

**THE USE OF LABORATORY OF RELIGION TO IMPROVE THE STUDENT'S
LEARNING MOTIVATION ON ISLAMIC EDUCATION
AT SMA N 3 MALANG**

THESIS

BY:

Laila Nur Hamidah

NIM 10110025



**ISLAMIC EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHING SCIENCE
THE STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM
OF MALANG**

2014

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*Presented to Faculty of Tarbiyah and Teaching Sciences of State Islamic
University Maulana Malik Ibrahim Malang in partial fulfillment of the
requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I)*

BY:
Laila Nur Hamidah
NIM 10110025



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2014**

APPROVAL SHEET
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THESIS

BY:

Laila Nur Hamidah
NIM 10110025

Approved by,

Advisor



Dr. Esa Nur Wahyuni, M.Pd
NIP 197203062008012010

Acknowledge by,

The Head of Islamic Education Program



Dr. Marno, M.Ag
NIP. 197208222002121001

LEGITIMATION SHEET
THE USE OF LABORATORY OF RELIGION TO IMPROVE
THE STUDENT'S LEARNING MOTIVATION
ON ISLAMIC EDUCATION AT SMA N 3 MALANG

THESIS

Prepared and compiled by

Laila Nur Hamidah (10110025)

Has been defended in front of the board of examiners on June 9, 2014

And has been approved by the board of examiners as the requirement for the
degree of Sarjana Pendidikan Islam (S.Pd.I) on June 9, 2014

The board of examiners

Signature

Chairman of the board examiners

Istianah Abu Bakar, M.Ag

NIP. 197707092003122004

: 

Secretary of the board examiners

Dr. Esa Nur Wahyuni, M.Pd

NIP 197203062008012010

: 

Advisor

Dr. Esa Nur Wahyuni, M.Pd

NIP 197203062008012010

: 

Main Examiner

Dr. Abdul Malik Karimullah, M.Pd.I

NIP. 197606162005011005

: 

Approved by

The Dean of Faculty of Tarbiyah and Teaching Sciences

State Islamic University Maulana Malik Ibrahim of Malang



Dr. H. Nur Ali, M.Pd

NIP. 196504031998031002

Dr. Esa Nur Wahyuni, M.Pd
The Lecture of Tarbiyah and Teaching Sciences Faculty
The State Islamic University of Maulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE

Matter : Thesis of Laila Nur Hamidah Malang, May 22th 2014
Appendixes : 4 (four) Exemplar

Dear,
Dean of Tarbiyah and Teaching Sciences Faculty
The State Islamic University of Maulana Malik Ibrahim Malang
at
Malang

Assalamu'alaikumWr. Wb,

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

Name : Laila Nur Hamidah

NIM : 10110025

Program : Islamic Education

Title of Thesis : The Use of Laboratory of Religion To Improve The Student's
Learning Motivation on Islamic Education at SMA N 3 Malang

As the advisor, we argue that this thesis has been proposed and tested decent.

So, please tolerate presence.

Wassalamu'alaikumWr. Wb.

Advisor



Dr. Esa Nur Wahyuni, M.Pd
NIP 197203062008012010

CERTIFICATE OF SKRIPSI AUTHORSHIP

I certify that the thesis I wrote to fulfill the requirement for Sarjana Pendidikan Islam (S.Pd.I) entitled *The Use of Laboratory of Religion To Improve the Student's Learning Motivation on Islamic Education at SMA N 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 objection or claim from others.

Malang, May 22 2014

Laila Nur Hamidah

MOTTO

بِالْقَلَمِ عَلَّمَ الَّذِي الْأَكْرَمُ وَرَبُّكَ أَقْرَأُ

Meaning : Read : and thy Lord is the Most Bounteous.

Who teacheth by the pen

(Q.S Al-Alaq:3-4)¹

¹MuhammadMarduke P,*The Holy Qur'an*. (India: Idara Isha'at-E-Diniyat (P) LTD,2005)

DEDICATION

*"I dedicated this thesis to my beloved and lovable my parents, **Drs. H. Syamsul Huda (alm)** and **Hj. Murdaningrum** for always believing me, for their continuous love and their supports in my dedication. They were always supporting me and encouraging me with their best wishes. Without whom I could not have made it here. Thank you so much for your greatest love. I cannot give back your million wishes to me. May Allah always bless them."*

Thank you so much

*For my beloved brother **M. Khoirul Huda** and **M. Syamsul Arifin**, thank you very much for your prayers for my success*

Thank You So Much

*To **Ana Billah**, thank you for your support during this time, accompany me and thank you very much for the prayer and sacrifice, may God always give happiness to you and we will Amin.*

Thank You So Much

*To my advisor, **Ms. Esa Nur Wahyuni**, who guide and gave the spirit as well as his help so I can soon resolve this Thesis*

Thanks A Lot

For my friend ICP PAI 2010,, IPNU IPPNU, friends PKL group 26, I wish later you're going to be great people, friends are, Thank You

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5. Dr. Marno, M.Ag as the head of Islamic Education Department, Faculty of Tarbiyah and teaching Sciences, State Islamic University Maulana Malik Ibrahim of Malang.
6. Dr. Esa Nur Wahyuni, M.Pd, as the thesis supervisor. The author expresses his gratitude for the guidance and directional motivation given in the course of completing this thesis. May Allah (SWT) shower him and his family with his blessing. Not only that, he is as the supervisory lecturer during the author's course of study in Teacher Education on Islamic Education Department, Faculty of Tarbiyah and Teaching Sciences, State Islamic University Maulana Malik Ibrahim of Malang.
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Hopefully, by imparting what has been learned during the course of study in Faculty of Tarbiyah and Teaching Sciences, State Islamic University Maulana Malik Ibrahim of Malang. It will benefit all readers and the author himself.

Realizing the fact that error and weakness is impartial to being human, and that is thesis is still far from perfection, the author appreciates constructivism and suggestions for the improvement and betterment of this thesis.

May Allah the Almighty bless them all, amin.

Malang, May 22th 2014

LailaNurHamidah
NIM 10110025

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ABSTRACT

Hamidah, Laila Nur. 2014. The Use of Laboratory of Religion to Improve The Student's Learning Motivation on Islamic Education at SMA N 3 Malang. Thesis, Islamic Education Department, Tarbiyah Faculty and Teaching Science, The State Islamic University of Maulana Malik Ibrahim Malang. Advisor: Dr. Esa Nur Wahyuni, M.Pd.

The students doing activity need encouragement and motivation in order to in learning activity be able to reach the learning achievement which is appropriate with the goal. There are two factors encouragement of students are internal and external factor. From external factor is the available of facilities of learning the laboratory of religion. The utilizing teaching media in process teaching and learning can desire and new interest, develop motivation and stimulate learning activities was bring influences of psychological toward students.

The benefit in this research is to: (1) To describe how is the characteristic laboratory of religion at SMAN 3 Malang, (2) To describe and explain how is the use of laboratory of religion to improve the student's learning motivation on Islamic Education

To achieve the above, used qualitative approach with research types is qualitative descriptive. Key of instrument is the researcher them self, and the technique aggregation data was used observation, interview in conduct data, questionnaire and documentation. Data analysis to reduction data is not relevant, explain data and conclusion.

Based on discussion and result of research, explained the chapter before, so can conclude that describe The characteristic laboratory of religion, available various tools and references of religion, as a process of religion practicum suitable with the schedule activity, as mosque, when the learning process direction and the time prayer have done started so the students pray together, basis centre of religion activities, built character with a religious spiritual, to develop honesty, respect the other teacher. The use of laboratory of religion that is used in the learning process or extra activity of worship, develop student's motivation on Islamic education. Indicator the student's motivate is desire and bravely as well as the opportunity to participate in the prepare of activity, process and continuation of learning, appearance of learning efforts in carrying out and completing learning activities to achieve results, students are excited to learn and Independent of learning. The situation process of learning in the laboratory of religion make a student's happy and motivated to learn Islamic Education then in the class fell bored. Because available tools or medias is complete and sophisticated in the laboratory of religion. Strategy of teacher when transfer knowledge to students on Islamic Education used audio visual media with the played video suitable the material presented. The teacher explained detail by the played video and make easily to student remember to content of material presented. This proven from was questionnaire spread by the researcher to students. From 75 students answer the

questionnaire, 100% they motivated in Islamic education learning process with the utilize laboratory of religion.

Key word: The use, Laboratory of religion, The use laboratory of religion the Student's Learning Motivation, Islamic Education

ABSTRAK

Hamidah, Laila Nur. 2014. *Pemanfaatan Laboratorium Agama untuk Meningkatkan Motivasi Belajar Pendidikan Agama Islam Siswa di SMAN 3 Malang*. Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Maulana Malik Ibrahim Malang. Pembimbing Skripsi : Dr. Esa Nur Wahyuni, M.Pd.

Siswa dalam melakukan aktivitas pembelajaran sangatlah memerlukan dorongan dan motivasi tertentu agar kegiatan belajarnya dapat mencapai prestasi belajar yang sesuai dengan tujuan yang diharapkan. Ada dua faktor yang mendorong siswa yaitu faktor dari dalam dan dari luar. Salah satu faktor dari luar adalah tersedianya fasilitas pembelajaran berupa laboratorium agama. Penggunaan media pengajaran dalam proses belajar mengajar dapat membangkitkan keinginan dan minat yang baru, membangkitkan motivasi dan rangsangan kegiatan belajar dan bahkan membawa pengaruh-pengaruh psikologis terhadap siswa.

Tujuan penelitian ini adalah untuk: (1) mendeskripsikan bagaimana karakteristik laboratorium agama di SMA N 3 Malang, (2) mendeskripsikan dan menjelaskan bagaimana pemanfaatan laboratorium agama untuk meningkatkan motivasi belajar pendidikan agama Islam siswa.

Untuk mencapai tujuan di atas, digunakan pendekatan kualitatif dengan jenis penelitian ini adalah penelitian kualitatif deskriptif. Kunci dari instrument adalah peneliti sendiri, dan teknik pengumpulan data yang digunakan adalah metode observasi, wawancara dalam pengumpulan data, angket (quisioner) dan dokumentasi. Data dianalisis dengan mereduksi data yang tidak relevan, memaparkan data dan menarik kesimpulan.

Berdasarkan pembahasan dan hasil penelitian sebagaimana yang telah diuraikan pada bab-bab sebelumnya, maka dapat disimpulkan bahwa karakteristik dari laboratorium agama yaitu tersedianya berbagai macam media dan referensi agama, sebagai proses praktikum agama sesuai dengan jadwal aktifitas, sebagai masjid yaitu ketika proses pembelajaran sedang berlangsung dan waktu sholat sudah tiba, maka siswa sholat secara berjamaah, sebagai basis center kegiatan agama, pembentukan karakter dengan spiritual keagamaan, membuat siswa bersifat jujur and menghormati guru selain guru yang tidak mengajar. Pemanfaatan laboratorium agama digunakan untuk proses pembelajaran atau kegiatan ekstra maupun ibadah, meningkatkan motivasi belajar siswa dalam pembelajaran PAI. Indikator siswa termotivasi adalah Keinginan, keberanian menampilkan minat, kebutuhan dan permasalahan yang dihadapi ketika belajar, Keinginan dan keberanian serta kesempatan untuk berpartisipasi dalam kegiatan persiapan, proses dan kelanjutan belajar, penampilan berbagai usaha belajar dalam menjalani dan menyelesaikan kegiatan belajar sampai mencapai hasil, siswa

bergairah belajar dan kemandirian belajar. Suasana proses pembelajaran di laboratorium agama membuat siswa senang dan termotifasi untuk belajar pendidikan agama islam daripada di kelas terasa bosan. Karena berbagai macam media yang lengkap dan canggih di laboratorium agama. Strategi guru ketika mengajar menggunakan media audio visual dengan memutar video yang sesuai dengan materi yang disampaikan. Ini dilihat dari pembuktian angket yang disebarkan oleh peneliti. Guru menjelaskan secara detail dengan menggunakan memutar video dan membuat siswa mudah mengingat isi pelajaran yang disampaikan guru. Dari 75 siswa yang mengisi angket, 100% dari mereka termotivasi belajar PAI dengan memanfaatkan laboratorium agama.

Kata kunci : Pemanfaatan, Laboratorium agama, Pemanfaatan Laboratorium agama, Motivasi belajar, Pendidikan Agama Islam

ملخص البحث

حميدة، ليلا نور، 2014، استخدام مختبر الدين لترقي دوافع التعلم التربوية الإسلامية للطلاب بمدرسة العالية الحكومية 3 مالانج. بحث جامعي بقسم التربية الإسلامية في كلية علوم التربية والتعليم، بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور ايسا نور وحيوني، الماجستير.

الكلمة الرئيسية: استخدام، مختبر الدين، دوافع التعلم، التربية الإسلامية.

أنشط الطالب في التعلم يحتاج علي دوافع الخاصة لغاية إنجاز التعلم بما رجاه. نوعان من العوامل التي تدافع الطالب للتعلم، هما عوامل داخلية والخارجية. وعوامل الخارجية منها عدة المختبر الدين. استخدام وسائل الإيضاح للتعليم ان تظهر رغبات واهتمامات جديدة، وتنهض الدافع في أنشطة التعلم، وجلب الآثار النفسية على الطلاب. الهدف من هذا البحث: (1) لفهم كيفية الخصائص المختبر الدين بمدرسة العالية الحكومية 3 مالانج، (2) لفهم وشرح كيفية استخدام المختبرالدين لترقي دوافع التعلم التربوية الإسلامية للطلاب.

لتحقيق الأهداف المذكورة، المدخل المستخدم في هذا البحث، هو باستخدام المدخل الكيفي الوصفي. للحصول على البيانات المطلوبة استخدم منهج الوثائق، وخلال المقابلات، ومنهج الإستفتاء، و منهج المشاهدة من إنتاج البيانات ويستمر تحليله لنيل الاستنباط.

والنتيجة من هذا البحث أن خصائص مختبر الدين يكون وسائل الإعلام والمراجع الدينية. والمسجد كمركز الأنشطة الدينية، والتنشئة الروحية الدينية. استخدام المختبر الدين من أجل التعلم أو أنشطة اضافية والعبادة، وترقي دوافع التعلم التربوية الإسلامية. مؤشرات الطلاب الرغبة دوافع، والشجاعة لإظهار مصالحهم واحتياجاتهم والمشاكل التي تواجهها عندما تعلم،

والرغبة والشجاعة وكذلك فرصة المشاركة في إعداد واستمرار عملية التعلم، وظهور مختلف الجهود في تنفيذ واستكمال أنشطة التعلم لتحقيق نتائج التعلم، والطلاب عاطفي التعلم والتعلم المستقل. الغلاف الجوي للتعليم الديني في المختبر لجعل الطلاب سعداء ومتحمسين لتعلم التربية الدينية الإسلامية مما كان يشعر بالملل. بسبب مجموعة متنوعة من وسائل الإعلام في كامل ومتطورة مختبرات الدين. منهج المعلمين عند تدريس باستخدام الوسائل السمعية والبصرية من خلال اللعب على الفيديو وفقا للمادة المقدمة. ينظر إليه من الدليل على استبيان وزعت الباحث. يشرح المعلم في التفاصيل باستخدام الدورية الفيديو وساعد الطلاب على تذكر مضمون الدروس المقدمة من المعلمين. من 75 طالبا الذين أكملوا استبيانات، 100٪ منهم دوافع التعلم التربية الإسلامية باستخدام مختبر الدين.

CHAPTER I

INTRODUCTION

A. Background of The Study

The development of science and technology encourage more modernity effort of the utilization of products technology in the process of study.¹ Such as in law number two, education is a conscious and planned effort to create situation of study and process of learning in order to students actively develop their potential to have the power of religious spiritual, self control, character, intelligence, good behavior and skill needed by themselves, society, nation and state.²

Based on explanation above that education is a tools used to educate the public. Without education, so the progress will never be achieved. Education holds a significant role in the advancement of science but without balanced with will power and intent of human resources, then the desired progress in a country may not be realized.

In the realizing it needed an educational process to specially design for the student with the basic intellectual ability and responsibility in order to enter the competitive life. Education is emphasized in an interactive process. There for education is emphasized a process of teaching and learning. In the learning process there are interrelated is teacher, students,

¹AzharArsyad, *Media Pengajaran*,(Jakarta : PT Grafindo Jaya,1997), p. 2

²Law No. 20 year 2003, *Tentang System Pendidikan Nasional*, (Jakarta: badan penelitian dan pengembangan departemen pendidikan nasional, 2003), p.2

subject material, teaching methods and the utilization of resource. Resource of learning is resources utilized to learning goal achievement. Resource of learning is message, people, tool, material and technique.

In the environment of school there available resource of learning can utilized by students or teacher in the process of learning, one resource of learning utilized is laboratory of religion. In the learning activity needed media to many reference of science and challengeoflearn.

Laboratory of religion is still odd in the educationworld, because almost all of schools in Malangcity, just some schools have built laboratory of religion. The data from some of the school which the researcher finds, some of them are the favorite school and famous in Malangcity, such as SMAN 1, SMAN 4, MAN 3 Malang. They has not had a facilities and infrastructure of laboratory of religion yet.³ Only one school that the researcher finds, that is SMAN 3 Malang that has developed and employed laboratory of religion.⁴

Laboratory of religion is a resource of science and challengeoflearn. Remember that so, the presence of laboratory of religion as a one a resource of learning in an institute education is related with the activity of learning. Because the laboratory of religion very important in achievement learning the goal. There for the laboratory of religion will be feel if the all of component in an institute education is school utilize laboratory of religion optimally.

