar. • Merumuskan manfaat shalat qashar. **e. Komunikasi**. • Mendemonstrasikan praktik shalat qashar. • Menyajikan paparan bagan tentang ketentuan shalat qashar. • Memaparkan rumusan hikmah dan manfaat shalat qashar. • Menanggapi pertanyaan dalam diskusi. • Merumuskan kesimpulan.	95 menit
3.	**Penutup**	15 menit

No.	Kegiatan	Waktu
	a. Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan atau tanggapan peserta didik dari kegiatan yang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya; b. Merencanakan kegiatan tindak lanjut dengan memberikan tugas baik cara individu maupun kelompok bagi peserta didik yang menguasai materi; c. Menyampaikan rencana pembelajaran pada pertemuan berikutnya yaitu Kisah Hijrahnya Nabi Muhammad SAW.	

Pertemuan 3

No.	Kegiatan	Waktu
1.	**Pendahuluan** a. Membuka pembelajaran dengan dengan salam dan berdo'a bersama dipimpin oleh salah seorang peserta didik dengan penuh *khidmat;* b. Memulai pembelajaran dengan membaca al-Qur'an surah pendek pilihan dengan lancar dan benar c. Memperlihatkan kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapihan pakaian, posisi dan tempat duduk disesuaikan dengan kegiatan pembelajaran; d. Pemusatan perhatian dan pemotivasian: mengilustrasikan. e. Mengajukan pertanyaan secara komunikatif berkaitan dengan materi salat Jumat f. Menyampaikan kompetensi dasar dan tujuan yang akan dicapai;	10 menit

No.	Kegiatan	Waktu
	g. Menyampaikan tahapan kegiatan yang meliputi kegiatan mengamati, menyimak,menanya, berdiskusi, mengkomunikasikan dengan menyampaikan, menanggapi dan membuat kesimpulan hasil diskusi	
2.	**Kegiatan Inti** **a. Mengamati** • Mengamati dan memberi komentar gambar atau tayangan yang terkait dengan shalat jamak qashar. • Menyimak dan membaca penjelasan mengenai tata cara shalat jamak. Membaca dalil naqli mengenai shalat jamak qashar. **b. Menanya** • Dengan dimotivasi oleh guru mengajukan pertanyaan tentang ketentuan shalat jamak qashar. • Mengajukan pertanyaan terkait dengan tata cara pelaksanaan shalat jamak qashar. **c. Mencoba** • Secara berkelompok mencari data dari berita atau informasi tentang ketentuan shalat jamak qashar. • Mendiskusikan tata cara shalat jamak qashar. • Mendiskusikan manfaat shalat jamak qashar. **d. Asosiasi** • Membuat analisis tata cara shalat jamak qashar. • Membuat analisis syarat shalat jamak qashar. • Merumuskan manfaat shalat jamak qashar. **e. Komunikasi**. • Mendemonstrasikan praktik shalat jamak qashar. • Menyajikan paparan bagan tentang ketentuan shalat jamak qashar. • Memaparkan rumusan hikmah dan manfaat shalat jamak qashar. • Menanggapi pertanyaan dalam diskusi. • Merumuskan kesimpulan.	95 menit
3.	**Penutup**	15 menit

No.	Kegiatan	Waktu
	a. Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan atau tanggapan peserta didik dari kegiatan yang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya; b. Merencanakan kegiatan tindak lanjut dengan memberikan tugas baik cara individu maupun kelompok bagi peserta didik yang menguasai materi; c. Menyampaikan rencana pembelajaran pada pertemuan berikutnya yaitu Kisah Hijrahnya Nabi Muhammad SAW.	

H. PENILAIAN

1. Sikap spiritual

    a. Teknik Penilaian   : Penilaian diri

    b. Bentuk Instrumen   : Lembar penilaian diri

    c. Kisi-kisi   :

No.	Sikap/nilai	Butir Instrumen
1.	Meyakini bahwa semua ilmu bersumber dari Allah swt.	Terlampir
2.	Meyakini bahwa menuntut ilmu adalah perintah Allah swt.	Terlampir
3.	Meyakini bahwa umat Islam wajib mempunyai ilmu pengetahuan.	Terlampir
4.	Meyakini bahwa setiap ilmu harus diamalkan	Terlampir
5.	Meyakini bahwa Allah swt memuliakan terhadap orang yang berilmu	Terlampir

