

**THE IMPLEMENTATION OF LESSON STUDY FOR  
IMPROVING TEACHER OF AQIDAH-AKHLAK AND  
LEARNING STUDENT OUTCOME**

**AT MTsN PRIGEN KABUPATEN PASURUAN**

**THESIS**

**BY**

**MUHAMMAD ARIFIN**

**10110006**



**ISLAMIC EDUCATION PROGRAM**

**FACULTY OF TARBIYAH AND TEACHING SCIENCES**

**THE STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM**

**OF MALANG**

**2014**

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IMPROVING TEACHER OF AQIDAH-AKHLAK AND  
LEARNING STUDENT OUTCOME**

**AT MTsN PRIGEN KABUPATEN PASURUAN**

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

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**2014**

**APPROVAL SHEET**

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TEACHER OF AQIDAH-AKHLAK AND LEARNING STUDENT  
OUTCOME AT MTsN PRIGEN KABUPATEN PASURUAN**

THESIS

BY

MUHAMMAD ARIFIN

10110006

Approved by,

Advisor:

**H. Ahmad Nurul Kawakip, M.Pd, MA**

NIP. 197507312001121001

Acknowledge by,

The Head of Islamic Education Program

**Dr. Marno, M.Ag**

NIP. 197208222002121001

## LEGITIMATION SHEET

### THE IMPLEMENTATION OF LESSON STUDY FOR IMPROVING TEACHER OF AQIDAH-AKHLAK AND LEARNING STUDENT OUTCOME AT MTsN PRIGEN KABUPATEN PASURUAN

#### THESIS

Prepared and compiled by

Muhammad Arifin (10110006)

Has been defended in front of the board of examiners on

July 14, 2014

And has been approved by the board of examiners as the requirement for the  
degree of Sarjana Pendidikan Islam (S.Pd.I) on July 14, 2014

#### The Board of Examiners

#### Signature

Chairman of the board examiners  
Dr. Abdul Malik Karim, M.Pd.I  
NIP.197606162005011005

:

---

Secretary of the board examiners  
H. A.Nurul Kawakip, M.Pd, MA  
NIP. 197507312001121001

:

---

Advisor,  
H. A.Nurul Kawakip, M.Pd, MA  
NIP. 197507312001121001

:

---

Main Examiner  
Dr. H. Nur Ali, M.Pd  
NIP. 196504031998031002

:

---

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  
**DEDICATION**

*This thesis is dedicated to*

*My beloved parents who always pray and educate me in life, and always raises my soul (Nuriyah and Darsono), all my teachers and lecturers who always touch me through the power of Knowledge, to my advisor who always makes me perfect, to sisters and brothers who always love me to look at my bright future, to my beloved nephew (Muhammad Januar Rivando and Aji Darmawan) are so cute boys. To all my companions in the PT. International Test Center, Brawijaya University who always help me in the devout mission, friends at SMK N 1 Sukorejo and MTsN Prigen always gave me support and understanding, to all my friends in Islamic Education Department, the Faculty of Tarbiyah and Teaching Sciences. Especially at International Class Program (ICP-PAI ENGLISH) The State Islamic University Maulana Malik Ibrahim of Malang who always spirit me for success.*

## MOTTO

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and freedoms. It shall promote understanding, tolerance and friendship.

*The Universal Declaration of Human Rights, Article 26.2.*

كَمَا أَرْسَلْنَا فِيكُمْ رَسُولًا مِّنكُمْ يَتْلُوا عَلَيْكُمْ آيَاتِنَا وَيُزَكِّيكُمْ وَيُعَلِّمُكُمُ

الْكِتَابَ وَالْحِكْمَةَ وَيُعَلِّمُكُم مَّا لَمْ تَكُونُوا تَعْلَمُونَ ﴿١٥١﴾

“A similar (favor have ye already received) in that We have sent among you an Messenger of your own, rehearsing to you Our Signs, and sanctifying you, and instructing you in Scripture and Wisdom, and in new knowledge”.

*Q.S Al-Baqarah : 151*

H. Ahmad Nurul Kawakip, M.Pd, MA  
The Lecturer of Tarbiyah and Teaching Sciences Faculty  
The State Islamic University of Maulana Malik Ibrahim Malang

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ADVISOR OFFICIAL NOTE

Matter : Thesis of Muhammad Arifin Malang, July 14, 2014

Appendixes : 4 (four) Exemplar

Dear,

Dean of Tarbiyah and Teaching Sciences Faculty  
The State Islamic University of Maulana Malik Ibrahim Malang  
At  
Malang

Assalamualaikum Wr. Wb.

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

Name : Muhammad Arifin  
NIM : 10110006  
Program : Islamic Education  
Title of Thesis : The Implementation of Lesson Study for Improving  
Teacher of Aqidah-Akhlak and Learning Student  
Outcome at MTsN Prigen kabupaten Pasuruan

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

So, please tolerate presence.

Wassalamualaikum Wr. Wb

Advisor,

**H. Ahmad Nurul Kawakip, M.Pd, MA**

NIP. 197507312001121001

## **CERTIFICATE OF THESIS AUTHORSHIP**

I certify that the Thesis I wrote to fulfill the requirement for Bachelor of Islamic Education (S.Pd.I) entitled *The Implementation of Lesson Study for Improving Teacher of Aqidah-Akhlak and Learning Student Outcome at MTsN Prigen kabupaten Pasuruan* 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, July 14 2014

Muhammad Arifin

## ACKNOWLEDGMENTS

*Alhamdulillah*, thanks for Allah S.W.T that gives me opportunity and easy to write this Thesis well. This Thesis is as a requirement to get degree of Sarjana Pendidikan Islam (S.Pd.I) at State Islamic University Maulana Malik Ibrahim of Malang.

The purpose of this Thesis writing is to give advantage for the education development, especially to help the islamic education teacher to teaching and learning islamic education (PAI) subject and to solve problem about the integrated instruction.

My special thanks to my mother Nuriyah and my father Darsono who continuously provide me moral and spiritual supports to seek knowledge. My special thanks also to my family who helped me and gave me spirit to write this Thesis.

I would like to thank to the Rector of The State Islamic University Maulana Malik Ibrahim of Malang, Prof. Dr.H. Mudjia Rahardjo, M.Si, I also thank to the Dean of Tarbiyah Faculty Dr. H. Nur Ali, M. Pd. and the Chairman of Islamic Education Department, Dr. Marno, M.Ag respectively for giving me opportunity to write this Thesis.

I would also like to express my deepest gratitude to H.Ahmad Nurul Kawakip, M.Pd, MA from the beginning until the end of this research, H. Ahmad Nurul Kawakip, M.Pd, MA has provided me insightful advices and constructive criticisms in friendly and behavior. His guidance made me fully aware that writing Thesis needs a critical thinking. I am truly grateful to him.

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I hope this Thesis has advantages for all of the readers. Thus, I need criticism and suggestions.

Malang, July 14, 2014

Muhammad Arifin

## TRANSLATION GUIDELINES OF ARAB LATIN

Translation of Arab Latin in this Thesis use the translation guidelines based on the agreement between Religion Minister and Educational And Culture Minister of Indonesia number 158, 1987 and number 0543 b/U/1987. They are:

- **Huruf**

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع ='	ي = y
ذ = dz	غ = gh	
ر = r	ف = f	

- **Vokal Panjang**

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

- **Vokal Diftong**

أو = aw

أي = ay

أو = û

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## ABSTRACT

Arifin, Muhammad. 2014. *The Implementation of Lesson Study for Improving Teacher of Aqidah-Akhlak and Learning Student Outcome at MTsN Prigen Kabupaten Pasuruan*. Thesis, Islamic Education Program, Tarbiyah and Teaching Sciences Faculty The State Islamic University of Maulana Malik Ibrahim Malang. Advisor Thesis: H. Ahmad Nurul Kawakip, M.Pd, MA

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One of the pillar in determining human resources of superior quality one is teachers. Teachers in the teaching and learning process are also a key role in establish the quality of learning. Teachers are expected to demonstrate to students about the method how to get knowledge (*cognitive*), attitudes and scores (*affectiv*) and skills (*psychomotor*).

The purpose of this research is to describe about the implementation of Lesson Study for improving teacher of Aqidah-Akhlak and learning student outcome at MTsN Prigen kabupaten Pasuruan. Research held at MTsN Prigen kabupaten Pasuruan. The subject in this research is students grade of VIII-A at MTsN Prigen kabupaten Pasuruan and the researchers themselves who is islamic education teacher especially in Aqidah-Akhlak field and non-islamic education teacher. This research is a action research that use a qualitative descriptive approach.

The results showed that implementation and the impacts of lesson study for improving teacher of Aqidah-Akhlak and learning student outcome. In an open class I score of teaching and learning of teacher skills is 68,6 while in open class V the score of teaching and learning of teacher skills increased to 77,25. Increasing teaching and learning skills of teacher have an impact on students learning outcomes. In the first lesson study, average of completeness classical grade of VIII-A is 69,23%, while the fourth lesson study average of completeness classical VIII-A grade increased to 88,46%. Based on these results can be concluded that the implementation and the impacts of lesson study for teacher of Aqidah-Akhlak and learning student outcome. From the results of the open class, teacher can review and improve quality of learning and make a fun learning to motivate the students, so the results of their learning can increase. Implementation of lesson study has been conducted by islamic education teacher especially in Aqidah-Akhlak field this is better to be developed to become professional teacher. Learning based on lesson study will give positive affect to islamic education subject if it conducted continuiously.

**Key Word** : Lesson Study, Teacher of Aqidah-Akhlak, and Learning Student Outcome.

## ABSTRAK

Arifin, Muhammad. 2014. *Implementasi Lesson Study untuk Memperbaiki Guru Aqidah-Akhlak dan Hasil Belajar Siswa di MTsN Prigen kabupaten Pasuruan*. Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Tarbiyah dan Ilmu Pendidikan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: H. Ahmad Nurul Kawakip, M.Pd, MA

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Salah satu tonggak dalam menentukan sumber daya manusia yang bermutu unggul salah satunya adalah Pendidik (guru). Guru dalam proses belajar-mengajar juga memiliki peran kunci dalam menentukan kualitas pembelajaran. Guru diharapkan dapat menunjukkan kepada siswa tentang bagaimana cara mendapatkan pengetahuan (*cognitive*), sikap dan nilai (*afektif*) dan keterampilan (*psikomotor*).

Tujuan dari penelitian ini adalah untuk mendeskripsikan tentang pelaksanaan dan hasil belajar siswa melalui Lesson Study untuk memperbaiki guru Aqidah-akhlak dan Hasil Belajar Siswa. Penelitian ini dilakukan di MTsN Prigen kabupaten Pasuruan. Subyek dari penelitian ini adalah siswa kelas VIII-A MTsN Prigen kabupaten Pasuruan dan peneliti adalah guru pendidikan agama islam dan guru non agama islam. Penelitian ini menggunakan penelitian tindakan dengan pendekatan kualitatif deskriptif.

Hasil dari penelitian ini menunjukkan bahwa implementasi dan dampak dari Lesson Study untuk memperbaiki guru aqidah-akhlak dan hasil belajar siswa adalah Pada *open class* I nilai dari kemampuan belajar-mengajar guru sebesar 68,6 sedangkan pada *open class* V nilai dari kemampuan belajar-mengajar guru naik hingga 77,25. Kenaikan kemampuan belajar-mengajar guru telah berdampak pada hasil belajar siswa. Pada Lesson Study pertama, taraf ketuntasan klasikal kelas VIII-A adalah 69, 23%, sedangkan pada Lesson Study keempat taraf ketuntasan klasikal kelas VIII-A adalah naik 88,46%. Berdasarkan hasil penelitian dapat disimpulkan bahwa implementasi dan dampak dari Lesson Study untuk meningkatkan kemampuan belajar-mengajar guru aqidah-akhlak dan hasil belajar siswa. Dari hasil *open class*, guru dapat meninjau dan meningkatkan kualitas pembelajaran dan membuat siswa termotivasi dan senang dalam belajar juga dapat meningkatkan hasil belajar siswa. Pelaksanaan Lesson Study yang telah sedang dilakukan oleh guru aqidah-akhlak akan menjadi lebih baik untuk dikembangkan agar menjadi guru yang profesional. Pembelajaran berdasarkan Lesson Study akan memberikan dampak positif pada bidang pendidikan apabila dilakukan secara terus menerus.

**Key word** : Lesson Study, Guru Aqidah-Akhlak, dan Hasil Belajar Siswa.

## المخلص

عارفين، محمد. ، عام 2014. تنفيذ دراسة الدرس لتحسين الكفاءة التربوية للمعلم التربوية الإسلامية في المدرسة الثانوية الحكومية فريغان فاسورون. الأطروحة، برنامج الدراسة التربوية الإسلامية قسم التربية الإسلامية، الجامعة مولنا مالك ابراهيم الإسلامية الحكومية مالانج. المشرف الأطروحة : الحاج أحمد نورل الكواكب، الماجستير.

من أحده العناصر في تحديد الموارد البشرية المتفوقة وهو المعلم. يكون المعلمين في عملية التعليم له دورا مهما في تحديد جودة تعلمهم. ولا بد للمعلم أن يظهر للطلاب حول كيفية اكتساب المعرفة (المعرفية)، والمواقف أي السلوك والقيم (العاطفية) والمهارات (الحركية).

الغرض من هذا البحث هو لوصف عن تنفيذ وأثر من دراسة الدرس لتحسين الكفاءة التربوية للمعلمين التربية الإسلامية و نتيجة تعلم الطلاب. أجري هذا البحث في المدرسة الثانوية الحكومية فريغان فاسورون. وكانت الموضوعات هذه الدراسة طلاب الفصل الثامن A MTsN Prigen بمدرسة الثانوية الحكومية فريغان فاسورون. والباحثين منهم من معلم التربية الإسلامية و المعلمين في المواد الأخرى يستخدم هذا البحث البحث الإجرائي وبمقاربة الوصفي النوعي.

نتائج هذا البحث تشير إلى أن تنفيذ وأثر دراسة الدرس لتحسين الكفاءة التربوية للمعلمين التربية الإسلامية في فتح الصف الأول كان المعلم له القيمة التربوية 68.6 في مائة وفي فتح الصف السابع ارتفع القيمة للمعلم التربية الإسلامية إلى 77.25 . زيادة الكفاءة التربوية للمعلمين لها الأثر على نتيجة تعلم الطلاب.في بداية دراسة الدرس ، ومستوى اكمال الكلاسيكية من الصف الثامن A 23،69 في مائة وفي دراسة الدرس الرابع زاد المستوى اكمال الكلاسيكية من الصف الثامن A 88.46 في مائة. استنادا إلى نتيجة هذا البحث خلصت إلى أن تنفيذ وتأثير الدرس دراسة هو لتحسين الكفاءة التربوية للمعلمين التربية الإسلامية و نتيجة التعليم والتعلم طالب. من نتائج فتح الفصل، ويمكن للمعلم أن يلاحظ وإلى زيادة جودة التعلم الطلاب والحفظ على دوافع الطلاب. ومن شأن التنفيذ من دراسة الدرس الذي يجري تنفيذه من معلمين التربية الإسلامية أن يكون أفضل في تطويرها لكي تصبح المعلمين المهنية. و الدرس دراسة لها التأثير الإيجابي في مجال التربية إذا القيام به بشكل مستمر.

الكلمة الرئيسية: دراسة الدرس، الكفاءة التربوية، نتيجة تعلم الطلاب.

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

The national development in the field of education is the intellectual life of the nation, it improves the quality of Indonesia in realizing human flourishing society, fair and prosperous. This is in line with the formulation of national education goals set forth in the legislation of the Republic of Indonesia No. 20 of 2003 on the national education system on article 3, which States that:

The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners 'potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess Moral and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible.<sup>1</sup>

The realization of national development in the field of education in accordance with national educational goals, needs refinement and improvement of the quality of education which in this case is closely related to improving the quality of teaching and learning. The quality of education is also determined by human resources, which became a priority in the success of education itself.

One of the pillar in determining human resources of superior quality one is teachers. Teachers in the teaching and learning process are also a key role in establish the quality of learning. Teachers are expected to demonstrate to students about the method how to get knowledge (*cognitive*), attitudes and values (*affectiv*)

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<sup>1</sup>Undang-Undang Republik Indonesia Nomor 20 tahun 2003 Tentang Sistem Pendidikan Nasional (Bandung: Citra Umbara, 2003), p.7

and skills (*psychomotor*). In other words, the tasks and the roles of primary teacher are situated in learning aspects. Learning is a tool to achieve the goal of education. Therefore it can be said that brief, quality of education is strongly influenced by the quality of the teacher. Sisdiknas in Law Number 20 in the 2003 article 29 paragraph 2 mentions that teachers are professionals who are in charge of planning and implementing the process of learning, assessing learning outcomes, conducting supervision and training. In the context of the national education system, a teacher must have the ability to realize the goal of national education. In order to realize the goal of the national education of a teacher is considered become teachers when they have the ability, which according to the legislation of the national education system (The legislation of Sisdiknas) has explained that the teachers in order to implementation his duties properly and professionally, sued to have the four competencies, namely pedagogic competence, professional competence, personality competence, and social competence.<sup>2</sup>

In order to achieve the purpose of the activity, the teacher's role is crucial, so the teacher became one of the most decisive factors for successful teaching and learning in the classroom. Because teachers are not only serves as a transferer of knowledge but also as teachers, tutors, directors, trainer, assessor and evaluator learners. Because teachers have a duty to be carried then a teacher shall have the capability or competency in order to realize the objectives of the education system

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<sup>2</sup> Undang-Undang Republik Indonesia Nomor 20 tahun 2003 Tentang Sistem Pendidikan Nasional (Bandung: Citra Umbara, 2003), p.7

with a leadership that can drive passion, passion to learn and learning achievements of students through the learning management capabilities.

Learning management capabilities or competencies now called pedagogy must be owned by all teachers, or prospective teachers in carrying out their work so that the process of teaching and learning can be conducted effectively and efficiently to achieve the expected results.

Islamic education teachers especially in madrasah are the key holders in carrying out the process of learning, supervision, and training of students. The quality of learning depends on the quality of his teacher. Teachers should have the ability to provide understanding, practicing, and internalization values of islam to students. None of the students could not be educated, it is teachers who have not been succes to teach them.

As contained in Al-Qur' an surah An-Nahl verses 125, following this:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجِدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ  
أَعْلَمُ بِمَن ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

The translation is: *“Invite (all) to the Way of thy Lord with wisdom and beautiful preaching; and argue with them in ways that are best and most gracious: for thy Lord knoweth best, who have strayed from His Path, and who receive guidance”*. (Q.S An-Nahl : 125)<sup>3</sup>

The Government has organized a program of teacher enhancement to be professional through the certification of teachers, but in fact the certification program in only through the portofolio and assessment which far from enough. PLPG therefore needs to conduct some efforts continuously to control and carry

<sup>3</sup> Yousuf Ali, Abdullah, *The holy quran*.p.148.

out various efforts to increase the competence of the teachers, both conducted by the teachers themselves are concerned, the school, as well as the Government. Madrasah education organizing has spread and grown almost in remote corners of Indonesia's territory.<sup>4</sup>

These efforts have been carried out intensively but cover well kept education is often not in line with the nature of learning and instruction. In other words, the education reform undertaken in Indonesia is still not completely paying attention to the conception of learning and instruction. Education reform should start from how students and teachers learn and how teachers teach, not solely on the results of the study. Podhorsky & Moore in his book *I Wayan Santyasa* explains that reform in education should be meant as an attempt to the creation of programs that focus on improvements to program the practice of teaching and learning, rather than solely focusing on designing classes with teacher proof curriculum. Thus, practices learning really is intended to overcome the failure of student learning.<sup>5</sup>

Learning practices can only be modified through the testing of the ways teachers learning and teaching as well as analysing their impact on student learning gains. In order for this to happen, the school needs to create a process that is able to facilitate teachers including Islamic education teachers to conduct a

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<sup>4</sup> Yasin, A. Fatah 2011. *Pengembangan Kompetensi pedagogik guru pendidikan agama islam di-madrasah (studi kasus di MIN Malang 1)*. Jurnal el-Qudwah, 1(5) :157-178.

<sup>5</sup> I Wayan Santyasa, "Implementasi Lesson Study Dalam Pembelajaran", Disajikan dalam "Seminar Implementasi Lesson Study dalam Pembelajaran bagi Guru-guru TK, Sekolah Dasar, dan Sekolah Menengah Pertama di Kecamatan Nusa Penida, Tanggal 24 Januari 2009, di Nusa Penida, dalam ([http://www.freewebs.com/santyasa/pdf2/IMPLEMENTASILESSON\\_STUDY.pdf](http://www.freewebs.com/santyasa/pdf2/IMPLEMENTASILESSON_STUDY.pdf), di unduh pada tanggal 26 Agustus 2013).

study of the learning material and teaching strategies in a systematic, so as to facilitate pupils to improve the routines in the ways of learning, but rather creating a professional development program. The effort is the implications of educational reform with a goal to achieve competence and quality learning adequately.

Development programs competence on profession teacher especially the Islamic education teacher requires facilities that can provide opportunities to them *learning how to learn* and *to learn about teaching*. Facility means lesson study. In Indonesia's lesson study develops in projects IMSTEP (Indonesia Mathematics Teacher Science And Education Project), which is a project cooperation among three Indonesian universities with JICA (Japan International Corporation Agency) to improve the quality education in term Mathematics and Science in Indonesia. This project has been applied since 1998.<sup>6</sup> Lesson study is a model teaching for teacher profession teacher through analyze examine learning in collaborative and sustainable based on principles collegiality and mutual learning to build communities learning exercised gradually, prefixed to (planning), and continued with do (implementation), and then reflection (see).<sup>7</sup>

According to the Styler and Hiebert in book Herawati Susilo, it is explained that the lesson study is a collaborative process on a group of teachers when identifying problems, devising a learning scenario (which includes the activities of finding books and articles on topics that will be learned); to teach student appropriate scenarios (one of the teachers implement teaching while the

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<sup>6</sup> Putu Ashintya Widhiarta, et.al. Lesson Study, *Sebuah Upaya Meningkatkan Mutu Pendidik Pendidikan Nonformal*, (Surabaya: Prima Printing, 2008) p.7.

<sup>7</sup> Catherine C. Lewis, *Lesson Study: A Handbook of Teacher-Led Instructional Change* (Philadelphia, PA: Research for Better Schools, Inc., 2002), p.1-2.

other observes), evaluate and revise learning scenario, teaching them again and share the results with other teachers.<sup>8</sup> While the main characteristics lesson study focusing as well as being the performing force of development, change and improvement of continuous or sustained towards the better, stated in Al-Qur'an surah Al-Hashr verse 18:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ ۖ وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ ﴿١٨﴾

The translation is: “O ye who believe! Fear Allah, and let every soul look to what (provision) He has sent forth for the morrow. Yea, fear Allah. for Allah is well-acquainted with (all) that ye do.” (Al-Hashr : 18).<sup>9</sup>

The Islamic education teachers are expected to be able to improve the quality of learning in Islamic education with new innovations, in particular through the implementation of effective Lesson Study. Thus the implementation of Lesson Study is expected to be a trigger for improving the quality and competence of Islamic education teacherin Indonesia in particular that would eventually impact for improving the quality of education in general.

Madrasah Tsanawiyah Negeri (MTsN) Prigen is one of the schools/madrasah in East Java in particular are already applying the model lesson study since the middle of 2006. The implementation of model of lesson study is not only applied in the common subjects, but is also applied in the study of Islamic religion, such as; Al-Qur'an and Hadith, Aqidah-akhlak, History of Islamic Culture (SKI) and Fiqh/worship.

<sup>8</sup> Herawati Susilo, et.al.,Lesson study berbasis Sekolah” *Guru Konsevatif Menuju Guru Inovatif*, p.3.