³Observation before research September, 4th 2013

⁴Observation before research September, 17th 2013

Laboratory of religion is the specific place which is well set with religious nuance ⁵ in which a variety of tools, resources, and various other recordings about the practice of religion are available as an activity followed by learners. To purpose is to give, develop and deepen understanding on student religiousness it also objected for progressive science of religion, as well as convicting or applying religious teachings.

The students doing activity need encouragement and motivation in order to in learning activity be able to reach the learning achievement which is appropriate with the goal. Encourage and students learning motivation is related. When the students receive the lesson, he experience to change behavior and they will be remember an interest in that lesson it, so they motivate to learn more in order to know more material of the lesson. Stimulate and positive response was receive by the student when the process of learning.

In the process of learning, sometimes the teacher find the problem when teach the student. There is the student curiosity of science and a just follow the lesson in the class moreover, the student play game and a sleep in the class. From the one student and other student is different. Interest and motivation in learning is also different.

In the process of learning activity, the teacher find the problem about the behavior of students in the class. The teacher must be solves the problem. The process teaching and learning depend on two main, the first

⁵Haidar Putra Daulay, *ibid* p. 43

is infrastructure and facilities, second is the skill of teacher.⁶ In this skill of teacher is exactly they must be creative and innovative in teaching in order to the student feel happy when receive the lesson. The infrastructure and facilities in the school have done complete such as utilize the infrastructure and facilities in the laboratory of religion.

Learning in the laboratory of religion give a huge response to students. The atmosphere learning is comfortable and the infrastructure media or complete reference. The researcher prove when observation learning activity in the class and the laboratory is different. When the teacher invite students in the laboratory to practicum activity all of students in laboratory focus and attention when the teacher explain than in the class. Because in the class there is a student curiosity of science and a just follow the lesson in the class moreover, the student play game and a sleep in the class.⁷ From the one student and other student is different. Interest and motivation in learning is also different. Stimulate and response in learning laboratory of religion make student learn more, because they utilize media or religion reference in the laboratory of religion.

Activity in the laboratory of religion SMA N 3 Malang is very actual and interest to implemented and followed by students. The process of learning suitable the schedule each class, training to character building, noble character, the basic center of religion activity such us speeches,

⁶Ibid. p.130

⁷Source researcher observation on April 10 2014

discussion, seminars, halaqoh, tambourine and others. The activity make the students to motivated in develop process and to improve laboratory of religion.

So, from this the reason above the researcher is interested and conduct research on “The useof Laboratory of Religion to Improve The Students Learning Motivation on Islamic Education at Senior High School 3 Malang.” By this laboratory of religion utilization, it is expected to help students in constructing a better learning motivation and also deepening and applying religious teachings and easily internalized in daily life, so in order to increase student motivation by the utilizing laboratory optimally and efficiently.

Based on the above background, the researcher wanted to do research the entitled “**The Use of Laboratory of Religion to Improve The Student’s Learning Motivation on Islamic Education at Senior High School 3 Malang.**”

B. Problems of the Study

1. How is the characteristic laboratory of religion at SMAN 3 Malang?
2. How is the use of laboratory of religion to improve the students learning motivation on Islamic education at SMAN 3 Malang?

C. Purpose of the study

1. To describe the characteristic laboratory of religion at SMAN 3 Malang

2. To describe and explain how is the use of laboratory of religion to improve the students learning motivation on Islamic education at SMAN 3 Malang

D. Significances of the study

In according with the problem of the study above, the significances of the study are:

1. For the researcher
 - a. Becoming as the scientific understanding of the material and content of science on laboratory of religion for researcher and for people who require about the study
 - b. This research is very useful as to the material of documentation and an addition insights, so can develop the insight that knowledge more widely both theoretically and practically.
 - c. As a reference to expand the thinking and experience of the researcher in the area of education their future, especially scientific religion of education.
2. For the institutions studied
 - a. An input for the school as a conceptual contribution in spearheading the creation of schools that excellent and achievement
 - b. Provide information that can be used as an input to better practice their role as managers and users in the laboratory of religion in learning activities

c. As a source of ideas and input in order to tool of learning.

3. For the society

Researcher hope that the results of this research are used as the repertoire of materials science for further research , especially in the world of Islamic religious education and will provide inspiration and motivation for learners to explore and develop learning resources so as to promote the spirit of learners in the learning process.

E. Limitation of the study

So that the problem is not widespread and effective, researchers limit the extent of the problem associated with the use of the laboratory of religion motivation in improving student learning Islamic education in SMAN 3 Malang is also a focus of the study, while the sub-focus of this research is :

1. The characteristic laboratory of religion at SMAN 3 Malang
2. The use of laboratory of religion to improve the students learning motivation on Islamic education at SMAN 3 Malang.

F. The Term of Study (Operational Definition)

Thesis in order not to cause misunderstanding between researcher and readers, the researcher give the operational definition are:

1. The use in this research is optimally utilization of laboratory of religion effectively.
2. Laboratory of religion in this research is specific place which is well set with religious nuance in which a variety of tools and resources

3. The use of laboratory of religion in this research is the student utilize media in the laboratory of religion in the process of learning, religious activity and the pour of process student aptitude and interest
4. The student learning motivation in this research is the student find the new learning activity with there are laboratory of religion and they feel happy to learn and motivate to learn more
5. Islamic education in this research is to effort change behavior the student in personal, society and surrounding world though in the process of education and change behavior to student motivation in the process of learning.

G. Systematic of discussion

Chapter I is a background of study to explain about the development of technology in now, and the development of Islamic Education subject now is old with the demand of era, so because it the teacher have a strategy solve the problem with change ways when teach are change the method of teaching and make more creative subject with utilization facilities and infrastructure in the school such us laboratory of religion. With the utilization media in the laboratory of religion make student motivate to learning Islamic Education.

Chapter II is a literature review, in this chapter explain expert theory from variety relevance literature with research from definition of laboratory, utilization and purpose as well as to explain definition of laboratory of religion, purpose and utilization. Tto explain student's

motivation as well as definition Islamic education subject and the utilization of laboratory of religion in improving student's motivation.

Chapter III is method of research to explain about approach and types of research, instrument of Research, location of research, data source, technique of collecting data (observation, interview, documentation and questionnaire), data analysis Data analysis to reduction data is not relevant, explain data and conclusion.

Chapter IV is explain data and finding research, explain about the systematic answer focus of research from the result explain about the identity of SMA N 3 Malang, a brief history of SMA N 3 Malang, vision and mission of the school and laboratory of religion, the utilization media in the laboratory of religion in the process learning Islamic religion and the utilization of laboratory of religion in improving student's motivation on Islamic education.

Chapter V is discussion depend on findings research which explain in the chapter IV. Discussion result research was used to clarification and position finding of result which make focus on chapter 1, and then researcher to relevance with theory discussion in the chapter II, and chapter III explain method of research. All of explain on discussion all at once result of research discuss with literature review.

Chapter VI is closing about the conclusion of research and suggestion.

CHAPTER II

REVIEW OF LITERATURE

A. Laboratory

1. Definition of Laboratory

Educational Laboratory continue is laboratory, is an academic support unit at the institution, either indoor or outdoor, or moves, permanent manageable systematically for activity testing, calibration, and/or the production of a limited scale, using equipment and materials based on specific scientific methods in the framework of the implementation of education, research, and service to the community.¹

While according to the Emha, the laboratory is defined as a place to conduct experiments, investigations, etc. related to physics, chemistry, and biology or another science.²

In another definition, the lab is a place where work activities performed for the result something. This place can be a closed room, room, or open space, such as gardens and others.³

Based on this definition, the lab is a place used for conducting experiments and training related to physics, biology, chemistry, and other science or religion, which is a closed room, room or open space as a garden and others.

¹Direktorat pendidik dan tenaga kependidikan Ditjen
DiktiKementerianPendidikanNasional2011, dikutip tanggal 3 April 2014 pukul 10.00 WIB
²<http://arienurdiansyah.wordpress.com/2012/01/03/4/> dikutip pada tanggal 2April 2014
pukul 12.10 WIB

³ Ibid

In other words, the lab is where a group of people who did the kinds of research (research) observation, scientific testing, and training as an approach between the theory and practice of various disciplines. Learning or research science is done against a wide range of science that had been known before, or against the new science known.⁴

Interms of the above can be inferred that the sense lab is a closed room which is used to perform the practices or conduct research which is supported by the existence of a set of laboratory equipment as well as the existence of a complete laboratory infrastructure.

2. The function of the laboratory

The laboratory as a place of research activities, research, experiments, observations, as well as scientific testing has many functions. Here are some of the main functions of the laboratory are:

- a. The balance between theory and practice as well as unify between theory and practice. The lab is a place for examine a theory so that it will be able to support the theory that lessons have been received directly. In the context that both will be complementary, that is, the theory will be footing (basic) research and practice, while the research will strengthen the argumentation theory.
- b. Provide the scientific work for researchers, both from among students, students, lecturers or other researchers. This is because the laboratory not only sue someone for doing an experimentation.

⁴Richard Decaprio, *Tips Mengelola Laboratorium Sekolah*, (Jogjakarta: Diva Press, 2013), p. 16

- c. Provide and nurture the courage of researchers to find the essence of a scientific object's truth in the natural and social environment.
- d. Add the skills and expertise of researchers in applying the tools of media that are available in the laboratory to search for scientific truth and determine compliance with a wide range of research and experimentation to be conducted.
- e. Fosters curiosity to researchers on a wide range of scientific knowledge that will encourage them to always examine and search for scientific truth by means of research, testing, and experimentation. This will foster a scientific attitude towards them as prospective scientists in the future.
- f. Laboratory can cultivate and foster confidence in the skills of researchers obtained or against inventions obtained in the process of work activities in the laboratory. That is, people are finding scientific truth which is very rigorous, thorough, and objective in accordance with scientific norms. Therefore, it is not surprising if many people who make the final process testing laboratory as a truth.
- g. Laboratory can be a learning tool for researchers to understand all the science that still is abstract so that it becomes something that is concrete and real. This will be very useful for individuals who attempt to think normative, so that it can direct them to the things that are more concrete. Therefore, the actual laboratory emphasizes

attention to the realm of cognitive, psychomotor, and domain affective domain which is certainly much needed by everyone.⁵

3. The purpose of the activity in the laboratory

The activities carried out in the laboratory has several goals to be achieved, which will be further explained as follows:

- a. Conscientious observation and meticulous in recording during the observation. This means that any individual who does research in lab or learning required to critically and carefully in the search for a truth to what research. Thus, the results obtained will be something that can be accounted for the value of scientific.
- b. Capable of interpreting the results of an experiment to obtain discovery and can solve the problem.
- c. Able to plan and carry out experiments about things that are studied or examined in the laboratory.
- d. Skillfully use the tools in the laboratory.
- e. Growing positive attitude towards practical activities. Every individual who is doing research in the lab is expected to have the passion and the passion to do the testing, research and experimentation on the different sorts of things.⁶

4. The urgency of the laboratory

⁵Op.Cit. p. 19

⁶Loc. Cit.p. 27

The laboratory has its own urgency for each researcher, the reviewer of science and religion, even for educational institutions. The existence of a laboratory for the advancement of educational institutions such as schools, colleges, even boarding school, it is extremely urgent.

Each lesson actually require a special room as a medium of instruction. In this case, students require a special room for learning, language, religion, science, and others. This is where the importance of every institution building 7 laboratories.⁷

There are several reasons why the lab is very important for any researcher or institution. The following explanation:

- a. The student or the student's activity would not be consummated without the presence of media, and the media is the laboratory. Because the lab will encourage all parties to be active in activities in order to support scientific learning directly.
- b. Activities centered on skills development process, motor skills, and the establishment of the scientific attitude will not be without the presence of the laboratory. Because of these skills can only be achieved with practice, research, testing, and experimentation. Skill it cannot be achieved just by mere theory mastery.

⁷*Ibid.* p. 20

- c. Independent attitude of students in understanding the lessons can only be built with any laboratory.⁸

By looking at how many benefits the lab then, arguably, has a laboratory is an inevitability for every institution. In other words, the existence of the lab is arguably as a requirement in line with the developments in teaching and curriculum development are extremely complex.⁹

In the laboratory, students will also gain a new understanding of science and experimentation is done. In fact, a systematic learning process and lead to the desired goal can also be made in the laboratory. Because the lab as a medium of teaching can be direct of systematic learning procedure is as follows:¹⁰

- 1) formulating hypothesis
- 2) Formulate operational definition
- 3) controlling and manipulating variables
- 4) experiment
- 5) created a model
- 6) interpreting data

Scientific learning that starts from the attitude of teachers and students (researchers), the learning process, and the results of a scientific study can only be determined with a laboratory. Therefore, the laboratory can make the process of learning and

⁸*Ibid*, p.21

⁹*Ibid*

¹⁰*Ibid*

teaching which emphasized on three things, namely: 1) scientific attitude, 2) scientific process, and 3) of the scientific products.

This is where each of the institutions required to optimize the use of the laboratory. In fact, the procurement of laboratories at each institution is an inevitability and necessity.

5. The Definition of Laboratory of Religion

Laboratory of religion is an academic support unit for both school and college stage run by teachers and staff and to train students in the skills of scientific research and development related to the science of religion and Islam¹¹ as a decent place as central activities of religious construction in particular to Islam.

Laboratory of religion is a special room with a good setting and nuance of religious¹² and available of tools, reference and some transcription about the practice of religion and as activities follow by students. To oriented give and development was understanding religious inclusive and humanistic.

For example: the mosque (prayer congregation as a laboratory, cadaver, prayer exercises chaotic, etc.), the field comes with the kaaba a clone (as the site of the construction of the hajj) and can also be used for other rituals such as: the practice of slaughtering the animal sacrifices, with dead bodies and others.

¹¹ (<http://kartikahartanti.blogspot.com/2013/01/portofolio-vi-lab-agama.html>, diakses 10 Oktober 2013 jam 19.10 wib)

¹²Haidar Putra Daulay, *PendidikanIslam : Dalam System PendidikanNasional Di Indonesia*, (Jakarta : Kencana Media Grup, 2004),p. 43

All activity or practice activities that are often executed in society of Islam should be taught at school students in Indonesia so that they are able to socialize easily and even if they become the leader of the region or the surroundings of the society they don't feel foreigners see/saw such activities.¹³

6. Laboratory functions of religion or mosque

In general the function of all laboratories are among others: ¹⁴

a. As a place to do the experiment

Laboratory tools and teaching materials is not possible it all laid out in a class; therefore the experiment was done in the laboratory.

b. As a supporting classroom activities

With the learning activities in the laboratory, students can observe the symptoms that occur in the experiment directly and not only learned according to existing theories.

c. As a display/exhibition

The laboratory can also be used as a place of exhibition or display of the results of an experiment or research that has been done, in order to give more representation and can be motivating for research or experimental work better.

d. As a collection of a number of rare species

¹³Depag, Kendali Mutu Pendidikan Agama Islam, (Jakarta : Dirjen Pembinaan Kelembagaan Agama Islam, 2001), p. 34

¹⁴Loc.cit

With a collection of a number of species makes it easy for students to observe directly the species that may be difficult to find it.

e. As a small museum

The results of the research and a number of rare species collected and classified, so the laboratory can be used as a small museum.

For activities in the laboratory of religion in elementary level, high school level is still limited with prayers in congregation, the deepening of knowledge about religion, study and also for the activities of the children.

From all the above function, it can be concluded that as a supporter of the academic activities in school and as a container in developing religious values to the learners through Islamic activities, as well as in practical activities of worship and mu'amalah amaliyah, discussion of contemporary Islamic studies and read wrote the Qur'an.

7. The purpose of the laboratory of religion¹⁵

- a. Provide as well as develop an inclusive religious understanding and humanistic, in terms of scientific (academic) and religious amaliah (practice)

¹⁵Edupolitian : Laboratorium Agama membentuk Pribadi Unggul", *Malang Post*, 13 Maret 2014, p. 13

- b. Laboratory of religion is intended to form a superior personality among learners
- c. As a base of religious science development center are pluralism and moderate
- d. embody an atmosphere of learning and the learning process so that learners are actively developing potential for her to have a religious, spiritual power of self-control, personality, intelligence, attitudes, and skills required as well as the noble himself, the community of nations and states
- e. place of deepening and progressive science of religion and religious teachings, apply the and run.

As for the purpose of the lab for the students as well as students of religion, namely:

- 1) Is used for places of worship
- 2) To provide more religious understanding in
- 3) For activities such as study students
- 4) For activities rohis
- 5) Provide teaching and training skills on students
- 6) Making religious learning media
- 7) Evaluate the teaching and learning process on Islamic education and develop it

8. Media facilities that exist in the laboratory of religion

a. A variety of learning media

Learning media types can be viewed according to ability to evoke sensory stimuli for vision, hearing, touch, taste and smell. The characteristics of this medium is the basis the selection of specific learning situation with media.

There are several types of media used in the teaching-learning process, judging from the type of power and cover of materials and manufacturing.

views of its kind, the media are divided into:

1) Auditive media

Media is media that relies on auditive ability sounds just like radios, cassette tape recorders. This media is not suitable for the deaf or have abnormalities in the hearing. So the media can only be used for people (students) who are have perfect hearing and will by no means when used by people who have trouble with his hearing, such as deaf.