Instrumen : Terlampir

2. Sikap sosial

    a. Teknik Penilaian   : Penilaian Antar Teman

    b. Bentuk Instrumen   : Lembar Penilaian

    c. Kisi-kisi:

No.	Sikap/nilai	Butir Instrumen
1.	Suka mengajarkan ilmu pengetahuan kepada temannya.	
2.	Segera memberikan bantuan pemahaman ketika dimintai tolong temannya tentang pelajaran.	
3.	Tidak pelit ketika temannya meminjam buku pelajaran.	
4.	Tidak menyombongkan diri karena ilmu yang ia miliki.	
5.	Tidak membeda-bedakan pergaulan dengan dasar kepandaian.	

Instrumen: jika sesuai diberi ceck list

3. Pengetahuan

    a. Teknik Penilaian   : Tes Lisan

    b. Bentuk Instrumen   : Lembar penilaian tes lisan

    c. Kisi-kisi :

No.	Indikator	Butir Instrumen
1.	Menyebutkan macam macam shalat jamak	Sebutkan macam macam shalat jamak!
2.	Menuliskan bacaan niat shalat jamak	Tuliskan bacaan niat shalat jamak ... (variatif dari guru)!

Instrumen : Terlampir

4. Keterampilan

    a. Teknik Penilaian   : Performance

    b. Bentuk Instrumen   : Praktik

    c. Kisi-kisi:

No.	Keterampilan	Butir Instrumen
1.	Membaca niat shalat jamak	Bacakan niat shalat jamak qashar... (variatif dari guru)!
2.	Praktik shalat jamak qashar	Praktikkan shalat jamak qashar... (variatif dari guru)!

Instrumen: Terlampir

A. Penilaian Proses

Lembar pengamatan

Nama Siswa	Aspek yang dinilai																Jml skor	Nilai (MK, MB,MT,BT)	Ket
	Keaktifan				Keberanian				Keseriusan				Ketelitian						
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			

Keterangan:

1. Apabila peserta didik belum memperlihatkan perilaku yang dinyatakan dalam indikator.70

2. Apabila sudah memperlihatkan perilaku   tetapi belum konsisten yang dinyatakan dalam indikator.80
3. Apabila sudah memperlihatkan perilaku dan sudah kosisten yang dinyatakan dalam indikator.90
4. Apabila sudah memperlihatkan perilaku kebiasaan yang dinyatakan dalam indikator.100

Rentang Skor   = Skor Maksimal – Skor Minimal
                        = 16 - 4
                        = 12

MK   =   14 - 16
MB   =   11- 13
MT   =   8 - 10
BT   =   4-7

Keterangan:
- **Tugas**

    - Menceritakan isi tayangan video tentang kegiatan salat Jamak

- **Observasi**

    - Mengamati pelaksanaan diskusi dengan menggunakan lembar observasi terkait dengan

        a. Menceritakan isi gambar kegiatan salat Jamak Qashar

        b. Sikap yang ditunjukkan siswa terkait dengan tanggung jawabnya terhadap pelaksanaan jalannya diskusi dan kerja kelompok.

- **Portofolio**
  - Membuat paparan tentang kegiatan salat Jamak qashar pernah dialami
- **Tes**

    Tes : non tes. Bentuk: unjuk kerja kegiatan salat Jamak

    Guru melakukan penilaian terhadap peserta didik dalam kegiatan mengamati gambar

Rubrik Penilaian

No.	Nama	Aktifitas												Jml skor	Nilai (MK, MB, MT, BT)	Ket.
		Gerakan shalat				Bacaan				kesesuaian						
		1	2	3	4	1	2	3	4	1	2	3	4			

Catatan :
1. Apabila peserta didik belum memperlihatkan perilaku yang dinyatakan dalam indikator.
2. Apabila sudah memperlihatkan perilaku tetapi belum konsisten yang dinyatakan dalam indikator.
3. Apabila sudah memperlihatkan perilaku dan sudah kosisten yang dinyatakan dalam indikator.
4. Apabila sudah memperlihatkan perilaku kebiasaan yang dinyatakan dalam indikator.