<sup>9</sup> Yousuf Ali, Abdullah, *The holy quran*.p.327

Before the existence of models of learning with the use of lesson study, the learning of islamic education at MTsN Prigen kabupaten Pasuruan, still using conventional learning methods, in which the position of teaching teachers as very dominant, in every lesson that was only using methods lectures, and discussions. Students are not involved actively in any learning. This year the application of the conventional method of running, learning objectives, especially PAI do not progress, student learning outcomes also showed no significant change either in the realm of cognitive, affective and psychomotor. In the other hand also, while for using convetional learning, the teacher undergo development in the development of competence should they have, the teacher speaks stunned in the rules curriculum, so that experiencing stagnation. After teachers often follow seminar and training about lesson study, start to teacher have initiative to apply model lesson study in learning the islamic education, which includes; Al-Qur'an and Hadith, Aqidah-akhlak, History of Islamic Culture (SKI) and Fiqh/worship.

With respect to the foregoing, hence writer is eager to learn more about **“The Implementation of Lesson Study for Improving Teacher of Aqidah-Akhlak and Learning Student Outcome at MTsN Prigen kabupaten Pasuruan.”**

## **B. Focus of Study**

Based on context of study above, then the focus of study is “How the implementation of lesson study for improving teacher of Aqidah-akhlak and learning student outcome at MTsN Prigen kabupaten Pasuruan.” The focus of study elaborated in sub-sub focus as follows:

1. How does the implementation of lesson study that has been conducting by teacher of Aqidah-akhlak at MTsN Prigen?
2. What are the impact of the implementation of lesson study on learning student outcome of Aqidah-akhlak subject at MTsN Prigen?

## **C. Objectives of Study**

Based on focus and sub focus the study above, then a common objectives on this research is described “The implementation of lesson study for improving teacher of Aqidah-akhlak and Learning Student Outcome at MTsN Prigen.” As for an especially objectives is:

1. To describe about the implementation of lesson study that is conducted by teacher of Aqidah-akhlak at MTsN Prigen.
2. To describe about the impact of the implementation of lesson study for learning student outcome of Aqidah-akhlak subject at MTsN Prigen

#### **D. Significant of Study**

The results of this research in the long term are expected to provide important contributions to the world of education. This at least could be seen from two points of view.

Theoretically, this research is expected into state of the art for academics as well as practitioners of teacher, to conduct similar studies in the future and as an ingredient in comparison to existing research, with different points of view as well as for other researchers who wish to examine similar cases with different variables.

Practically, research is expected also especially for teachers could be prototype or model coaching professionalism teacher by offering a model (patterns) in-service training more focused on empowerment efforts teacher according capacity and the problems in each. The creation of a professional teacher in turn would increase the quality of learning especially and quality of education in general.

As for the educational policy makers (Kemenag/Diknas), research related to the implementation of innovative learning model is a kind of Lesson Study is becoming a very important thing as a foundation footing in making decisions related to policies/guidance and increased professionalism of produce teachers in all levels of education. This Momentum becomes important as innovative ideas, and the acceleration of efforts for quality improvement and professionalism to produce teachers that their impact will be directly related to the improvement of the quality of education nationwide.

### **E. Term of Study**

**Lesson Study** is a model (pattern coaching profession educator through learning in collaborative and sustainable based on principles coequality and mutual learning to build communities learning).

**Improving Teacher of Aqidah-akhlak** a process of action towards a higher and better, namely the existence or progress, and changes from the previous condition has been conducting by Teacher of Aqidah-akhlak.

**Learning Student Outcome** is the end of result after process teaching and learning, its change appear in behavior can be observe and can be measure.

### **F. Limitation of Study**

In this study researchers will limit the special **Lesson Study School Based** aspects, that is Lesson study school-based (LSBS) or entire school lesson study (ELS), namely lesson study done upon a school with major activity in form of open lesson of open class by every teacher alternately on a certain day. The word **Teacher of Aqidah-Akhlak in Islamic Education** in this context means a person who teach islamic education in the term of islamic education subject on aqidah and akhlak at grade of VIII-A at MTsN Prigen kabupaten Pasuruan.

This research takes location at MTsN Prigen kabupaten Pasuruan by reason this institution has implemented lesson study in period of november 2006 to the current april 2014 and The Lesson Study Based Madrasah (LSBS/LSBM) and the only madrasah implementing lesson study in home base kabupaten Pasuruan.

## **F. The Previous Study**

In order to know whether the researches in similar topic have existed, it is required an assessment of research. In reviewing the previous studies, then researcher said found some previous research that has relevance with the discussion that will be examined, namely:

1. A Dissertation entitled "Lesson Study and Its Implementation in Improving the Competence of Arabic Language Teachers: a Case Study in MGMP (Subject Teachers Association) An Nur Malang. Dissertation was written by Khoirul Adib, Students at IAIN Sunan Ampel Surabaya. The purpose of this research is to know systemic impact of implementation of model lesson study in improving competence arabic teacher. The results of this research are as follows:
  - a) The findings of the study are: 1) the implementation of LS in MGMP An Nur began with the LS workshop in UM. Conceptually, most teachers in the MGMP An Nur have good understanding about LS since they joined the LS workshop and simulation intensively. Practically, the implementation of LS in MGMP An Nur has been conducted as stated in the LS framework, which are planning, doing (implementation), and seeing (reflection). Although the early round of the implementation is "text book" oriented, thus the execution was rigid and less smooth, therefore, the learning atmosphere was rigid and unnatural, but along with the continuous implementation, those things could be eliminated. The LS implementation has also produced: firstly, more anticipative

senior teachers and more improvised junior teachers. Secondly, junior teachers who are more responsive-adaptive toward learning change, and senior teachers who tend to be passive-reactive toward the 'new' leaning atmosphere. Thirdly, in term observation, the junior teachers are relatively oriented on the outside fact and one dimensional, whereas the senior teachers appeared deeper (about "the thing" lies behind the fact).

- b) Empirically, LS in MGMP An Nur Malang has positive systemic impact on: the improvement of teachers' pedagogical competence, the improvement of teachers' personal competence, the improvement of teachers' social competence as well as the improvement of teachers' professional competence. While the analysis result, the dominant systemic impact is in the improvement of social and pedagogical competences. From the above explanation, a new phenomena in education was found in the study, and then it is considered as an empirical finding that has implication on the new emerging learning paradigm, ideally containing/ passing the three special learning principals, namely collaboration principal (al-Mabda' al-Ta'awuny– in Javanese it is called Gumbul), reflection principal (al-Mabda' al-Ta'ammuly–in Javanese it is called Wadul), and habituation principal (al-Mabda' al-Ta'awwudy al-Tatawwury, in Javanese it is called Cukul).

2. Competence Development of teachers Through Lesson Study. Results of the Workshop on Lesson study Principal Yapen written by Dr. Djamilah Widjajanti, M.Si Bondan containing about Lesson study as a forum for

improving the competence of themselves with each other to learn from, about, and to better the learning that relies heavily on the commitment, confidence, and awareness of all participants that the Lesson Study is a forum for mutual learning, and learn to accept criticism, suggestions, or feedback from your colleagues is the most important part of the process of learning in the activities of Lesson Study.

From the existence of several previous research which has been previously described, then the researcher has the presumption that any research that has not been discussed or described in detail discussing about and implementation of Lesson Study for improving teacher of Aqidah-akhlak and learning Student Outcem at grade of VIII-A at MTsN Prigen kabupaten Pasuruan.

The discussion in the study done by researchers now is about the implementation of lesson study which exists at MTsN Prigen kabupaten Pasuruan as the assumption that the implemetation on site research, lesson study was also funded by Islamic education teachers (Teacher of Aqidah-akhlak). Teacher of Islamic education at MTsN Prigen consists of 1 terms, namely in the field of aqidah-akhlak, and then researchers want to look deeper into how to improve the teaching and learning student outcome for aqidah-akhlak's teacher at the start of exploitation prior to implementation of the lesson study and after implementation of the lesson study through several research methods, namely: performance tests teachers, observation and documentation.

From research funded approximately 2 months of March and April 2014, is expected to provide a lot of knowledge for readers and researchers as well as have an impact on increasing the quality of education at MTsN Prigen.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Concept of Lesson Study

##### 1. Understanding of Lesson Study

Lesson study is an approach of quality improvement learning that all initially come from Japan. In the country, The word or term lesson study more popular as “*jogyokenkyuu*”. *Jogyo* (instruction = teaching, or lesson = learning) and *kenkyuu* (research or study).<sup>1</sup>

Lesson Study, which in the language of Japanese *jogyo kenkyuu*, is an approach to make improvements learning in Japan. These learning improvements made through the processes of collaboration among teachers to plan, observe, and reflection towards Lesson.<sup>2</sup>

According to Catherine Lewis, lesson study is a model (pattern coaching profession educator through learning in collaborative and sustainable based on principles coequality and mutual learning to build communities learning).<sup>3</sup>

Whereas according to the Styler and Hiebert in Herawati Susilo’s book said that the lesson study is a collaborative process on a group of teachers when learning problems to identify, design a scenario learning (which includes the activities of finding books and articles on topics to be taught); learn to students

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<sup>1</sup> Herawati Susilo, et.al., *Lesson Study Berbasis Sekolah” Guru Kosnservatif Menuju Guru Inovatif.”* (Malang: Bayumedia Publishing 2009), p. 2.

<sup>2</sup> I Wayan Santyasa, *Implementasi Lesson Study dalam Pemblejarian bagi Guru-guru TK, Sekolah Dasar, dan Sekolah Menengah Pertama di Kecamatan Nusa Penida*, Tanggal 24 Januari 2009, Di Nusa Penida), p.4, dalam [http://www.freewebs.com/santyasa/pdf2/IMPLEMENTASI LESSON STUDY.pdf](http://www.freewebs.com/santyasa/pdf2/IMPLEMENTASI_LESSON_STUDY.pdf). downloaded date 2 february 2014.

<sup>3</sup> Chaterin Lewis. *Does lesson study have a future in the United States?* Dalam <http://www.sowi-online.de/journal/2004-1/lesson.lewis.htm>, downloaded date 4 january 2014.

appropriate scenarios (one of the teachers carry out a revised learning, learning and more evaluate to share the results with other teachers).<sup>4</sup>

Slamet Mulyana in his paper Ahmad Sudrajat gives a formulated about Lesson study as one of the models of coaching profession teachers through the study of collaborative learning and sustainable based on the principles of mutual learning and coequality to build a learning community.<sup>5</sup>

From the above definition, it can be synthesized that Lesson Study is not a method or learning strategies but a series of learning activities that can be applied in a variety of learning strategies or methods that are considered to be effective and appropriate to the situation, condition, and factual issues faced by teachers in the classroom, beside Lesson Study is a way of improving the quality of education that never ended (continious improvement) or continuous innovation.

Lesson Study is essentially a form of teacher professional development activities for teachers which is characterized by collaborative, open manage, lessons for teachers and other colleagues as an observer, so as to allow teachers to share learning experiences with the colleagues. Lesson Study is the process of teacher training, consist of these cycle; 1) The implementation of lesson plan through academic exploration of teaching materials and tools 2) conduct a study based on the plans and lesson tools are made. Invite a colleague to observe 3) do a reflection of lessons learned through the exchange of views, reviews, and

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<sup>4</sup>Herawati Susilo, et.al, *Lesson Study Berbasis Sekolah” Guru Konservatif Menuju Guru Inovatif.*, p.3.

<sup>5</sup> Sumar Hendayana, et.l., *Lesson Study, Suatu Startegi Untuk Meningkatkan Keprofesionalan Pendidik* (Pengalaman IMSTEP-JICA), (Bandung: UPI Press, 2007), p.10.

discussion with the observer, so that effective learning is achieved, innovative and fun.

Lesson study also as any activities to improve teacher competence and quality learning at school as can be developed for analysis or practice learning study conducted in the form of learning based on research to find quality in all learning.

Lesson study as well as one of the program's activities to improving the competence of teachers and the quality of learning can be developed at school as a study for the analysis of a learning practice that is implemented in the form of research-based learning to find a certain learning innovation.

## **2. History of Lesson Study**

History of lesson study of *Kounaikenshu* in Japan, namely a CPD (*Continuing Professional Development*) or with the other word is sustainable professional development. The *Kounaikenshu* which began to develop around the 1960s is basically a form of ongoing training based school (*school-based training in service*), where every teacher is constantly making workshaop with colleagues to improve their professional quality.

*Kounaikenshu* divided into three parts, namely discussion before a process teaching and learning, when learning process, and discussion after the process teaching and learning. The whole process is aimed at improving competence for teacher and born new knowledge in the process teaching and learning.<sup>6</sup>

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<sup>6</sup>Putu Ashintiya Widhiartha, et.al., *Lesson study, Sebuah Upaya Peningkatan Mutu Pendidik, Pendidikan Non Formal*, (Surabaya: Prima rinting, 2008), p.1.

After getting much successes and through various evolution *kounaikenshu* in the middle 90s develops into *jugyo kenkyuu*. One experts who popularized term *jugyo-kenkyuu* himself is are forming education Japan namely Prof. Manabu Sato in University of Tokyo. He explains the need for changes in masses of being inclosed, change was is the creation of learned society in school and open possible a learning process in class for observed by anyone, technique of learning that open will receive input from anyone who observe, so the learning process may be developed.

The term of lesson study itself firstly raised first by Makoto Yoshida, an expert on education Japan in his doctorate dissertation at the University of Chicago which is considered one of pioneer who pioneered lesson application of study in America along with Chaterine Lewis a professor education from Mills College Oakland. Lesson study keeps growing in America since the event *The Third International Mathematics and Scince Study* (TIMSS) which is study for comparing the result learned Mathematics and Science at 8 grade in 1995.

In Indonesia, Lesson study developed through the project of IMSTEP (*Indonesia Mathematics and Science Teacher Education Project*), a project of cooperation between the three universities in Indonesia with JICA (*Japan International Corporation Agency*) to improve the quality of education in mathematics and science in Indonesia. The project started in 1998, and engaged IKIP Bandung, IKIP Yogyakarta and IKIP Malang.<sup>7</sup>

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<sup>7</sup> Putu Ashintiya Widhiartha, et.al., *Lesson study, Sebuah Upaya Peningkatan Mutu Pendidik, Pendidikan Non Formal*, (Surabaya: Prima rinting, 2008), p.2-7.

Lesson study in Indonesia is now starting intensively socialized to be made as a mode in order to improve the learning process of students, Moreover, some schools have started practicing, Although initially, lesson study is developed on primary education, there is still no discus course to apply it, in higher education.

### **3.The Objectives and Benefit of Lesson Study**

#### **A. The Objectives of Lesson Study**

Bill Cerbin & Amp; Bryan Kopp in the article Akhmad Sudrajat, Lesson study has suggested that four (4) main objectives, namely to:

- a) Gaining a better understanding of how students learn and teachers teach;
- b) Obtaining certain results which can be utilized by other teachers, experts outside participants of lesson Study;
- c) Increasing learning systematically via collaborative inquiry;
- d) Building a pedagogical knowledge, where a teacher can draw knowledge from other teachers.<sup>8</sup>

Catherine lewis (2004) also pointed out also about the essential characteristics of lesson of study, who obtain it from the observation in some schools in Japan, namely:

- 1. The common goal for the long term.** Lesson study preceded the existence of the deal from teachers about the common goals to be

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<sup>8</sup> Akhmad Sudrajat, “ *Lesson study Untuk Meningkatkan Proses dan Hasil Pembelajaran*,p.8.

improved in the long term with the broader goal of coverage, for example about the academic ability of students: development, the development of individual student's capabilities, the fulfillment of the needs of student learning, the development of learning that is fun, develops the craft of students in learning, and so on.

2. **The subject matter is important.** Lesson study focusing on the material or materials that are considered important and becomes a weak point in the student's learning and it is very difficult for students to learn.
3. **The study of students in a punctilious manner.** The main focus on lesson study is the development learning done by student, for example, students are showing interest in learning, and students are motive to work in small groups, how tasks are given to students, teacher and things are involved in activity, other participation; and conditions of every student in following the learning process. Thus, it is not only focus on how teachers teach in a class with common supervision from headmaster or school supervisor.
4. **Observation of learning directly.** The observation directly is also mean the heart of lesson study. To evaluate development activities and learning by student not enough done only by ways of seeing the implementation of lesson plan (RPP) or just saw on video, but the learning process must also be observed directly. By doing directly, data obtained about the learning process will be more accurate, and intact even things once detail can be

developed. Use or videotape recording be useful only for complementary, and not as a substitute.<sup>9</sup>

From the explanation above can be the authors conclude that the purpose of the Lesson Study is essentially to improve the quality of learning by teachers and students to learning activity learning objectives are achieved as expected, and if the activity is done well, then the teacher will be professional and innovative.

### **B. The Benefit of Lesson Study**

According to Ashintya Widhiarta Putu, argued the benefits of lesson study, among other things:

1. Lesson study triggered an appearance of motivation for self-improvement.
2. Lesson study trained teachers"see" students.
3. Lesson study makes the research as an integral part of education.
4. Lesson study helps the spread of innovation and new approaches.
5. Lesson study put teachers on a respectable position.Y<sup>10</sup>

While Sumar Hendayana argues that the benefits of Lesson Study, among others:

1. To improve the knowledge of teachers on the lesson's material;
2. To increase teacher knowledge about how observing the learning activities of students;

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<sup>9</sup>Meini Sondag,"Lesson study Untuk Meningkatkan Proses dan Hasil Pembelajaran", dalam [unipaibr.files.wordpress.com/2014/02/100630-meini-lesson-study.doc](http://unipaibr.files.wordpress.com/2014/02/100630-meini-lesson-study.doc), downloaded date 20 Februari 2014

<sup>10</sup>Putu Ashintiya Widhiartha, et.al., *Lesson study, Sebuah Upaya Peningkatan Mutu Pendidik, Pendidikan Non Formal*, (Surabaya: Prima rinting, 2008), p.17-24.

3. To rise the relationship between both collegiality and teacher with the observer in addition to teacher;
4. To Increase the motivation of teachers to develop continuously.

The book of Herawati Susilo, suggests that the lesson study provides benefits for teachers as follows:

1. To reduce the reliance teachers (from the community) in planning and fixing learning implementation.
2. To help teachers observing and critiquing the lesson.
3. To gain deeper understanding of teachers about lessons materials, scope and sequence curriculum.
4. To gain deeper understanding of teachers focusing its assistance on all learning activities of students.
5. To increase collaboration among fellow teachers in learning.
6. To improve the quality of teachers and the quality of learning, which will result in an increase in the quality of graduates (students)
7. To allows teachers to have many opportunities to make meaningful educational ideas in the practice of learning, and learning the practice of learning from the students perspective.
8. To facilitate teacher consults to experts in terms of learning or difficulty of the subject matter.
9. To improve learning practices in the classroom.

10. To Improve the skills to write a scientific paper or textbook.<sup>11</sup>

#### 4. Steps of Lesson Study Implementation

Implementation of Lesson study as it has been developed by a team of JICA (*Japan International Corporation Agency*) IMSTEP (*Indonesian Mathematics and Science Teacher Education Project*), which is a cooperation between project three high university in Indonesia with JICA, formulating measures to lesson study in three steps, which consists of : **Plan** (planning or design), **Do** (implementing), and **See** (observing and thereafter reflect the observations). The activities of the third cycle studies on learning termed. These activities are represented as in Figure 1.

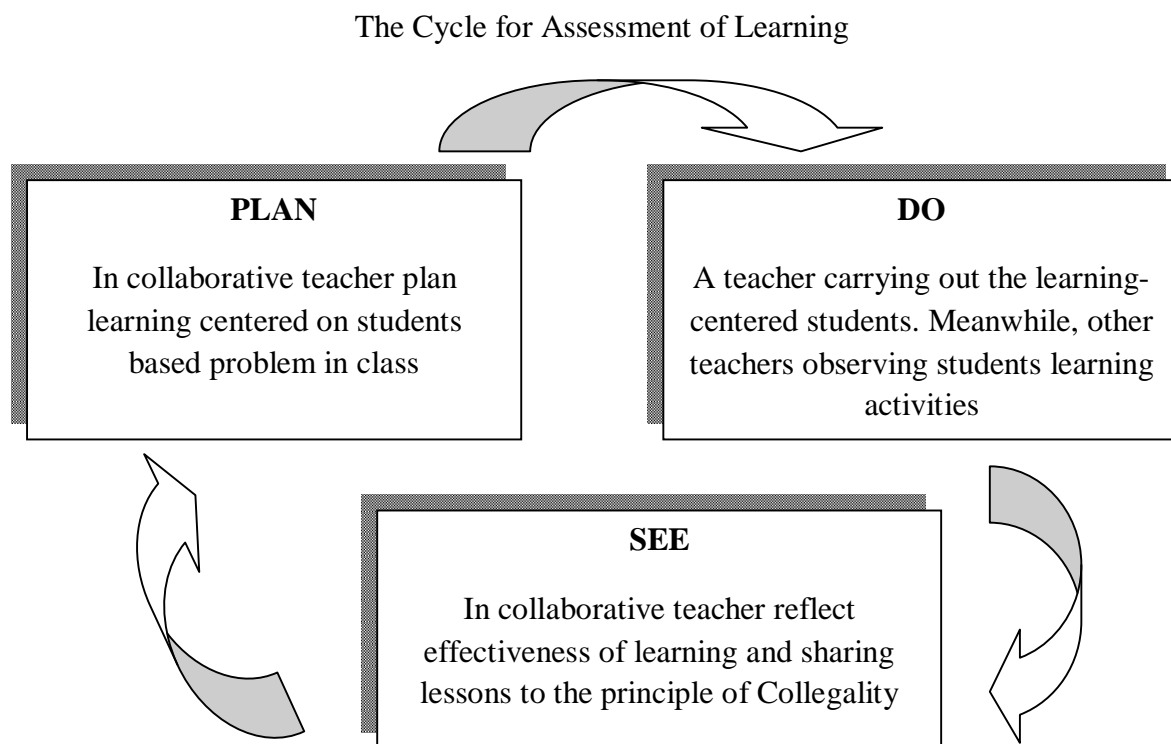


Figure 1. Assessment of Learning cycle in lesson study in Indonesia.<sup>12</sup>

<sup>11</sup>Herawati Susilo, et.al, *Lesson Study Berbasis Sekolah” Guru Konservatif Menuju Guru Inovatif*, p17.

Improving quality education lesson through study started from the planning stages (plan) aimed to contrive learning that can learn to students and centered on students, How do students participated actively in the learning process.<sup>13</sup>

The planning is done collaboratively by some teachers that are included in a group lesson study (the amount varies from 6-10 persons). Analyze of planning problems faced in learning. The problem can also be pedagogy about the right learning methods in order to be more effective and efficient learning or problem facilities. Next the teacher jointly seeking solutions to the problems facing that poured in the implementation of lesson plan (RPP).

The second step in lesson study is the implementation (do) of learning, is meant to implement the draft study has been planned. One member of the Group acts as the teacher models, while others are observer. The focus of observe directed at students with learning activities based on the procedures and instruments that have been agreed at the planning stages rather than on the appearance of the teacher who was teaching. For learning to take place, the observers are not allowed to interfere with the learning process even though they may be recorded with a video camera or a digital camera. The main purpose of the presence of the observer, i.e. learning from the ongoing learning.<sup>14</sup>

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<sup>12</sup>Herawati Susilo, et.al, *Lesson Study Berbasis Sekolah” Guru Konservatif Menuju Guru Inovatif.*, p.34

<sup>13</sup>Sumar Hendayana, et.l., *Lesson Study, Suatu Startegi Untuk Meningkatkan Keprofesionalan Pendidik* (Pengalaman IMSTEP-JICA), (Bandung: UPI Press, 2007), p.11.

<sup>14</sup>Herawati Susilo, et.al, *Lesson Study Berbasis Sekolah” Guru Konservatif Menuju Guru Inovatif.*, p.35.