2) Visual media

Visual media namely media that just rely on the sense of vision. This visual media featuring still images like a film strip (film sets), slides (film frame), photos, pictures or symbols move such us silent film, cartoon movie. visual media have an important role in the teaching of visual functioning because the media itself to clarify verbal which allows students more easily

understand the meaning of a message in the talk in the process of teaching.

3) Audiovisual media

Audiovisual media are media that have elements of sound and image. this media type has a better capability, because both types of media covering the first and second. this media was divided into two, among other things:

- a) Audiovisual media dwell, featuring sound and still images such as frame, sound (sound slide) film sets, sound, voice print.
- b) Motion, namely audiovisual media that can display the elements of sound and the moving image as a sound film and video cassette.

Other subdivisions of this medium are:

- a) Audiovisual elements of a good, pure sound and elements of a drawing coming from different sources, for example the movie the sound and the picture frames are sourced from the projector and slides her voice comes from a tape recorder.
- b) Audiovisual impure elements i.e. the elements of a picture and sound comes from different sources, for example the movie the sound and the picture frames are sourced from a slide projector and sound comes from a tape recorder.

Seen from the power of cover, the media are divided into:

a) Media with its vast and simultaneous

The use of this medium is not limited by place and space and can reach the number of protégés who many in the same time. for example, radio and tv. from here we can understand that the type of media that have concurrent liput power and unlimited has the effectiveness of deeper learning process, because the media is not hindered by time and space.

b) Media with power limited by scope liput

This medium in its use requires space and the closed and dark. this medium has a character that is quite complicated and requires a lot of preparation, a meticulously prosecuted for sharing time and organize your room during the process of teaching and learning.

4) Media for individual teaching

This media using them only for himself.included in this medium is the module program and instruction via computer. Computer and the module program is using them just for the media alone, this medium will not be effective if only by two or more persons in the teaching.

Judging from the material of manufacture, the media are divided into:

5) A simple media

This medium essentially easily obtained materials and it's cheap, easy and complete way to work with is not difficult.

6) Complex media

This media is the media manufacturing materials difficult to obtain and costly price, difficult to work with and makes it requires adequate skills.

According to Nana Sudjana and Ahmad Riva'i media learning that can be used in the process of learning is¹⁶

a) Two dimensional media such as pictures, photographs, graphs, charts and cartoons poster

b) Three dimensional media, namely in the form of models like the model solid (solid models) model cross-section, bunk model and working model

c) Model projections such as slides, film strip, ohp

7) Environment

Typesmedia and their characteristics of speaking together as shown above, it should be a concern and consideration for teachers when it will choose and use the medium of teaching. Characteristics which are considered appropriate to support the

¹⁶SudjanadanRiva'I, *Media Pengajaran "Penggunaan Dan Pembuatannya"*, (Bandung : SinarBaru, 1990), p. 3-4

teaching, that's the purpose of achieve media that should be used.¹⁷

From the description above, it is understood that each medium has characteristics that differ between each other, all of which have different functions. yet in the teaching-learning process, all existing media complement each other and so needed in the activity of teaching.

b. Use of Learning Media

One of the characteristics of the learning media is that the media carry and contain a message or information to the recipients of that student. Messages and information carried by the media can either be simple messages and messages can be complex.

The principles of the use of the media learning based on taxonomy-based media namely Leshin human (teachers, instructors, roles, the activities of the group main). Visual-based media (the book of charts, graphs, maps, transparencies, film frame and slide), media-based audiovisual (videos, films, slides along a tape and television).

1. The human-based media

¹⁷Sudjarwo, *BeberapaAspekPengembanganSumberBelajar*, (Jakarta : MeditamaSarana Perkasa, 1989), p. 178

The media is beneficial especially when the goal is to change attitudes or would like to directly involved in monitoring student learning. for example, the human media can direct, influence the process of learning through exploration of misguided social interactions by analyzing over time what happens to the learning environment.¹⁸

2. Audio media

Communication in everyday life are very dominating auditif human life. Similarly in the activity of teaching, from primary level up to higher education, the use of communication widely used compared to other activities.

According to Sudjana and Riva'i steps to consider in improving the audio, based on a system used in teaching activities, namely:

- a). Serve in a timely manner to the habits or the way they listen, the habit of using your time, time to listen or how to listen.
- b). Set the room situation, might have to use enough light or dim or dark, even things especially for the use of other media such as OHP, slides and etc.
- c) Give zest to start listening and start concentration on the problems that will be encountered. Try them in order to:

1) Listening in quiet situation

¹⁸AzharArsyad,*loc.cit.*p. 82

2) Concentrate to listen to the material and what is being said and what it means. Listen with a strong willpower, though maybe they'll meet up with things that are contrary to the will itself.

3) Connecting what they had heard it was with previous briefing.¹⁹

The use of audio learning according to the understanding of the above it can be concluded that the use of this medium is presented correctly, set up the situation nicely, listening in quiet situations, so the hearing students are not distracted by the environment and learning will be well underway.

3. Visual based media

Visual-based media (image or likeness) holds a very important role in the learning process. Visual media can facilitate understanding and strengthens memory. visuals can also foster students interest and can link the contents of the subject matter with the real world.

4. Audiovisual-based media

Visual media that combines the use of sound requires extra work to produce it. One of the important work required in the audiovisual media is writing the script and storyboards that require a lot of preparation, design and research.

From some of the explanation above can be drawn the conclusion that the use of the media as a lecturer, teacher learning and simultaneously be better messenger messages, should prepare

¹⁹Nana Sudjanadan Ahmad Rivai. *Teknologi Pengajaran*, (Bandung: SinarBaruAlgensindo, 2007), p. 132

materials and media that will be used in teaching and learning process carefully, choosing the right medium with the subjects to be taught, so that teaching and learning process goes according to what can be accomplished and objective pre-selection of the lesson.

B. Motivation of Learning

1. Definition Motivation

Motive in English is Motive from word of motion, means movement or something a budge. Motive is in the state of the person who encourage him to do activities. Motivation is an activator of behavior in the direction a purpose with based on there is of necessity.

According to McDonald : *"Motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction"*.²⁰

S. Nasution, M. A suggestion : *"To motivate a child to arrange condition so that he wants to do what he is capable doing."*²¹

And then according to Thomas M Risk,

Give definition of motivation are: *"We may define motivation, in a pedagogical sense, as the conscious effort on the part of the*

²⁰Oemar Hamalik, *Psikologi Belajardan Mengajar* (Bandung: Sinar Baru, 1992), p.. 173

²¹ S. Nasution, *Asas-asas Mengajar* (Bandung: Jemmarstt), p. 103

teacher to establish in students motives leading to sustained activity toward the learning goals.”²²

According to many definitions, motivation contains three main components, are : move , directs and sustains human behavior . Moving means appear to power of the individual ; leads a person to act in a certain way . To maintain and sustain behavior, the environment should reinforce the intensity and direction of the impulses and individual strengths.²³

Based on some opinions on the above, it is clear that the problems faced by teachers are how to implement motivated in effectively. A teacher in implement teaching activities, in order to motivate the students should look at the following factors:

1. Educators as a source of experience behavior as well as the object of attention of learners should :
 - a. Have authority and a strong and attractive personality.
 - b. Showed considerable interest in the content of the lessons it explained.
 - c. Being able to choose the learning or creating learning situations that can awaken learning motives.
2. Students are individuals who will experience a certain behavior and at the same time pay attention to the subject. Then educators need to know the type and level of need student for effort motivate such us :

²² Ahmad Rohanidan Abu Ahmadi, *Pengelolaan Pengajaran* (Jakarta: Rineka Cipta, 1991), p. 10

²³ Ngalim Purwanto, *Psikologi Pendidikan* (Bandung: Remaja Rosda Karya, 1992), p. 72

- a. Learning motives and interests learning of students
- b. Incentives should be given to the students, as well as
- c. Other motives in self of students like motif want a sense of security, wanted affection, wanted same of treatment and so on.

As has been described above that are important to motivate learning means in students' learning process is therefore a teacher should be able to create gratify of conditions . So, the teacher can perform the following way:

- a. Try not to repeat the things they already know, because it would lead to saturation.
- b. Physical condition of the class should not be boring
- c. Avoid the frustration caused classroom situation not rational and beyond the reach of the human mind
- d. Avoid classroom atmosphere that is both emotionally as a result of personal contacts.
- e. Prepare challenging tasks during the rehearsal
- f. Give students the knowledge of the results that have been achieved by each student.
- g. Give rewards are worth the effort made to do by the students.

2. Purpose of Motivation

In general it can be said that the purpose of the motivation is to move or inspire someone to the desire and willingness to do something so as to obtain results or achieve certain goal.²⁴

3. Function of Motivation

Motivation as a process to deliver student the experience that allows them to learn. As a motivational process has the function, are :

- a. Encourage appear the emergence of a behavior or action . Without motivation will not occur acts such as acts of learning.
- b. As a manager means, direct action to meet the desired objectives.
- c. As an activator. He serves as the engine for the car. Motivation will determine the size of the fast or slow a job.²⁵

While the function of motivation according Ramayulis quoted from infrastructure development projects Islamic University of Jakarta is²⁶

- a. Give spirit and student active in order to interest and ready
- b. Children focusing on specific tasks related to learning achievement
- c. Help meet the demand for short- term results and long-term.

4. Various Kinds of Motivation

Based on the source of motivation can be divided into two: intrinsic motivation and extrinsic motivation. Intrinsic motivation is the

²⁴*Ibid.*, p. 73

²⁵Oemar Hamalik, *Psikologi Belajar dan Mengajar*, Op. Cit., p. 175

²⁶Proyek Pembinaan Prasarana dan Sarana Perguruan Tinggi Agama/IAIN, *Metodik Khusus Pengajaran Agama Islam*, Sebagaimana dikutip oleh Ramalis, *Ilmu Pendidikan Islam*, (Jakarta Pusat: Kalam Mulia, 1998), p. 171

case and the circumstances that come from within the students themselves to do action learning. Included in the intrinsic motivation of students is feeling happy of matter and needs to matter it. Extrinsic motivation factor is motivation and the circumstances that come from outside the individual student who also encouraged him to undertake learning activities, such as praise and gifts, school rules, role models of parents, teachers and so on.²⁷

5. Principles of Motivation in Learning

These principles have been prepared on the basis of careful research in encourage to motivate students to learn in school . In this case Keneth H. Hover suggest the principles of motivation , among others .²⁸

- a. Praise is more effective than punishment. Punishment is to stop an action , while the compliments are appreciated what he had done . Therefore, praise of greater value to students learning motivation.
- b. Motivation comes from within the individual motivation is more effective than imposed from outside . The reason is because of the satisfaction obtained in accordance with the size of the individual that was in him.

²⁷MuhibbinSyah, *PsikologiPendekatandenganPendekatanBaru*, (Bandung: RemajaRosdaKarya, 2003), p. 137

²⁸TabraniRusyan, dkk. *PendekatanDalam Proses BelajarMengajar*,(Bandung: RemajaRosda Karya, 1989), p. 124

- c. Motivation was easy to spread others people. Interested teachers and enthusiastic will result in high student who are also interested and enthusiastic too high. Thus enthusiastic students who will motivate other student.
- d. The duties imposed by oneself will appear to greater interest to do it than when the tasks imposed by the teacher. If learners are given the opportunity to find solve problems independently and alone, it will be develop motivation and better discipline.
- e. Pressure of peer group is more effective in motivating most of the pressure or force from adults.

Student, especially the adoselen, are seeking freedom from adults; she puts relationships peers higher. He is willing to do what will be done by a peer group and vice opposite. Therefore, when teachers want to guide the students to learn, direction of the group members to learn values and students will learn well.

6. Awaken Students Motivation of learned

In connection with the maintenance and to improve the student motivation, DeCecco&Grawford (1974) proposed four functions of teaching:

- a. Excite of the students

In the routine activities of daily classroom teachers should try to avoid things that are monotonous and boring. He should always give the students enough things to think about and to do. Teachers

must maintain student interest in learning, by giving a certain freedom to move from one aspect to another aspect of lesson in a learning situation. 'Discovery Learning' and brainstorming methods gives such us the freedom. To can improving excitement to students and teacher should have sufficient knowledge about the early disposition of their students.

b. Give Realistic Expectations

Teachers must maintain student expectations are realistic and modifying expectations lacking or unrealistic. The teacher needs to have sufficient knowledge about student academic success or failure in the past, so the teacher can differentiate between realistic expectations, pessimistic, or too optimist. When students have many failures, then the teacher should give as much success on students.

c. Give Incentives

When students experience success, teachers are expected to give gifts to the students (can be a compliment, a good figure, and so forth) for its success, so students are encouraged to undertake further efforts to achieve the objectives teaching. In connection with this feedback is very useful to increase student effort.

d. Direction

Teachers should direct students behavior by showing the students do things incorrectly and ask them do their best.²⁹

7. Measure of Motivation

In general there are two ways to measure of motivation, that is:

- a. Measuring certain external factors which estimate appear an encourage in a person.
- b. Measure certain aspects of behavior which may be the expression of a specific motive.

Laboratory research on motivation generally use the first way, which is trying to create conditions that encourage or specific needs. It can also be by way of gift or incentive, incentives of verbal in the form directives that can strengthen a person's motives.

One of the more appropriate way to know the real motive of someone who is observing objects that become the center of attention. Objects are always pursued over the mirror that is the motive that is being mastered and else can also be known through most concerning gift for him. Presence or absence of motive is being mastered one size can also be used, for example: energy spent force (effort), frequency, speed of reaction, the theme of his talk, imagination and dreams.

²⁹Slamet, *BelajardanFaktor-Faktor Yang Mempengaruhinya*, (Jakarta: RinekaCipta, 1991), p. 177

8. Indicators Students Motivated

Among the indicators that can be used as a benchmark motivated students are:

- a. The desire, the courage to show their interests, needs and problems faced when learning.
- b. The desire and bravely as well as the opportunity to participate in the prepare of activity, process and continuation of learning.
- c. Appearance of learning efforts in carrying out and completing learning activities to achieve results.
- d. Students are excited to learn.
- e. Independent of learning.³⁰

The characteristics of the students in implement of learning activities motivated:

- a. Seek and give information
- b. Asked the teacher or other students
- c. Asking the opinion or comment to teacher or other students
- d. Discussion or solve problems.
- e. Assignment given by the teacher.
- f. Utilizing the existing learning resources
- g. Assess and improve the value of his work
- h. Making your own conclusions about the lessons he received
- i. Cananswer the exact time of the lesson

³⁰Ahmad Tafsir, *Metodologi Pengajaran Pendidikan Islam*, (Bandung: Rosdakarya, 1993),p. 146

- j. Give examples correctly
- k. Can solve the problem appropriately
- l. There is effort and motivation to learn the material
- m. Happy when given a task
- n. In cooperation with related to other students.
- o. Can answer the questions at the end of the lesson.

Sadirman give explanation about the characteristic a someone motivated:

- a. Diligence confront of work (can work continuously for a long time and did not stop before the finish).
- b. Diligent face to difficulty (not give up)
- c. Showed interest in a variety of problems
- d. Prefer to study independent
- e. Quickly bored with routine tasks (less creative)
- f. Often finding and solving problems
- g. Not easy to let go of the things that have been believed
- h. Can maintain his opinion

If someone has the above characteristics, he has to have a strong motivation in the learning process. These characteristic will be important because of the strong motivation of students will be able to learn well, more independent and not get stuck on something routine and mechanical.

C. The Concept of Islamic Education Religion

1. Definition of Islamic Education

In the literature of Islamic Education, the term usually implies education study groups ,tarbiyah, irsyad, tadrīs, ta'dīb, tazkiyah and recitations. Ta'lim comes from word 'ilm, which means capturing something the essence. Tarbiyah means of education, word of irsyad usually used for teaching in thoriqoh (Sufism). Word of Tadrīs from word darasa-yadarisu-darsanwadirasatan "meaning erased, missing the mark, delete, make using, word of ta'dīb from word adab, which means morals, ethics, manners or progress , word of tazkiyah from the word of zaka, which means to grow, while the word recitations means following carry or leave.

Every human needs education, though the general environment and natural surroundings that are not organized to educate of human, but the human very need formal education through school because only formal education that have a clear purpose.

Include in the Ministry of Islamic Religion (Permenag) article 1 Islamic Education is education that provides the knowledge and shape attitudes, personality and skills of students in the practice of their religion, which is carried out at least through lanes on all subjects, levels and types of education.

According to ZakiahDarajat Islamic Education is an attempt to construct and take care of students to always understand the teachings

of Islam as a whole. Then comprehend fully of purpose, which finally can practice and make Islam as a way of life. While Joseph Tayarinterpret Islamic Education as a conscious effort to divert the older generation experience, knowledge, skill and ability to young man that later became obedient to Allah SWT.³¹

From some definition of Islamic Education can be concluded that Islamic Education Religion is a conscious effort made in order to prepare educators learners to create the personality of students, appreciate , understand and practice the teachings of the ultimate goal of Islam through counseling , teaching or training that has been determined.