Rentang Skor   = Skor Maksimal – Skor Minimal
                                   = 16 - 4
                                   = 12

MK   =   14 - 16
MB   =   11- 13
MT   =   8 - 10
BT   =   4-7

Keterangan:
BT   : Belum Terlihat (apabila peserta didik belum memperlihatkan tanda-tanda awal perilaku yang dinyatakan dalam indikator).
MT: Mulai Terlihat (apabila peserta didik sudah mulai memperlihatkan adanya tanda-tanda awal perilaku yang dinyatakan dalam indikator tetapi belum konsisten).

MB: Mulai Berkembang (apabila peserta didik sudah memperlihatkan berbagai tanda perilaku yang dinyatakan dalam indikator dan mulai konsisten).

MK : Membudaya/kebiasaan (apabila peserta didik terus menerus memperlihatkan perilaku yang dinyatakan dalam indikator secara konsisten).

Catatan :

*4 = SangatBaik   3 = Baik

 2 = Sedang   1 = Kurang baik

MK   = 14 - 16

MB   = 11 - 13

MT   = 7 - 10

BT   = 4 - 6

Tes: Tulis. Bentuk Tes: essay

Soal:

1. Jelaskan pengertian salat Jamak!

2. Tuliskan kembali dalil naqli tentang shalat Jamak dan qashar berikut!

عَنْ أَنَسٍ قَالَ : كَانَ رَسُوْلُ الله ﷺ إِذَا رَحَلَ أَنْ تَزِيْغَ الشَّمْسُ أَخَّرَ الظُّهْرِ إِلَى وَقْتِ الْعَصْرِ ثُمَّ نَزَلَ يَجْمَعُ بَيْنَهُمَا فَإِنْ زَاغَتْ قَبْلَ أَنْ يَرْتَحِلَ صَلَّى الظُّهْرَ ثُمَّ رَكِبَ (رواه احمد والبخارى والنساء)

3. Sebutkan shalat yang bisa di jamak dan di qashar!

4. Sebutkan syarat-syarat diperbolehkannya menjamak atau mengqashar shalat!

5. Sebutkan hikmah shalat jamak dan shalat qashar!

Kunci jawaban:

1. Shalat jamak adalah menggabungkan/mengumpulkan dua shalat fardhu dan dalam satu waktu.

2.

عَنْ أَنَس قَالَ : كَانَ رَسُوْلُ الله ﷺ إِذَا رَحَلَ أَنْ تَزِيْغَ الشَّمْسُ أَخَّرَ الظُّهْرِ إِلَى وَقْتِ الْعَصْرِ ثُمَّ نَزَلَ يَجْمَعُ بَيْنَهُمَا فَإِنْ زَاغَتْ قَبْلَ أَنْ يَرْتَحِلَ صَلَّى الظُّهْرَ ثُمَّ رَكِبَ (رواه احمد والبخارى والنساء)

وَإِذَا ضَرَبْتُمْ فِي الْأَرْضِ فَلَيْسَ عَلَيْكُمْ جُنَاحٌ أَنْ تَقْصُرُوْا مِنَ الصَّلوةِ إِنْ خِفْ تُمْ أَنْ يَفْتِنَكُمُ الَّذِيْنَ كَفَرُوْا ... {النساء : 101}

3. Shalat yang bisa dijamak

   a. Duhur dengan Ashar
   b. Magrib dengan Isya'

   Yang bisa diqashar adalah shalat yang jumlah rakaatnya empat

4. Shalat jamak diperbolehkan bagi orang yang memenuhi persyaratan atau sebab-sebab sebagai berikut :

   a. Dalam perjalan jauh yang jarak tempuhnya kurang lebih 17 km (3 farsakh), sebagian ulama' mensyaratkan jarak tempuh sampai 80,6 km. Jadi, antara jarak 17 km s.d. 80,6 km sekiranya menyulitkan kita untuk dapat menjalankan shalat sesuai dengan waktunya, maka kita diperbolehkan menjamak shalat.
   b. Perjalanan itu tidak bertujuan maksiat, namun bertujuan baik seperti untuk silaturrahmi, berdagang, rekreasi dan lain-lain.