The third step in the activity of Lesson Study is a reflection (see). When you are finished learning direct discussion between teacher done and observers who are guided by the principal or a designee to discuss the pesonel of learning. Teacher began discussion with conveying impressions in carrying out the study. Subsequent observers asked to convey comments from learning mainly deal with the activity of the students, critics and suggestions should be submitted for repair study wisely. Instead, the teacher models must be able to accept observers for the improvement of next learning.<sup>15</sup>

Basically the implementation of Lesson study at the stage of planning in conjunction with the preparation of a teacher's teach, which on this stages teacher arrange form of learning tools: The Implementation of Lesson Plan (RPP), The Student Activity Sheet (LKS), Media and Visual, instruments of Assessment processes and learning outcomes and learning observation sheets. On the stages of implementation (do), the task of the teacher (model) subjects taught according to plan the learning that has been drawn up together with his colleagues, then another teacher learning activities, observing the good teachers and the learning activities of students, but the focus of the utma is observation of the activity of learning to their students. While in the stages of reflection was held discussions among teachers who teach and teachers who perform activities of observation, this discussion aims to discuss deficiencies in learning, so hopefully the next instruction would be better.

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<sup>15</sup>Sumar Hendayana, et.l., *Lesson Study, Suatu Startegi Untuk Meningkatkan Keprofesionalan Pendidik* (Pengalaman IMSTEP-JICA), (Bandung: UPI Press, 2007), p.18.

According to Ibrohim in his book Herawati Susilo Msc.Ph.D, there are two forms of activity lesson study held in district pasuruan namely as follows:

1. Lesson study based Subject Teacher Association (MGMP), namely lesson study done every day meeting MGMP set in each area. Activity undertaken covering plan, do and see.
2. Lesson Study School-Based (LSBS) or Entire School Lesson Study (ELS), namely lesson study done upon a school with major activity in form of open lesson of open class by every teacher alternately on a certain day. At the a teacher (open class) other teachers in school act as an observer. After which all teacher, good teacher model or an observer discuss in reflection to discuss things pertaining to fact or phenomenon learning process students found in learning.<sup>16</sup>

Lesson study done at scope MGMP by the teacher tract of lesson or study done at school by teachers tract of study or inter in study (LSBS) is one of a form of forming the community learn at school. The establishment of community learning is facility for self-improvement every teacher. In addition, lesson study and community development learned in school will enhance flavor togetherness and colegiality between teachers, even with headmaster. Activities like that much more useful than break join training that is both sporadic. In other words, training is just as complementary, while lesson study must be more included in order to develop the professionalism teachers for can be done routinely, continuous, based on real need teachers in developing learning, and at school.

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<sup>16</sup>Herawati Susilo, et.al, *Lesson Study Berbasis Sekolah” Guru Konservatif Menuju Guru Inovatif*, p.36.

## B. The Concept of Islamic Education Teacher

### 1. The Understanding of Islamic Education Teacher

Teacher in the context of islamic education often called term “ *murabby*, *mu' allim*, and *mu' adib* ”. The meaning and distinction from terms are:

#### a. *Murabby* (Teacher/Observer/Supervisor)

Lafadzz *murobby* derived from masdar lafadzz *tarbiyah*. According to Abdurrahman Al-Bani as saying Ahmad that lafadzz *tarbiyah* consisting of four elements, namely: maintain basic child toward adult, develop the potential, directing all basic and potential toward perfection and execute by stage.<sup>17</sup> In this opinion in line with interpretation on lafadzz *nurobbyka* contained in Al-Qur' an letter Al-Asyu' aro verse 18:

قَالَ أَلَمْ نُرَبِّكَ فِينَا وَلِيدًا وَلَبِثْتَ فِينَا مِنْ عُمُرِكَ سِنِينَ ﴿١٨﴾

The Translation is: (Pharaoh) said: "Did we not cherish thee as a child among us, and didst thou not stay in our midst many years of thy life?.(Q.S Asy-syu'ara': 18).<sup>18</sup>

Another verse which have the same mean is this:

قَالَ رَبُّ السَّمَوَاتِ وَالْأَرْضِ وَمَا بَيْنَهُمَا ۗ إِن كُنْتُمْ مُوقِنِينَ ﴿٢٤﴾

The Translation is : (Moses) said: "The Lord and Cherisher of the heavens and the earth, and all between,- if ye want to be quite sure." (Q.S Asy-syu'ara': 24)<sup>19</sup>

So duty from *murobby* is to educate, nurturing of small and adult, convey anything little by little so perfect.<sup>20</sup> Education done *murobby* includes cognitive aspects of religious knowledge their attitude, do good on parents, aspect affective

<sup>17</sup> Ahmad Tafsir, *Ilmu Pendidikan Dalam Perspektif Islam*, (Bandung : PT Remaja Rosdakarya, 2005),Print.6, p. 29

<sup>18</sup> Yousuf Ali, Abdullah, The holy quran.p.203

<sup>19</sup> Yousuf Ali, Abdullah, The holy quran.p.203

<sup>20</sup> Abdurrahman An Nahlawi, *Prinsip-Prinsip Dan Metode Pendidikan Islam*, Terj. Hery Noor Ali, (Bandung: CV. Diponegoro, 1992) p. 32.

who teaches how venerate parents and psychomotor, the act of to seek and pray for both parents.

*b. Muallim (Teacher/Instructor)*

Lafadzz *Mu'allim* is isim *fa'il* from masdar *ta'lim*. According Al-'Athos as to cite Hasan Langgung that mean *ta'lim* just teaching, so its more narrow from education.<sup>21</sup> In the process of teaching puts students passive presence. The lafadzz *ta'lim* in Al-qur' an called so much, but verse become a reference (basic) the mentoring (education) of them::

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَم

The Translation is : Taught man that which he knew not. (Q.S Al-Alaq verse 5).<sup>22</sup>

Lafadz *'allama* in verse above tends in the aspect of the provision of information to an object educate as a sentient being have mind.<sup>23</sup> The task of *mu'allim* is teaching and provide education that do not conflict with the order moral humanity. Teaching in itself a means of education by means of gave them knowledge and lifeskill. Because knowledge that own is just cosequence. Because knowledge possessed solely due to notice, then in terms *mu'allim* as pentransfer science, while a student in a state of passive.

*c. Muaddib (Internalization of Value)*

Lafadzz *muaddib* as isim *fa'il* from masdar *ta'dib*. According Al-Athos *ta'dib* Closely related to the condition of science in islam, education, including in the contents of so lafadzz *ta'dib* already covering said *t'alim and tarbiyah*.

<sup>21</sup> Hasan Langgung, *Asas-Asas Pendidikan Islam*, (Jakarta: Pustaka Al-Husna, 2003) p. 5.

<sup>22</sup> Yousuf Ali, Abdullah, *The holy quran*.p.324

<sup>23</sup> Ismail SM (Eds), *Paradigma Pendidikan Islam*, (Yogyakarta : Pustaka Pelajar, 2001), p. 60

Although lafadz it's very high the value of but did not give in al-qur' an. But in a hadith the acts of at-Tirmidzi explained that the translation is

“From Jabir son of Samuroh say, Rosulullah SAW said: “ let to someone educate her son it 's better than to give alms one sho'. (H.R.At-Tirmidzi).

Duty *muaddib* not limited to only teaching, supervise, taking into account, but in the planting of moral values and the manners and the formation of moral to a child. Hadith above sent a to educate her son by instilling moral values, because it is better than that to give alms one sho' .

The description above, based on short can be observed that the task of *murobbi, mu' allim and muaddib* press self have a point. Give of education on students in the development of body.<sup>24</sup>

## **2. The Position, Terms And Characteristics of Islamic Education Teacher**

One of the things that is very interesting in the teachings of islam: the award of islam that very high against the teacher. So the importance of the award so that the teacher put a level under a false prophets and apostles. That the teacher always associated with science, while islam was really appreciate knowledge, appreciation against the science of islamic imaged in hadits which means among other:

- a) The ink of the scholar is more valuable on the blood of martyrs
- b) People knowledgeable in excess of the person being served, who fast and spend time in the evening to work on the prayer, even beyond the innate goodness of people fighting in the way of God.

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<sup>24</sup> Abi Isa Muhammad Bin Isa At-Tirmidzi, *Sunan Tirmidzi*, (Semarang: Toha Putra, tth), juz.3, p. 227.

- c) When a pious man dies, then there was a great void in Islam can not be filled except by an alim who else.<sup>25</sup>

Qualified a teacher pertaining to yourself and with his profession. According to az-zarnuji in the *Ta' limul Muta' allim* give criteria qualified persons should become teachers chosen as follows:

وأما اختيار الأستاذ فينبغي أن يختار الأعلام و الأورع و الأسن

The Translation is: "The teacher, in choosing should take more 'alim waro' and older age".<sup>26</sup>

The intent of the more 'alim is knowing more about science or subject matter that will be given to the learners. Whereas waro' was the attitude of keeping away from immoral, ungodly, and temperaments do-less good temperaments and are always closer to God.

The teacher according to the terms to be a teacher Anthony *Ngalim* or educator as follows: suitably or educational background of teachers, healthier physical and spiritual and taqwa to God the almighty, and behave, responsible, and spirited national.<sup>27</sup>

While the conditions of pertaining to of their professions a teacher as educators and workforce should be up to the standards which has been specified, national that is having academic qualifications (D-IV or minimum S1) and competence (pedagogic, personality, professional and social).<sup>28</sup> for a certificate to pratice a profession or certificate which has no special skill is recognized and necessary may be re-appointed be educator after passing a test of the viability and equality.

<sup>25</sup> Ahmad Tafsir, *Op.Cit*, p. 76.

<sup>26</sup> Az-Zarnuji, *T'alimul Muta'allim*, (Semarang : Pustaka Alawiyah, Tth), p. 13

<sup>27</sup> Ngalim Purwanto, *Ilmu Pendidikan Teoritis dan Praktis*, (Bandung: PT. Remaja Rosdakarya, 2003), Print. 15, p. 139.

<sup>28</sup> Departemen Agama RI, *Profil Madrasah Masa Depan*, (Jakarta : Bina Mitra Pemberdayaan Madrasah, 2005), Print.1, p. 68

Pedagogic skills is the ability to manage the learning learners that includes an understanding of learners, learning design and implementation, evaluation of the results of the study and development of learners to actualize the various potential. The personality competence is the ability of a steady personality, mature, active, authoritative, a minimal model for learners, and noble character. Professional competence is the ability of mastery learning material is wide and deep, which allows guiding learners meet the standards of Competence (SK) set out in the national standard of education (SNP). While the social competence of the teacher's ability to interact and communicate effectively and efficiently with students, other teachers, parents and the community.

Meanwhile, attitudes and the trait of being should be owned by the teacher or reforms, is:

- a) Fair (not distinguish).
- b) Believe and loved (pleasantly) to his disciples.
- c) Forbearing and willing to sacrifice.
- d) Having good personality to his students.
- e) Cheerleaders (humorous: in order to keep luring or ethical teaching learners).
- f) To Be kind to other teachers g. be nice to the community.
- g) Truly mastered his eyes. Like the subjects that he has given.
- h) Knowledgeable.<sup>29</sup>

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<sup>29</sup> Ngalim Purwanto, *Op.Cit*, p. 143-148.

So the conditions and the trait of being infested by was a teacher, need to because teachers are required to have skill in determining the direction and authority of a better education and forward, because among educational objectives on islam that is forming their attitude noble on the self personal child students if personal teacher have attitude as noble as well.

### **3. Responsibility and Duty of Islamic Education Teacher**

Responsibility teacher is to educate life student. Personal discretion who has the capability is the expect on the self every student. The responsibility of a tutor to gave some norm it to student to know how a deed of discretion and sacrilegious. Which work that is immoral and unscrupulous. All the norm that not have to have to teachers give when in the classroom outside classroom teacher should demonstrate through attitude, mannerisms and deeds.<sup>30</sup>

As educator, teacher accepted the responsibility in educating children on three parties namely parents, society and the country. Responsibility of parents received by teachers on the ground of belief that teacher able to provide education and teaching in accordance with recent learners and hopefully also from the teacher radiating behave and properties normative either as A continuation of the attitudes and parents in general, of the nature of among other: mercy of the students and responsibility to duty of educating.<sup>31</sup>

The teacher is a leader, a figure architecture which can form of the soul and the temper of a student. Thus, the teacher having power to form and build the

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<sup>30</sup> Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif*, (Jakarta: PT. Rineka Cipta, 2000), Print. 1, p. 35-36.

<sup>31</sup> Kunaryo Hadikusumo, dkk., *Pengantar Pendidikan*, (Semarang: IKIP Semarang Press, 1996), Print. 2, p. 41.

personality of a student into a person that is useful for religion, and peoples. In other words the teacher in charge of preparing a man diligent and skillful and discretion can hope to build himself, the nation and the country.<sup>32</sup>

The teacher having many tasks, good associated by the dept department, as well as outside in the form of devotion. In general duty teacher pies are four things which are: the duty of a profession, religious duty, the task of humanity and duty of societies.<sup>33</sup> Judge is activity that is performed a tutor to measure or determine the level of success process and the result of teaching and learning in class.<sup>34</sup>

In a review of islamic religion, as a religious duty teacher missionary that is in charge of conveying kindness and avoid deny (*amar-m'aruf nahi munkar*), transferring knowledge to students in order to become a useful person to religion, Nusa and nation. So that the task of responsibilities this is only for Spreading and familiarize religious teachings to a student. To be able to carry out this task properly, the teacher first understand, understand and administered Islamic teachings, guard against evil to god and attitude noble. Duty in the teacher humanitarian affairs in schools must be able to make itself as parents both. He also must be able to draw commiserate until he became an idol the students.<sup>35</sup>

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<sup>32</sup> Abdul Latief, *Perencanaan Sistem: Pengajaran Pendidikan Agama Islam*, (Bandung: Pustaka Bani Quraisy, 2006), Print. 1, p. 89.

<sup>33</sup> Hadirja Paraba, *Wawasan Tugas Tenaga Guru dan Pembina Pendidikan Agama Islam*, (Jakarta: Friska Agung Insani, 2000), Print. 3, p. 14.

<sup>34</sup> Moh. Uzer Usman, *Menjadi Guru Profesional*, (Bandung: PT. Remaja Rosdakarya, 2000), Print. 11, p. 7.

<sup>35</sup> Hadirja Paraba, *Op.Cit.*, p. 20.

While in the field of social teacher has a duty educate and teaching people to become Indonesian citizen being debauched Pancasila<sup>36</sup>.

So the task and responsibility of all attitudes, mannerisms, and his deeds in order to nurture the soul and character of learners to form the learners to become an accomplished norma, useful for religion, homeland and nation in the foreseeable future are not only limited to the walls of the school, but also as a liaison between the school and the community.

More special Al-Ghozali explained the job and culture certain should be owned by a teacher, namely:

- a) Have compassion on the kids and enforces them as my own daughter
- b) Didn't expect returns, wages, or gratitude
- c) Advise on each student on every occasion,
- d) Using a sympathetic manner smooth and not using violence, a diatribe, invective and forth
- e) Emerged as a paragon or the model to their students,
- f) Teacher should have limited ourselves in teaching in accordance with the limit of capability and understanding his disciples.
- g) Understand the different levels of ability and intelligence students, also understood talents, nature, psychiatric and her students according to the degree distinction age
- h) Have and execute their knowledge, his words don't lie to her deeds.<sup>37</sup>

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<sup>36</sup> Moh. Uzer Usman, *Loc.Cit.*

<sup>37</sup> Syaiful Bahri Djamarah, *Op.Cit.*, p. 37.

## C. Concept of Aqidah-Akhlak

### 1. The Understanding of Aqidah-Akhlak

Aqidah and Akhlak consists two word, aqidah and akhlak, this is the mention :

#### a. The Undertanding of Aqidah

Aqidah is a masdar shape from wors (*'aqoda, ya'qidu, 'aqda,-' aqidatan*), it is mean summary, bond, covenant, and sturdy plugs. While technically aqidah is faith, belive and trusth. And Appearance of believe in deep heart, and the meaning of aqidah is a believe included in deep heart.<sup>38</sup>

While according to the term aqidah are things that must be justified by heart and soul feels peaceful to him, thus becoming an entrenched belief not mixed by doubt.<sup>39</sup>

The right of Aqidah can will influence for life of human beings. That is can be show from how to get thinking, stated opinion, their morality and attitude.

Then it can be interpretation in Al-Qur'an:

قُلْ إِنَّ صَلَاتِي وَنُسُكِي وَمَحْيَايَ وَمَمَاتِي لِلَّهِ رَبِّ الْعَالَمِينَ ﴿١٦٢﴾ لَا شَرِيكَ لَهُ ۗ  
وَبِذَلِكَ أُمِرْتُ وَأَنَا أَوَّلُ الْمُسْلِمِينَ ﴿١٦٣﴾

The translation is: Say: "Truly, my prayer and my service of sacrifice, my life and my death, are (all) for Allah, the Cherisher of the Worlds, No partner hath He: this am I commanded, and I am the first of those who bow to His will.(Q.S Al-'Anam: 162-163).<sup>40</sup>

<sup>38</sup>Hamid Muhammad, *Pedoman Diagnostik Potensi Peserta Didik* (Jakarta: Departemen Pendidikan Nasional Direktorat Jendral Pendidikan Dasar dan Menengah Direktorat Pendidikan Lanjutan Pertama, 2004), p. 18-21.

<sup>39</sup>Tadjab, Muhaimin, Abd. Mujib, *Dimensi-Dimensi Studi Islam* (Surabaya: Karya Abditama, 1994) p. 241-242

<sup>40</sup>Yousuf Ali, Abdullah, *The holy quran*.p.75

### ***b. The Undertanding of Akhlak***

The word morals comes from the Arabic, *jama'* from *khulukun* which, according to the language's character, conduct or behaviour. This word is sourced on Al-Qur'an:

وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ ﴿٤﴾

The Translation is :”And thou (standest) on an exalted standard of character” (Q.S Al-Qalam:4)<sup>41</sup>

Similarly the word “Khuluq” have conformance with “*Khilqun*”, just that it is human temperaments khuluq from within (ruhaniah) is being khilqun is human from outside (physical mannerisms).<sup>42</sup>

According to Ahmad Amin, called their attitude is the will that appearence. It means the will that if familiarize something, then habit is what is called their attitude. In explanation governor, the will was provisions of some desire after doubt, while habit is deeds are repeated so easy to do. If what it called the will frequently done so as to become habits, so that is the then process be their attitude.<sup>43</sup>

While learning is a combination composed include natural elements, material, facilities, equipment, and procedures that interplay of learning objectives. People involved in the teaching system is made up of students, teachers, and other professionals, such as laboratory workers. Materials, including books, slates, and, pictures, slides and films, audio and video tape. Facilities and

<sup>41</sup> Yousuf Ali, Abdullah, *The holy quran*.p.336

<sup>42</sup> Abdullah bin ‘Abdil Hamid al-Atsari, *op. Cit.*, p. 243

<sup>43</sup> Tim Dosen Agama Islam, *Pendidikan Agama Islam Untuk Mahasiswa* (Malang: IKIP Malang, 1995) p. 170

equipment, consisting of classrooms, audio visual equipment, as well as the computer. Procedures, including schedules and methods of delivery of information, practice, study, exams, and so forth.<sup>44</sup>

## 2. The Objective of Aqidah-Akhlak

Subjects Aqidah-Akhlak aims to cultivate and increase faith students manifested in their attitude laudable, through distributing and cultivating knowledge, understanding, experiences and learners about Aqidah-Akhlak and islam, so be human muslim who keeps develop and increase the quality of faith and faith to Allah swt, and have attitude a noble in our personal lives. Social, national and state, and to be able to continue on higher levels of education.<sup>45</sup>

## 3. Scope of Aqidah Akhlak Education

Scope curriculum of Aqidah Akhlak in Madrasah Tsanawiyah like as:

1. Aspect Aqidah consists of faith to obligatory, the nature of impossible and Jaiz Allah, faith to the holy book of Allah.the apostle god properties and Mu'jizat and The last of the world
2. Aspect akhlak commendable consisting of *khauf, taubat, tawadlu, ikhlas*, believe, innovative, creative, confidence, determination strong, *ta'aruf, ta'awun, tafahum, tasamuh*, honest, fair, mandate, the promise and meet.
3. Aspect akhlak reprehensible covering *kufur, syirik, hypocritical, namimah and ghibah*

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<sup>44</sup>Oemar Hamalik, *Kurikulum dan Pembelajaran*, Bumi Aksara, Jakarta, 2007, p. 57.

<sup>45</sup>Permendiknas. 2014.<http://www.ziddu.com/download/4424160/B.AQIDAHA-KHLAK.zip.html>.

#### **4. Teaching of Aqidah Akhlak at Madrasah Tsanawiyah**

Subjects of Aqidah Akhlak minimal ability of a bunch of lists must be mastered for learners studying in MTS. this learning oriented behaviour of the affective and psychomotor the cognitive knowledge support in order to strengthen and improve the quality of aqidah akhlak in accordance with Islamic teachings.

Competence of the subjects of aqidah-akhlak in MTs are as follows:

1. Students believing properties obliged and impossible god who nafsiah and salbiyah, has attitude commendable to god and moral avoid reprehensible to god in daily life.
2. Students believed and practiced the qualities required and impossible God that Ma'ani/Ma'nawiyah as well as the for God, a commendable character to yourself, avoid the deplorable morals to yourself. As well as the imitation of life Messenger behavior/best Companions/Ulama in everyday life.
3. The student believes the holy books of God which was revealed to the prophets and Apostles and guided by and practiced Al Qur'an in everyday life.
4. Students are convinced of the prophets and Apostles of God with attributes and Mu'jizat him and imitation of the life of Prophet Muhammad akhlaq everyday.
5. Students are convinced of the existence of the final day and the natural ghoib in daily life, and avoid adopting a commendable moral blemish on the environment social/fellow human beings in society.

6. Students have praised one of flora and fauna as well as avoid the deplorable morals of flora and fauna as well as the imitation of the morals of the Apostles/Friend or ulul Amri in everyday life.<sup>46</sup>

#### **D. Concept of Learning Student Outcome**

##### **1. The Understanding Learning Outcome**

According Arikunto that the learning Outcome is the end of result after process teaching and learning, its change appear in behavior can be observe and can be measure.<sup>47</sup> According Bloom in Arikunto the learning outcome has scope three part, that are : cognitive, affective, and psychomotor. The domain of affective is behavior that are attitude, the value and perception. The domain of psychomotor is behavior pertaining to ambidexterity and coordination. The domain of cognitive based on taxonomy Bloom which has been revised in Arikunto includes six level as follows:

- a) To remember, that is, the ability to recognize and remember terms, a definition, facts, initiative a pattern, order, to a methodology, the basic principle, as well as etc.
- b) To comprehend, that is, the ability to read and understand the picture, reports, tables; a diagram, landing, the rules, etc.
- c) To apply that is, the ability to apply the notion, procedure, method, formula, the theory, etc.

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<sup>46</sup> *Ibid*

<sup>47</sup> Arikunto, S. *Dasar- Dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara, 2008), p. 19

- d) To analyze, that is, the ability to analyze received information and to structure the information into parts more small for introduce about the interaction and introduce and ti diferences factors cause and impact fromp a scenario that crucial.
- e) To evaluate, namely the ability to compare, appreciate, and criticized a problem.
- f) To Creating, that is the ability to combine elements into shape or pattern of a previously less clearly.<sup>48</sup>

## **2. Factors that influence the Learning Outcome**

According Munawar there are Factors that affect the success of learning that can be divided into two major parts, namely internal factors and external factors:

### *1. Internal Factors*

#### a) Biological Factor

Physical circumstances to note first, normal physical condition or do not have defects since the womb until after birth. This is the normal physical condition especially must include a State of the brain, the five senses, a member of the body. Second, physical health conditions. A healthy physical condition and fresh greatly affect the success of the study. In maintaining physical health, there are a few things to note include drinking and eating regularly, exercise and enough sleep.