2. Basic Implementation of PAI

Basic is the foundation footing or the establishment of something that something sturdy upright stand. Just like a building foundation very sturdy depending on which it is based, the foundation will be a source of strength and firmness of the building.³²

Basics of Islamic education cannot be separated from the base of Islam, because through Islamic education is meant to teach the teachings of Islam as well as to form a Muslim personality, so the basic Islamic education in tune with Islamic basis. In relation to the implementation of Islamic religious education in formal institutions in

³¹ Abdul Majiddan Dean Andayani, *Pendidikan Agama Islam BerbasisKompetensi*(Bandung : Rosdakarya, 2004) p. 130

³²Muhaimin,dkk, *ParadigmaPendidikan Islam UpayaMengefektifkanPendidikan Agama Islam Di Sekolah*, (Bandung : PT RemajaRosda Karya,2004) p. 75-76

Indonesia have a strong base. The basis according Zuhairin and friends, can be evaluated from various aspect:

a. Basic juridical or legal base

That is the basics of Islamic education stemming from legislation that directly or indirectly be guide in implement Islamic religious education in formal school. The basic education in terms of juridical or legal categorized into twokinds :

1) Ideal basic

That is the basic philosophy of life that comes from the Indonesian people that five basic principles, which is the first precepts of Almighty divinity or religious should he stressed.³³

2) Basic Structural / Constitutional

That is the basis of the 1945 Constitution in chapter XI of article 29, paragraph 1 and 2, which reads : 1) the State based upon the belief in one God, 2) The State guarantees the independence of each resident for each religion and to practice the religion or belief.³⁴

b. Religious Basic

That is the basics of the religion of Islam sourced contained in the verses of the Qur'an and the hadith of the Prophet.

³³Zuhairinidan Abdul Ghofir, *Metodologi Pembelajaran Pendidikan Agama Islam* (Fakultas Tarbiyah UIN Malang dan UIN press, 2004) p. 9

³⁴ Abdul Majiddan Dean Andayani, op.cit, p. 132

According to Islamic teachings, implement Islamic religious education is obligatory for all Muslims. The commands include the following :

In a letter of An- Nahl verses 125

هُوَ رَبُّكَ إِنَّ أَحْسَنَ هِيَ بِأَلَّتِي وَجَدْتَهُمُ الْحُسْنَ وَالْمَوْعِظَةَ بِالْحِكْمَةِ رَبُّكَ سَبِيلَ إِلَى أَدْعُ
بِالْمُهْتَدِينَ أَعْلَمُ وَهُوَ سَبِيلُهُ عَنِ ضَلَّ يَمَنَ أَعْلَمُ

Meaning : Call unto the way of thy word with wisdom and fair exhortation and reason with them in the better way. Lo! Thy Lord is best aware of him who strayeth from his way and he is best aware of those who go right.³⁵

Religious basis related to an educator. Surrah Ali Imron verses 104

فَلِحُورٍ هُمْ وَأَوْلِيكَ الْمُنْكَرِ عَنِ وَيَنْهَوْنَ بِالْمَعْرُوفِ وَيَأْمُرُونَ الْخَيْرَ إِلَى يَدِّ عُونِ أُمَّةٌ مِنْكُمْ وَلَتَكُنَّ
آلَم

Meaning : And there may spring from you, a nation who invite to goodness and enjoin right conduct and forbid indecency. Such are they who are successful.³⁶

³⁵Muhammad Marduke P, The Holy Qur'an, (India: IdaraIsha'at-E-Diniyat (P) LTD,2005) p. 274

³⁶Ibid p. 66

3. Functions of Islamic Education

Structurally, Islamic Education Religion demands organizational structures that govern the course of the educational process, both in the vertical or horizontal dimension.

While institutionally, it contains the implication that the educational process is running should be able to fulfill the needs of the times and the growing need for the cooperation of various pathways and types of education outside of school.

Functions of Islamic education religion for schools or madrasah are as follows :

- a. Development that enhances faith and piety to Allah SWT learners who have invested in a family environment
- b. Understanding of value, as a rule of life to find happiness in the world and Hereafter
- c. Adaptation of mental that adapt well to their environment and the physical environment and the social environment can change the environment according to the teachings of Islam in daily life
- d. Improvement is to fix the mistakes, shortcomings and weaknesses of students in confidence, understanding and experience of the teachings of Islam in daily life

- e. Prevention is to counteract the negative things from environment or from other cultures that may endanger themselves and impede progress towards the Indonesian people fully
- f. Teaching about religion in general science
- g. Channeling that distribution the children who have special talents in the field of Islamic religion that talent can develop optimally, so that it can be used for himself and others.

From the description above it can be concluded function Islamic education are:

- a. Development
 - b. Understanding The Value
 - c. Adaptation of Mental
 - d. Improvement
 - e. Prevention
 - f. Teaching
 - g. Distribution
4. **The use of laboratory of religion to improve the students learning motivation on Islamic Education**

Motivation is a crucial prerequisite in learning. The building was build, teachers are provided, a comprehensive learning facility with the hope that students can go to school and learn with full spirit. But all of it will be vain, if there is no motivation for students to learn.

Motivation for students to develop activities and initiatives, can direct and maintain persistence in learning activities. Because the motivation can be said as to be good activator in self of the student (intrinsic motivation) and external students (extrinsic motivation). And that's the activator that can cause teaching and learning activities itself so that the desired goal can be achieved.

During the profile of Islamic education (PAI) assumption to be lacking to improve the quality of learning of Islamic education religion and also quite monotonous so it tends to make students become bored.

Based on the description above, the laboratory was established religion in order to increase the motivation to learn Islamic education with support facilities for learning. So teachers are not monotonous when explained, as well as the laboratory of religious teachers can utilize appropriate instructional materials Islamic education religion. Where facilities are filled based IT and research.

CHAPTER III

RESEARCH METHODS

Research is the systematic activities to collect, describe, explain, predict or control the correctness of a knowledge based on data and facts by using scientific principles are deductive (agreement reality) and inductive (experiment reality).

So, in the research used the methods in the research process. Among the methods used are as follows:

A. Approach and Types Of Research

In this research, the researchers used a qualitative research approach that is descriptive. Because of this research approach in accordance with the condition of the researched object. Has been disclosed by Bogdan and Taylor about research methods the research procedures that produce descriptive data in the form of the written word or spoken of people and behavior that can be observed.¹

Based on explanation above, the method of descriptive approach which is qualitative fit is used in this research. Because the data needed by the researchers was the data directly to the objects examined, i.e. by doing the interview and observe directly how the learning motivation of students in the learning process of PAI at Senior High School 3 Malang by making use of religion in the Laboratory process of learning activities.

¹Lexy J Moleong, *Metode Penelitian Kualitatif*, (Bandung: PT.RemajaRosdakarya, 2002),p. 4

B. Instrument of Research

The qualitative research which becomes an instrument or tool research is the research itself. With the help of other people are the primary data collectors. In this case, as stated by Moleong, the position of researcher in the qualitative research is quite complicated. He at once planners, implementers of data collection, analysis, data interpreter and in the end he became a pioneer of the research results.

The definition of an instrument or a tool of researchers here exact, because he was everything from the whole process of research. Based on the views above, basically the presence of researchers not only as an instrument, but comes to find the data needed in relation to religion, which in laboratory studies, the researchers involved directly in the process of teaching and learning. As a support in order to collect the data, the researchers also use other instruments as support in accordance with the methods of data collection.

C. Location of Research

Researchers do research choose located at Senior High School 3 Malang Sultan Agung North street no. 7 Telp. (0341) 324768, Fax (0341) 341530. It is located in the city of Malang. The school is also surrounded with famous school, such as Senior High School 1 Malang and Senior High school 4 Malang.

Researchers chose this location based considerations:

a) One institution school in Malang that utilizes and develops Laboratory of religion in learning Islamic education as a medium of learning for students, with the aim of this laboratory is to prepare learners who have superior personality and balance between science and IMTAQ and from there they will be motivated to utilize and develop the means and the tools that exist in the laboratory of Religion:

b) The location of the school is an institution of research up to now still existence in the intense competition of the world of education as well as accomplishment that present both national and international.

D. Sources of Data

Data is collected materials researcher, the materials in the form of special things that became the basis of the analysis, obtained by means of actively recorded by researchers, note of interviews and notes from field observation results of involvement. The Data also include what was created by others, such as diaries, official documents, etc. From these materials, the researchers will take the necessary data only.

The definition of the data source is the subject of the data itself. When in his research using a questionnaire or interview guidelines as a means of collecting the data, then the data source is called respondents, i.e. people who respond or answer the questions researchers, both in the form

of written and oral questions. When researchers use observational data source, then it can be objects, motion, process, or situation.²

Opinions were also expressed by Lokiand, the main source of data in qualitative research is the words and actions of those who observed or interviewed, while the rest is additional data that is as a supporter.

Thus a variety of data sources that are used are customized with the desired data researchers. To gain clarity of the data in this study, researchers will take data from several sources of information in accordance with the purpose of doing this research. In the specify a data source in the form of people, the researcher sets based on specific objectives, or also known by purposive sampling technique (sample aims), which selects certain people who are thought to have extensive knowledge of related data required by the researchers.

Associated with the data source in General, researchers divided the sources which were meant to be two (2) parts, namely:

1. Primary Data

The primary data source is the original data received directly from the interviewee. So the primary data is data that is directly collected by the researchers of the first source and the data collected in this manner is completely original or original.

In this research the primary data is

²Suharmi Arikunto, *Prosedur Penelitian; Sebuah Pendekatan Praktek*, (Jakarta, PT Rineka Cipta, 2002),p. 107

- a. Principle leader of who became full holders in the policy in the school. The Data is taken from this source is the data associated with a general overview of how the process of procurement or set up Laboratory space religion that became the forerunner of the learning media in motivating students.
- b. Vice of head of infrastructure and facilities, the teacher of Islamic education, the teacher of counseling guidance, T.U, Publicist and school teachers who related that can provide information on the research that would be targeted. Data to be collected is the data relating to the history and vision, mission school, schedule learning activities in the laboratory, the vision, mission and objectives of the laboratory of religion, reports of activities related to the study of religion and the laboratory methods used as well.
- c. Learners who built in the formation of the intelligent, faith or deployment so expect to have a great learning motivation.

2. Secondary Data

While secondary data is data both primary data obtained after the form has been so well publicized. Secondary Data is tailored to the needs of the research.

In the secondary data source, in the form of books, articles, journals and magazines scientific and school documents and learning motivation of students.

As for who will be the secondary data in this study was a laboratory visitors guest book data, reports of activities associated with the laboratory of religion, laboratory guidelines, organizational structure, students who take advantage of the learning activities such as science, condition of facilities and infrastructure in Senior High School 3 Malang.

E. Data collecting

Data collection is a systematic and standardized procedure to obtain the necessary data. This data collection is a very urgent steps in a method, and the method scientific of collecting data should correspond to the problem to be solved.³

To obtain the required data need to be used the right method and relevant to the issue at hand, because the method used will affect the level of validity and quality of the data. The validity and quality of the data obtained will give a major influence on the quality and the objectivity research results. As for some of the methods that researchers use are interviews, observation and documentation.

In the effort of collecting the necessary data, the researchers used several methods that can make it easier to study, among other things:

³M. Nasir, *Metode Penelitian*, (Jakarta, PT. Raja Grafindo, 1998), p. 211

1. Observations

Observation is a way to collect research data. Observations can be interpreted the observation and recording of systematically against symptoms that appear on the object of research.⁴

The observation was did when the process of teaching and learning by using learning activities observation guidelines, field notes and photographs. With the aim of obtaining data about the use laboratory of religion to improve the learning student's motivation on Islamic Education. Instrument of observation, field note and photos used to compare and match it with the data of the interview.

2. Interview

Interview data collection method is used to obtain information or information through conversation directly or face-to-face. As was said SutrisnoHadi interview method is a method of collecting data with a unilateral question worked out with systematic and based on the purpose of the investigation.⁵

This method is used to obtain data and information about the utilization of laboratory of religion to improve the student's motivation on Islamic education. In addition, the interview was conducted with the aim to compare and match the words, behavior, action research subjects with learning the truth.

In this study, using the interview to get the data about:

⁴Margono, *Metodologi Penelitian Pendidikan*. (Jakarta:Rineka Ciptaka,2000), p. 158

⁵SutrisnoHadi, *Metode Riset 1 dan 2*, (Bandung : Rajawali 1999), p. 193

- a. History of the establishment and development Laboratory of religion at SMAN3 Malang
- b. The utilization of laboratory of religion in process of learning on Islamic Education at SMAN 3Malang
- c. Response of the students motivation on Islamic Education in the utilization laboratory of religion when the learning process at SMAN3 Malang
- d. Other matters related to the use of the laboratory to improve the students motivation on Islamic Education learning process at SMAN 3Malang

In this method the researcher conducting the interview with the head teacher, Deputy Head of infrastructure and facilities, the Board of the teacher, Guru PAI, BK, head of T. U, Publicist and school teachers who can provide relevant information on research which will be targeted as well as learners.

3. Documentation

Documentation Method is a way of collecting data through the written heritage, such as files and include books about opinion, theories, argumentation or laws and other to related with the problem of research.⁶ In the form of an official document SMAN 3Malang to find out:

- a. Profile of SMA N 3 Malang

⁶Margono.op cit.p.181

- b. The image or picture of the learning process
- c. Data on teacher and staff officers
- d. Infrastructure

This method is used to obtain data on the history of the founding of the school, the structure of governance, the development of students, teachers and State-level education, as well as State owned facilities and infrastructure and other schools that support the completeness of the required data in the research thesis.

4. Questioner

Question form is the list of questions distributed by post to be filled and returned or can also be answered under the supervision of researchers.⁷ This question form in the method, researchers will use the now open this question form which gives the opportunity to give full answers according to what fell necessary by respondents.⁸

Just give researchers a number of questions related to the religion of the utilization laboratory can increase the motivation of studying Islamic studies students. That is by spreading the question form on a piece of paper and then the students responded in accordance with the desires of his heart. Purpose to test the truth, benefit and the success of the students learning motivation.

⁷ S. Nasution, 2006, *Metode Research (Penelitian Ilmiah)*, (Jakarta :PT Bumi Aksara) p. 128

⁸ *Ibid*, p. 130

F. Data Analysis

After data collection steps from the design of this research is the use of proper data and analysis relevant to the subject matter. Data analysis in qualitative research is a process of organizing and sorting the data into patterns, categories, and the basic unit of description, so that it can be found the theme and can be formulated the hypothesis of work such as data suggested.⁹

Miles and Huberman in Sugiyonobook's suggested that qualitative research conducted in the activity interactively and lasted continuously until it has been completed, so the data is already saturated. Activity in analysis data include:

1. Data Reduction

Data reduction means sums up, choose the basic things, focus on the essentials, look for themes and pattern. This is to facilitate researchers in collecting further data reduction because it gives a clearer picture.

2. Data display

Data display in this research was conducted in the form of a short blurb, chart, the relationship between categories, flowchart and the like, but that is often used is narrative texts. The presentation of this data makes it easy to understand what has happened, the next work plan based on what has been understood.

⁹Lexy J Moleong, *loc.cit*, p. 280

3. Verification

This is a series of techniques of data analysis and the conclusions need to verify during the research underway. Therefore it's good a conclusion reviewed by way of verifying back notes during research and looking for patterns, themes, relationships and model equation for drawn a conclusion.¹⁰

Based on the description above, then every stage in the process is carried out to obtain data that examines the validity of existing data from a variety of sources that have been harvested from the field and personal documents, official documents from head of T.U, pictures, photographs of the students learning process and so on through the interview method is supported by the study documentation.

G. Checking The Validity of The Data

Checking the validity of the data is very important in qualitative research. In this case there are several techniques that can be applied. Researcher are using the technique of triangulation in checking the validity of the data. Because this technique is the most common techniques to increase the validity of the data.

Triangulation is a technique that utilizes data validity checking something else outside of that data for the purposes of checking or as a

¹⁰Sugiono, *Memahami Penelitian Kualitatif*, (Bandung : Alfabet, 2005), p. 92-99

comparison of that data. The most widely used triangulation technique was checkpoint through other sources.¹¹

Denzin distinguishes four kinds of triangulation, that triangulation of sources, methods, and theories of investigators.

1. Data Sources Triangulation

Compare and check behind the degree of trust the information obtained through time and different tools in the qualitative method.

2. The Triangulation Method

Patton stated that in the triangulation method there are two strategies, namely:

a. Checking of the degree of belief in invention results with some of the techniques of data collection.

b. Checking the degree of confidence in some of the data source with the same method.

c. The investigator triangulation

Take advantage of other observers or researchers for the purposes of checking back the degree of trust.

d. Triangulation theory

Patton stated that certain facts can be checked with a degree of confidence in the theory or more. And it is now named the explanation of appeal (rival explanation).¹²

¹¹Lexy J Moleong, op.cit. p, 178

¹²*Ibid*, p. 178-179

In this research, researchers use triangulation methods and data sources, data source i.e. interviews data obtained from the interviewees with headmaster, the principal, teacher of Islamic education and other teachers, counseling guidance and the publicist and head of the TU.

While the triangulation method, i.e. data obtained from data collection techniques with in-depth interviews, benefiting its data was established by observing the site, utilizing the laboratory and teaching and learning activities so as to motivate the study of Islamic religious education at Senior High School 3 Malang.

CHAPTER IV

FINDING OF RESEARCH

A. Background object of research

1. Identity object of research

Senior High School 3 Malang is located in Sultan Agung North street, district of Klojen, sub district Klojen, city of Malang, province East Java. Post code 65111 and telephone/fax 0341-324768/ 0341-341530. Located email is snbi@sman3malang.sch.id and webwww.sman3malang.sch.id.