5. a. Menunjukkan bahwa islam adalah rahmatal lil'alamin
   b. Allah tidak memaksakan umat manusia

Malang, 17 Juli 2013

Guru Pendidikan Agama Islam

Dedi Noviyanto, S.Pd.I, M.Pd.I
Penata
NIP: 19771124 200501 1 005

Mengetahui

Pengawas PAI SMP/SMA   Kepala Sekolah

Dra. Hj. Khoriyah, MS, M.Ag   **Drs. H. Burhanuddin, M.Pd**
Pembina   Pembina Tk. I
NIP: 19570930 198303 2 002   NIP: 19621203 198403 1 007

EVIDENCE OF CONSULTATION

Name   : Leti Latifah
Number of Student   : 10110034
Faculty/Program   : FITK/Islamic Education
Advisor   : Dr. H. M. Zainuddin, MA
Title of Thesis   : Pedagogical Competence of Certified Islamic Teacher
                      on Teaching and Learning Process at SMPN 3 Malang

No	Date of Consultation	Consultation Material	Signature
1.	September, 23 2013	Title of Research	1........
2.	November, 26 2013	Chapter I	2.......
3.	December, 16 2013	Proposal Consultation	3.......
4.	March, 24 2014	Chapter I, II, & III	4......
5.	April, 14 2014	Revised Chapter I, II, & III	5.......
6.	April, 17 2014	Chapter IV, V, & VI	6.......
7.	May, 5 2014	Revised IV, V, & VI	7.......
8.	May, 19 2014	All Chapters	8.......
9.	May, 22 2014	Agreement all of Chapters	9.......

Acknowledge by,
Dean

Dr. H. Nur Ali, M.Pd
196504031998031002

DINAS PENDIDIKAN

Jl. Veteran No. 19 Telp. (0341) 560946, Fax. (0341) 551333
Website : http://diknas.malangkota.go.id | Email : disdik_mlg@yahoo.co.id
Kode POS : Malang 65145

R E K O M E N D A S I
Nomor : 074 / 0904 / 35.73.307 / 2014

Menunjuk surat dari Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Maulana Malik Ibrahim Malang tanggal 25 Maret 2014 Nomor Un.3.1/TL.00.1/442/2014 Perihal : Permohonan Ijin Penelitian, maka dengan ini kami berikan ijin untuk melaksanakan kegiatan dimaksud kepada :

1. Nama	:	Leti Latifah
2. NIM	:	10110034
3. Jenjang	:	S1
4. Prodi. / Jurusan	:	Pendidikan Agama Islam
5. Tempat Pelaksanaan	:	SMP Negeri 3 Malang
6. Waktu Pelaksanaan	:	April 2014
7. Judul	:	Pedagogical Competence of Certified Islamic Teacher on Teaching and Learning Process at SMPN 3 Malang

Dengan Ketentuan :

1. Dikoordinasikan sebaik – baiknya dengan Kepala SKPD / Sekolah ybs;
2. Tidak Mengganggu proses belajar – mengajar;
3. Berlaku selama tidak menyimpang dari peraturan;
4. Selesai melaksanakan penelitian / Observasi / KKL / KKN, wajib menyampaikan laporan kepada Kepala Dinas Pendidikan Kota Malang.

Demikian untuk dilaksanakan sebagaimana mestinya.

Malang, 1 April 2014
A.n KEPALA DINAS PENDIDIKAN,
Ka. Subbag Umum

DIANA PRABANINGTYAS, S.Sos., MM
Penata
NIP. 19700512 199103 2 004

Tembusan :
1. Ka. SMP Negeri 3 Malang
2. Ka. Jur. PAI FITK UIN MALIKI Malang
3. Yang bersangkutan

Nomor   : Un.3.1/TL.00.1/442/2014   . 25 Maret 2014
Sifat   : Penting
Lampiran   : -
Hal   : **Izin Penelitian**

Kepada
Yth. Kepala SMPN 3 Malang
di
    Malang

Dengan hormat, dalam rangka penyelesaian tugas akhir atau penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, untuk itu kami mohon dengan hormat mahasiswa berikut diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu :

Nama   : Leti Latifah

NIM   : 10110034

Jurusan   : Pendidikan Agama Islam

Semester – Tahun Akademik   : Genap 2013/2014

Judul Skripsi   : **Pedagogical Competence of Certified Islamic Teacher on Teaching and Learning Process at SMPN 3 Malang**

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

Dr. H. Nur Ali, M.Pd
NIP. 19650403 199803 1 002

Tembusan :
1. Yth. Ketua Jurusan PAI
2. Arsip

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SURAT KETERANGAN
Nomor : 070/389/35.73.307.03/2014