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<sup>48</sup> *ibid*

#### b) Psychological Factor

Psychological factors affecting the success of this study includes all matters related to the mental condition of the person. Mental condition that can support the success of learning is a mental condition that is steady and stable. Psychological factors include the following. First, the intelligence. The intelligence or someone's basic level of intelligence is indeed a big impact for successful in learning. Second, wants, Wants can be mean as the main factor for determine of success in learning. Thrid, Talent, this talent is not determine capable or not the person in the field or term, but it so more determine higher or lower the competence person in terms.

### *2. External Factor*

#### a) Family Factor

Environmental factors home or family is the first and principal also in the success learned person. Atmosphere home environment quite calm, the parents attention against the development process of learning and education his sons and will affect success of learning.

#### b) School Environment Factor

School environment are indispensable to determine the success of student learning. The thing that most affect the success of the learning of the students in all schools including teaching method, curriculum, teacher's relationship with a student, the student's relationship with students, lessons, school time, conduct or discipline is enforced in a consistent and consistently.

c) Society Environment Factor

A student should be able to choose the community that are amenable to the success of learning. By public is a factor ekstern who also affect the learning students. The environment that are amenable to the success of learning among which are nonformal, educational institutions as a course a foreign language, the guidance of the test once teen and others and all educator should be able to understand the factors that might affect study result of the students to study result of the students can rise and a learning process become more meaningful.<sup>49</sup>

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<sup>49</sup>Munawar, Indra. 2009. *Faktor-faktor yang Mempengaruhi Hasil Belajar*.(online). (<http://indramunawar.blogspot.com/2009/09/06/faktor-faktor-yang-mempengaruhi-hasil.html>, download at 9 April 2014).

## CHAPTER III

### RESEARCH OF METHOD

#### A. Approach and Type of Research

The purposes of this research are describe and study the problems about the implementation of lesson study for improving teacher of aqidah-akhlak at MTsN Prigen Kabupaten Pasuruan. comprehensively and deepen. The researcher uses qualitative research approach in order to reach the purpose

The research of thesis is classified on the descriptive qualitative method. It use a qualitative approach, because the data that is got in the form of written words, oral, or behavior can be observed through interviews, observation, and documentation, so the authors analyze by qualitative methods.

According to Bogdan and Taylor, qualitative research is a research procedure result descriptive data such as written words or spoken from people and behavior that is observed then it is directed to a background of individual holistic (totality).<sup>1</sup> It is using the descriptive approach, because the data that is collected is words, pictures, and it is not numerals.<sup>2</sup>

Qualitative research is the research to understand the phenomena about what experienced by the subject of research, like the attitude, perception, motivation, action, and etc., holistically, and by the description way in the form of words and language, in the natural specific context and utilized some natural

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<sup>1</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2007), p.4.

<sup>2</sup> *Ibid.p. 11.*

methods.<sup>3</sup> In the qualitative research, the position of researcher become the key instrument in the process of research itself.

## **B. Attendances of Researcher**

In the qualitative research, the researcher is the instrument to collect main data. The researcher's position of qualitative research also as planner, data collector, analyzer, data interpreter and at last is informer of research result.<sup>4</sup> The attendance of researcher is so important in the research, because researcher will observe immediately in the field by dialogue to the concerned side.

To understand the location, the researcher starts it with send a permission letter to the headmaster of MTsN Prigen Kabupaten Pasuruan. In March 10<sup>th</sup>, 2014 the researcher ask the permission to the vice headmaster of curriculum field. In April 7<sup>th</sup>, 2014 the researcher gets the permission and directly starts the research.

There are some actions done by the researcher during in setting of the research, they are:

1. Consult with the headmaster of MTsN Prigen Kabupaten Pasuruan. That is to convey the intention and purpose of the research;
2. Gets the permission recommendation from the headmaster to do research in the school;
3. Observation and to the informant. They are Islamic education teacher, Head master, The coordinator of Lesson Study, collegiality Islamic education teacher, Official employee of school and students and They are as a data

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<sup>3</sup> *Ibid.p. 6.*

<sup>4</sup> *Ibid.p. 168.*

source, the researcher will get data as much as possible and focuses on the problem of the research;

4. Observes in class when the implementation of lesson study is going on;
5. Gets documentation from the informant in order to get data as much as possible and focuses on certain problem.

### **C. Site of Research**

Research location is a place where the research will be conducted to get data or information that related to research problem. Then the research location in MTs Negeri Prigen kabupaten Pasuruan that is located on Lumbangrejo Street Prigen kabupaten Pasuruan east Java. Perspective, mission, and objective of MTsN Prigen Kabupaten Pasuruan.

The perspective of MTsN Prigen is “Establishment insan who excels in achievement, independent Islamic and spiritual”. Madrasah Tsanawiyah Negeri Prigen in implementation of process teaching and learning has been plan a vision :

MTsN Prigen ready to leading & equip for students with Islamic education, To develop and skills Sciences and Technology, Language, Sport, Art, & Entrepreneurship through superior grade, Bilingual Area, Life Skill “JUM’AT DAY”

The mission of MTsN Prigen is “To realize that vision Institute brought the mission;

1. Implement effective learning, creative, and innovative.
2. Improving the quality of human resources professional and capable of being *uswatun hasanah*.

3. Optimizing the curricular development program and life skill.
4. Seek comprehensiveness learning infrastructure.
5. To increase ethos of working every element madrassah.
6. Creating a madrassah that nadhif and religious.

The objectives of MTsN Prigen is “To create students competitive, creative, and principle of islamic values in every action”<sup>5</sup>.

According to researcher, this school/madrasah is appropriate to conduct research because in MTs Negeri Prigen kabupaten Pasuruan has implemented the lesson study and developed it.

#### **D. Instrument of Research**

The instrument used in this research are: (1) sheets implementation of lesson study covering 3 steps lesson study (plan), (do) and (see), (2) a sheet of learning observation, (3) the rubric appraisal teacher contains aspect appraisal indicator competence teacher of aqidah-akhlak at MTsN Prigen during the learning process, (4) Cognitive test used is a quiz (post test), (5) data supporting such as questionnaires of response student and transcript in the field.

#### **E. Source of Data**

Data that will be used by researcher in this research is appropriate with the lesson study for improving teacher of aqidah-akhlak and learning student outcome at MTs Negeri Prigen kabupaten Pasuruan. The data that is collected by researcher is form school's citizen, word and action, photo, documents and others. The sources of data in this research are the subject where the data can be obtained. The

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<sup>5</sup> <http://mtsnegeriprigen.blogspot.com>, download at 26 April 2014.

main data sources of qualitative research are words and actions, and the rest are additional data such as document and others.<sup>6</sup> In this research, words and actions of people observed or interviewed are the main data sources.

Some data sources in this research include:

1. Primary data source is data resources that are taken by researcher through implementation and then observation. For example: take a process of teaching and learning in Islamic Education Subject (PAI) through lesson study in classroom
2. Additional data source (secondary) is data obtained from other parties, indirectly from research subject. Secondary data sources is complement data sources that is required by primary data. For example: analyze documents, books, paper archives, syllabus, lesson plan, video, personal papers, and others.

#### **F. Technique of Data Collection**

Technique of data collection is the most strategic stage of research, because the main purpose of research is obtaining data. Without knowing data collection technique, so the researcher will not obtain data that accordance with data standard that is determined.<sup>7</sup>

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<sup>6</sup> *Ibid.p. 157.*

<sup>7</sup> Sugiyono, *Metode Penelitian Kuanitatif, Kualitatif dan R & D* (Bandung: Alfabeta, 2010), p. 224.

The methods are used to collect data in this research are:

1. Observation

In the observation method, the researcher mixed up with the daily activity of people observed or used are resource of data.<sup>8</sup> In this observation, the researcher observe what people do, listen what they say, and participate on their activities.<sup>9</sup> It's mean that through this method, it is used to know about how implementation lesson study for improving pedagogical competences in Islamic education teacher.

2. Interview

Through this method, the researcher will ask immediately to the certain sides to get some data about the problem observed. This method is used to collect data through interview with the citizen of school, such as principal of school, vice-principal, staff, teacher and also student. Then, to obtained some information and data, the researcher takes interview to Islamic education teacher and principal of school.

3. Documentation

Documentation is a technique of data collection by accumulating and analyzing the related documents, either written document, picture or electronic.<sup>10</sup> Documentation is the past chronicle, such as writing,

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<sup>8</sup> *Ibid.p. 145.*

<sup>9</sup> *Ibid.p. 227.*

<sup>10</sup> Nana Syaodih Sukamadinata, *Metode Penelitian Pendidikan* (Bandung: PT. Remaja Rosdakarya, 2007), p. 221.

picture, or monumental works from someone.<sup>11</sup> Through this method, the researcher will obtain some data or information about the lesson study for improving teacher of aqidah-akhlak and learning student outcome at MTs Negeri Prigen kabupaten Pasuruan.

## **G. Data Analysis**

Data analysis is the process of finding and arranging data systematically that is obtain from interview outcome, field note and documentation, by organizing data in category, describe into units, conduct synthesis, arrange into pattern, choose which one is important and will be studied, and make conclusion until easier to understand by himself and another person.<sup>12</sup>

Miles and Huberman assert that the activity of qualitative data analysis is conducted interactively and continuity completely, until the data has saturated. The activities of data analysis are data reduction, data display, and conclusion drawing/verification.<sup>13</sup> The main data principle of data analysis technique is processing and analyzing data collected to be systematic, organize, and structured data and also have meaning.

### **A. Validity of Data**

Checking the validity of data on qualitative research includes credibility (internal validity), transferability (external validity), dependability (reliability), and conformatibility (objectivity).<sup>14</sup>

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<sup>11</sup> Sugiyono. Op.cit.p. 240.

<sup>12</sup> *Ibid.p. 244.*

<sup>13</sup> *Ibid.p. 246.*

<sup>14</sup> *Ibid.p. 270.*

1. Credibility (internal Validity) in qualitative research is conducted by extension of observation, improving persistence observation of research, triangulation, discussion with the colleague, and member check.
2. Transferability (External Validity) is external validity of qualitative research. External validity show the level of accuracy of research result that is implemented into population where the sample is taken.
3. Dependability (Reliability) is called by reliability. A reliability research is when another person can repeat/replicate the process of that research. The dependability checking is conducting through into the entire research process.
4. Conformatibility (Objectivity) is defined as checking the research objectivity. A research is called as objective if the result of research is agreed by many people. Examine the conformability is examining the research result that is related to the process conducted.

## **H. Stages of Research**

### **1. Pre-Research Stage**

There are six stages that must be done by researcher in the pre-research stage, those are arrange the research design, choose the field of research, manage the time of permission, survey and assess the field of research, choose and utilize the informant and prepare the equipment of research.

### **2. The Field Work Stage**

In this stage, the research of implementation lesson study improving teacher of aqidah-akhlak and learning student outcome at MTs Negeri Prigen

kabupaten Pasuruan that has been planned by Islamic education teacher can be conducted before the beginning of learning process, until the researcher can see immediately the process of implementing lesson study for improving pedagogical competence in Islamic education teacher by following learning process in the class several times and fine some data about lesson study process and another supporting data.

### 3. Data Analysis Stage

Data that has been obtained by researcher will be analyzed until the researcher know everything developed and the implementation of lesson study for improving teacher of aqidah-akhlak and learning student outcome at MTs Negeri Prigen kabupaten Pasuruan, in order the researcher know and understand about the obstacles faced by teacher on the development of lesson study.

## **CHAPTER IV**

### **DATA ANALYSIS**

#### **A. Pre-Action Data**

Based on the results of early observations conducted by the researchers, the learning process and Aqidah-Akhlak field PAI especially in Grade of VIII-A has not used an innovative method. Students are often tasked to work on the student worksheet (LKS) then presented in front of the class and the teacher gave the establishment. Methods that are less able to engage students to mutually cooperate and less fun is often make students tired of learning and follow focus. Such a learning atmosphere is causing the low motivation for 40% so that student learning results decrease. Before implementation of the lesson study the average rating of Grade of VIII-A in the subjects Aqidah-Akhlak still was 70.6; While the extent of classical completion is 57,69%. With the implementation of the activities of the lesson study expected average score class and the extent of classical completion Grade of VIII-A in the subjects Aqidah-Akhlak can be increased.

#### **B. Description of Implementation of Lesson Study**

In this study data obtained from observations of the observer in the activities of the open class on lesson study. The Observer team is colleague of Islamic education teacher and non-team of Islamic education teacher, and school principals who had attended the workshop lesson study before the implementation of the open class on lesson study.

The results of observation of the observer is a reflection of the implementation of lesson study, the pedagogical competence of Islamic education teacher in the Aqidah-akhlak as teacher model by (Drs. Rokhemad), Grade of VIII-A at MTsN Prigen Kabupaten Pasuruan. Data will be presented with the results of the study including descriptive 4 cycle lesson study of the stages of the *plan, do, and see*. Planning of lesson implemented 4 times. The Implementation of Lesson Plan (RPP) first used to open lesson I, the second RPP used to open lesson II, the third RPP is used to open lesson III, the fourth is used for RPP open lesson IV, research was implemented during the lesson study cycle 4 with 4 times the open class. List of implementation of each stage in the activities of the lesson study can be seen in Table 4.1

<b>Number of Lesson study Cycle</b>	<b>Stages</b>	<b>Date of Implementation</b>	<b>Time</b>
<b>I</b>	<i>Plan</i>	3 April 2014	10.00-10.30
	<i>Do</i>	4 April 2014	09.00-10.45
	<i>See</i>		
<b>II (Meeting 1 and 2)</b>	<i>Plan</i>	10 April 2014	10.00-10.30
	<i>Do</i>	11 April 2014	09.00-10.30
	<i>See</i>		
<b>III</b>	<i>Plan</i>	17 April 2014	10.00-10.30
	<i>Do</i>	18 April 2014	09.45-11.00
	<i>See</i>		
<b>IV</b>	<i>Plan</i>	24 April 2014	10.00-10.30
	<i>Do</i>	25 April 2014	09.00-10.30
	<i>See</i>		

## 1. Lesson Study Cycle 1

The first stage in the implementation of lesson study is *plan* the implementation of learning that will be implemented (planning). The planning phase was performed collaboratively by the group lesson study. Group lesson study in the research cycle I plan this stage include:

1. Drs. Rokhemad (Teacher Model)
2. Dra. Khuril Aeni
3. Laily Khusniyah, S.Pd
4. Nuril Mu'jizah, S.Ag, MA
5. Dewi Asih Suryani, S.Pd

A gathering to make the design of learning held on 3 April 2014. In the planning stages the teacher model has made The Implementation of Lesson Plan (RPP) beforehand so that when meet with the lesson study can talk about it provide input to improve RPP that has been created by the teacher model. After the RPP, RPP agreed should be referred to the principal and vice of curriculum. Based on the standard monitoring stage of planning (plan) lesson study, overall implemented activity plan by 100%. The percentage of implemented measures phase plan of the observer can be seen in Appendix 8. On the stage plan discussed the reason the teacher model uses the method picture and picture and discussed on the subject to be discussed and media learning will be used. A method of picture and picture chosen because it subjects of about *Ta'awun/mutual help* appertain many give a description of an image to the students so can ease students in understanding subject. The division of sub-chapter on worksheets students (LKS)

as adjusted with an indicator to be achieved. Several inputs of a group of lesson study for the repair of RPP of them about any preliminary activity to motivate students namely by associating picture *Ta'awun* of them are drawings on the accident, the earthquake, mount erupted, and the flood.

It is aimed at that students are interested in the subject. Allocation time that have been planned for each any preliminary activity, the while activity, and cover better elaborated one by one in each steps to avoid the late time of learning. Learning should more operational steps to mention the names of the group and the division of sub-chapter on each of a group. Sheets of liveliness students adapted to syntax a method of picture and picture to an observer can evaluate liveliness students easily. The questions to quiz adjusted with an indicator and acted more analysis to the purpose of learning can be achieved thoroughly. Based on those entries, RPP revised as in appendix 9.

The next stage is *do*. Its implemented in Grade of VIII-AMTsN Prigen on June 4 April 2014 at noon up to hit 10.45 a.m. The teacher model is While observers Drs. Rokhemad that is present at the implementation of learning consisted of five teachers, namely; Dra. Khuril Aeni (Social Science's Teacher), Laily Khusniyah, S.Pd (Al-Qur'an dan Hadith's teacher), Nuril Mu'jizah, S.Ag, MA (Arabic Teacher) and Dewi Asih Suryani, S.Pd (Biology's teacher).

During the implementation of open lesson, the observers each holds 4 instrument used for observe of learning, namely sheets of observation general, sheets implemented learning conform to the syntax of methods used, sheets of the rubric appraisal pedagogical competence for teacher, as well as sheets of

liveliness a student during the process of learning. Each an observer observes a single group of students. Observation aimed at the activity of learning students and how to the teacher to teaching.

At the beginning of learning, the teacher motivates students to ask about act of nature what kind ever witnessed by students around their environment or in mass media, or electronic, “*have you seen /witnessed mountain kelud erupted, a tsunami in Aceh, and floods in Jakarta? What exactly was going on behind events that you saw?*” From the question that given, the teacher guide students to learn more about the attitude of *ta’awun/mutual help* in a gregarious manner.

The teacher asked the students to sit in accordance with the group that has formed beforehand (a group of origin). The number of a group of origin, there are five groups. A method of picture and picture is still applied in this class, new hence the teacher first explain measures of learning. Each student in a group of origin was part of subject (in accordance with LKS) as different (determined by group). Students who share the number 1 discussed the sense and the evidence for about the attitude of *ta’awun/mutual help*, number two discussed the picture in the hold each member, number two discussed the attitudes and behavior that to showing attitude *ta’awun/ mutual help*, no 4 to discussing the lesson from behind a disaster, no. 5 discussed the issue of attitude that how to be displayed when the students experiencing own the accident or a disaster. After that, any group presented the results of each work, in front of the classroom and in the score of directly by the teacher model and the observers. Then a group of numbers 1 start forward and so also continued until group 5. During a discussion groups, the

teacher came to each of a group alternately as to monitor the course of discussion and facilitate the students.

In a discussion groups, students discussed sub-chapter who became visible active responsibility of them. But there is some student who didn't do well, the discussion they're busy finding an answer from books without discuss. This is because they have not been doing LKS, and learn about the material of which will be studied. The teacher has warned them to discuss and does not disturb students who is being discussed. After a discussion groups finished, each of a group of origin in turn presented the results of their discussion then respond, a group of another while the teacher facilitate and give stabilization. In the discussion this class, the teacher limit students to present one sub-chapter course, this is meant to make all group partaker to presented the results of their discussion. Discussion class lasting active, most students can follow discussions, they can ask questions and responses good. Group who presented in front of the class was able to answer questions properly. At the end of a learning process the teacher gave stabilization by displaying back images that reveals the attitudes or behavior behind a picture of a calamitous or disasters such as that on mentioned above. Students are very happy to observe the image is it because be able to visualize the material of which they have learned and will be applied in daily life. They look focus and immediately enquiring things that they had not even understand. After giving stabilization, teachers give an assignment to the house on the student to the next meeting. Then the teacher close of learning by say greetings.

The next stage lesson is the stage of *reflection*. This stage is done in the classroom Grade of VIII-Aor remaining in the classroom the same when implementing (do) after learning is complete and followed by 6 people. This stage led by one teacher moderator is Nuril Mu'jizah, S.Ag, MA to be moderator introduce the participants lesson study beforehand. Moderator invited the teacher model for the first time reflect learning that have just been done. The teacher models reveal that is yet to be maximized in to teaching students due to the feeling nervous. On the learning process students tend to active, according to him it is very helpful in the teacher to teaching subjects. Many students who inquires, answer and submit opinions in negotiating group and discussion class. However, some students don't look of negotiating with either because they haven't learned subject and tending to work on LKS, individually. The teacher model also said the time used not in accordance with the time that has planned so conclusions and evaluation has not been implemented.

After hearing a reflection of the teacher model, the observers alternately convey the outcome observe. Before the day of learning goes on, students have an assignee of a house to do so, when the conducting the LKS, has victuals subject and more help in a discussion here. However, from the observation some students seem not yet working on LKS, namely Deni Wiranto, Nila Ilmi I, Yoga R, Firman Dedy S.

When negotiating group they tend to less active and busy doing LKS, individually, Deni Wiranto more active when focus groups of origin, while Nila Ilmi I still busy doing LKS, when another friend presentation. Yoga R, Firman

Dedy S fun to discuss a topic to another after they finished of negotiating. Advice from an observer, the teacher must be more prepares the student in the face of material to learning and teaching been running smoothly. Teachers also can provide misgiving on the students who don' t do the task of a house so they deterrent to repeat his work again.

According to observers, when the discussion class a group of advanced for presented the results of the discussion groups can explain well and discussion participant active given the questions and opinions. However, Anton a member of a group of 2 didn't notice explanation from a friend he often troublesome another friend. Characteristic of Anton indeed meddlesome and can't do well in a class (hyper). She tends to look attentively of students or teachers. Means of overcoming it should teacher reprove Anton and when the discussion of the class the teacher asked him to answer questions posed by students to keep him willing to learn or asking him to presented the results of the discussion so that the nature of hyperactive can be transferred to a positive things and do not bother a lesson.

The appropriation time on learning is still not in accordance with planning has been made. The time that has been allocated well in RPP less can be implemented with good so that they had not leading students to draw any conclusions and must do evaluation. The teacher must be more set a time used in the process of learning. The teacher is good in giving the explanation for steadying concept on the students. However, so the time more effective should stabilization of the given by a tutor on presentation to the subject when one student is not yet described by students correctly so exactly on some subject of

course. This is to appreciate the students who presentation and that other students more attention to what is already described by that group presentation. Learning about media used by teachers a model of good. Mass media in the form of newspapers and magazines interesting, images have shown very helpful in understanding the material of which studied to students.

In the process of learning, the teacher has been good enough in facilitating and guiding focus groups or discussion of students in the class. The award on the students who can answer right nor on the students who have installed duty house with good remains to be seen. Should the teacher more give the award to make them more enthusiastic.

In *open lesson I* teacher model has not the purpose of learning to be accomplished, not direct students to infer learning and not must do evaluation. According to observers implemented on learning to the subject *ta'awun/mutual help* this as much as 70 %. The percentage of implemented learning from the observers can be seen in appendix 10. Based on the assessment, the observer the score of the ability of the teacher models in to teaching on subjects of *ta'awun/mutual help* is 68,6. The score ability pedagogical teacher the observers can be seen in appendix 11.

From the results of the stage of reflection been gained some valuable lesson (lessons-learned) in the implementation of open lesson I in them:

1. New methods in the process of learning is able to raise students active and cooperate with other students,

2. Prepares the student for ready to follow learning indispensable to smooth learning and teaching,
3. When using methods picture and picture, required great precision and correctness in dividing sub-subject,
4. Management time in their experiences in accordance with planned have to be better, duty teacher as facilitator during the process of learning really needed
5. An award for students who has been active in the discussion be done to more motivated students
6. Media of learning (power-point and video) that draws can help students to understanding the concept.
7. Stabilization of the subject to students only for the concept that really not yet understood students so do not waste a lot of time.

In addition there are some shortcomings in the implementation of an open lesson I include:

1. Students learning, less ready to follow,
2. The appropriation of time less well that the conclusions and evaluation has not been implemented,
3. There has been no award to students who active class, when the discussion,
4. The teacher model have not shown the attitude of being calm.

Deficiencies of the expected can be used as inputs in order that the implementation of open lesson II to be better. Overall, all activity on the stage the

reflection has 100 % implemented. The percentage of implemented steps stage reflection (see) from the observers can be seen in appendix 12.