2. A Brief History of Senior High School 3 Malang

Senior High School 3 Malang, which is located in Sultan Agung North street, No. 7 North of Malang, was born on 8th August 1952, based on the decision letter of Minister of PP and K Number 3418/B dated August 8th 1953. At the time it was named the senior High School B II Malang.¹

The history of the development of Senior High School 3 Malang chronologically begins after the recognition of sovereignty of the Republic of Indonesia on December 27th 1949. It was in Malang was stand two Senior High School are of the Senior High School Republic of Indonesia and the Senior High School Federal (VHO). Warriors

¹Source of the data: documentation of WAKA HUMAS at SMAN 3 Malang, on April 3th2014

TRIP, TP, TGP and others who have returned to school, accommodated in single transitional Senior High School merged into the Senior High School Federal.²

On August 8, 1952, Department B (Uncertain nature) Senior High School B II and Senior High School Transition combined into one based on PP Minister and K SP Number 3418/B and for named Senior High School B II. The name was used because there were two Senior High School has undergone a name change, i.e. Senior High School A/C I became Senior High School C and of the Senior High School Federal became the Senior High School B I. Two Senior High School B later became a Senior High School I B and Senior High School II B. The name is inappropriate because the name Senior High School I B is reasonably as though the quality is higher than Senior High School other. Finally held the third name change in Senior High School in Malang based on age, namely: (1) Senior High School A/C became Senior High School I A/C, (2) Senior High School I B become Senior High School II B, and (3) Senior High School II B becomes Senior High School III. The appear of new-style Senior High School in 1963 that requires all HIGH SCHOOL have the same direction, i.e. cultural, social, Sciences, and natural sciences), make additional names A, B, and C in the order the name of the fourth Senior High School in Malang. And III B Senior High School name changed to 3 Malang.

²*Ibid*,

Senior High School 3 Malang's name changed again to become a Senior High School 3 Malang Hapless Minister of Republic of Indonesia based on DECISION LETTER No. 035/0/1997, and then back again into Senior High School 3 Malang.³

Senior High School 3 Malang has experienced several times the principal succession chronologically as follows:

- Mr. R. Koeswaondo 1952 until 1962
- Mr. Soeroto 1962 until 1968
- Mr. H. Soedarminto 1968 until 1978
- Mr. BambangPoerwono 1978 until 1986
- Mr. H. HaroenSoemawinata 1986 until 1989
- Mr. H. Abdullah Uki 1989 until 1993
- Mr. H. DjohanArifin 1993 until 1998
- Mr. Drs. H. Moh. Saleh 1998 until 2005
- Mr. Drs. H. Tri Suharno 2005 until 2009
- Ms. NinikKristiani, M.Pd 2009 until 2009
- Ms. Dra. Hj. Rr. DwiRetnoUjianNingsih, M.Pd 2009 until 2011
- **Mr. Drs. H. Moh. Sulthon, M.Pd 2011 until now**

Since 2005, Senior High School 3 Malang is also one school of the Government-appointed became an International School (RSBI), and is also one of *Cambridge International Examination (COCIE)* (COCIE), who is in Indonesia. As COCIE, Senior High School 3 Malang is

³*Ibid*

entitled as executor International Cambridge (*Cambridge International Examination, CIE*) (Cambridge International Examination, CIE) which was followed by some schools RSBI. In the year 2009/2010 this lesson, Senior High School 3 Malang has been held eight times as much as the CIE, and has graduated some learners to obtain a certificate from Cambridge University.⁴

3. The Motto and Symbols

a. Motto

At first the original motto Senior High School 3 Malang reads: “Status-learning-working-struggling”, and is the work of learners – students of Senior High School 3 Malang on July 1967. And then the motto changed by Mr. Rahardjo (Indonesian language teachers) in Sanskrit language becomes: “Bhatya-widagdha-karya-sudhira “. Officially established on the 17th anniversary at Senior High School 3 Malang, which if defined are:

Bhaktya : dutiful, cautious

Widagdha : learned knowledge, learning, useful

Karya : work

Sudhira : brave, fight, stand watch.

⁴Ibid

Conversion into Sanskrit language aims to be the motto of the poetic and aesthetic value as well as the emotional artistic. The motto then popular with the abbreviation Bhawikarsu.⁵

b. Symbols

Senior High School 3 Malang has a symbol which was created by Mr. Tyoso S. Kartosentono, teacher of art, created on July 1st, 1967, and officially used since August 8th 1967 after approved by the Headmaster, teachers, employees and council KPSMA (cooperation of employee of Senior High School) 3 Malang.



- Stalk of flower with four leaf.
Flower symbolized the unsure of scientific which the curriculum at Senior High School, i.e scientific certain, language scientific, scientific knowledge and social knowledge.
 - Stalk of flower leaf two sheet symbolized son and daughter Senior High School 3 Malang.
 - The fire glow symbolized spirit of learning in chase after to achievement of idea.
 - The building with the pillar prop organized as a number of three, symbolized building SMA N 3 Malang, as a process teaching and learning.
-
- The chain symbolizes unity, brotherhood, as well as a sense of family the entire citizens of Senior High School 3 Malang.
 - The monument background, symbolizing the Senior High School 3 Malang location adjacent to the hapless national there.

⁵*Ibid*

- The basic form of the symbol/logo in the form of abstraction flowers, representing the container of all the activity and creativity of Senior High School 3 Malang.
- Primrose, pink, and light blue is the abstraction itself purity of soul teen learners-students of Senior High School 3 Malang.
- The color of white is purity, blue is limpidity, red is brave or dynamic, black is determination, yellow is noble and green is fertility.⁶

4. School vision and mission

a. School vision

A national school of international standard that has a faithful, civilities of academic pious, good behavior (berakhlaqulkarimah) and superior achievers as well as play an active role in the global insights.⁷

b. Mission

The mission of Senior High School 3 Malang is:

- 1) Development total comprehension against the teachings of the religion and culture of the nation and their application in real life.
- 2) Develop a spirit of excellence to all residents of the school.
- 3) Cultivate lifelong learners for the school.
- 4) Carry out the learning process effectively and efficiently.

⁶*Ibid*

⁷*Ibid*

- 5) Cultivate an independent personal and responsible for the task.
- 6) Develop a spirit of concern for the social, physical, environmental and cultural.
- 7) To develop a potential and creativity superior schools and citizens able to compete well at the regional level, national, and international level.
- 8) Foster the habit of reading, writing, and producing the paper.
- 9) Applying information and communication technologies (ICT) in the learning process and the management of the school.
- 10) Provides advice on international standard infrastructure.
- 11) Applying participatory management by involving the whole school and related institutions citizens.⁸

c. The value of develop

Senior High School 3 Malang development of values:

- 1) Achievement
- 2) Honesty
- 3) Responsibility
- 4) Religion
- 5) Cooperation
- 6) Creativity
- 7) Feel happy
- 8) Friendship

⁸*Ibid*

- 9) Wise
- 10) Live is balance
- 11) Success⁹

B. Research finding

1. Vision, Mission and The Purpose of Laboratory of Religion at Senior High School 3 Malang

In this chapter, researcher will be explain how are vision, mission and the purpose of laboratory of religion at Senior High School 3 Malang as follow:

a. Vision Laboratory of Religion

A vision laboratory of religion embodies the moderate religious stance in thinking and acting as a step form the character of learners and has a winning personality.¹⁰

b. Mission of Laboratory of Religion

- 1) Create their service ritual and social service in a tranquil setting in order to improve the quality of faith, piety and charity saleh between everyone.
- 2) Extending scientific and religious insights in order to materialize a moderate religious understanding.
- 3) Develops a culture of mutual respect and appreciate differences in religious understanding for the formation of a religious tradition of collaborative.¹¹

⁹*Ibid*

¹⁰Source of the data: documentation of laboratoryof religion at SMAN 3 Malang, on April 7th2014

c. The purpose of the laboratory of religion

- 1) Gives as well as develop an inclusive religious understanding and humanistic in terms of scientific or religious practices.
- 2) Laboratory of religion devoted to personal winning form among learners.
- 3) As the basis for the development of the religious science centre are plural and moderate
- 4) Embody an atmosphere of learning and the learning process so that learners are actively developing potential for her to have a religious, spiritual power of self-control, personality, intelligence, attitudes, and skills required as well as the noble himself, the community, the nation and the state.
- 5) Place of deepening and progress science of religion, as well as run or apply religious teachings.¹²

The attitude and behavior of the students showed a commendable attitude that does not violate moral norms, and religion, even against the juridical norms. This is the formation of a student's personality is very less and weak. It is meltdown in such faith and piety among learners in this era of globalization. Thus the institution of the problem to grips with setting up laboratories with purpose in the process of learning can change or affect the personality of learners.

¹¹Ibid

¹²Ibid

2. Program Laboratory on Islamic Education

- 1) Implement religion practicum suitable with the material from every class
- 2) Training personality and noble character
- 3) Religious studies center (discussions, speeches, seminars, tambourine, halaqoh etc.)
- 4) Source reference service cache classic and contemporary religious
- 5) Coaching and mentoring students who joined in SKI
- 6) Running the religious-based learning resources it
- 7) Training Fiqhmu'amalah, worship, tajhizul and other things janaa'iz.¹³

3. Standard Operating Procedure (SOP) laboratory of religion in SMAN 3 Malang

a. Procurement tools and materials

The groove and the procedure of procurement tools and materials in the laboratory is in principle can be reviewed from three aspects: 1) executing in this case laboratory assistant acting as responsible, 2) activity namely with regard to what is being done and planned, 3) documentation that is noted and recorded every activity undertaken. Such as a process can be seen in the table of procurement tools and material that are in appendix.¹⁴

- 1) Management of the laboratory include the following:

¹³*Loc.cit.*

¹⁴*Ibid*

- a) Laboratory activities Design
 - b) The operation of the equipment and materials use
 - c) maintenance/care equipment and materials
 - d) Evaluating Laboratory work system
 - e) Lab activity development
- 2) Lab Design Activities

That mean is:

- a) Preparation of annual activity program
- b) Drafting needs of laboratory equipment.
- c) Drafting materials laboratory needs.
- d) Preparation of the SOP (use of tools and materials)

b. Implementation of the Practical

Receive form practical implementation from each teacher a week before practicum. Prepare tools and materials to practicum suitable with form each by teacher. Assist teacher when practicum, if a tool of practicum not a broken so a tool keep save again and if the tool broken so take note in broken books tool when practicum.

c. Authlaboratory assistant

Basic Tasks laboratory assistant

- 1) Managing the laboratory through a series of laboratory activities, design activities
- 2) The operation of the equipment and the use of materials, maintenance/care equipment and materials

- 3) Evaluating work system laboratory
- 4) The development activities of the laboratory for education, research, and/or devotion to society.¹⁵

In the laboratory of religion, in addition available tools, reference and various recording about practicum of religion and make an activities by the student to effort develop understand religion which inclusive and humanistic. From the aspect science or religion practicum, laboratory of religion to create the superior character to the student. They must be follow the activity of religion which is have done schedule in laboratory of religion to become as the character human excellent.

The learning process in laboratory of religion the character are research based learning and teacher centre in designed to create the high standard learning. Learning process religion practicum suitable with the material have been taught in the class such us worship practicum, mu'amalah and etc. Religion practicum is the scientific meeting schedule which is be presented by the students and teacher to discussion about result of lesson or the research by the students in type a discussion, group and demonstrate.

Excellent program is implement religion practicum suitable with the material from every class, built character, noble character,

¹⁵Ibid

become the basic centre of religion such as speech, discussion, seminars, halaqoh, tambourine and others.

Laboratory of religion become a resource of reference which is classic religion and contemporary, built and approach to students gather in SKI (Siekerohanian Islam), to apply resource of religion learning based IT and training of Fiqhmu'amalah, worship, tajhizuljana'iz and others.

Available learning media which interest and innovative, such as learn Al-qur'an and proper pronunciation for correct recitation of the Al-qur'an can easily with digital software. Available audio visual media to improve the student learning motivation on Islamic education.

There are many media in Laboratory of Religion at SMAN 3 Malang among of them are shroud for male and female corpse, custom Hajj and Umrah, media/tools such as a replica of the Kaaba, Hijr Ismail and others. There are also tools of binoculars, telescope, online computer, satellite of television channel connected to the Islamic countries. The special media is maktabahsyamilah which is software as resource of reference of Islamic education. And facilities are religion books, journal, article, novel and collection the humor story of religion.¹⁶

¹⁶“Edupolitan : Laboratorium Agama membentuk Pribadi Unggul”, *Malang Post*, 13 Maret 2014, p. 13

Not only with the resource of learning, but also facilities and infrastructure in the learning can kick in the process activity. Regarding infrastructure then explained by Ms. Dra. Suyati as Principal of facilities and infrastructure that:

“The existence of facilities and infrastructure could not be abandoned for the sake of realization of the teaching and learning process smoothly, thus achieved the purpose of education. In the laboratory of Religion the facilities and infrastructure it is good enough. The proof is in the procurement of media in the laboratory have done facilities, there was already donation from some universities such us UNISMA, UMM and UIN Malang for the book or the journal.”¹⁷

It is also similar in explain Mr. Subur, explaining that:

“Infrastructure and facilities especially in laboratories of religion have been facilities and it has been improved, the proof of the facilities existing in the media lab's support in the learning process. Use of the media is very important in the process of teaching and learning, since learners will be more familiar with the practice of activities are often conducted in learning process.”¹⁸

Explained by the teacher Islamic Education, Mr. Nasihin explains that:

“Infrastructure and facilities at the school have been good facilities, especially in the laboratory of religion have been good facilities. I often used media, especially the audio visual media when I explain material teach so that students comprehension easier, because they immediately see and I will explain. After have been lesson, I give conclusion so, the core of content when I explain remember by students.”¹⁹

¹⁷Source of the data: Interview with Ms. Suyati as Waka Infrastructure and Facilities in SMAN 3 Malang, on April 3rd, 2014

¹⁸Source of the data: Interview with Mr. Subur as laboratory assistant in SMAN 3 Malang, on April 7th, 2014

¹⁹Source of the data: Interview with Mr. Ahmad Nasikin, M.Pdas Islamic Education Teacher inSMAN 3 Malang, on April 7th 2014

From exposure to above, then the existence of facilities and infrastructure is assessed is important for smooth learning process. Mainly related to facilities and infrastructure directly in the process of learning, such as tool and media. The existence of facilities and infrastructure is absolutely necessary. Because this greatly affects the teaching and learning process directly or indirectly. It cannot be denied in any particular subjects in terms of practice definitely need the means or media, such as tool or pictures as with the use of props will support the learner understand the material presented.

In the activities of observation, the researchers found the condition of facilities and infrastructure in Senior High School 3 Malang in classrooms as well as in religious language laboratory and library are good and all the means and infrastructure have been facilities aspects. Means in the classroom also already supports the teaching and learning process. As for the description of the state of the infrastructure and facilities in this Senior High School 3 obtained from interviews and observations directly. Based on the results of the interview, observation and documentation conducted by the researcher, then it can be summed up as follows:

- 1) The existence of facilities and infrastructure are rated very important support the process of learning both in the classroom and in the laboratory of religion

- 2) School facilities and infrastructure available to the conditions which have been good facilities and it has been good and its use.

4. The characteristic laboratory of religion at SMA N 3 Malang

a. Definition laboratory of religion

Senior or junior high school in completing the facilities and infrastructure is very important. As well as facilities and infrastructure in procurement of laboratory, schools without laboratories are like food without salt. In this modern era, almost all schools have adequate facilities or infrastructure.

Islamic Education as well as other education subjects also needs infrastructure and facilities. If there is Laboratory of science, Biology and Language, in the school, it also need laboratory of religion besides mosque.²⁰ As a place of practicum for students in the learning. So, they fell different situation in the process of learning.

The researcher interview to Mr. Sulton, he said that about the laboratory of religion is:

“Laboratory of religion is development or implementation vision of SMAN 3 Malang i.e become the National school character which is have the academic of cavity is faith, piety, good behavior, and excellent achievement in academic subject or non academic subject as well the active role in globalization era.”²¹

²⁰Haidar Putra Daulay, *PendidikanIslam : Dalam System Pendidikan Nasional Di Indonesia*, (Jakarta : Kencana Media Grup, 2004),p. 43

²¹ Source of the data: Interview with Mr. Sulton, M.Pd, as Headmaster in SMA N 3 Malang, on April 3 2014

According to Mr. Nasihin, he said that:

“Laboratory of religion is a specific place which is well set with religious nuance to prepare the student in order to in the process of learning and pour the aptitude and interest the student.”²²

In addition with the Laboratory assistant, he said that:

“Laboratory of religion is a specific place to prepare student face the future, so in this laboratory of religion the student create building character.”²³

b. The Purpose Laboratory of Religion

- 1) Gives as well as develop an inclusive religious understanding and humanistic in terms of scientific or religious practices.
- 2) Laboratory of religion devoted to personal winning form among learners.
- 3) As the basis for the development of the religious science centre are plural and moderate
- 4) Embody an atmosphere of learning and the learning process so that learner are actively developing potential for her to have a religious, spiritual power of self-control, personality, intelligence, attitudes, and skills required as well as the noble himself, the community, the nation and the state.
- 5) Place of deepening and progress science of religion, as well as run or apply religious teachings.²⁴

²² Source of the data: Interview with Mr. Ahmad Nasikin, M.Pd as Islamic Education Teacher in SMAN 3 Malang, on April 7th 2014

²³ Source of the data: Interview with Mr. Subur as laboratory assistant in SMAN 3 Malang, on April 7th, 2014

The attitude and behavior of the students showed a commendable attitude that does not violate moral norms, and religion, even against the juridical norms. This is the formation of a student's personality is very less and weak. It is meltdown in such faith and piety among learners in this era of globalization. Thus the institution of the problem to grips with setting up laboratories with purpose in the process of learning can change or affect the personality of learners. From there be interview with Mr. Drs.H.M.Sulthon, M.Pd. as the headmaster of the school, the purpose laboratory of religion in Senior High School 3 Malang.