Yang bertanda tangan di bawah ini Kepala SMP Negeri 3 Malang
menerangkan dengan sebenarnya bahwa :

N a m a	:	**LETI LATIFAH**
N I M	:	10110034
Jurusan / Program	:	PAI
Fakultas	:	Ilmu Tarbiyah dan Keguruan
Perguruan Tinggi	:	UIN Maliki Malang

Yang bersangkutan telah melaksanakan penelitian pada tanggal, 1 April – 5 Mei 2014
di SMP Negeri 3 Malang.
dengan judul : **"Pedagogical Competence of Certified Islamic Teacher on Teaching and
Learning Proses at SMP N. 3 Malang"**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Malang, 21 Juli 2014
Kepala Sekolah,

DINAS PENDIDIKAN
SMP NEGERI 3

Drs. H. Burhanuddin, M.Pd
Pembina Tk. I
NIP 19621203 198403 1 007

MENTERI AGAMA
REPUBLIK INDONESIA

Dalam Rangka Hari Amal Bhakti
Kementerian Agama RI Ke-68 Tahun 2014
Memberikan

Piagam Penghargaan

Apresiasi Pendidikan Islam

Kepada :

Dedi Noviyanto

ATAS PRESTASI DAN JASANYA DALAM MEMAJUKAN
PENDIDIKAN AGAMA DAN PENDIDIKAN KEAGAMAAN

Jakarta, 13 Desember 2013
Menteri Agama RI

SURYADHARMA ALI

KEMENTERIAN AGAMA REPUBLIK INDONESIA

SERTIFIKAT PENDIDIK

Nomor: 2051312707016

Berdasarkan Surat Keputusan Menteri Pendidikan dan Kebudayaan Nomor 128/P/2013 tentang Penetapan Perguruan Tinggi Penyelenggara Sertifikasi bagi Guru dalam Jabatan, Rektor Institut Agama Islam Negeri Sunan Ampel Surabaya dan Dekan selaku Ketua LPTK Rayon 205, menyatakan bahwa:

UTIEN KUSTIANING

Nomor peserta 13056112720133, lahir di Malang pada tanggal 16 April 1979
LULUS Sertifikasi Guru dalam Jabatan dan dinyatakan sebagai GURU PROFESIONAL
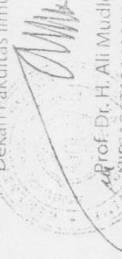bidang studi Pendidikan Agama Islam

Surabaya, 18 November 2013
Dekan Fakultas Ilmu Tarbiyah dan Keguruan,

Prof. Dr. H. Ali Mudlofir, M.Ag
NIP. 196311161989031003

Rektor,

Prof. Dr. H. Abd. A'la, M.Ag
NIP. 195709051988031002

No. Seri 3.1.0002133

KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

SERTIFIKAT PENDIDIK

Nomor: Un.3.1/PP.01.1/02133/2011

Berdasarkan Surat Keputusan Menteri Pendidikan Nasional Nomor 075/P/2011 tentang Penetapan Perguruan Tinggi Penyelenggara Sertifikasi bagi Guru dalam Jabatan, Rektor Universitas Islam Negeri Maulana Malik Ibrahim Malang menyatakan bahwa:

DEDI NOVIYANTO

Nomor Peserta 11056112720060, Lahir di Malang pada tanggal 24 Nopember 1977 LULUS Sertifikasi Guru dalam Jabatan dan dinyatakan sebagai GURU PROFESIONAL bidang studi Pendidikan Agama Islam

Malang, 28 Oktober 2011
Dekan/Ketua LPTK Rayon IV/204

Dr. H. M. Zainuddin, M.A.
NIP 19620507 199503 1 001

Rektor,

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WRITER'S BIOGRAPHY

The writer's name is Leti Latifah. She lives in Joyosuko Street No. 60 A, Merjosari-Lowokwaru, Malang. She is the last child in her family. She was born on May 25, 1991. She comes from Banyuwangi, East Java. She has lived in Banyuwangi with her parents and she has four siblings. Her father's name is Abuasan and her mother's name is Marwiyah.