## **2. Lesson Study Cycle II**

### *a) First Meeting*

The first stage in the implementation of the lesson study is *plan* the implementation of learning will be implemented (planning). The planning phase was performed collaborative by the group lesson study. Group lesson study in the research cycle II plan this stages include:

1. Drs. Rokhemad (Teacher model)
2. Dra. Khuril Aeni
3. Laily Khusniyah, S.Pd
4. Nuril Mu'jizah, S.Ag, MA
5. Dewi Asih Suryani, S.Pd

A gathering to make the design of learning done on 10 April 2014. In the planning stages the teacher model has made The Implementation of The Implementation of Lesson Plan (RPP) beforehand so that when meet with the lesson study can talk about it provide input to improve RPP that has been created by the teacher model. After the RPP agreed to RPP be consulted to supervising by colleague PAI and non-PAI Based on the standard monitoring the planning stages (plan) lesson study, overall implemented steps stage plan as much as 100 %.

In a stage plan lesson study second cycle the material of which includes the *tawadhu'/humble and tasamuh/tolerance*. A method of learning that we use is

two stay and two stray. This method chosen to be able to offer the opportunity on each member of a group interact and divide the results of the discussions with members of other groups as well as involving students actively in the process of learning. The plan has been agreed upon, allocation time used is 4x45 minutes (2 meetings). Discussion *tawadhu'/humble and tasamuh/tolerance* much so it took us two meetings. Some advice of a group of study are the faction that lesson forward on certain sub-chapters shouldn't a group of origin, but other groups so that mastery of the concept of more evenly. To the second, the teacher should explain *tawadhu'/humble and tasamuh/tolerance* (Types as a result, and to familiarize oneself in life) by doing question and answer session with the students. LKS, and questions to quiz have drawn up by either by the teacher model. Based on that suggestion then RPP revised as in appendix 13.

The stage *do* to the first meeting was held at the Grade of VIII-AMTsN Prigen kabupaten Pasuruan on 11 April 2014 at 09.00 up to 10.30 a.m. The teacher model is Drs.Rokhemad (The Faith and Attitude's teacher). An observer that is present at the implementation of learning consisted of five teachers, that is Dra.Khuril Aeni (social science's teacher), Laily Khusniyah, S.Pd (Al-Qur'an and Hadith's teacher), and Nuril Mu'jizah, S.Ag, MA (Arabic teacher) and Dewi Asih Suryani, S.Pd. (Biology's teacher) each an observer observes one group. Observation aimed at the activity of learning students and how to the teacher to teaching.

At the beginning of learning, the teacher examining, a task that had been granted before LKS, which is working on. Then the teacher motivates students

with reveals the attitudes mutual help and attitudes of tolerance through a picture. The teacher linking things found around the environment with material that will be studied so students became interested in studying subject. Before setting discuss grouping, the teacher explained beforehand about *tawadhu'/humble* and *tasamuh/ tolerance* (Types, as a result, and to familiarize oneself in life). After that, the teacher asked the students to sit according to the groups that have been formed before. The number of original group there are 5 groups. Each group has a different sub sections of the chapter. Group 1 discuss about understanding of *tawadhu' and tasamuh*, group 2 discusses the evidence about *tawadhu' and tasamuh*, group 3 dealing with the forms of *tawadhu' and tasamuh*, group 4 discusses the positive impact of about *tawadhu' and tasamuh*, and group 5 discusses about getting used to in life.

Methods used in learning is two stay and two stray. This method is still applied in this class, new hence the teacher first explain measures of learning. Originally each of a group (a group of origin) discuss the subject that has become responsibility to his group. Then four people of a group of origin visit each other groups. The remaining member of a group of origin who lived in groups in charge of focus groups share the results of their origin and information sub-chapter them to a guest while members of other groups spread to other groups who discusses different sub-chapter. Once done, a guest please self and returned to their home group report and then discuss their discovery of other groups. During a discussion groups, the teacher walk around to each of a group in order to facilitate the students.

In a discussion groups, students discussed sub-chapter who became visible active responsibility of their group. But there is some student who didn't do their group, discussion with a friend they are busy copying his friend without an answer from worksheets discussed. The teacher has warned them to discuss so as not only copy the answer of a book or of LKS, a group discussion. There is also a student who does not bring LKS, so he was not focus and disturbing another friend. After it is completed, focus groups the teacher asked one of a group to presented the results of the discussion as to the meaning *tawadhu'* and then the teacher *tasamuh* directly gave stabilization with show an image of behavior *tawadhu'* and *tasamuh* that is one example of understanding *tawadhu'* and *tasamuh*. The teacher showed the proposition *aqli and naqli*, and contained in Q.S As-Syua'ara/26: 215 and Q.S Luqman/ 19: 31. After discussion about understanding *tawadhu'*, the teacher asked one of the other groups again to present the results of the discussion on the forms of behavior *tawadhu'* and *tasamuh* then the teacher giving the establishment by displaying verses and Hadith related to the behavior of *tawadhu'* and *tasamuh*. Class discussion goes on, most of the students can follow the discussion, they can ask questions and feedback is like "*What people on Bali were very tolerant with other religions because there most is Hinduism?*" a group presented to the class can also answer the question well because most of them are already studying the subject and exercise the LKS. Discussion about the behavior of *tawadhu'* and *tasamuh* looks more attractive as an example of the behavior they can find in life.

At the end of the learning of the teacher asked the students to furnish LKS, so that at the next meeting can follow learning with more ready. Teachers also stated that in the next meeting will be held a quiz regarding the tawadhu' and tasamuh and. The teacher close of learning by say greetings.

The next stage lesson study is the stage of *reflection*. This stage is done in the classroom VIII-A after learning is complete and followed by 6 people. This stage led by one teacher as a moderator namely Muhammad Arifin researcher or students and researchers. A moderator introduce the participants lesson study beforehand. A moderator invited the teacher model for the first time reflect learning that have just been done. The teacher models reveal that is yet to be maximized in to teaching students. The teacher model feel material that is to be delivered still lacking understanding so, when giving stabilization of the students became less sure to the answer the teacher. About the activity of students, according to most students active in the learning process, it is very helpful in the teacher to teaching. Many students who inquires, answer and submit opinions in negotiating group and discussion class. However, some students don't look bring LKS, so that when discuss he is not focus on discussions his group. When guest, focus groups many students who are still only copy the answer without through a process of discussion as expected. The teacher model also said the time used not in accordance with the time that has planned so conclusions and evaluation has not been implemented. Evaluation deliberately it is not exercised finished learning because the condition of the students did not allow, so evaluation done in the next

meeting after all discussion *tawadu'/humble and tasamuh / tolerance* (types, as a result, and to familiarize oneself in life).

After hearing a reflection of the teacher model, the observers alternately convey the outcome their observer. The observers give a response very positive associated with methods used because a method of two stay and two stray that can be involving students more active in the process of learning. However, there's a student named Yogi R not bringing LKS, not optimal, so that the process of discussion he is just listening explanation of the group. Some students don't look of negotiating with good in a discussion with her group, namely Taufi Dimas and Debby Ferlinda's busy doing LKS, because they have not been doing LKS, at home while Nila Ilmi I and Miftahul Huda only do LKS, without negotiating with a friend. The solution of the observers was the teacher more underscored the importance of doing LKS, at home and more motivates students to work on LKS, with the provision of point for students who have been working on duty. Muhammad Andi Alfian also be seen not focus on a lesson, Often dreamy, and repeatedly playing with her hair. According to observe by teachers, the student is really keep appearance and less motivated in learning. He gave a solution to the teacher go around and motivates students to enterprising learning and focus on a lesson. Expected the teacher more prepares the student for learning so as to of learning especially when focus groups maximal. Most students can learn by good concerning the topic today, they can interact with members of the group that of another with good enough.

Allocation time used still not according to what has been planned. Time focus groups first to be late had happened. To the next meeting, the had better time already allocated carefully and considerately in a mature manner.

The aspect of teachers, according to the observer teacher attitudes tend to be calm and sound learning is harder than before. Mobility in the teacher is still not enough, each of a group the teacher more often to a group with which a passage future course. As facilitator in learning expected mobility into a group of more evenly. At the beginning of learning the teacher had asked a task that has been granted, the house but the teacher not giving the award more on the students who finished working. The teacher must be more firmly in check task be the task house student as if the teacher was firmly it will be more and more students who less understand the importance of the homework have given to them. Teachers should give points plus on the students who have been working on an assignment with good so that they can be incentivized to do duty to be given well.

From the analysis implemented measures, stage do held. According to the observer implemented steps do held. when open stage II this lesson of 84 % by organizing time that is less well that the teacher was directing students to infer learning and not must do evaluation. Evaluation will be done in the next meeting based on the assessment, the observer the score of the competence of pedagogical in the teacher to teaching behavior *tawadhu'* and *tasamuh* is 70,2. Overall, all activity on the stage the reflection has 100 % implemented. From the results of the stage of reflection been gained some valuable lesson (lessons-learned) in the implementation of open lesson II at them:

1. A method of learning that varies may involve students to interact with other students,
2. Media an image that is accurate and interesting students, could result in the interest of learning,
3. Prefatory attractive and is associated with daily life can make students more focused and interested in studying the material of which will be discussed,
4. The preparation of materials of learning which will facilitate more assertive in the teacher gave stabilization to students,
5. The management of a good time can ease of learning which measures to be implemented.

Moreover, there were some deficient in the implementation of open lesson II in them:

1. Students less ready to follow of learning as some students are not bring LKS,
2. In response, the question in LKS, students have not been through focus groups as expected,
3. The appropriation of time less properly, occurring late when focus groups first so that the activities of conclusions and evaluation has not been implemented,
4. The teacher to facilitate the mobility of students are still not enough
5. The teacher has offered the award on the students who have been working on an assignment with nice and exact time.

6. Deficiencies of the expected can be used as inputs in order that the lesson III become more better.

*b) The Second Meeting*

The learning this is still a continuation of the discussion *tawadhu'/humble and tasamuh/tolerance*. The stage *do* to second meeting held in the Grade of VIII-AMTsN Prigen Pasuruan on 11 April 2014 at 09.30 up to 11: 00. The teacher model is Drs.Rokhemad, observer that is present at the implementation of learning amount is 3 people which is Nuril M'ujizah, S.Ag, MA and Laily Khusniyah, S.Pd, researchers own. Each observers look at this more one group because an observer who can attend only two people. Nuril M'ujizah, S.Ag observe group 1 and 2, while Laily Khusniyah, S.Pd, observe group of 3, 4, and researchers observe group 5. Observation aimed at the activity of learning students and how to the teacher to teaching. At the beginning of learning the teacher opened by say assalamualaikum and examining the presence of students. The teacher a little cover the subject at a meeting earlier by given the questions to students and teachers convey the purpose of learning. The teacher examine the task of each student to furnish LKS, which have been given in the past. The teacher gave point more to students who has completed LKS, with good.

Learning this is the stage *do* held. the second of the past that is continuing the presentation of a group that has not yet presented the results of the discussion groups. In the while activity, the teacher asked one of a group to presented the results of the discussion on how examples that showing behavior *tawadhu' and tasamuh* and then the teacher gave stabilization by displaying a picture of teachers

and students utter of peace and mutual respect that is an instance of behavior *tawadhu'* and Christmas for the Nazarenes and attitude of Islam in *tolerance/tasamuh*. In the discussion the class about example *tawadhu'/humble* enthusiastically when most students discussed the conduct of students and teachers utter of peace and mutual respect. Group who presented the examples of behavior *tawadhu'* and *tasamuh* very well, can be explained that they can answer the question was given by the other groups.

The next discussion about positive impact of behavior *tawadhu'* and *tasamuh*. The teacher asked one of a group to presented the results of the discussion on how positive impact of behavior *tawadhu'* and *tasamuh* and then the teacher gave stabilization by displaying a picture as well as providing a little bit of a postulate aqli and naqli (the proposition which was taken from Al-qur'an and Hadith), an and have a positive impact behavior *tawadhu'* deepest sympathy among others; giving rise to other parties that like to associate with him, shall come forth an attitude of mutual esteem and honor and growing sense of loved each other and loved. And have a positive impact behavior *tasamuh* in life among others; create a harmonious, the atmosphere also, safe and peaceful as well as strengthen the relationship with all the circles. Group who presented the impact of behavior *tawadhu'* and *tasamuh* well, can be explained that they can answer the question was given by the other groups so that they not much elaborating. In the discussion the class of students has not been active, partly visible they are mostly chat with his friend.

Some students were also seen sleep and there is a fun playing rubber. They're getting tired and tired because the time for faith and attitude at a meeting this is the the friday. The teacher will endeavor to draw attention to the foci to students learning to discuss a topic which, according to the teacher applicative that is about the impact of behavior *tawadhu' and tasamuh*. The teacher approaching also to students who still chat when another group of presentation as well as call the names of students that is less active so that they can focus to learning again.

The last discussion, to familiarize oneself thoroughly be *tawadhu' and tasamuh*. The teacher asked the group that has not advanced to presented the results of the discussion on how familiarize oneself thoroughly be *tawadhu' and tasamuh*. The teacher didn't give stabilization too much about familiarize oneself thoroughly be *tawadhu' and tasamuh* because groups that presentation can explain with complete. The group elaborate about familiarize oneself thoroughly be *tawadhu' and tasamuh*. In the discussion the class most students is seen starting to be able to follow and learned well.

The provision of examples and explanation applicative very helpful ease students in understanding subject. Many students who inquires make group presentator throe so that teachers give opportunity to other groups who know the answer to a question asked to help group to presentator. Many students who enquiring familiarize oneself thoroughly be *tawadhu' and tasamuh* as: "*an instance of being tangible in life around us it's like what, Sir?*", at a discussion is largely due to the students can focus on the image reflect behavior familiarize oneself in the position of *tawadhu' and tasamuh*.

At the end of the teacher guide students learning to draw conclusions about learning that have been studied then the teacher gave evaluation chapter apply their attitude commendable to each other. Teachers give it a chance on the students for 10 minutes to study back apply their attitude commendable to his fellow (behavior *tawadhu'* and *tasamuh*) so that they can do a quiz well. After the evaluation finished, teachers give an assignment to the house on the students about chapter the impact and accustom self in behavior *tawadhu'* and *tasamuh*. Students are to observe and find the news on television and magazines/ a newspaper that subject, about occurring in a day in a gregarious manner. With the provisions as follows:

Group of 1: observe at once summarizes the news concerning the impact of behavior *tawadhu'* on television

Group of 2: observe at once summarize news concerning the impact of behavior *tasamuh* on television

Group of 3: observe and edited magazines or newspapers about familiarize oneself in behavior *tawadhu'*

Group 4: observe and edited magazines or newspapers about familiarize oneself in behavior *tasamuh*.

The next stage lesson study is the stage of *reflection*. This stage is done in the classroom VIII-A after learning is complete and followed by 3 people. This stage led by one teacher a moderator is Nuril Mu'jizah, S.Ag, MA and a moderator introduce the participants lesson study beforehand. Moderator invited

the teacher model for the first time reflect learning that have just been done. The teacher models reveal that felt more enjoy in to teaching material impact and to familiarize oneself in behavior *tawadhu' and tasamuh* this is because the material of which will be discussed more prepared. The teacher model is not feeling too much provide explanation because groups that forward to the presentation have given the lectures with good and complete. Participants discussion also help if the group that presentation had a hard answer the question. About the activity of students, he said when the beginning of the teaching can be active and still focus on a lesson, but when the second presentation of students have began to be busy themselves. The teacher tried to show an image of exciting and call the names of students that is less active so that they can focus back. When discussing of the impact of behavior *tawadhu' and tasamuh*, students begin to look like active. Until the end of learning lessons they can follow well. The teacher model also said the time used in accordance with the time that has planned so conclusions and evaluation can be implemented.

After hearing a reflection of the teacher model, the observers alternately convey the outcome their observe. According to observers, on in the middle of a presentation not every student may care for the group presentator are well. Some students looked bored listening explanation group presentator namely Dewi Marlinda, Rafita Finadya W and Ema R. This is because methods used same with the past that is proceeding presentation of the group. Advice from an observer, should continue, although a presentation the teacher showing beforehand images

or topic pulls up just before a group of presentator presented the results of the discussion so that discussion participant can focus.

The observers give a response very positive related to creativity in the teacher encouraged the students who are less active. The observers express, starts to focus attention students when displayed images of being attractive and explanation applicative about uniqueness each class. the aspect of teachers, according to the observer teacher attitudes more calm and confident of learning before. The mobility of a teacher is still less that the teacher tends to just in front of the class.

He was better in his appreciation more on the students who have installed duty on a complete and on the students who capable of being articulate very well and answer the question correctly. From the analysis implemented of learning, according to observers implemented on learning to the subject *tawadhu* /humble and *tasamuh* /tolerance is equal to 100 % by organizing time have been good so that they can direct students to infer learning and must do evaluation. Based on the assessment, the observer the score of the pedagogical competence for teacher to teaching subject apply their attitude commendable to his fellow at a meeting this second is 72,5. Overall, all activity on the stage the reflection has 100 % implemented. From the results of the stage of reflection been gained some valuable lesson (lessons-learned) in the implementation of open lesson III at them:

1. The management of the proper time can make success of all the activities of learning,

2. The management of a class of good will support the process of learning,
3. Learning that are packaged interesting could inspire students more focused and think much topic of learning.

In addition there are some shortcomings in the implementation of an open lesson III include:

1. Students feel bored when listening to an explanation of a group of publishers that the atmosphere is not conducive,
  2. Classrooms mobility of teachers to facilitate the students are still lacking.
- The shortage is expected to be made in order to input the implementation of an open lesson IV the better.

### **3. Lesson Study Cycle III**

The first stage in the implementation of the lesson study is plan the implementation of learning will be implemented (planning). The planning phase was performed collaborative by the group lesson study. Group lesson study in the research cycle III plan this stages include:

1. Drs. Rokhemad (Teacher model)
2. Laily Khusniyah, S.Pd
3. Nuril Mu'jizah, S.Ag, MA
4. Muhammad Arifin (Researcher)

A gathering to make the design of learning done on 17 April 2014. In the planning stages the teacher model has made The Implementation of Lesson plan (RPP) beforehand so that when meet with the lesson study can talk about it provide input to improve RPP that has been created by the teacher model. After

the RPP agreed to RPP be consulted to teacher's PAI or non-PAI based on the standard monitoring the planning stages (plan) lesson study, all measures in the stage of plan can be accomplished 100 %. On the stage plan, a group of lesson study give their input on the time used to discuss apply their attitude commendable to his fellow should 2x45 minute (1x meeting). Islamic education teacher and non-PAI teacher suggested that not going into too much detail about khusnudzon (a a good prejudice), preconceive but more devoted to the example of behavior in an ostensible manner and the evidence. On first lesson study cycle of learning which approved the method used was picture and picture. On a meeting earlier the teacher has ordered students to make and attach a picture. It is hoped the assignment students can more explore their knowledge through visualize a drawing so as not only fixated on the books of a package of course. Based on those entries, RPP revised as in appendix 14. The stage do held. implemented in Grade of VIII-AMTsN Prigen kabupaten Pasuruan on 18 April, 2014 at 09.45 up to 11: 00 a.m.

Teacher model is Drs. Rokhemad (The Faith and Attitude's teacher) observers who attended the implementation of learning is 3 people namely: Laily Khusniyah, S.Pd, Nuril Mu'jizah, S.Ag ,MA and researcher. Observation aimed at activity learning students and how teacher to teaching.

At the beginning of learning teacher is saying greetings and examining the presence of students and check duty students orally. Then to motivate to student, the teacher explore knowledge early students by asking:” *have you shaking hand to your parents before you leave to school?*” the question that given, the teacher

guide students to learn more about preconceive *khusnudzon* (a good prejudice) by submitting the purpose of learning beforehand that is able to describe a sense, students a postulate *naqli* and *aqli*, the examples of conduct, have a positive impact and accustom self in behavior *khuznudzon* in everyday life and its implementation, in the while activity, the teacher explained beforehand about the impact of behavior *khuznudzon* (a good prejudice). After that, the teacher asked the students to sit in accordance with the group that has formed beforehand (4 group).

The teacher asked each of a group to presented the results of discussing the material that is being responsibility of his group alternately. Each of a group are given 15 minutes. During a discussion groups, the teacher facilitate and give stabilization if there is a material that has not perceptible by the students.

In the discussion the classroom students look enthusiastic material responsibility to explain their group. But discussion participant many are not focus on what is delivered by other groups. There is chattering own playing rubber, and laying. And There is students focus only when session asking-question only because want to get points. Most students was bored with methods used especially after an hour lesson. The teacher tried to attract students with accentuating the material applicative of each class. The teacher showed born at hadis about preconceive of good first like the following:

إياكم والظن فان الظن اكذب الحديث

The Translation is : “Once again, please don't you bad thought because it was lying the most words” (*HR Bukhori*).

Teachers also enquiring remained or order to students attend the answers to students who don't focus.

After all, a group of finished presentation at the end of a learning process the teacher gave evaluation and many students who begin to understand subject. Hence, the teacher asked each student to infer learning as strengthening by reading in LKS, each. After that, teachers give an assignment to the house on the students to the next meeting is each of these students make clipping in the form of behavior *khusnudzon* (a good prejudice). The teacher close of learning by say greetings.

The next stage lesson study is the stage of *reflection*. This stage is done in the classroom Grade of VIII-A after learning is complete and followed by three people were observers. This stage led by one teacher a moderator namely Laily Khusniyah, S.Pd . Moderator introduce the participants lesson study beforehand. A moderator invited the teacher model for the first time reflect learning that have just been done. The teacher models reveal that is yet to be maximized in teaching students, because the preparation of materials that have not been completely pre-sighted.

On the learning process according to her students tend to less enthusiastic. They felt saturated and less able to understand any material by a method of discussion presentation. Proven from many students who are not in focus when

there are other groups that the presentation. The teacher model also revealed the students evaluation to understanding more robust and applicative.

After hearing a reflection of the teacher model, the observers alternately convey the outcome their observe. According to the observer, not every student can learn about the topics discussed. Some students who they observe less can learn well. Students who seating at the rear tending to didn't notice. When there is one of the groups presentation, Yoga R and Taufi Dimas looked speak another subject. However, upon the presentation of final Tya Devi Adhisa and Vony active asked a group of presentator.

Agus Kuncoro and Abdul Aziz M sitting in the back looks sleepy and have not obeyed explanation of a group of presentator. They are less motivated to learn that they bored attending school.

The business of a tutor to get students who are not active have been good namely by given the questions or sent students to repeat what has been described by the group's presentation. Teachers enough chill face of students who were largely unskilled motivated in following of learning. Observers suggested that the teacher more creative in giving apperception, it is interesting that when discussing the material of which there are so many students are not was bored. On the discussion of the class underway, a group that is being presentation have been attempting to explain to the good and medium used interesting. However, some participants discussion seems not enthusiastic heard an explanation from other groups. Observers suggest better when there is a group that will give an

introductory presentation should teacher enters at the material before the presentation. It is meant to attract the attention of students that students can focus and more motivated. According to the observer, a method that planned beforehand It turns out that less fit with subject.

According to the results of observations, the method used was less capable in involving students to active to the activity of learning and less involving students to cooperate (interact) with other students. The appropriation time on learning of it. The teacher will be more flexible against the steps of learning which have been arranged so that does not force the evaluation comes.

After learning done. From the analysis implemented learning, hosted by an observer the percentage of implemented learning to the subject *khuznudon* (a good prejudice) as much as 86,67 %. Based on the assessment, the observer the score of teaching pedagogical competence for teacher that implementation their attitude commendable to his fellow in chapter *khuznudzon* (a good prejudice) as much as 73,33.

Overall, all activity on the stage the reflection has 100 % implemented. From the results of the stage of reflection been gained some valuable lesson (lessons-learned) in the implementation of open lesson IV at them:

1. Apperception that attracts can help students to be interested in a topic to which will be discussed,
2. Establishment subject is very important to smooth the learning process,

3. Selection a method of learning which were adapted to characteristic of students and topics to be discussed can expedite the process of learning.