Explain:

“That the purpose of the laboratory providing Islamic education (PAI) and develop an inclusive religious understanding and humanistic, in terms of scientific (academic) and religious amaliah (practice), the lab is intended to establish private Religious superior among learners.”²⁵

It is delivered one of teacher Islamic education (PAI) namely Mr.

Nasikhin, M. Pd stated:

“The goal is as a base of religious science development center are plural and moderate, because this lab accommodates not only Islam, but other religions as well. With one hope that students can form a character as well as his personality so that in the future they can be personally present in superior.”²⁶

²⁴Source of the data: documentation of laboratory of religion at SMAN 3 Malang, on April 7th2014

²⁵Source of the data: Interview with Mr. Drs. H. M. Sulthon, M.Pd as Headmaster in SMAN 3 Malang, on April 3rd

²⁶Source of the data: Interview with Mr. Ahmad Nasikin, M.Pdas Islamic Education Teacher in SMAN 3 Malang, on April 7th 2014

The addition by the laboratory assistant Mr. Subur, he said that:

“The purpose laboratory of religion is the students can learn and communication directly with the other world so the science is wide. Not only they was saw the Indonesian Moslem activity but also they can see in Makah activity to umroh in there.”²⁷

c. The Characteristic Laboratory of Religion

There are many media in Laboratory of Religion at SMAN 3 Malang among of them are shroud for male and female corpse, custom Hajj and Umrah, media/tools such as a replica of the Kaaba, Hijr Ismail and others. There are also tools of binoculars, telescope, online computer, satellite of television channel connected to the Islamic countries. The special media is maktabahsyamilah which is software as resource of reference of Islamic education. And facilities are religion books, journal, article, novel and collection the humor story of religion.²⁸

According to Mr. Sulton, M.Pdas the headmaster of the school, he said that:

“Laboratory of religion in design with a nice interior, such as air conditioned, reference books and a computer that can access the internet, in order to created the condition of a comfortable and conducive to learning, so that students long time on the lab and he will get a concept for him. Not only media in the laboratory of religion, but also building

²⁷Source of the data: Interview with Mr. Subur as laboratory assistant in SMAN 3 Malang, on April 7th, 2014

²⁸“Edupolitan : Laboratorium Agama membentuk Pribadi Unggul”, *Malang Post*, 13 Maret 2014, p. 13

character in there, for example develop the confidence and independent attitude.”²⁹

According to Mr. Nasihin, said that:

“Laboratory of religion designed good place with nuance religious such us EQ, ESQ, IQ, motivation and building character. Training motivation and building character not only by the teacher of religion, but also the other teacher in the school. In the laboratory available the media and reference of religion. So the students can utilize all of the media and reference of religion suitable need. Religion activity in the laboratory of religion to utilize process of learning, building character with ESQ, carry out the istighosah activity every week. So the student motivate there are laboratory of religion.”³⁰

In addition by laboratory assistant Mr.Subur, he said that :

“The characteristic laboratory of religion there are nuance of religion, giving motivation and training building character is the excellent program. In the process of learning or religion activity, the teacher give motivation and training building character with ESQ, istighosah and others. The teacher emphasize to students that the material explain will be to future life. So the student can control the globalization era such us now.”³¹

When the researcher read the newspaper, some high official come in SMAN 3 Malang, and they give commentary about the characteristic laboratory of religion.

²⁹Source of the data: Interview with Mr. Drs. H. M. Sulthon, M.Pd as Headmaster in SMAN 3 Malang, on April 3rd

³⁰Source of the data: Interview with Mr. Ahmad Nasikin, M.Pdas Islamic Education Teacher inSMAN 3 Malang, on April 7th 2014

³¹Source of the data: Interview with Mr. Subur as laboratory assistant in SMAN 3 Malang, on April 7th, 2014

According to by Prof, Dr. H NurSyam, as the Director General of Islamic Education Religion Ministry of Indonesian Republic, said that:

“The characteristic laboratory of religion is innovative and must be imitated. The school or madrasah need many learning how the develop laboratory of religion such as SMAN 3 Malang. So, more interest learning on Islamic education. Interest of innovation must be imitated because the future, learning of religion not only say the cognitive aspect but also give applicative to students.”³²

Explained by Prof Dr H MudjiaRaharjoM.Si as a rector of UIN Malang, said that:

“Become the shield in the future. Develop laboratory of religion in school or madrasah in the globalization era reputed important because the student must be provisions with science and technology and faith and piety that the quality is balance. So will be shield wheresoever we step in the future.”³³

The power spiritual to student by KH MarzukiMusytamar as the leader of PC NU Malang city:

“Advancement modern technology such us no need the power of spiritual, IQ and EQ which is balance. The existence laboratory of religion is prove the create that attention from the school toward educative atmosphere in order to in the process of religion be able to change or influence student personality.”³⁴

³²Edupolitan, loc.cit, p.13

³³ ibid

³⁴ Ibid

5. The Use of Laboratory of Religion to Improve The Students Learning Motivation on Islamic Education

a. The teaching strategy and process of learning in the class

In the process of learning, sometimes the teacher find the problem when teach the student. There is a student curiosity of science and a just follow the lesson in the class moreover, the student play game and a sleep in the class. From the one student and other student is different. Interest and motivation in learning is also different.

In this problem the teacher solve face by the students. Such us use the laboratory of religion in process of leaning. The researcher interview teacher of Islamic education, Mr. Nasihin, he said that:

“In the process of learning in the class, the student want to know about science of religion, and there is a student play game and a sleep in the class. May be they sleep in the class, because before Islamic education subject a science subject, so they fell tired and sleep. It’s ok about that. Every student and other students is different interest and motivation when they learning. When I ask the student about the material they understand. In this globalization era such as now teacher need can follow change because the students now is use sophisticated technology such us IT, to motivate to students about IT and we control the student use sophisticated technology.”³⁵

³⁵Source of the data: Interview with Mr. Ahmad Nasikin, M.Pdas Islamic Education Teacher inSMAN 3 Malang, on April 7th 2014

And said that by Mr. AnshoriZaini teacher the student class 3, in the process of learning :

“Often, when I began the lesson must be “develop the student first”. Because the different student and other student ready to began the lesson and there is a student sleep in the class. In the senior high school is a puberty, the student searching for identity self, man self, many want it, from the start to admit her consistency, like to be praised and other. I think student behavior is still in reasonable stages, such as any one of the class XI which is almost a lesson in grade when they are not present, this could be due to their less liked in term of material, teaching methods the teacher who teach. I guess that behavior will naturally disappear over the process at a time when they are sitting in class XII. But in doing so, I keep teaching with more creative methods to them motivated and have high motivated and high interest in education will learn Islamic education, because being provisions in the future.”³⁶

Said that by the laboratory of assistant Mr. Subur :

“The process of learning on Islamic religion in class is less conducive and make the passive student, because many teacher just lecturing when the process directly. This problem make the student are bored and faded, the teacher use the method. I think a change with the learning method or media will be use by the teacher. The student and other student is different interest and motivation when receive the lesson. There is a student have problem in family, group or problem it self and this is impact when the process of learning. There are high motivation because he need science of religion in the future.”³⁷

b. The strategy of teacher in solve the problem

In the process of learning activity, the teacher find the problem about the behavior of students in the class. The teacher must be solves the problem. The process teaching and learning

³⁶Source of the data: Interview with Mr. Anshori as teacher on Islamic education in SMAN 3 Malang,onApril 7th, 2014

³⁷Source of the data: Interview with Mr. Subur as laboratory assistant in SMAN 3 Malang,onApril 7th, 2014

depend on two main, the first is infrastructure and facilities, second is the skill of the teacher.³⁸

The teacher can use the infrastructure and facilities in the school to solve the problem. The researcher interview with the Mr. Nasihin :

“Solves the student problem in the classroom, I invite students to the laboratory of religion, by using media that is in the laboratory. From the observation that I see the students really focus when I explain the theory and practicum in laboratory of religion. It is conducive also when the learning process directly, they are more active and more motivated will be learning utilizing the existing media in the laboratory of religion. The more they ask about religious yet they know. Learning by use of the media in the laboratory of religion make student more active, interest and motivations more than in the class.”³⁹

The process teaching and learning activities in the laboratory of religion can create effective learning atmosphere, innovative and fun, based on observation the researcher one of the indication is students more active to attention lesson being delivered.

It also addition by Mr. Drs. H. AnshoriZaini, MA teacher of Islamic education, he explained that:

“First I have to build their knowledge by providing stimulus question about material, before I explain. That the question, I give appear a new question and they will know after I explained. The first meeting I explain material in the class. After that I invite student to practice activities in the laboratory of religion. They are more enthusiastic once when I put in the laboratory. The atmosphere that feels fresher and

³⁸Haidar Putra Daulay, *loc cit.* p.130

³⁹Source of the data: Interview with Mr. Ahmad Nasikin, M.Pdas Islamic Education Teacher inSMAN 3 Malang, on April 7th 2014

more specific place and facilities that are already complete and well give you comfort them to learn.”⁴⁰

c. Learning in the laboratory of religion

The students motivation is comfortable the atmosphere learning in the laboratory of religion, so conclude that the use laboratory of religion to improve the students learning motivation on Islamic education. Which is fell happy and need toward the material, because the material explained by the teacher to need the future student. The student more encouragement themselves to learning in the laboratory of religion than from outside such us from teacher or the others.

Based on observe the researcher in the laboratory of religion that learning in the laboratory to improve the student’s learning motivation then in the class.

Explained by Farrel student’s class X MIA 3:

“Learning in the laboratory of religion is comfortable then in the class. Because in the class is bored. In the first meeting lesson no moving class, absolutely feel bored. If in the laboratory is comfortable because enjoy and the situation in laboratory different then in the class, with the circle sitting in the floor. I and my friend fell learning in the laboratory more understand with the presented material by the teacher, because in the class limited the media and method of present material is limited too. Whereas in the laboratory I and my friends give how is the practice and directly practice in there. But learning in the laboratory is seldom, except if a practice of religion, so suggestion for the teacher that I and my friend often invite learning in the laboratory of religion.”⁴¹

⁴⁰Source of the data: Interview with Mr. Anshori as teacher on Islamic education in SMAN 3 Malang, on April 7th, 2014

⁴¹Source of the data: Interview with Farrel class X MIA , on April 3th 2014

Interview with FahdulBaar W.P student's class XI IPA 4, explain:

“More fun learning in the laboratory miss, because in the laboratory of religion the situation is better than in the classroom, there was no air conditioning, there has been a complete media for learning. I and my friends continue in the class are bored mom, moreover after the lessons of mathematics and then religion, after the brain is squeezed by the counting problem of mathematics. The timing is relaxed and enjoy when religion subject in the laboratory. So not get tired of seeing the white board continue as in the classroom. If learn in the lab does its demands more active in the listening material, if cannot the understand, so we can't practice it. I and my friends is also enthusiastic about his learning. When the treatment body of corpse practice, the teacher give examples about treatment body of corpse practice and then the teacher also have to participate try to practice it. This practice makes it easier for me to remember the contents of this material.”⁴²

As far as the observation by researcher in the laboratory of religion that the students have a strong desire to learn in the laboratory because here they can learn comfortably because this Lab on setting in such a way that students can be explore in accordance with its own science.

Explained by Aisya student's class XI IPA 3, that:

“Learning in the laboratory of religion is more fun then in the classroom, because if we usually in the classrooms; we just listen to the material presented by the teacher, whereas in the laboratory of religion students call it learning more interesting and not sleepy because in here we are required to practice directly such as the practice of worship as prayer,

⁴²Source of the data: Interview with FahdulBaar W.P class XI IPA 4, on April 3th2014

treatment bodies of corpse, so we know it oh yes this turns out the way.⁴³

It also explained by the student's follow extra ofastronomi, and the result that:

“Learning in the laboratory it was fun Miss, I am glad to learn here. There is a separate to learn motivation in here, Miss. Such as the condition is comfortable, cool and available the media is good enough facilities. I and my friends to use it directly. And incidentally also I follow extra astronomy that would look at the moon when will day celebration the name is rukyatulhilal. I and my friends are being taught how are Rukyatulhilal with details. Each year we also were did to the South of Malang in Ngliyep Beach. So I was very motivated in learning Islamic education or extra lessons religious in the schools that make use laboratory of religion.”⁴⁴

Explained by Sinta student class X MIA 1, and the result is

“Learning in the laboratory of religion is more fun, the media have been complete as well, the condition is more comfortable and make the heart is coll. The activity of religious extra in the laboratory of religion is enjoy. In the laboratory of religion not only use learning, but also religious extra is use laboratory. I follow SKI, every two weeks, carry out material in the laboratory. And update about the material. I understand will the problem social life and the solve of problem in daily life. So I motivated will the utilization of laboratory of religion in this school.”⁴⁵

The process of teaching and learning activities in the laboratory of religion can create effective learning atmosphere, innovative and fun, based on observations of the researchers one of the indications is students can be more active in capturing the lessons delivered. It may cause the motivation for students than learning in the classroom. The role of the media is very important

⁴³Source of the data: Interview with Aisya class XI IPA 3, on April 3th 2014

⁴⁴Source of the data: Interview with the student's follow extra of astronomi, on April 11th 2014

⁴⁵of the data: Interview with Sinta class X MIA 1 on April 11th 2014

for learners especially in the audio visual media, due to the use of visual media in PAI learning strongly support learners to more enterprising can make learning and studying the message or lesson, uplifting students and facilitate teachers in delivering the message or lesson.

Explained by Mr.Nasihin, he said that :

“In the laboratory of religion the student more comfortable learning. Because the condition, the nuance of religious is felt in the laboratory is difference. So the moving learning in the laboratory make the student feel happy and motivated than in the class.”⁴⁶

In addition by Mr. Anshori, he explain that :

“In the laboratory make the student comfortable in the process of learning, because the atmosphere is make the students more different learning. al of students attention and focus when the process of learning began. Available complete media and process of learning in the laboratory so make the students spirit and motivate to learn more. Because in laboratory the activity is practicum which is make a student easily remember content material.”⁴⁷

And then explained by Mr.Subur :

“The enthusiastic spirit of learners to learn in the laboratory is great. Because in the laboratory, they don’t just silent such as in the class. They are required to be active In this learning process. And this is where the stimulus to student to not still and always want to know will the media or facilities in the laboratory of religion. Such us they try to the material presented by the teacher. For example, when the prayer of corpse. Each the student should understand readings from intention to greetings. This is the practice of students more

⁴⁶Source of the data: Interview with Mr. Ahmad Nasikin, M.Pdas Islamic Education Teacher inSMAN 3 Malang, on April 7th 2014

⁴⁷Source of the data: Interview with Mr. Anshori as teacher on Islamic education in SMAN 3 Malang,onApril 7th, 2014

interested and motivated to learn in the laboratory. And there have been many facilities provided and very complete. So learners can develop its religious science in here.”⁴⁸

Explained by Mrs.Pur :

“The enthusiastic of student to learn in the laboratory more spirit, many facilities the media in there and can be more science of media. So the student more focus when learning process directly and practice too. But I never seldom in there, because my schedule is busy when I teach in the classroom.”⁴⁹

In the process transfer of knowledge which is doing in the laboratory of religion can said the student’s faster receive the material because they not only one theory but also they get application directly with the practice, discussion, answer and question and etc.

The developed learning in the laboratory of religion based on observation, the researcher observe so far have been use media The learning process that was developed in the have been a bit much to implement and use a variety of methods and supporting IT as a media toward the goal to achieve of the learning process that is packaged in such a way is then naturally-scientific will improve the motivation of students.⁵⁰

⁴⁸Source of the data: Interview with Mr. Subur as laboratory assistant in SMAN 3 Malang, on April 7th, 2014

⁴⁹Source of the data: Interview with Mrs.Pur as a teacher of Matchematic in SMAN 3 Malang, on April 7th, 2014

⁵⁰Source of the observation researcher on April 10 2014

After the process learning have done, the teacher of Islamic education continue of evaluation, explained of Mr. Nasihin that:

“To results of process teaching and learning as well, after the practice used the tool, continue I doing is evaluation, carry out test essay, oral test with calling the random name. With the evaluation is easier understand of behavior the student’s. as the teacher teach Islamic education, I proud of the results study get the students after practice and evaluation. So when doing test the student as well to doing it and the result get is very satisfied. So the competence of achievement have the student is good enough.”⁵¹

Researcher prove the use of laboratory of religion to improve student motivation that researchers share now with nine questions related to the use of laboratory of religion. In the question form of class X to XI is a huge use the laboratory of religion his motivation for learners. When answering question form 100% is very comfortable in the laboratory of religion in process of learning. Because different learning in the laboratory. And many students take advantage of the existing it media. Enthusiastic and the attention of student’s in developing the laboratory of religion very large. The proven in the process of learning, study of religions as well as developing talent and interest in religious.

From the explained above, conclude that the use of laboratory of religion with the strategy use media doing by the

⁵¹Source of the data: Interview with Mr. Ahmad Nasikin, M.Pdas Islamic Education Teacher inSMAN 3 Malang, on April 7th 2014

teacher and the comfortable and atmosphere in the laboratory of religion make the student learning motivate on Islamic education. The students not only motivated with the subject used audio visual media, but also the comfortable to develop and utilize media or facilities in laboratory. So create character building with the pour aptitude and interest student have in laboratory of religion.