She studied at MI Islamiyah Kumendung, Banyuwangi, and continued her study at MTsN Srono, Banyuwangi. Then in 2007 she studied at MAN Banyuwangi. After graduating from Islamic Senior High School, she continued her study on Islamic Education Department especially in International Class Program at State Islamic University of Maulana Malik Ibrahim Malang in 2010.

During her study at State Islamic University of Maulana Malik Ibrahim Malang, she has ever lived in Ma'had Sunan Ampel al 'Aly of UIN Malang for one year. After joining in Ma'had Sunan Ampel Al 'Aly, she lived in Pesantren of Al Hikmah Al Fatimiyah (AHAF) for three years.

During her live in Pesantren, she has ever been a private teacher in AHAF Institute (AI). Then she became Co. Academic of AI in 2013 and as a treasurer of AI in 2014.

If there are critical and suggestion, please contact the writer in the following e-mail latifah_lety48@yahoo.co.id.

VISI, MISI, TUJUAN, DAN SASARAN SMP NEGERI 3 MALANG

A. VISI

Unggul secara global dalam IPTEK berlandaskan IMTAQ, berbudi pekerti luhur, dan berwawasan lingkungan. Indikator:

1. Unggul dalam kegiatan IMTAQ.
2. Unggul dalam prestasi akademik.
3. Unggul dalam prestasi non-akademik.
4. Unggul dalam pengembangan SDM.
5. Unggul dalam bidang pengembangan media pembelajaran.
6. Unggul dalam pengembangan sarana dan prasarana.
7. Unggul dalam pengembangan pengelolaan.
8. Unggul dalam pengembangan sistem penilaian.
9. Unggul dalam pengembangan budi pekerti luhur.
10. Unggul dalam pengembangan, pencegahan, dan pencemaran lingkungan hidup

B. MISI

1. Melaksanakan peningkatan keimanan dan ketaqwaan kepada Tuhan Yang Maha Esa.
2. Melaksanakan pembelajaran yang efektif dan efisien.
3. Melaksanakan Pembelajaran berbasis IT.
4. Melaksanakan pembelajaran Bilingual.
5. Melaksanakan pembinaan dalam bidang olimpiade.
6. Melaksanakan pembinaan dalam bidang PIR/KIR.
7. Melaksanakan pembinaan dalam bidang olah raga dan seni.
8. Melaksanakan pengembangan media pembelajaran.

9. Melaksanakan pola pembelajaran yang sesuai dengan kemampuan, bakat dan minat, siswa.
10. Menjalin kerjasama dengan seluruh *stake holder*.
11. Melaksanakan pola pengelolaan sekolah sesuai dengan MBS dan standar menejemen mutu ISO.
12. Melaksanakan peningkatan kompetensi SDM.
13. Meningkatkan kesadaran dan budaya peduli lingkungan menuju sekolah *clean*, *green, and healthy.*
14. Melaksanakan kerjasama dengan sekolah lain baik nasional maupun internasional.
15. Melaksanakan pembiasaan gemar membaca.

C. Tujuan

1. Meningkatkan pengamalan ajaran agama yang dianut secara benar.
2. Mempertahankan persentase kenaikan kelas dan kelulusan mencapai 100%.
3. Melaksanakan tata tertib sekolah sesuai dengan ketentuan yang berlaku bagi seluruh warga sekolah (Kepala Sekolah, Guru, Siswa, dan Karyawan).
4. Memantapkan program 6 S dan 1 T (Salam, Salim, Sapa, Senyum, Sopan, Santun, dan Toleransi).
5. Melahirkan generasi berprestasi yang mampu bersaing di tingkat kota, provinsi, dan nasional dalam pengembangan bakat dan minat ekstrakurikuler.
6. Menyelaraskan fasilitas yang telah dimiliki sekolah sesuai dengan kemajuan dan globalitas perkembangan dunia pendidikan.
7. Meningkatkan pelaksanaan 7K.

8. Membekali siswa dengan teknologi informasi (IT) agar mampu mengakses berbagai informasi secara positif melalui internet/ICT.

D. Sasaran

1. Sekolah mencapai peningkatan mutu tenaga pendidik dan kependidikan.

2. Mencapai standar pembelajaran yang berbasis ICT.

3. Mengembangkan inovasi pembelajaran untuk meraih prestasi akademis dan nonakademis.

4. Mampu mengembangkan pencapaian standar kelulusan maksimal.