Moreover, there were some deficient in the implementation of open lesson IV at them:

1. Students tend not focus on learning because was bored and difficult to accept subject of learning,
2. The use of methods of learning haven't made students active, only presentator group active while some of the participants are not in focus, discussion
3. The preparation of materials not optimal
4. The management of a class are not enough so that the mood of learning impressed boring. The expected shortage can be used as inputs in order that the implementation of open next lesson for the better.

### **5. Lesson Study Cycle IV**

The first stage in the implementation of the lesson study is plan the implementation of learning will be implemented (planning). The planning phase was performed collaborative by the group lesson study. Group lesson study in the research cycle IV plan this stages include:

1. Drs. Rokhemad (Teacher model)
2. Drs. H.Pardi,M.PdI (The Headmaster of MTsN Prigen)
3. Dra. Khuril Aeni
4. Nuril Mu'jizah, S.Ag, MA

#### 5. Muhammad Arifin (Researcher)

A gathering to make the design of learning done on 24 April 2014. In the planning stages the teacher model has made The Implementation of Lesson Plan (RPP) beforehand so that when meet with the lesson study can talk about it provide input to improve RPP that has been created by the teacher model. After the RPP agreed to RPP to head teachers, were consulted vice curriculum and Islamic education teacher PAI and non-PAI. Based on the standard monitoring the planning stages (plan) lesson study, overall steps stage plan a fulfillment of 100 %

Activities at the time of the stage plan group lesson study gave several inputs such as is the use of methods of learning. The principal and the other teachers model agreed that uses the method discussion and inquiry which aims to to find new insight or knowledge the addition of teacher, and students became more motivated and the mood class is more fun. A method of inquiry has been applied in some of the classes but when open lesson in Grade of VIII-A expected students discovering new things and new knowledge in addition to that has been explained by teachers and hence the teacher have to clear up a duty in the form of a seeking for information in various sources or electronic media good or such as television, a magazine, newspaper, and the book. Division of a group to this method should 5 group adapted to sub-chapter *khuznudzon* (a good prejudice), *tawadhu'* (*humble*), *tasamuh* (*tolerance*) and *ta'awun* (*mutual help*).

In any preliminary activity of learning students should in asking for to describe some sub-chapterwho in the past have been in discuss to recall and

understand more in it and that students can link subject with daily life. Allocation time used is 2x45 minute (1x meeting).

Management time to reckon that all the measures of learning come to fruition. Based on those entries, RPP revised as in appendix 14.

The Stage *do* held in Grade of VIII-AMTsN Prigen kabupaten Pasuruan 25 April 2014 at noon up to 10: 30. The teacher model is Drs. Rokhemad and an observer who attended the implementation of four people, learning namely; Drs.H.Pardi, M.PdI (Headmaster of MTsN Prigen), Dra.Khuril Aeni, Nuril Mu'jizah, S.Ag, Muhammad Arifin (researcher).

Observation aimed at activity learning students and teachers how to teach. Teacher started learning by uttering greetings and examine the presence of students. Teacher check again duty to make clipping and summarizes about their attitude against fellow man covering *khuznudzon* (a good Prejudice), *tawadhu'* (*humble*), *tasamuh* (*tolerance*) and *ta'awun* (*mutual help*). To have been given in the past. All students have installed the task well. Then to motivate students, teacher asking picture behavior *khuznudzon* (*a good Prejudice*), *tawadhu'* (*humble*), *tasamuh* (*tolerance*) and *ta'awun* (*mutual help*). Teachers give a question of students on how moslem can apply some behavior.

The question of the teachers guide students to learn more about the behavior of *khuznudzon* (*Prejudice good*), *tawadhu'* (*humble*), *tasamuh* (*tolerance*) and *ta'awun* (*mutual help*) is a group.

The pre-activity, the teacher is explaining in advance about about how human beings or muslim as a teenager in particular to be able to implement some behavior. After that, the teacher asked the students to sit according to the groups that have been formed before. The number of groups there are 5 groups. Inquiry method is very important to find new things or new knowledge, therefore the teacher first explained the steps of learning. Each student in the group collected the results of homework assignments that have been made and then discuss each of the other groups. During the discussion, the teacher came up to each group in turn to facilitate the discussion. On the activities of students' group discussion looks active. Each Member of the new findings explain they have done then they give each other feedback explanation which is better and to inform to other groups. There are some children who cannot follow the discussion with better. This is because they don't do duty yourself so that when discuss have just book reading and chatting with his friend.

After it is completed, focus groups each of a group in turn went up to the front of the class to explain his innovation that has been made to other groups. If said it has to be answered, then a group of advanced attests to the material of which less understood it. Most students active in follow him. Each of a group vying to obtain the score of the highest. A group that gives a new finding also can explain well, but there are subjects of which had not yet understood in either by students, hence the teacher gave stabilization on subjects of about the impact of behavior *tawadhu'* and *tasamuh*. After the discovery of new through a method of

inquiry successfully unanswerable; teachers announce a score obtained each of a group.

At the end of the process of learning the teacher asked one of the students to conclude the study then held a quiz such as post test about attitudes toward our fellow human beings. Before closing the learning teacher gave him the cake and motivate the students to continue to learn the religion back to the discipline of istiqomah. Teachers learning by saying a closing greetings.

The next stage lesson study is the stage of *reflection*. This stage is done in the classroom VIII-A after learning is complete and followed by five people. This stage led by one teacher a moderator is your Nuril Mu'jizah, S.Ag, MA. Moderator introduce the participants lesson study beforehand. A moderator invited the teacher model for the first time reflect learning that have just been done. The teacher models reveal that really pleased because of the atmosphere of a class of fun. A method of learning inquiry make most students can enjoy the learning process and not feel saturates. Most students more can focus. The start of discussions there is some discussion, students who did not but after began to explain the material of which there has been no, they are very enthusiastic seek through discussion and looking for books and magazines or newspapers the question to his group get the best. And mood that pleasing highly support learning process students. After hearing reflection From the teacher model, the observers alternately convey the outcome their observe. According to the observer, a method of learning inquiry very interesting. A method of inquiry capable of being made the atmosphere class to be more exciting for students are to be more independent

in mecari new knowledge. However, when discussions with a group of some students looked not discuss with as well as expected. Deni Wiranto and Yoga R and on the sidelines of a discussion often chatterlng. In a group of 2, Suherman Kuncoro not joined the activity of learning well, she took her friend chat and a sitting position in the back. In group of 3 there are M Andi a tending to read a book alone and not discuss with members of his group. An observer, based on his observation M. Andi a haven't read the material so that when members of other groups discussed he was reading a book. In group 5, Widityo Yarizal fun playing with a ruler as if the discussion be submitted to the other members of the group. The students are less motivated and less ready to follow of learning especially when focus groups because they have not learned well. However, when starts, the game of charades students can active and more motivated attending school. The appropriation time on learning is better than before. The time that has been allocated well in RPP can be implemented with good so that they can carry out all the activities of learning well. The teacher gave stabilization on the students by displaying an image that is compelling that can help draw attention students.

The teacher has been good enough in facilitating and guide of students in discuss group and when the game of charades. The award at a group that can answer right nor on the students who capable of being explained properly have been good. For example the provision of the score at the time of competition and praise you found something/new knowledge. This has been able to make the students more motivated to get the best.

From the analysis implemented of learning, according to observers implemented learning *khuznudzon in (Prejudice good), tawadhu' (humble), tasamuh (tolerance), ta'awun (mutual help)* it is equal to 100 %. The teacher could set a time of learning the right and conclusions and evaluation of learning can be done. Based on the assessment, the observer the score of the competence pedagogical teacher. *khuznudzon (good), tawadhu' (humble), tasamuh (tolerance) ta'awun (mutual help)* is overall, all activity on the stage the reflection has 100 % implemented. From the results of the stage of reflection been gained some valuable lesson (lessons-learned) in the implementation of open lesson V at them:

1. A method of learning unique; interesting and new can motivate students in learning,
2. A method of inquiry capable of being motivates students to compete in scored best,
3. Stabilization of the subject through which drawings interesting and is associated with daily life can make students are more interested in and focus on the topic is being discussed.

### **C. The Process Learning for Teacher of Aqidah-Akhlak**

Learning process is a process of interaction between teachers and their students about knowledge and skill to achieve the purpose of learning. The interaction of teachers and students are essential components that cannot be separated in learning. In the teacher as the executor of the interaction of learning need to create an atmosphere which could result in liveliness and creativity students. The process of teaching is expected to make an active changes

comportment students in accordance with the purpose of learning that have been planned. In the implementation of PAI lesson (Aqidah-Akhlak) based Lesson study, the conducting of lesson plan is collaboratively expected to improve the quality of teacher in arranging The Implementation of Lesson plan (RPP) and improve the teaching and learning for the teacher. Capability of learning for teacher assessed on every activity open class by the observers who attended through the rubric appraisal teaching for teacher consisting of four aspects, assessment, that is opening a lesson, the conducting while activities, assessment and reflection, and as well as supporting factors, which includes the use of language arrangement time, a sense of confidence and appearance. Assessment the observers related to the learning for teacher of Aqidah-akhlak can be seen on a table 4.2.

<b>Open Lesson</b>	<b>Aspect of Assessment</b>	<b>The Score Obtained</b>	<b>The Score Teacher of Aqidah-Akhlak on Lesson Study Process</b>
I	A	6,8	68,0
	B	44,6	
	C	2,8	
	D	15,2	
II	A	7,8	70,2
	B	43,4	
	C	4,0	
	D	15,0	
III	A	9,0	72,25
	B	39,5	
	C	6,0	
	D	18,0	

IV	A	8,33	73,33
	B	41,0	
	C	7,3	
	D	16,67	
V	A	7,75	77,25
	B	42,25	
	C	8,25	
	D	19,5	

Description:

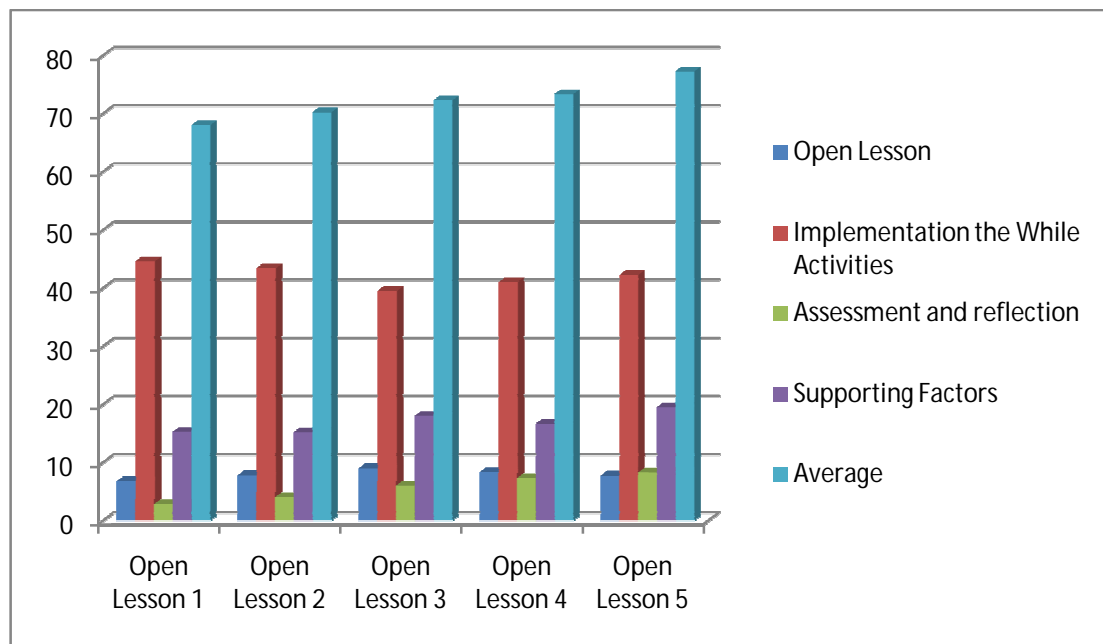
A : Open Lesson

B : Conducting the While Activities

C : Assessment

D: Supporting Factors

Based on the assessment of the observers in implementing lesson study can be seen an improving in the learning for Teacher of Aqidah-akhlak and leaning student Outcome. To clarify an in improving in the learning for Teacher of Aqidah-akhlak can be seen from figure 4.1



**Figure 4.1. Graphics The Assessment of the Learning Process for Teacher of Aqidah-Akhlak Based Lesson Study**

#### **D. The Learning Student Outcome**

A learning process in the teacher not only explaining subject for the students, but the teacher must capable of arousing active participation on the students and so students can motivated and can receive the subject well. To inflict active participation students needed a method of learning that interesting. This research on learning method used in between method picture and picture, two stay and two stray, and inquiry. This method still relatively new applied in VIII-A grade. Each method has a different against liveliness students which affects the study result of the students.

Overall, in the open lesson of students engaged active in learning. The condition of being active and pleasing in learning will create an experience full meaning so as to make it easier for students to understand the material of which

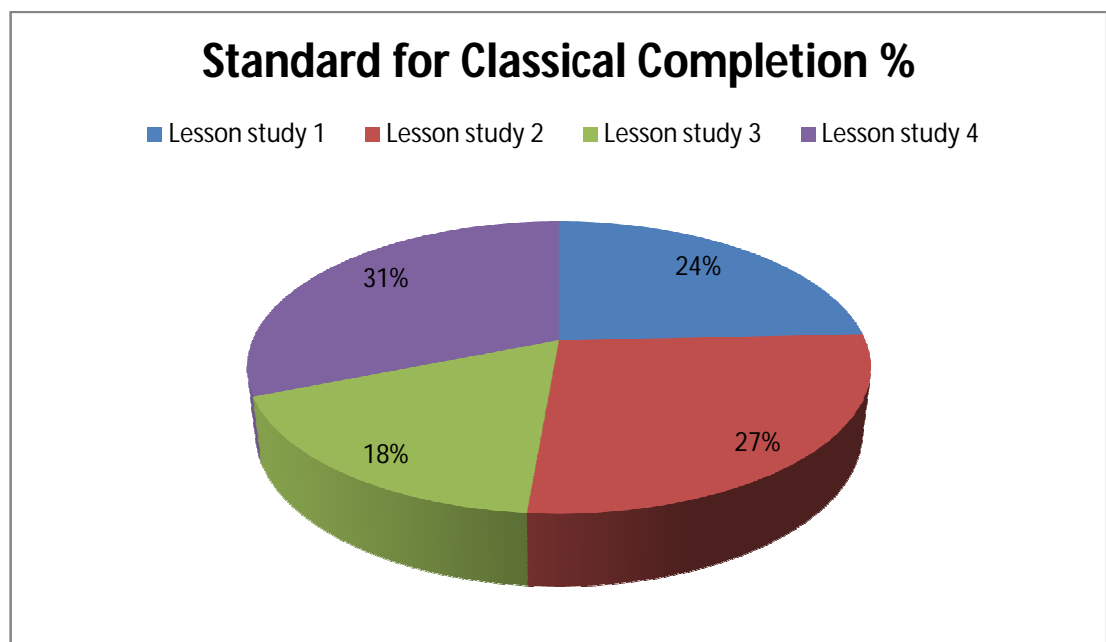
are being studied. If the students can be actively involve in the learning process, then this will affect on the outcome of learning which measured through a test. A test used to measure study result of the students as daily examination and a quiz. A table 4.3 indicate the average scores and standard complete on student learning at Grade of VIII-Aduring the implementation of lesson study.

**Table 4.3 Average Score and Standard of Classical Completion at Grade of VIII-AMTsN Prigen kabupaten Pasuruan in the Implementation of Lesson Study**

<b>Number Lesson Study</b>	<b>The Average in Class</b>	<b>Standard of Classical Completion (%)</b>
I	75,35	69,23
II	82,61	76,92
III	72,85	50
IV	82,35	88,46

Standard classical completion Grade of VIII-A lesson on study I subject *ta'awun /mutual help* using methods picture and picture is worth 69,23 %. From 26 students, there was eight students did not been solved in learning. Average score class is 75.35. Lesson on study II, standard classical completion learning Grade of VIII-A increase than then lesson study I. On any material *tawadhu'/humble and tasamuh/ tolerance* using methods are and stray standard classical completion learning Grade of VIII-A is of 76,92 %. From 26 children, there are six children not been solved in learning. The number of children not

been solved is less than with lesson study I. Average score class also increase, that is 82,61. Lesson study III, standard classical completion learning Grade of VIII-A on any material *khusnudzon /a good prejudice* using methods picture and picture is by 50 %. From 26 children, 13 children not been solved in learning. Number of students who not complete on lesson study III more than Lesson study II, Average score of the class is 72,85. At the end of a lesson of reviews back material about *ta'awun, tawadhu, tasamuh and khusnudzon*, study result of the students increase than the meetings before. The score of average 82,35 and standard for classical completion class to be learned in Grade of VIII-A lesson study iv of 88,46 %. To clarify standard classical completion students VIII-A during the implementation of lesson study can be seen from figure 4.2



**Figure 4.2. Graphical for Standard for Classical Completion for Student at Grade of VIII-A Based Lesson Study**

### **E. The Student Response to Learning of Aqidah-Akhlak Based Lesson Study**

The result of an answer from questionnaire students data supporting response is used to view to the implementation of a response students learning during lesson study. The data analysis by means of split many descriptor that comes up with the number of students (sample). The result analysis questionnaire response students at any open lesson can be seen in appendix 18-22. The result analysis questionnaire response to the implementation of students learning based lesson study as a whole can be seen on a table 4.4. Descriptor more appear show that descriptor is achieving a response that more than students. Based on the result analysis questionnaire response students, question no 1-5, 7, 10-15, and 19 many said agree. Question no 6, 8, 9, and 16-18 many answer did not agree. Overall answer students can be concluded that students learning PAI likes during the implementation of lesson study. According to students learning tools used more adequate. More fun with the material that can help students to understand, material delivered manner of teaching teachers more understandable, the students are not burdened with an assigned task, students can be active in learning and can work together in groups and students not quite disturbed by the presence of an observer.

**Table 4.4 The Result Analysis Questionnaire Response Studenton on The Implementation Learning Based Lesson Study**

NO	Open Lesson										Average	
	I		II		III		IV		V		So Agree/agree (%)	Disagree/So Disagree (%)
	So Agree/agree (%)	Disagree/So Disagree (%)	So Agree/Agree (%)	Disagree/So Disagree (%)	So Agree/agree (%)	Disagree/So Disagree (%)	So Agree/agree (%)	Disagree/So Disagree (%)	So Agree/agree (%)	Disagree/So Disagree (%)		
1	100	0	80	20	80	20	40	60	100	0	80	20
2	100	0	100	0	80	20	20	80	100	0	80	20
3	100	0	100	0	60	40	0	100	100	0	70	30
4	100	0	100	0	100	0	100	0	100	0	100	0
5	100	0	100	0	40	60	20	80	100	0	72	28
6	100	40	40	60	0	100	60	40	20	80	36	64
7	100	20	80	20	40	60	80	20	80	20	72	28
8	0	100	0	100	80	20	0	100	100	0	36	64
9	20	80	0	100	0	100	20	80	0	100	8	92
10	100	0	0	0	0	100	100	0	100	0	80	20
11	100	0	0	0	60	40	100	0	100	0	92	8
12	100	0	0	0	0	100	100	0	100	0	80	20
13	100	0	0	20	40	60	100	0	100	0	84	16
14	100	0	0	0	80	20	100	0	100	0	96	4
15	100	0	0	0	0	100	100	0	100	0	80	20
16	0	100	0	100	80	20	0	100	20	80	20	80
17	0	100	100	100	40	60	0	100	20	80	12	88
18	0	100	100	100	60	40	0	100	0	100	12	88
19	100	0	100	0	40	60	100	0	100	0	88	12

## CHAPTER V

### DISCUSSION

Based on analyze data on chapter IV, hence this chapter will be discussed about the implementation of Lesson study for learning of Teacher of Aqidah-Akhlak at MTsN Prigen kabupaten Pasuruan.

#### **A. Implementation of Lesson Study for Improving Teacher of Aqidah-Akhlak**

The implementation of based lesson study is expected to improve the competency supposed to be possessed by the islamic education teacher. Islamic Education teacher (Teacher of Aqidah-Akhlak) are required to have and develop the the better learning. In this research, to know improving capacity learning for teacher measured through the rubric teaching and learning for teacher fill up by the observers during the implementation of open class.

Based on analysis of data can be known that in general the learning for teachers are increasing. At first open class the teacher model got the average scores of the observers 68,6. After the open class performed in a row for five times, the score of competence for teacher model is increasing. In open class V, the score of the for teacher model of Aqidah Akhlak on Lesson Study Process is 77,25.

The result of associated research indicating the increased competence pedagogical teacher after any open class that is research Sugiarti said that the score of the average capability teaching and learning for teacher of a group of

teacher model occurring increase of 8,625 %. Before open lesson the score of the average teaching and learning for teachers reach 63,37 %, and after open lesson rose to 71,99 %. This increase is regarded very mean to increase the teaching and learning teacher if being converted in the form of the letter C to B + .

Planning in collaborative learning to discuss with collegiality of lesson study namely colleague of Islamic education teacher and non-PAI as well as the the headmaster of school and the vice of curriculum can make the Islamic education teacher in MTsN Prigen as a teacher model in particular more ready for implementation of learning because it has received positive feedback. When the process of learning goes on, the presence of an observer help teachers a model for more know the state of students. In the stage of reflection, the observation of the observers very much supported the development of the teaching and learning for teacher model for more improve the quality and competence into better than before. It can be improve creativity from the Islamic education teacher (Teacher of Aqidah-Akhlak) as teacher model to choose a method of learning that are more innovative and fit in with the condition of a class and the material of which would be taught.

Lesson study implemented in the activities of learning PAI subject of Aqidah-akhlak can improve the teaching and learning for teacher of Aqidah-akhlak in to teach for some reason;

1. Lesson study is an alternative method that can improve the quality of student learning and activity to teaching. This is because; a) the development lesson study is implemented and based on the results of “sharing” professional

knowledge based on practice teaching and the results implemented on teachers; b) fundamental study lesson one emphasis is the quality of the student learning; c) the purpose of the lesson focus and made a point of main attention in learning in the classroom; and e) lesson study will put the role of the teacher as researcher study.<sup>1</sup>

2. Lesson study that is designed with good will produce a teacher professional and innovative. With an implement lesson study teachers can: a) specify the purpose of learning of units a lesson, a method of subjects are effective; b) reviewed and improve the lessons that are useful for students; c) deepen knowledge of the subjects are served the teacher; d) determine the purpose of the long run to be accomplished students; e) planning for a lesson in collaboratively; f) to examine thoroughly learning and conduct of students; g) develop knowledge of learning are reliable; and h) conduct reflection toward teaching which unsettled based upon this view of students and his colleagues.

<sup>2</sup> So that they can know of learning which was performed by reflection from the point of view of an observer and students to be able to perform an innovation of learning is better.

Based on the experience of researchers during become an observer and scorer in the implementation of the lesson study in MTsN Prigen, getting much activity sharing between group lesson study is planning to the implementation of lesson including the preparation of materials can add self-confidence in conducting activities of learning. From inputs positive given by the observers can

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<sup>1</sup> Lewis, Catherine C. *Lesson Study: A Handbook of Teacher-Led Instructional Change*. Philadelphia, (PA: Research for Better Schools, Inc. 2002.),p.3

<sup>2</sup> Ibid.,p 32.

motivate teacher in order to fix the learning process and choose a method of innovative to improve the quality in next of learning. Hence, a pattern lesson study which are implement in progress PAI are expected to continue developed that allowed the Islamic education teacher and non-PAI having victuals to become the teacher who professionals.