CHAPTER V

DISSCUSSION

A. The Characteristic Laboratory of Religion SMA N 3 Malang

Education institute in the school have task and role which is not light in weight in character building of student or the student's learning motivation. Generally the role assume successful or not is the realized in the behavior real and application in the daily life by the students.

The attitude and behavior the student is not laudable, contravene norm moral and religion, in fact with the norm of juridical and low motivation toward Islamic education, so this is become the parameter not successful in the education institute.

School demand to find continue the way and strategy was appropriate the target which is expected can create educative atmosphere to benefit in learning process be able to change or influence character and motivation by students.

The strategy is inseparable from the role of head master it is position become a main pillar to determine of policy in manage in education. With the logic position, the problem in the school environment which is leader especially in the problem of character of building by students put as the students is responsibility, have high motivation to learn more Islamic education.

Confront the realize is concerned in the crisis of faith and piety in the globalization era by student, so should be if the headmaster call to built a laboratory of religion.

Laboratory of religion is the specific place which is well set with religious nuance¹ and in which a variety of tools, resources, and various other recordings about the practice of religion are available as an activity followed by learners. In the laboratory of religion there are media or tools. For example music, rhymes, poems, videos that deal with religious nuances of diversity are used in teaching and learning activities to deliver a message from educators to educated in accepting a concept.

Laboratory of religion is a structural institute in under the SMA N 3 Malang. The idea built laboratory of religion is the head master, he was saw the modern era now the challenge of nation future is so hard and the complexity is more. The problem of morality, which is lose social attitude, respectful and noble character. With the spirit solve problem it, SMA N 3 Malang not only prepare the graduation has the science of technology but also with faith and piety.

The place of laboratory of religion the past time is mosque had the school. Because the school have two mosque so the one mosque to function as laboratory of religion that aims to accommodate by students have a minimal aptitude and interest.

¹Haidar Putra Daulay, Haidar Putra Daulay, *PendidikanIslam : Dalam System Pendidikan Nasional Di Indonesia*, (Jakarta : Kencana Media Grup, 2004), p. 43

Laboratory of religion in the school is built a place to in deepening and progressive science of religion as well as a carry out and applying the religion lesson. From the general aim to build laboratory of religion can understand that it bring the fundamental mission toward building character and learning motivation by student. If the great mission it can be doing so the challenge the globalization science and technology can good answered.

In the laboratory of religion, in addition available tools, reference and various recording about practicum of religion and make an activities by the student to effort develop understand religion which inclusive and humanistic. From the aspect science or religion practicum, laboratory of religion to create the superior character to the student. They must be follow the activity of religion which is have done schedule in laboratory of religion to become as the character human excellent.

The learning process in laboratory of religion the character are research based learning and teacher centre in designed to create the high standard learning. Learning process religion practicum suitable with the material have been taught in the class such us worship practicum, mu'amalah and etc. Religion practicum is the scientific meeting schedule which is be presented by the students and teacher to discussion about result of lesson or the research by the students in type a discussion, group and demonstrate.

Excellent program is implement religion practicum suitable with the material from every class, built character, noble character, become the

basic centre of religion such as speech, discussion, seminars, halaqoh, tambourine and others.

Laboratory of religion become a resource of reference which is classic religion and contemporary, built and approach to students gather in SKI (Siekerohanian Islam), to apply resource of religion learning based IT and training of fiqmu'amalah, worship, tajhizuljana'iz and others.

Available learning media which interest and innovative, such as learn Al-qur'an and proper pronunciation for correct recitation of the Al-qur'an can easily with digital software. Available audio visual media can be improve the student learning motivation on Islamic education.

There are many media in Laboratory of Religion at SMAN 3 Malang among of them are shroud for male and female corpse, custom Hajj and Umrah, media/tools such as a replica of the Kaaba, Hijr Ismail and others. There are also tools of binoculars, telescope, online computer, satellite of television channel connected to the Islamic countries. The special media is maktabahsyamilah which is a software as resource of reference of Islamic education. And facilities are religion books, journal, article, novel and collection the humor story of religion.²

The activities of practicum usually implemented in the laboratory of religion such as bodycare practices, for Hajj and Umrah, the hilal sighting – Islamic practices in collaboration with the astronomy team SMAN 3 Malang, as well as the practice of ablution and prayer. The use

²“Edupolitan : Laboratorium Agama membentuk Pribadi Unggul”, *Malang Post*, 13 Maret 2014, p. 13

media in laboratory of religion can the student learning motivation on Islamic education. The media was available and complete, so they will be learn more with the science and challenge was studied.

According to laboratory assistant Mr. SuburWijaya said that the students feel happy learning religion, because they not only should be read which is thick. Resource of information have done include n software which is prepare in the laboratory. The children now, hobbies gadget, but we direct in order to not only gamer, but also the content with learning Islamic education is e-book which is direction use and can be collection gadget have by the student.³

When researcher observation there, class XI IPA 3 is the learning process takes place with the material body treatments. At the first meeting, the teacher was taught of student's material using audio visual media. The use of this media is learning carried out by the teachers and students using media or tools can be heard means for audible and visible tools that can be seen. The purpose of using the facilities at the media lab is using audio visual media. Media is very supportive of students to learn more and can make it easier to learn the messages or lessons, uplifting students and facilitate teachers in delivering the message or lesson and improve the motivation of students as well as create students who intellectual in using sophisticated technology such as this day and age.⁴

³Source of the data: Interview with Mr. Subur as laboratory assistant in SMAN 3 Malang, on April 7th 2014

⁴Source of the data: research observation of *laboratory of religion at SMAN 3 Malang*, on April 7th 2014

The purpose of teacher in using audio visual media is to support the success of the study and develop methods which went by utilizing the media namely audio visual teaching media forms which are affordable. The teacher's task here is to teach, educate, train and evaluate. Because the teaching of religion more targeted "abstract" then use the props must be done wisely means not even students get confused and muddled understanding and after gaining understanding of the demonstration.

One of the informants that teacher of Islamic Education, He said that, "I use media when teaching the audio visual media, also with the methods according to the needs of the students, depending on the lesson material. Because according to the lesson plan I teach. As now, the material I teach to students which is about treatment of the bodies of corpse until burial. At the first meeting I still give the initial stimulus for learners through the question and answer. After that second meeting then I use the audio visual media by utilizing LCD and Computer to the activities of the treatment of the bodies of corpse. With the media audio visual learners further understand my material will pass when the learning process. After the video of the first finished slides and yet I have already conveyed the intention of those videos. The purpose of the audio visual media I use to increase the quality of the teaching and learning process, makes it easy for students to learn and can produce a good performance.⁵

⁵Source of the data: Interview with Mr. Ahmad Nasikin, M.Pdas Islamic Education teacher in SMAN 3 Malang on April 7 2014

The students better understand the use of audio visual media such as television, video, LCD and computer. To produce learned to good students, then after listening to the lecture and see and hear the video, the teacher told the students to practice. One of the students explained: “during this time, the teacher is just using media images and practices, so make me and my friends felt bored and tired. Because the process is still the lesson that in class. When the teacher using audio visual media and show the video, with the help of LCD and computer. I am interested because this video playback in detail explained and teachers participate explains the meaning of the video. To coincide now is the material about the activities of the practice of treatment of the bodies of corpse until burial. When the teacher are finished playing the video, the next meeting the teacher give examples and told to practice it. Because in daily life is often doing, so, a lot of practice as well. From students who become a corpse. And here is my interest learning process on Islamic education in the laboratory of religion.⁶

According to Hamalik in title books learning media said that use teachingmedia in the process teaching and learning can develop desire and new interest, to improve motivation and stimulate learning activity and bring influence of psychology toward by student.⁷ The use of teaching media on stage the orientation of teaching will effective in learning process and transfer knowledge and the content at that time. To improve

⁶Source of the data: Interview with Satriyo class XI IPS 1, on April 3th2014

⁷Azhar Arsyad, *Media Pembelajaran*, (Jakarta : PT Grafindo Jaya, 1997), p.15-16

student motivation and interest, teaching media can help the student to improve understand of the content material.

From the explained above that conclude the characteristic laboratory of religion is available tools and reference of religion as a process implement practicum suitable activity schedule, as mosque is when the learning process direction and the time prayer have done started so the students pray together, basis centre of religion activities, built character with a religious spiritual, to develop honesty, respect the other teacher.

B. The use of laboratory of religion to improve the student's learning motivation on Islamic education

The challenges now the nation forward more weight and complexity also increase. The problem of morality, in which there is a loss of social ethics, not respectful in other teacher and noble character. A problem that frequently occurs at school, i.e. when the lesson began, the student often override on Islamic education lesson, because they assume that the Islamic education lesson only learn from books, LKS (student work sheet), simple practice activities and no innovation. So, they sleep in the school and play telephone and not attention when teacher explain. They respectful in receive the lesson is low and not appreciate when the teacher explain.

To solve the problem above, so the headmaster built laboratory of religion. The teacher have important role in solve the problem it. Such us

change the teaching method with the creative and innovative on Islamic education. Because make the student happy and comfortable, so they attention when the teacher explain and can be the student to motivate about the material.

Laboratory of religion firstly is mosque, and now become laboratory. With the building of the laboratory of the religion, is very great attention to students going on Islamic education. So in there they student use process of learning and the pour of aptitude and interest have.

The research an observation when break time in school is very high attention will Islamic religion, they cannot forget the sunnah of duha prayer in congregation and pray five time in congregation in the school. No warning from the teacher for telling the congregation, but from their own consciousness to carry out it. Happiness and steadiness to carry out duha prayers also looks when they break time. Although a little break time, they do not miss it.

The utilization of laboratory of religion to activities for religious worship and as developed religious science. Not only to the Islamic religion, but all religions there is also a book reference there. The appear of laboratory of religion aims to bring about the condition of learning and the learning process in order to learners are actively develop their potentials to have the power of religious spiritual, self-control, character, intelligence, noble and skills needed by themselves, society, the nation and the State.

When researchers interviewed one of teacher of Islamic education, that explain the laboratory of religion its influence in motivating student learning. Great attention and enthusiastic students in Islamic education is great. The proof in prayer congregation activities and prayers sunnah. When they break time in the mosque is full activities the student's prayer sunnah, so used laboratory of religion as a prayer because not enough of mosque.⁸

The explained by assistant of laboratory of religion, the Enthusiastic spirit of learners to learn in the laboratory is great. Because in the laboratory, they don't just silent such as in the class. They are required to be active in this learning process. And this is where the stimulus to students to not still and always want to know will the media or facilities in the laboratory of religion. Such us they try to the material presented by the teacher. For example, when the prayer of corpse. Each the student should understand readings from intention to greetings. This is the practice of students more interested and motivated to learn in the laboratory. And there have been many facilities provided and very complete. So learners can develop its religious science in here."⁹

When researcher interview the students, he said that more fun learning in the laboratory miss, because in the laboratory of religion the situation is better than in the classroom, there was no air conditioning,

⁸Source of the data: Interview with Mr. Ahmad Nasikin, M.Pdas Islamic Education Teacher inSMAN 3 Malang, on April 7th 2014

⁹Source of the data: Interview with Mr. Subur as laboratory assistant in SMAN 3 Malang,onApril7th2014

there has been a complete media for learning. I and my friends continue in the class are bored mom, moreover after the lessons of mathematics and then religion, after the brain is squeezed by the counting problem of mathematics. The timing is relaxed and enjoy when religion subject in the laboratory. So not get tired of seeing the white board continue as in the classroom. If learn in the lab does its demands more active in the listening material, if cannot understand, so we can't practice it. I and my friends is also enthusiastic about his learning. When the treatment body of corpse practice, the teacher give examples about treatment body of corpse practice and then the teacher also have to participate try to practice it. This practice makes it easier for me to remember the contents of this material.”¹⁰

It also explained by the student's follow extra of astronomy, and she said that, learning in the laboratory it was fun Miss, I am glad to learn here. There is a separate to learn motivation in here, Miss. Such as the condition is comfortable, cool and available the media is good enough facilities. I and my friends to use it directly. And incidentally also I follow extra astronomy that would look at the moon when will day celebration the name is rukyatulhilal. I and my friends are being taught how are Rukyatulhilal details. Each year we also were did to the South of Malang in Ngliyep Beach. So I was very motivated in learning Islamic education

¹⁰Source of the data: Interview withFahdulBaar W.P class XI IPA 4, on April 3th2014

or extra lessons religious in the schools that make use laboratory of religion.”¹¹

Learning process is stage of change of behavior from cognitive, affective or psicomotoric aspect to oriented direct more forward then before.¹²The students doing activity need encouragement and motivation in order to in learning activity be able to reach the learning achievement which is appropriate with the goal.

In this research, encourage and students learning motivation is related. When the students receive the lesson, he experience to change behavior and they will remember an interest in that lesson it, so they motivate to learn more in order to know more material of the lesson. Stimulate and positive response was receive by the student when the process of learning.

Motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction.¹³The highmotivation among students are different. High or low student’s motivation depends on factors of the student’s themselves, whether from internal or external factor.

According to MuhibbinSyah different two kind of motivation are intrinsic from inside and extrinsic from outside motivation.¹⁴Intrinsic

¹¹Source of the data: Interview with the student’s follow extra of astronomy, on April 11th 2014

¹²MuhibbinSyah, *Psikologi Pendekatan dan Pendekatan Baru* (Bandung: Remaja Rosda Karya, 2003), p. 98

¹³Oemar Hamalik, *Psikologi Belajar dan Mengajar* (Bandung: Sinar Baru, 1992), p. 173

¹⁴MuhibbinSyah, *loc. cit.*, p. 137

motivation is the case and the circumstances that come from within the students themselves to do action learning. Included in the intrinsic motivation of students is feeling happy of matter and needs to matter it. Extrinsic motivation factor is motivation and the circumstances that come from outside the individual student who also encouraged him to undertake learning activities, such as praise and gifts, school rules, role models of parents, teachers and so on is an example from extrinsic motivation can help to student learning.

The students motivation is comfortable the atmosphere learning in the laboratory of religion, so conclude that the use laboratory of religion to improve the students learning motivation on Islamic education. Which is fell happy and need toward the material, because the material explained by the teacher to need the future student. The student more encouragementthemselves to learning in the laboratory of religion than from outside such us from teacher or the others.

Outside factor is called intrinsic factor is the strategy to used by the teacher when transfer knowledge. And the teacher began the lesson, they give brainstorming and student focus attention listening by teacher explain. The material explained is treatment of corpse. So the teacher to transfer knowledge use audio visual media. Every slide the teacher participant explained what the main. After that the teacher carry out practicum to student understanding the material.

The teacher carry out evaluation is test. the teacher divide test is a two type are oral test and subjective test. The evaluation more easily understanding student behavior. So when doing test the student as well to doing it and the result get is very satisfied. So the competence of achievement have the student is good enough.

Indicator the student's motivate is desire and bravely as well as the opportunity to participate in theprepare of activity, process and continuation of learning, appearance of learning efforts in carrying out and completing learning activities to achieve results, students are excited to learn and independent of learning.

Researcher prove the use of laboratory of religion to improve student motivation that researchers share now with nine questions related to the use of laboratory of religion. In the question form of class X to XI is a huge use the laboratory of religion his motivation for learners. When answering question form 100% is very comfortable in the laboratory of religion in process of learning. Because different learning in the laboratory. And many students take advantage of the existing it media. Enthusiastic and the attention of student's in developing the laboratory of religion very large. The proven in the process of learning, study of religions as well as developing talent and interest in religious.

From the explained above, conclude that the use of laboratory of religion with the strategy use media doing by the teacher and the comfortable and atmosphere in the laboratory of religion make the student

learning motivate on Islamic education. The students not only motivated with the subject used audio visual media, but also the comfortable to develop and utilize media or facilities in laboratory. So create character building with the pour aptitude and interest the studenthave in laboratory of religion.

CHAPTER VI

CLOSING

After doing some research about the use of laboratory of religion to improve student's learning motivation on Islamic education at SMAN 3 Malang, give conclusions and suggestions as follows:

A. Conclusion

1. The characteristic laboratory of religion at SMA N 3 Malang

Laboratory of religion is the specific place which is well set with religious nuance and in which a variety of tools, resources, and various other recordings about the practice of religion are available as an activity followed by learners.

The characteristic laboratory of religion:

- a. Available various tools and references of religion
- b. As a process of religion practicum suitable with the schedule activity
- c. As mosque

When the learning process direction and the time prayer have done started so the students pray together

- d. Basis center of religion activities
- e. Built character with a religious spiritual, to develop honesty, respect the other teacher

2. The use of laboratory of religion to improve the student's learning motivation on Islamic Education

The use of laboratory of religion have been good and optimally in it used. This conclusion go from some indicator found that all media in the laboratory of religion used when the learning process, specifically in practice. Enthusiastic student's and focus when the teacher transfers knowledge in the laboratory of religion. Indicator the student's motivate is

- a. Desire and bravely as well as the opportunity to participate in the prepare of activity, process and continuation of learning,
- b. Appearance of learning efforts in carrying out and completing learning activities to achieve results,
- c. students are excited to learn and
- d. Independent of learning.

The situation process of learning in the laboratory of religion make a student's happy and motivated to learn Islamic Education then in the class fell bored. Because available tools or medias is complete and sophisticated in the laboratory of religion. Strategy of teacher when transfer knowledge to students on Islamic Education used audio visual media with the played video suitable the material presented. The teacher explained detail by the played video and make easily to student remember to content of material presented.