The positive impact of the implementation of lesson study on the learning of PAI for groups lesson study at them: 1) the teacher allied PAIs motivated to seek methods of instruction innovative to be applied in class who unreachable and to give their input on teachers are model, 2) the teachers PAI and non-Teacher PAI can practice to observea learning, (3) the teacher model teacher can apply a method of learning that has been reflected to be applied in class who learned with better and adjusted to the condition of the class. Positive things in learning has been done can be used as an example for the observers to adopted in the process of learning. The more open class, always held the teacher model could be more know the state of students and development of learning so trying to perform a learning that raises an active role students.

### **B. Implementation Lesson Study for Improving Teacher of Aqidah-Akhlak and Learning Student Outcome**

The increasing of average score of the classes and classical completion VIII-A after done twice cycle lesson study seen on a table 4.2. On first lesson study with subject *ta'awun/mutual help*, average score of the class is 75.35 and standard classical completion learning is 69,23 % while in lesson study II with subject *tawadhu'/humble* and *tasamuh/tolerance*, average score of the class rise to

82,61 and standard classical completion is 76,92 %. Its average score of the classes and standard classical completion after implemented lesson study III are 72,85 and 50 %. Score is lower compared than lesson study II.

The subjects covered in the lesson study III is *khusnudzon/ a good prejudiced* either by using the learning method of picture and picture. Student learning results decrease on lesson study III shows that the method of picture and picture is less effective when applied *on khusnudzon/a good prejudiced* subjects. Now the response from students after the implementation of lesson study III, submission of subject by the method of picture and picture is less able to assist students in understanding the material because of the atmosphere of the classroom less enjoyable and students do not have many opportunities to work with the Group and discuss with because the method on this third study lesson with the method anyway. How teachers in to teaching *khusnudzon/a good prejudiced* subjects does not vary and less clear when describing the lessons so much subjects that is not yet fully understood. In addition, when implementing the test condition also affects students, students seem less prepared because the week many daily repeats. Lack of motivation when studies subject *khusnudzon/ a good prejudiced* which are very much affected the process and study result of the students. According to Uno, a child who has been motivated to learn something will try and learn it well and assiduous, with expectation of obtaining good results”<sup>3</sup>. On the contrary, if someone lacking or having no motivation to learn, then she does not

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<sup>3</sup> Hamzah B Uno., 2007. *Model Pembelajaran; Menciptakan Proses Belajar To teaching Yang Kreatif dan Efektif*. Jakarta: Bumi Aksara.p.28

hold old to learn. He easily tempted to doing other things. That means that motivation is very influential against endurance and perseverance learn as well as study result of the students.

Based on the reflections on the lesson study III, the teacher tried to choose a method of learning more variety and can make the atmosphere class be pleasant for use on lesson study IV and so students can be motivated to learn. Variation method used that students don't feel so bored with learning. Expected a method of innovative can help students in understanding the subject discussed so as to study result of the students could increase.

The fourth lesson study the teacher use learning method of inquiry. Having conducted tests, the average Grade of VIII-A on lesson study IV 82,35, increased to and learn standard classical completion students also rise to 88,46 %. A thing or search-new knowledge contained in this learning method causing students are more motivated in learning. The class comfortable cause more motivated and students can learn by more enjoyable to the best result.

According to Uno motivation associated with purport the role and cognition is intrinsic motivation, that is a motivation that spring from within, as interest or curiosity. The concept of intrinsic motivation acknowledges compartment someone who feels happy to something. If students comfortable of learning, the students motivated to do activities in the learning process.<sup>4</sup>

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<sup>4</sup> Hamzah B Uno., 2007. *Model Pembelajaran; Menciptakan Proses Belajar To teaching Yang Kreatif dan Efektif*. Jakarta: Bumi Aksara.p.7

Based on the research has been implemented, implementation lesson study can improve the teacher of Aqidah-akhlak as teacher model and Learning student Outcome. The comments and feedback from the observers on the stage reflection after the implementation of open class to the teacher motivated to plan a model of learning better so that teaching and learning for teacher more increase and the learning process of being better as well. The improving teaching and learning for teachers could result in motivation learn students because of the use of methods by which it draws appropriate subject to be discussed and appropriate characteristic of students. Motivation study get students to try to repair to get the best result. There is strong motivation better than in (intrinsic) or from outside (extrinsic) can increase study result of the students.

The result of associated research indicating the increased study result of the students following the open class that is research by Ibrohim that title: *The Influence of A Model Implementation Lesson Study In The MGMP Activities To Improving Pedagogical Competence for The Biological Teachers And Result of Students Learning*. Ibrohim said that;

From the analysis kovariansi known of the difference is very significant results studied the biological students between treatment model implementation lesson study ( $p = 0.010$ ). In other words a sluce of treatment lesson study influential to increasing the results of study or mastery of the concept of biology SMP students in kabupaten Pasuruan. While the result of the test further known that the model implementation lesson study that gives the influence of most large against the increasing

mastery of the concept of biology students are lesson study that gather with portfolio the teacher.<sup>5</sup>

Lesson study can give the positive impacts to students. Role of teacher as facilitator for good learning could lead to an increase in motivation learning student to study so hopefully result of learning also increasing. Requiring teachers having pedagogical competence is good so that it can implement learning more variation and contextual. Hence, teachers should implement lesson study continuously to lead to results more optimal in effort to improve the quality of learning especially aspects motivation of students learning. With an increase in motivation students learning expected to improve result of the students learning who can help improving the quality of education.

### **C. The Student Response to Learning of Aqidah-Akhlak Based Lesson Study**

Based on the result analysis of response questionnaire students toward learning based lesson study shows that the lesson study can give positive impacts to the students. According to students learning tools used in learning more adequate, manner of teaching teachers more easily understood. Explanation of material is more fun in order to help students to understand material that is delivered and the students are not burdened with an assigned task. The use of methods of instruction innovative make students can play an active role in learning and should work together in groups. Students are also not felt disturbed

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<sup>5</sup>Ibrohim. *Pengaruh Model Implementasi Lesson Study dalam Kegiatan MGMP terhadap Peningkatan Kompetensi Guru dan Hasil Belajar Biologi Siswa*. (Disertasi tidak diterbitkan. Malang: UM. 2009).p.183

by the presence of observers. The presence of an observer make students more motivated to active in learning because the students feel more attention.

According Susilo that to lesson study very important to implemented for improve the quality of education because through lesson study can provide any information about the things that needs to be improve in learning and suggest how its improve is based on the problem that arises in learning so problems can be resolved.<sup>6</sup>

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<sup>6</sup> Herawati Susilo, et.al., *Lesson Study Berbasis Sekolah” Guru Kosnservatif Menuju Guru Inovatif.”* (Malang: Bayumedia Publishing 2009), p. 2

## CHAPTER VI

### CONCLUSSION AND SUGGESTION

#### A. Conclusion

Based on the research has been implemented, then can be obtained a conclusion as follows:

1. The implementation of lesson study at MTsN Prigen kabupaten Pasuruan can improve the teaching and learning for Teacher of Aqidah-Akhlak through the planning that is done in collaboratively with group of lesson study, observation of the activities of student learning during open class, and based results a reflection of open class that has been done.
2. Learning student otcomes of Aqidah-Akhlak subject can increase/improve in Grade of VIII-A at MTsN Prigen kabupaten Pasuruan through Lesson Study. From the open class, the teacher could reviews and improve the quality of learning and make a learning fun for students through the application of methods involving cooperation among students in order to increase the motivation students learning so that the result of learning is increasing/improving.

**B. Suggestion**

1. The implementation of lesson study for improving teaching and learning for Teacher of Aqidah-Akhlak are expected to continue developed that allowed the islamic education teacher (Teacher of Aqidah-Akhlak) or others having provisions to become the professionals teacher.
2. The lesson study would actually has a positive impact for education if conducting in continuously. Hence, the teacher is expected to implement lesson study regularly.

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## Lampiran 1: Lembar Monitoring Keterlaksanaan Tahap Perencanaan (*Plan*)

### Lembar Monitoring Keterlaksanaan Tahap Perencanaan (*Plan*)

Mata Pelajaran :

Materi :

Hari dan tanggal pelaksanaan :

**Berilah tanda centang (√) pada kolom Ya atau kolom Tidak dan berikan keterangan di kolom Komentar jika perlu.**

No.	Kegiatan Guru Model	Ya	Tidak	Komentar**
1.	Apakah dibicarakan tujuan pertemuan?			
2.	Apakah guru model ditentukan pada saat pertemuan?			
3.	Apakah RPP disusun guru model?			
4.	Jika RPP disusun oleh guru model, apakah RPP didiskusikan dalam pertemuan?			
5.	Apakah RPP disusun secara bersama dalam pertemuan?			
6.	Apakah didiskusikan tujuan pembelajaran dalam RPP?			
7.	Apakah didiskusikan apersepsi yang akan dilaksanakan pada saat membuka pelajaran?			
8.	Apakah didiskusikan metode/strategi pembelajaran yang akan digunakan?			
9.	Apakah didiskusikan media pembelajaran yang akan digunakan?			
10.	Apakah didiskusikan materi pembelajaran yang akan disampaikan dalam proses pembelajaran?			

<b>11.</b>	Apakah didiskusikan pengelolaan waktu Dalam proses pembelajaran?			
<b>12.</b>	Apakah didiskusikan jenis evaluasi yang akan digunakan dalam proses pembelajaran?			
<b>13.</b>	Apakah didiskusikan instrumen evaluasi yang akan digunakan dalam proses pembelajaran?			
<b>14.</b>	Apakah kolegalitas tercipta selama diskusi?			
<b>15.</b>	Apakah dibicarakan agenda pertemuan berikutnya?			

*\*\* (jika kolom komentar tidak cukup, tuliskan di halaman baliknya)*

Prigen, ..... 2014  
Yang memonitor,

(.....)

**Lampiran 2: Lembar Monitoring Keterlaksanaan Tahap Pelaksanaan  
(Do)**

**Lembar Monitoring Keterlaksanaan Tahap Pelaksanaan (Do)**

Materi yang disampaikan :

Guru Model :

Metode yang digunakan :

Hari dan tanggal pelaksanaan :

**Berilah tanda centang (√) pada kolom Ya atau kolom Tidak dan berikan  
keterangan di kolom Komentar jika perlu.**

No.	Kegiatan dalam Pembelajaran	Ya	Tidak	Komentar**
1.	Apakah guru mengucapkan salam dan memeriksa kehadiran siswa?			
2.	Apakah guru sedikit mengulas materi pada pertemuan sebelumnya dengan memberi pertanyaan pada siswa?			
3.	Apakah guru menggali pengetahuan awal siswa?			
4.	Apakah guru menyampaikan tujuan pembelajaran?			
5.	Apakah guru menjelaskan langkah-langkah pembelajaran?			
6.	Apakah guru melakukan sintaks pembelajaran sesuai dengan metode pembelajaran yang digunakan?			
7.	Apakah guru memberikan evaluasi?			

<b>8.</b>	Apakah guru meminta siswa untuk menarik kesimpulan tentang materi yang telah dibahas?			
<b>9.</b>	Apakah guru memberikan tugas rumah pada siswa untuk pertemuan selanjutnya?			
<b>10.</b>	Apakah guru menutup pembelajaran dengan mengucapkan salam?			

*\*\* (jika kolom komentar tidak cukup, tuliskan di halaman baliknya)*

Prigen, ..... 2014  
Observer,

(.....)

### Lampiran 3: Lembar Monitoring Keterlaksanaan Tahap Refleksi (See)

Lembar Monitoring Keterlaksanaan Tahap Refleksi (See)

Materi yang disampaikan :

Guru model :

Hari dan tanggal pelaksanaan :

Jam pelaksanaan : mulai pukul.....s.d.....

**Berilah tanda centang (√) pada kolom Ya atau kolom Tidak dan berikan keterangan di kolom Komentar jika perlu.**

No.	Kegiatan Peserta	Ya	Tidak	Komentar**
1.	Apakah moderator mengenalkan tim <i>Lesson study</i> ?			
2.	Apakah moderator menyampaikan susunan acara?			
3.	Apakah moderator menyampaikan garis besar tata tertib refleksi?			
4.	Apakah moderator memberikan kesempatan pertama pada guru model untuk menyampaikan refleksi diri?			
5.	Apakah semua observer diberi kesempatan untuk berbicara?			
6.	Apakah komentar observer didasarkan atas bukti-bukti konkrit dan spesifik?			
7.	Apakah komentar observer lebih banyak bersifat positif? (kira-kira berapa persen)			
8.	Adakah saran yang bersifat solutif dan konstruktif?			
9.	Apakah kegiatan diskusi-refleksi didominasi seseorang atau beberapa orang saja?			

<b>10.</b>	Apakah guru model dapat menerima saran perbaikan?			
<b>11.</b>	Apakah komentar observer terfokus pada aktivitas belajar?			
<b>12.</b>	Apakah komentar observer terfokus pada materi pembelajaran?			
<b>13.</b>	Apakah komentar observer terfokus pada cara guru model membelajarkan?			
<b>14.</b>	Apakah acara refleksi berlangsung sesuai dengan susunan acara yang direncanakan?			

*\*\*jika kolom komentar tidak cukup, tuliskan di halaman baliknya)*

Prigen, ..... 2014  
Observer,

(.....)

**Lampiran 4: Lembar Observasi Pembelajaran dalam Kegiatan Lesson Study  
Berbasis Madrasah (LSBM)**

Lembar Observasi Pembelajaran dalam Kegiatan *Lesson study*

**Pelaksanaan *Open Class* pada tanggal:.....**

Nama Guru Model/ Kelas/ Sekolah:...../...../ MTs Negeri Prigen

Topik:.....

Nama Observer:.....

Jabatan: Kepala sekolah (KS)/ Guru/ Pengawas/ Dosen/.....

A. Apakah semua siswa benar-benar belajar tentang topik pembelajaran hari ini?  
(disertai fakta konkrit dan alasannya)

--

B. Siswa mana yang tidak dapat mengikuti kegiatan pembelajaran pada hari ini?  
(harus didasarkan pada konkrit yang diamati dengan disertai nama siswa)

--

C. Mengapa siswa tersebut tidak dapat belajar dengan baik? Menurut Anda apa penyebabnya dan bagaimana alternatif solusinya menurut Anda? (disertai alasan, analisis yang mendalam, dan jika memungkinkan ada dasar rujukan yang sesuai)

--

D. Pembelajaran berharga apa yang dapat Anda petik dari pengamatan pembelajaran hari ini?

*Catatan: Aspek-aspek lain yang dapat dicermati oleh observer; interaksi antar siswa dalam suatu kelompok, siswa antar kelompok, siswa dengan guru, siswa dengan media/sumber belajar, siswa dengan lingkungan.*

***Jika tidak cukup, catatan hasil pengamatan dapat dituliskan di halaman baliknya***

## Lampiran 5: Rubrik Penilaian Kemampuan Pedagogik Guru PAI

### Rubrik Penilaian Kemampuan Pedagogik Guru PAI

No.	Aspek Penilaian	Indikator	Deskriptor	Skor
1.	Membuka pelajaran	Apresiasi	<p>a) Membuka pelajaran dengan salam/doa/memeriksa kehadiran siswa.</p> <p>b) Mengaitkan peran/manfaat penguasaan kompetensi dalam kehidupan siswa atau dengan kompetensi terdahulu yang telah dipelajari.</p>	
2.	Melaksanakan kegiatan inti	Menggunakan metode	<p>a) Metode yang digunakan melibatkan siswa untuk aktif mengalami/melakukan tahapan aktivitas pembelajaran sesuai dengan kompetensi yang akan dicapai</p> <p>b) Metode yang digunakan melibatkan siswa untuk bekerja sama dengan siswa lain (<i>learning community</i>)</p> <p>c) Metode yang digunakan melibatkan siswa untuk mengeksplorasi dan memperluas pemahaman/pencapaian kompetensi</p> <p>d) Menggunakan berbagai media yang sesuai dengan kompetensi</p> <p>e) Membangun suasana kelas</p>	

			sehingga menciptakan pembelajaran yang menyenangkan	
		Ketepatan Materi	<ul style="list-style-type: none"> <li>a) Materi yang disajikan sesuai dengan kompetensi dasar dan indikator dalam kurikulum</li> <li>b) Materi yang disajikan akurat (benar secara teoritis)</li> <li>c) Materi pokok dijabarkan/dikembangkan dari indikator secara memadai</li> </ul>	
		Penguasaan Kompetensi	<ul style="list-style-type: none"> <li>a) Guru menguasai dan dapat mendemonstrasikan kompetensi yang seharusnya dikuasai siswa melalui contoh/pemodelan</li> <li>b) Guru memberikan balikan dan model secara jelas terhadap perilaku pembelajaran yang sesuai/tidak sesuai dengan kompetensi yang seharusnya (balikan berdasarkan rubrik yang dibuat sesuai dengan kompetensi)</li> <li>c) Guru dapat merespons pertanyaan dan komentar siswa secara tepat dan memadai</li> </ul>	
3.	Penilaian dan refleksi		<ul style="list-style-type: none"> <li>a) Guru mendorong siswa mengungkapkan dan menyimpulkan apa yang telah dipelajari</li> </ul>	

			<p>b) Guru melakukan penilaian dengan alat alat yang sesuai dengan kompetensi dan kriteria yang jelas</p> <p>c) Memberi kesempatan siswa untuk melakukan <i>self-assesment</i> (penilaian diri sendiri) <i>peer-assesment</i> (penilaian antar teman) dengan kriteria yang telah ditetapkan dalam proses pembelajaran</p>	
4.	Faktor Penunjang	Penggunaan bahasa, pengaturan waktu, rasa percaya diri, dan penampilan	<p>a) Penggunaan bahasa jelas dan mudah dipahami (komunikatif)</p> <p>b) Tatapan mata dan gerak tubuh menunjukkan sikap tenang dan percaya diri</p> <p>c) Pengorganisasian waktu tepat sesuai dengan alokasi yang disediakan</p> <p>d) Cara berbusana dan berdandan sopan, sederhana, dan wajar, sikap santun dan menghargai semua siswa</p>	
			<b>Jumlah skor perolehan</b>	

### **Kriteria Penilaian**

Setiap munculnya deskriptor secara sangat sempurna akan mendapat skor 5, deskriptor yang sempurna mendapat skor 4, deskriptor yang cukup sempurna mendapat skor 3, deskriptor yang kurang sempurna mendapat skor 2, deskriptor yang sangat kurang mendapat skor 1, dan tidak munculnya deskriptor mendapat skor 0.

Skor maksimal  $20 \times 5 = 100$

Skor Kemampuan Membelajarkan =  $\frac{\text{Skor Perolehan} \times 100}{100}$

Prigen, ..... 2014

Observer,

(.....)

## Lampiran 6: Angket Respons Siswa

Angket Respons Siswa terhadap Pelaksanaan Pembelajaran Selama *Lesson study*

Materi yang disampaikan :

Guru model :

Hari dan tanggal pelaksanaan :

Berilah tanda centang (√) pada kolom Ya atau kolom Tidak dan berikan keterangan di kolom Komentar jika perlu.

No.	Pertanyaan	Pilihan Pendapat			
		Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Alat-alat pembelajaran dalam kegiatan ini lebih memadai				
2.	Penyampaian pelajaran dengan cara seperti ini lebih dapat membantu saya dalam memahami materi pelajaran				
3.	Penyampaian pelajaran dengan cara seperti ini lebih menyenangkan				
4.	Guru lebih bersungguh-sungguh Dalam menyampaikan pelajaran				

<b>5.</b>	Cara mengajar guru dalam pembelajaran ini lebih mudah dipahami				
<b>6.</b>	Tugas-tugas yang diberikan oleh guru dalam kegiatan pembelajaran ini lebih banyak				
<b>7.</b>	Tugas-tugas yang diberikan guru dalam pembelajaran ini dapat meningkatkan motivasi belajar				
<b>8.</b>	Tugas-tugas yang diberikan guru dalam pembelajaran ini membebani saya				
<b>9.</b>	Saya merasa terganggu dengan kehadiran banyak orang dalam kegiatan pembelajaran ini				
<b>10.</b>	Cara mengajar guru lebih bervariasi dan tidak				

	membosankan				
<b>11.</b>	Saya menjadi lebih aktif selama pembelajaran berlangsung				
<b>12.</b>	Saya mendapatkan lebih banyak kesempatan untuk bekerja dalam kelompok dan berdiskusi dengan teman				
<b>13.</b>	Selama pelajaran berlangsung suasana kelas menjadi menyenangkan				
<b>14.</b>	Saya banyak mendapatkan kesempatan untuk mengeluarkan pendapat atau bertanya kepada guru				
<b>15</b>	Banyak hal-hal baru dan menyenangkan yang belum pernah saya alami pada mata				

	pelajaran lain yang pernah saya ikuti				
<b>16.</b>	Guru kurang jelas dalam menyampaikan pelajaran				
<b>17.</b>	Cara penyampaian pelajaran seperti ini mengakibatkan banyak materi pelajaran yang belum saya mengerti				
<b>18.</b>	Cara penyampaian pelajaran pada kegiatan ini sama saja atau tidak jauh beda dengan mata pelajaran lain pada umumnya				
<b>19.</b>	Cara penyampaian pelajaran ini sebaiknya diterapkan pada mata pelajaran lain				

*Sumber: tim pengembangan kegiatan lesson study SMA Laboratorium UM*

**Lampiran 7: Kriteria Penskoran Jawaban Lembar Keterlaksanaan Langkah-langkah *Lesson Study***

*Bagian I (Tahap Perencanaan Pembelajaran)*

No Soal	Kriteria dan Skor Jawaban	Kategori	Keterangan
1,2,3,4,5,6,7,8, 9,10,11,12, 13,14,15,16	Ya = 1	Memenuhi	Semakin banyak aspek yang terpenuhi maka makin sesuai dengan prinsip pelaksanaan tahap <i>plan</i> pada kegiatan <i>lesson study</i> .
	Tidak = 0	Tidak Memenuhi	

*Bagian II (Tahap Pelaksanaan Pembelajaran)*

No Soal	Kriteria dan Skor Jawaban	Kategori	Keterangan
1,2,3,4,5,6,7,8, 9,10	Ya = 1	Memenuhi	Semakin banyak aspek yang terpenuhi maka pelaksanaan <i>lesson study</i> makin sesuai dengan RPP yang telah dibuat
	Tidak = 0	Tidak Memenuhi	

*Bagian III (Tahap Refleksi Pembelajaran)*

No Soal	Kriteria dan Skor Jawaban	Kategori	Keterangan
1,2,3,4,5,6,7,8, 10,11,14	Ya = 1 Tidak = 0	Memenuhi Tidak Memenuhi	Semakin banyak aspek yang terpenuhi maka pelaksanaan pelaksanaan <i>lesson study</i> makin sesuai dengan RPP yang telah dibuat
9,12,13	Ya = 1 Tidak = 0	Memenuhi Tidak Memenuhi	

**Lampiran 8:**

**Data Hasil Keterlaksanaan Langkah-langkah Tahap *Plan***

<b>Plan ke-</b>	<b>Tanggal Pelaksanaan</b>	<b>Topik</b>	<b>No. Observer</b>	<b>P (%) Keterlaksanaan</b>	<b>Jumlah</b>	<b>Rata-Rata</b>
I	3 April 2014	Ta'wun/tolong-menolong	1	100	500	100%
			2	100		
			3	100		
			4	100		
			5	100		
II	10 April 2014	Tawadhu'/rendah hati dan Tasamuh/Toleransi	1	100	500	100%
			2	100		
			3	100		
			4	100		
			5	100		
III	17 April 2014	Khusnudzon/berprasangka baik	1	100	500	100%
			2	100		
			3	100		
			4	100		
			5	100		
IV	24 April 2014	Ta'wun/tolong-menolong, Tawadhu'/rendah hati dan Tasamuh/Toleransi, dan Khusnudzon/berprasangka baik (penguatan materi pokok)	1	100	400	100%
			2	100		
			3	100		
			4	100		

## Lampiran 9

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Madrasah : MTsN Prigen  
Mata pelajaran : Aqidah dan Akhlak  
Tema : Menerapkan Perilaku Terpuji Kepada Sesama Manusia  
Kelas : VIII  
Semester : II  
Alokasi Waktu : 2 x 45 menit (1 X Pertemuan)

#### **A. Standar Kompetensi**

3. Menerapkan Perilaku terpuji kepada sesama manusia

#### **B. Kompetensi Dasar**

3.1 Menjelaskan pengertian dan pentingnya taawun/tolong-menolong

#### **C. Indikator**

1. Menjelaskan pengertian taawun.
2. Menjelaskan pentingnya berperilaku taawun.
3. Menunjukkan hukum taawun terhadap sesama di Al-Quran dan Al-Hadist.
4. Menyebutkan bentuk-bentuk ta'awun.
5. Mendeskripsikan dampak positif dari perilaku ta'awun
6. Menerapkan dan membiasakan diri dalam berperilaku ta'wun dalam kehidupan sehari-hari

#### **D. Tujuan pembelajaran**

1. Siswa Mampu Menjelaskan pengertian taawun.
2. Siswa Mampu Menjelaskan pentingnya berperilaku taawun.
3. Siswa Mampu Menunjukkan hukum taawun terhadap sesama di Al-Quran dan Al-Hadist
4. Menyebutkan bentuk-bentuk ta'awun.
5. Mendeskripsikan dampak positif dari perilaku ta'awun
6. Menerapkan dan membiasakan diri dalam berperilaku ta'wun dalam kehidupan sehari-hari.