B. Suggestions

With respect to this research, there are some of suggestions below are delivered:

1. For the Institution

Need to improve the utilization of laboratory of religion. So, not only especially to process of learning on religion, but also all of lesson can also make the process of learning. But in the reality, still used subject Islamic Education. Limitations in the practice schedule was used and utilization.

2. For the Teacher

Need to improve of media and creative and innovative strategy in the process of learning in order to more the student's to motivate to learn more and easy to remember content of material subject. And the most students learn in the laboratory in order to can the utilization of media in the laboratory.

3. For the next researcher

With the regard scientific, for the next researcher who are interested in the same issues, can effort to explain in this issues with a wider range and by adding other variables that have not been finding in this research, so able to give greater contribution depend on about the utilization of laboratory of religion in improving student's motivation on Islamic Education.

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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jalan Gajayana Nomor 50 Tlp. (0341) 552398 Faksimile (0341) 552398
Website: www.tarbiyah.uin-malang.co.id

BUKTI KONSULTASI

Dosen Pembimbing : Dr. Esa Nur Wahyuni, M.Pd
NIP : 197203062008012010
Nama Mahasiswa : Laila Nur Hamidah
NIM : 10110025
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Pendidikan Agama Islam
Judul Skripsi : "The Use of Laboratory of Religion to Improve The Student's Learning Motivation on Islamic Religion at SMAN 3 Malang".

NO	TANGGAL	Hal Yang Dikonsultasikan	Tanda Tangan
1	27 Maret 2014	Konsultasi bab 1-3	EK
2	16 April 2014	Sistematika penulisan	EK
3	24 April 2014	Revisi bab 1-3	EK
4	29 April 2014	Konsultasi bab 4-5	ES
5	7 Mei 2014	Revisi bab 4-5	ES
6	13 Mei 2014	Konsultasi Bab 1-6, Abstrak	ES
7	19 Mei 2014	Revisi Bab 1-6 dan Abstrak	ES
8	22 Mei 2014	ACC Keseluruhan Skripsi	EK

Malang, 22 Mei 2014

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Dr. H. Nur Ali, M.Pd

NIP: 196504031998031002



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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://tarbiyah.uin-malang.ac.id. email :psg_uinmalang@gmail.com

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Hal : **Izin Penelitian**

21 April 2014

Kepada
Yth. Kepala SMAN 3 Malang
di
Malang

Assalamu'alaikum Wr. Wb.

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

Nama : Laila Nur Hamidah
NIM : 10110025
Jurusan : Pendidikan Agama Islam (PAI)
Semester – Tahun Akademik : Genap - 2013/2014
Judul Skripsi : **The Use of Laboratory of Religion to Improve the Student's Learning Motivation on Islamic Education at SMA N 3 Malang**

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

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

Wassalamu'alaikum Wr. Wb.



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DINAS PENDIDIKAN
SMA NEGERI 3 MALANG**

Jl. Sultan Agung Utara No. 7 Telp (0341) 324768, Fax (0341) 341530
Website : www.sman3malang.sch.id E - mail : snbi@sman3malang.sch.id



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Nomor : 0.70/535/35.73.307/sman3mlg/2014

Yang bertanda tangan di bawah ini Kepala SMA Negeri 3 Malang, menerangkan bahwa mahasiswa/ peneliti dengan identitas dibawah ini :

Nama : **LAILA NUR HAMIDAH**
NIM/ NIP : **10110025**
Univ./ PT. : **UIN MALIKI MALANG**
Jenjang/ Fak./ Unit Kerja : **S1/ FAK. ILMU TARBİYAH DAN KEGURUAN**
Prodi/Jurusan : **PENDIDIKAN AGAMA ISLAM**

yang bersangkutan telah mengadakan PKL/ KKN/ penelitian/ survey/ observasi ilmiah *) di SMA Negeri 3 Malang berkaitan dengan tugas akademisnya, dengan keterangan sebagai berikut :

Judul/ Topic/ Fokus : **THE USE OF LABORATORY OF RELIGION TO IMPROVE THE STUDENT'S LEARNING MOTIVATION ON ISLAMIC EDUCATION AT SMA N 3 MALANG**

Waktu kegiatan : **MARET - APRIL 2014**
Pemandu Lapangan : **SUBUR WIJAYA**

Demikian keterangan ini untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Malang
Pada tanggal : 30 April 2014
Kepala Sekolah,


Drs. H. MOH. SULTHON, M.Pd.
PEMBINA UTAMA MUDA
NIP. 19580101 198303 1 035

*) coret yang tidak perlu



Appendix IV: Interview Guidelines

Pedoman Wawancara

Interview Kepada Kepala Sekolah

1. Apa gagasan bapak dalam pembangunan lab agama disekolah?
2. Bagaimana konsep laboratorium *pendidikan agama Islam* (PAI) di SMA Negeri 3 Malang?
3. Bagaimana pengaruh laboratorium *pendidikan agama Islam* (PAI) terhadap motivasi belajar siswa SMA Negeri 3 Malang?

Interview Kepada WK. Kurikulum

1. Apakah dalam implementasi kurikulum, guru pendidikan agama Islam (PAI) diwajibkan membuat perangkat pembelajaran (RPP, Silabus)
2. Apa langkah yang diambil bapak/ibu dalam membagi jadwal praktik pada Lab Agama di SMAN 3 Malang?
3. Kebijakan apa yang dilakukan bapak/ibu dalam meningkatkan motivasi belajar siswa di SMAN 3 Malang?
4. Bagaimana pengelolaan pendidikan agama Islam (PAI) di SMA Negeri 3 Malang?

Interview jawab dan pengelola LAB AGAMA

1. Kapan berdirinya Lab Agama di SMAN 3 Malang?
2. Bagaimana keadaan Lab Agama di SMAN 3 Malang?
3. Faktor apa saja yang mendukung dan menghambat pemanfaatan Lab Agama dalam pembelajaran PAI di SMAN 3 Malang?
4. Apa saja sarana yang dimiliki Lab Agama di SMAN 3 Malang?
5. Bagaimana cara bapak dalam mengelola Lab Agama di SMAN 3 Malang?
6. Bagaimana pelaksanaan pembelajaran PAI di Lab Agama ?

7. Apakah pelaksanaan pembelajaran PAI di Lab Agama dapat memotivasi siswa di SMAN 3 Malang?

Interview Guru PAI

1. Metode apa yang Bapak/Ibu guru gunakan dalam proses belajar mengajar di kelas?
2. Dalam proses belajar mengajar, media apa yang Bapak/Ibu gunakan dalam proses belajar?
3. Dalam pelaksanaan *pendidikan agama Islam* (PAI) problem apa yang dihadapi?
4. Bagaimana cara bapak/ibu dalam mengatasi probelm tersebut?
5. Bagaimana motivasi belajar siswa dikelas dan di Lab Agama?
6. Bagaimana motivasi belajar siswa setelah melalui pemanfaatan Lab Agama di SMAN 3 Malang?
7. Seperti apakah evaluasi yang dilakukan dalam pembelajaran PAI setelah melakukan praktik Lab Agama di SMAN 3 Malang?

Interview Siswa

1. Bagaimana pendapat anda terhadap pemanfaatan Lab Agama di sekolah?
2. Bagaimana pendapat anda setelah memanfaatkan Lab Agama terhadap motivasi belajar PAI?

DOKUMENTASI

1. Sejarah berdirinya SMA Negeri3 Malang?
2. Visi dan misi SMA Negeri3 Malang?
3. Struktur organisasi SMA Negeri3 Malang?
4. Data tentang guru dan siswa di SMA Negeri3 Malang?
5. Data kegiatan di laboratorium: jurnal praktikum, absensi pengunjung, kegiatan guru di laboratorium.
6. Data observasi yang meliputi :
 - a. Daftar jenis media pembelajaran yang digunakan didalam laboratorium PAI dalam motivasibelajar siswa?

Appendix V : Questioner

Nama :

Kelas :

Isilah pertanyaan sesuai dengan hati nurani anda!

1. Pernahkan anda mengunjungi Lab.Agama?

2. Berapa kali anda mengunjungi Lab.Agama setiap Minggunya?

3. Apa yang anda lakukan di dalamLab.Agama, jelaskan?

4. Apa motivasi anda untuk belajar di Lab. Agama?

5. Apa media yang dimanfaatkan oleh guru di Lab Agama?

6. Apakah media yang di manfaatkan guru untuk mengajar di Lab Agama meningkatkan motivasi belajar Pendidikan Agama Islam anda?

7. Menurut anda, mana yang lebih nyaman belajar antara di Lab. Agama dan di kelas, jelaskan!

8. Apa kelebihan dan kekurangan belajar di Lab. Agama?

9. Bagaimana menurut pendapat anda manfaat Lab. Agama di sekolah, jelaskan!

Appendix VI : Teacher and Staff of SMA N 3 Malang

Data teacher of SMA N 3 Malang

No	Name	Teach of lesson
1	Drs. H. MOH. SULTHON, M.Pd.	PAI./KASEK.
2	Drs. ANSORI ZAINI, M. Ag.	PAI
3	Dra. CHOIRULIL FATIH, MA.	PAI
4	Dra. S U D J I A T I	PKN
5	ANISAH HARIATI, S.Pd.	PKN
6	A S P I K Y A H, S.Pd.	BHS. INDO.
7	Dra. S U Y A T I	BHS. INDO.
8	AKHMAD SUPRIADI, S.Pd.	BHS. INDO.
9	Drs. BASUKI AGUS PRIYANA P.	BHS. INDO.
10	Drs. BAMBANG PRASETYO	B. INGGRIS
11	DINA CHRISTY S., S.Pd.	B. INGGRIS
12	Drs. YUSUF SANTOSO	B. INGGRIS
13	Dra. IDA NURMALA	B. INGGRIS
14	RETNO TRISNIWATI, S.Pd.	MATEMAT.
15	SRI HARINI, S.Pd.	MATEMAT.
16	Dra. P U R I J A T I	MATEMAT.
17	Drs. MOHAMAD HASYIM	MATEMAT.
18	Drs. EDY EFFI BOEDIONO	MATEMAT.
19	ANY HERAWATI, M.Pd.	MATEMAT.
20	Drs. HANDRI PRIJANTO	FISIKA
21	KUSTIANI TUTIEK H., S.Pd.	FISIKA
22	KHOIRUL HANIIN, S.Pd.	FISIKA

23	Dra. CATUR WIGIYATI.	FISIKA
24	BUDI NURANI, M.Pd.	FISIKA
25	WAWAN PRAMUNADI, M.Pd.	FISIKA
26	Drs. HARYWANTO	BIOLOGI
27	DWI SULISTIARINI, M.Pd.	BIOLOGI
28	LILIK NURHAYATI, S.Pd.	BIOLOGI
29	SRI WILUDJENG SUPRIATIN, S.Pd.	BIOLOGI
30	Dra. SITI JUHARIYAH	BIOLOGI
31	Rr. YUNARWATI, S.Pd.	KIMIA
32	Dra. POERWATI BUDI UTAMI	KIMIA
33	VENNI IKA SUSANTI, M.Si.	KIMIA
34	TITIK SUSIANAH, M. Si	KIMIA
35	DIAH PURWANINGTYAS, S.Pd.	KIMIA
36	Dra. SRI WAHYUNI	EKONOMI
37	TRI RAHAYU UDJIANI, S.Pd	EKONOMI
38	TRI HASTUTI RAHAYUNING P, S.Pd.	AKUNT.
39	Dra. WAHYU WIDIASTUTI, M.Pd.	GEOGRAFI
40	RATNA RAHMAWATI, S.Pd.	GEOGRAFI
41	Drs. ADI SASONGKO	PENJASORKES
42	WAHYUDIONO, S.Pd.	PENJASORKES
43	CHOMSATUL FADILAH, S.Pd.	PENJASORKES
44	Dra. SRI POERWANI H.	SOS./SEJARAH
45	Dra. AHMADILLAH, M.Si.	SOS./SEJARAH
46	Drs. ADI PRAWITO, M.Si.	SOS./SEJARAH
47	Drs. H A R T O N O	SOS./SEJARAH
48	Dra. NUR MUKAROMAH	BP. / BK.

49	Drs. SLAMET HARIYADI	BP. / BK.
50	Drs. ABDUL MADJID, MA.	BP. / BK.
51	LULUT EDI SANTOSO, M.Pd.	SENI BUDAYA
52	FIRMAN, S.Pd., S.Sn.	SENI BUDAYA
53	NORMAN ADHI PRAWITHA, S.Kom.	KOMP./ TI
54	EPRATA MEININGSIH, S.Pd.	BA./ JEPANG
55	TRI SETYA ANGGRIANI, S.Pd.	BA./ JERMAN
56	HENNY IKAWATI, SE.	Ka. TAUS

Data of the teacher non PNS

No	Name	Teach of lesson
1	AHMAD NASIKIN, S.Ag.	PA. ISLAM
2	STEFANUS PAN, S.Ag.	PA. KATOLIK
3	KASTINI, S.PAK	PA. KRISTEN
4	SURTI SRI WAHYUNI, S.Ag.	PA. HINDU
5	ANDIK PRASETYO N., S.Pd.	MATEMATIKA
6	DINI FITHRIA N.A., SSi.	BIOLOGI
7	ENDRI PURNOMO, S.Pd.	BIOLOGI
8	SRI WAHYUDI, S.Pd.	BHS. INDONESIA
9	DARISTYA LYAN R.D.	BHS. INGGRIS
10	M. ANIQ MUBAROK, S.Pd., S.S.	BHS. INGGRIS
11	KRIS SETYATI, M.Pd.	BHS. MANDARIN
12	RATIH KARTIKASARI, S.Pd.	BHS. PERANCIS
13	I'ANATUT THOIFAH, S.Pd.I.	BHS. ARAB
14	HERY YUDIYANTO, S.Pd.	SENI BUDAYA
15	RAHADIAN ADHI W., S.Pd., MT.	KOMPUTER/TI

16	ERDYNA NURAINI, S.Pd.	BP./ BK.
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Data of staff in SMA N 3 Malang

No	Name	Position
1	AKHMAD SOLEH ARIFIN, S.Sn.	Adm. Kepegawaian
2	SUSILO MARDI WAHYUNI	Adm. Keuangan SPP
3	UUM KRISTANTI, SE.	Adm. Keuangan SBPP
4	HENI RATNASARI	Adm. Kesiswaan
5	M U D J I T O	Adm. Persuratan&Umum
6	NURUL HIKMAH	Adm. Akademik/PEB
7	ANA RAKHMAWATI, S.Pd.	Adm. Akademik/PEB
8	NUR HAYATI	Adm. Akademik/PEB
9	INTAN NURJANNAH, S.Pd.	Petugas Lab. Fisika
10	TITIK INDRIANA, S.Si	Petugas Lab. Kimia
11	EKWA GELANG SHANTI, S.Si.	Petugas Lab. Biologi
12	SUBUR WIJAYA	Petugas Lab. Agama
13	EMMA AGUSTINA, SS.	Petugas Perpustakaan
14	DEWI ARIATI	Maintenance Komp./TI
15	LUTFI AGUNG SULISTYO	Maintenance Komp./TI
16	ARI SUBEKTI, S.Kep.	Paramedis UKS
17	IDA POEDJI ASTUTI	Adm. Kopsis.
18	AGIAN NENI VIFTANTI, SE.	Adm. Kanjur.
19	ANDIK DWIJANTO, SE.	Adm. Kosma.
20	ENIK SULIKAH	Konsumsi& RTS.
21	WAHYONO	TenagaKebersihan
22	MOH. BUKHORI	TenagaKebersihan

23	ANDIK WARDHANA	TenagaKeamanan
24	IMFRON WAHYUDI	TenagaKeamanan
25	BIBIT PILIANTO	TenagaKeamanan
26	NEDDY INDARTA K.	TenagaKeamanan
27	RISWANTO	TenagaKeamanan
28	MOCHAMAD EDI SANTOSO	TenagaKeamanan
29	SISWANTO	TenagaKeamanan

Appendix VIII : Documentation



Laboratory of religion is above

Musholla in under

Facilities and media in laboratory



Documentation interview



Interview with Mr.Subur as a Laboratory assistant

Interview with Mr. Nasihin as teacher of Islamic Education
Interview with Mr.Nasihin as a teacher of Islamic education



Interview with the student class XI IPA 4

Interview with the student class X MIA 2



Student's Answer the questions



Students learning in the laboratory of religion



Students practicum call to prayer



Student's practicum reading Al-qur'an



ESQ and Istighosah



Student's doing practice of human corpse in the laboratory of religion



Five Prayer together



Team RukyatulHilal SMAN 3 Malang

Appendix VIII : Curriculum vitae

WRITER'S BIOGRAPHY



Name : Laila Nur Hamidah
NIM : 10110025
Tempat Tanggal Lahir : Mojokerto, February 12th 1992
Faculty and program : Tarbiyah Faculty and Teaching
Science/ PAI
Enter to Collage : 2010
Address : Mengelo Selatan RT 02 RW 11
Desa Sooko Kec. Sooko Kab.
Mojokerto

No. Tlp/HP : 085655012692

Narrative of school :

1. TK Pembina 1 di Mojokerto
2. MI Manbaul Hidayah di Sooko Mojokerto
3. SMP N 1 SOOKO di Sooko Mojokerto
4. SMA N 1 Kota Mojokerto di Kota Mojokerto