## E. Materi Pembelajaran

### A. Ta'awun (Tolong-menolong)

1. Pengertian Ta'awun
2. Pentingnya Ta'awun
3. Perintah Ta'awun
4. Bentuk-Bentuk Ta'awun
5. Dampak Positif Taawun
6. Membiasakan diri taawun dalam kehidupan

## F. Metode Pembelajaran

Pendekatan : *Cooperative Learning*

Model : *Cooperative*

Metode : *Picture and picture*

## G. Langkah-langkah Pembelajaran

No.	Kegiatan Pembelajaran	Nilai Karakter
1.	<p><b>Kegiatan Awal (Eksplorasi) selama (10 menit)</b></p> <p>a) Guru membuka pembelajaran dengan salam dan berdo'a bersama dipimpin oleh seorang peserta didik dengan penuh <i>khidmat</i>;</p> <p>b) Guru mengabsen siswa satu persatu untuk mengecek kehadiran siswa.</p> <p>c) Guru sedikit mengulas materi pada pertemuan sebelumnya dengan memberikan pertanyaan kepada siswa.</p> <p>d) Guru menggali pengetahuan awal siswa:</p> <p>e) <i>"Pernahkah kalian menyaksikan gunung kelud meletus, tsunami di Aceh,dan banjir di Jakarta? Apakah yang sebenarnya terjadi di balik peristiwa yang kalian saksikan?"</i></p> <p>f) Guru menyampaikan tujuan pembelajaran.</p>	<p><b>Relegius</b></p> <p><b>Disiplin</b></p> <p><b>Rasa ingin tahu</b></p>



3.	<p>Nomor 5: sikap yang bagaimana yang harus ditampilkan ketika siswa mengalami sendiri musibah atau bencana tersebut</p> <p>d. Setiap kelompok mempresetasikan hasil kerjanya masing-masing ke depan kelas</p> <p>e. Setiap kelompok menarik kesimpulan (5 menit)</p> <p><b>Kegiatan Akhir (Penutup)</b></p> <p>a. Guru memberikan tugas rumah pada siswa untuk mempelajari ta'wun/tolong menolong dan membuat pertanyaan sebanyak 2 buah untuk dibahas pada pertemuan berikutnya.</p> <p>b. Guru menutup/mengakhiri pelajaran tersebut dengan membaca hamdalah/doá.</p> <p>c. Guru mengucapkan salam kepada para siswa sebelum keluar kelas dan siswa menjawab salam.</p>	<p><b>Disiplin</b></p> <p><b>Disiplin</b></p> <p><b>Kerja keras</b></p> <p><b>Tanggung jawab dan Disiplin</b></p>
----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------

#### **H. Alat / Bahan/ Sumber**

1. Buku Aidah Akhlak yang relevan
2. LKS/ Surat Kabar
3. Siswa dan Guru
4. Al-Qur'an

## I. Evaluasi

### 1. Evaluasi Aktivitas Belajar Siswa

Lembar keaktifan siswa dalam diskusi

### 2. Evaluasi Kognitif

Soal kuis

## Lampiran 1. Lembar Keaktifan Siswa

Tanggal :

Nama Guru :

Materi :

Kelas :

Kelompok :

No	Aspek	Nama Siswa					
1.	Siswa berperan aktif dalam diskusi dengan kelompok						
2.	Siswa saling aktif memberikan penjelasan kepada teman kelompok						
3.	Siswa terlihat antusias dalam berdiskusi dalam kelas						
4.	Siswa berani mempresentasikan hasil diskusi di depan kelas						
5.	Siswa berani mengemukakan pendapat, tanggapan, atau pertanyaan						

Keterangan:

- Nama siswa bisa diisi menurut kelompok yang diamati
- Setiap kemunculan aspek diberi tanda centang (√)

## **Lampiran 2. Evaluasi Kognitif**

### Soal Kuis Ta'awun/tolong-menolong

- 1). Deskripsikan pengertian dari Ta'awun!
- 2). Tulis dan terjemahkan dalil mengenai Ta'awun!
- 3). Sebut dan jelaskan bentuk-bentuk dari Ta'awun?
- 4). Sebutkan dampak positif dari perilaku Ta'awu?
- 5). Berikan 2 contoh sikap dalam perilaku Ta'awun dalam kehidupan sehari-hari?

Prigen, 3 April 2014

Mengetahui,

Kepala Madrasah

Guru Aqidah-Akhlak

**Drs. H.Pardi, M.PdI**

NIP. 19690728 200003 1 002

**Drs. Rokhemad**

NIP : 19660122 200604 1 031

**LEMBAR KERJA SISWA**  
**TA'AWUN/TOLONG-MENOLONG**



**Indikator Kompetensi:**

1. Menjelaskan pengertian taawun.
2. Menjelaskan pentingnya berperilaku taawun.
3. Menunjukkan hukum taawun terhadap sesama di Al-Quran dan Al-Hadist.
4. Menyebutkan bentuk-bentuk ta'awun.
5. Mendeskripsikan dampak positif dari perilaku ta'awun
6. Menerapkan dan membiasakan diri dalam berperilaku ta'wun dalam kehidupan sehari-hari.

**Soal:**

**1) Pengertian Ta'wun**

Jelaskan pengertian ta'awun secara singkat dan jelas?

.....  
.....

**2) Pentingnya berperilaku ta'awun**

Seberapa pentingkah berperilaku ta'awun dalam kehidupanmu? jelaskan!

.....  
.....

**3) Hukum taawun terhadap sesama di Al-Quran dan Al-Hadist**

Di dalam surat apakah perintah ta'awun di jelaskan di Al-Qur'an? Tulis dan terjemahkan dengan baik!

.....  
.....

**4) Bentuk-bentuk ta'awun**

Sebutkan bentuk-bentuk dari perilaku ta'wun yang kalian ketahui!

.....  
.....

**5) Dampak positif dari perilaku ta'awun**

Apa sajakah dampak positif dari berperilaku ta'awun? sebutkan dengan jelas!

.....  
.....

**6) Membiasakan diri dalam berperilaku ta'wun**

Untuk mewujudkan sikap taawun perlu diperhatikan beberapa hal, sebutkan!

.....  
.....

**Lampiran 10:****Data Hasil Keterlaksanaan Pembelajaran (Do)**

<b>Do ke-</b>	<b>Tanggal Pelaksanaan</b>	<b>Topik</b>	<b>No. Observer</b>	<b>P (%) Keterlaksanaan</b>	<b>Jumlah</b>	<b>Rata-Rata</b>
I	4 April 2014	Ta'wun/tolong-menolong	1	80	350	70%
			2	60		
			3	70		
			4	70		
			5	70		
II	11 April 2014	Tawadhu'/rendah hati dan Tasamuh/Toleransi	1	90	420	84%
			2	80		
			3	90		
			4	80		
			5	80		
III	12 April 2014	Tawadhu'/rendah hati dan Tasamuh/Toleransi	1	100	200	100%
			2	100		
IV	18 April 2014	Khusnudzon/berprasangka baik	1	90	260	86,67%
			2	80		
			3	90		
V	25 April 2014	Evaluasi materi pokok I-IV	1	100	400	100%
			2	100		
			3	100		
			4	100		

**Lampiran 11:****Data Hasil Penilaian Kemampuan Guru Aqidah-Akhlak**

<b>Open Lesson</b>	<b>Tanggal Pelaksanaan</b>	<b>Topik</b>	<b>No. Observer</b>	<b>P (%) Keterlaksanaan</b>	<b>Jumlah</b>	<b>Rata-Rata</b>
I	4 April 2014	Ta'wun/tolong-menolong	1	77	343	68,6
			2	56		
			3	78		
			4	61		
			5	71		
II	11 April 2014	Tawadhu'/ rendah hati dan Tasamuh/ Toleransi	1	78	351	70,2
			2	64		
			3	75		
			4	62		
			5	72		
III	12 April 2014	Tawadhu'/ rendah hati dan Tasamuh/ Toleransi	1	74	145	72,5
			2	71		
IV	18 April 2014	Khusnudzon/ berprasangka baik	1	74	220	73,33
			2	76		
			3	70		
V	25 April 2014	Evaluasi materi pokok I-IV	1	78	311	77,75
			2	85		
			3	76		
			4	72		

**Lampiran 12:**

**Data Hasil Keterlaksanaan Langkah-langkah Tahap *See***

<b>Open Lesson</b>	<b>Tanggal Pelaksanaan</b>	<b>Topik</b>	<b>No. Observer</b>	<b>P (%) Keterlaksanaan</b>	<b>Jumlah</b>	<b>Rata-Rata</b>
I	4 April 2014	Ta'wun/tolong-menolong	1	100	500	100%
			2	100		
			3	100		
			4	100		
			5	100		
II	11 April 2014	Tawadhu'/rendah hati dan Tasamuh/Toleransi	1	100	500	100%
			2	100		
			3	100		
			4	100		
			5	100		
III	12 April 2014	Tawadhu'/rendah hati dan Tasamuh/Toleransi	1	100	200	100%
			2	100		
IV	18 April 2014	Khusnudzon/berprasangka baik	1	100	300	100%
			2	100		
			3	100		
V	25 April 2014	Evaluasi materi pokok I-IV	1	100	400	100%
			2	100		
			3	100		
			4	100		

## Lampiran 13:

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Madrasah : MTsN Prigen  
Mata pelajaran : Aqidah dan Akhlak  
Tema : Menerapkan Perilaku terpuji kepada sesama manusia  
Kelas : VIII  
Semester : II  
Alokasi Waktu : 4 x 45 menit (2 X Pertemuan)

#### **A. Standar Kompetensi**

3. Menerapkan Perilaku terpuji kepada sesama manusia

#### **B. Kompetensi Dasar**

- 3.1 Menjelaskan pengertian dan pentingnya Tawadu' dan Tasamuh
- 3.2 Mengidentifikasi bentuk dan contoh perilaku Tawadu' dan Tasamuh
- 3.3 Menunjukkan nilai-nilai positif dari perilaku Tawadu' dan Tasamuh
- 3.4 Membiasakan perilaku Tawadu' dan Tasamuh dalam kehidupan sehari-hari

#### **C. Indikator**

- 1) Menjelaskan pengertian Tawadu' dan Tasamuh.
- 2) Menjelaskan pentingnya berperilaku Tawadu' dan Tasamuh.
- 3) Menunjukkan hukum Tawadu' dan Tasamuh terhadap sesama di Al-Quran dan Al-Hadist.
- 4) Menyebutkan bentuk-bentuk Tawadu' dan Tasamuh.
- 5) Mendeskripsikan dampak positif dari perilaku Tawadu' dan Tasamuh
- 6) Menerapkan dan membiasakan diri dalam berperilaku Tawadu' dan Tasamuh dalam kehidupan sehari-hari

#### **D. Tujuan pembelajaran**

- 1) Siswa Mampu Menjelaskan pengertian Tawadu' dan Tasamuh.
- 2) Siswa Mampu Menjelaskan pentingnya berperilaku Tawadu' dan Tasamuh.

- 3) Siswa Mampu Menunjukkan hukum Tawadu' dan Tasamuh terhadap sesama di Al-Quran dan Al-Hadist
- 4) Menyebutkan bentuk-bentuk Tawadu' dan Tasamuh.
- 5) Mendeskripsikan dampak positif dari perilaku Tawadu' dan Tasamuh
- 6) Menerapkan dan membiasakan diri dalam berperilaku Tawadu' dan Tasamuh dalam kehidupan sehari-hari.

#### **E. Materi Pembelajaran**

##### 1. Tawaduk (Rendah Hati)

- a. Pengertian dan Pentingnya Tawaduk
- b. Perintah Bersikap Tawaduk
- c. Bentuk-Bentuk Perilaku Tawaduk
- d. Dampak Positif Perilaku Tawaduk
- e. Membiasakan Diri Berperilaku Tawaduk.

##### 2. Tasamuh (Toleransi)

- a. Pengertian Tasamuh
- b. Pentingnya memiliki sikap tasamuh
- c. Perintah untuk bersikap Tasamuh.
- d. Bentuk-bentuk Tasamuh dalam kehidupan
- e. Dampak Positif Perilaku Tasamuh dalam Kehidupan
- f. Membiasakan diri bersikap tasamu

#### **F. Metode Pembelajaran**

Pendekatan : *Cooperative Learning*

Model : *Cooperative*

Metode : *Two Stay two Stray*

## G. Langkah-langkah Pembelajaran

No.	Kegiatan Pembelajaran	Nilai Karakter
1.	<p><b>Kegiatan Awal (Eksplorasi) selama (10 menit)</b></p> <p>g) Guru membuka pembelajaran dengan salam dan berdo'a bersama dipimpin oleh seorang peserta didik dengan penuh <i>khidmat</i>;</p> <p>h) Guru mengabsen siswa satu persatu untuk mengecek kehadiran siswa.</p> <p>i) Guru sedikit mengulas materi pada pertemuan sebelumnya dengan memberikan pertanyaan kepada siswa.</p> <p>j) Guru menggali pengetahuan awal siswa: "<i>Apakah orang-orang di Bali sangat toleran dengan agama lain karena di sana paling banyak adalah agama Hindu? "Ketika sebelum berangkat ke sekolah apa yang kalian lakukan kepada orang tua?</i>"</p> <p>k) Guru menyampaikan tujuan pembelajaran.</p>	<p><b>Relegius</b></p> <p><b>Disiplin</b></p> <p><b>Rasa ingin tahu</b></p>
2.	<p><b>Kegiatan Inti (Elaborasi) selama (70 menit)</b></p> <p>Dalam kegiatan inti, guru dan para siswa melakukan beberapa kegiatan sebagai berikut:</p> <p>a. Siswa dikelompokkan ke dalam 5 kelompok (5 menit)</p> <p>- Kelompok 1: Deni Wiranto, Abdul Aziz Mahmud Al. A, Dewi Marlinda, Moch. Bachrul U, Widi Jaya P, Yoga R.</p>	<p><b>Tanggung Jawab</b></p>



## H. Alat / Bahan/ Sumber

- 1) Buku Aidah Akhlak yang relevan
- 2) LKS/ Surat Kabar
- 3) Siswa dan Guru
- 4) Al-Qur'an

## I. Evaluasi

### 1. Evaluasi Aktivitas Belajar Siswa

Lembar keaktifan siswa dalam diskusi

### 2 Evaluasi Kognitif

Soal kuis

## Lampiran 1. Lembar Keaktifan Siswa

Tanggal :

Nama Guru :

Materi :

Kelas :

Kelompok :

No	Aspek	Nama Siswa					
1	Siswa berperan aktif dalam diskusi dengan kelompok						
2	Siswa saling aktif memberikan penjelasan kepada teman kelompok asal						
3	Siswa terlihat antusias dalam						

	berdiskusi dalam kelas						
<b>4</b>	Siswa berani mempresentasikan hasil diskusi di depan kelas						
<b>5</b>	Siswa berani mengemukakan pendapat, tanggapan, atau pertanyaan						

Keterangan:

- Nama siswa bisa diisi menurut kelompok yang diamati
- Setiap kemunculan aspek diberi tanda centang (√)

## **Lampiran 2. Evaluasi Kognitif**

### Soal Kuis Tawadu' dan Tasamuh/tolong-menolong

- 1). Deskripsikan pengertian dari Tawadu' dan Tasamuh!
- 2). Tulis dan terjemahkan dalil mengenai Tawadu' dan Tasamuh!
- 3). Sebut dan jelaskan bentuk-bentuk dari Tawadu' dan Tasamuh?
- 4). Sebutkan dampak positif dari perilaku Tawadu' dan Tasamuh?
- 5). Berikan 2 contoh sikap dalam perilaku Tawadu' dan Tasamuh dalam kehidupan sehari-hari?

Prigen, 5 April 2014

Mengetahui,

Kepala Madrasah

Guru Aqidah-Akhlak

**Drs. H.Pardi, M.PdI**

NIP. 19690728 200003 1 002

**Drs. Rokhemad**

NIP : 19660122 200604 1 031

**LEMBAR KERJA SISWA**  
**TAWADU' DAN TASAMUH**



*(TAWADU')*



*(TASAMUH)*

**Indikator Kompetensi:**

7. Menjelaskan pengertian Tawadu' dan Tasamuh.
8. Menjelaskan pentingnya berperilaku Tawadu' dan Tasamuh.
9. Menunjukkan hukum Tawadu' dan Tasamuh terhadap sesama di Al-Quran dan Al-Hadist.
10. Menyebutkan bentuk-bentuk Tawadu' dan Tasamuh.
11. Mendeskripsikan dampak positif dari perilaku Tawadu' dan Tasamuh
12. Menerapkan dan membiasakan diri dalam berperilaku Tawadu' dan Tasamuh dalam kehidupan sehari-hari.

**Soal:**

**1) Pengertian Tawadu' dan Tasamuh**

Jelaskan pengertian Tawadu' dan Tasamuh secara singkat dan jelas?

.....  
.....

**2) Pentingnya berperilaku Tawadu' dan Tasamuh**

Seberapa pentingkah berperilaku Tawadu' dan Tasamuh dalam kehidupanmu? jelaskan!

.....  
.....

**3) Hukum Tawadu' dan Tasamuh terhadap sesama di Al-Quran dan Al-Hadist.**

Didalam surat apakah perintah Tawadu' dan Tasamuh di jelaskan di Al-Qur'an? Tulis dan terjemahkan dengan baik!

.....  
.....

**4) Bentuk-bentuk Tawadu' dan Tasamuh.**

Sebutkan bentuk-bentuk dari perilaku ta'wun yang kalian ketahui!

.....  
.....

**5) Dampak positif dari perilaku Tawadu' dan Tasamuh.**

Apa sajakah dampak positif dari berperilaku Tawadu' dan Tasamuh? sebutkan dengan jelas!

.....  
.....

**6) Membiasakan diri dalam berperilaku Tawadu' dan Tasamuh.**

Untuk mewujudkan sikap hidup Tawadu' dan Tasamuh perlu diperhatikan beberapa hal sebutkan!

.....  
.....

## Lampiran 14:

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Madrasah : MTsN Prigen  
Mata pelajaran : Aqidah dan Akhlak  
Tema : Menerapkan Perilaku terpuji kepada sesama manusia  
Kelas : VIII  
Semester : II  
Alokasi Waktu : 2 x 45 menit (1 X Pertemuan)

#### **A. Standar Kompetensi**

3. Menerapkan Perilaku terpuji kepada sesama manusia

#### **B. Kompetensi Dasar**

- 3.1 Menjelaskan pengertian dan pentingnya husnuzan
- 3.2 Mengidentifikasi bentuk dan contoh perilaku husnuzan
- 3.3 Menunjukkan nilai-nilai positif dari perilaku husnuzan
- 3.4 Membiasakan perilaku husnuzan dalam kehidupan sehari-hari

#### **C. Indikator**

- 1) Menjelaskan pengertian husnuzan.
- 2) Menjelaskan pentingnya berperilaku husnuzan.
- 3) Menunjukkan hukum husnuzan terhadap sesama di Al-Quran dan Al-Hadist.
- 4) Menyebutkan bentuk-bentuk husnuzan.
- 5) Mendeskripsikan dampak positif dari perilaku husnuzan
- 6) Menerapkan dan membiasakan diri dalam berperilaku husnuzan dalam kehidupan sehari-hari

#### **D. Tujuan pembelajaran**

- 1) Siswa Mampu Menjelaskan pengertian husnuzan.
- 2) Siswa Mampu Menjelaskan pentingnya berperilaku husnuzan.
- 3) Siswa Mampu Menunjukkan hukum husnuzan terhadap sesama di Al-Quran dan Al-Hadist
- 4) Menyebutkan bentuk-bentuk husnuzan.





	<p>Nomor 4: hikmah dibalik sikap husnuzon</p> <p>Nomor 5 : sikap yang harus ditampilkan ketika siswa sikap husnuzon</p> <p>i. Setiap kelompok mempresentasikan hasil kerjanya masing-masing di depan kelas.</p> <p>j. Setiap kelompok menari kesimpulan (5 menit)</p> <p><b>3. Kegiatan Tindak Lanjut (Konfirmasi) (10 menit)</b></p> <p>c. Guru memberikan tugas rumah pada siswa untuk mempelajari materi husnuzon dan membuat pertanyaan sebanyak 2 buah untuk dibahas pada pertemuan berikutnya.</p> <p>d. Guru menutup pembelajaran dengan mengucapkan salam.</p>	<p><b>Kejujuran</b></p> <p><b>Disiplin</b></p> <p><b>Kerja keras dan Tanggung jawab</b></p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

#### H. Alat / Bahan/ Sumber

5. Buku Aidah Akhlak yang relevan
6. LKS/ Surat Kabar
7. Siswa dan Guru
8. Al-Qur'an

## I. Evaluasi

### 1. Evaluasi Aktivitas Belajar Siswa

Lembar keaktifan siswa dalam diskusi

### 2. Evaluasi Kognitif

Soal kuis

## Lampiran 1. Lembar Keaktifan Siswa

Tanggal :

Nama Guru :

Materi :

Kelas :

Kelompok :

No	Aspek	Nama Siswa					
1.	Siswa berperan aktif dalam diskusi dengan kelompok						
2.	Siswa saling aktif memberikan penjelasan kepada teman kelompok						
3.	Siswa terlihat antusias dalam berdiskusi dalam kelas						
4.	Siswa berani mempresentasikan hasil diskusi di depan kelas						
5.	Siswa berani mengemukakan pendapat, tanggapan, atau pertanyaan						

Keterangan:

- Nama siswa bisa diisi menurut kelompok yang diamati
- Setiap kemunculan aspek diberi tanda centang (√)

## **Lampiran 2. Evaluasi Kognitif**

### Soal Kuis husnuzan

- 1). Deskripsikan pengertian dari husnuzan!
- 2). Tulis dan terjemahkan dalil mengenai husnuzan!
- 3). Sebut dan jelaskan bentuk-bentuk dari husnuzan?
- 4). Sebutkan dampak positif dari perilaku husnuzan?
- 5). Berikan 2 contoh sikap dalam perilaku husnuzan dalam kehidupan sehari-hari

Prigen, 17 April 2014

Mengetahui

Kepala Madrasah

Guru Aqidah-Akhlak

**Drs. H.Pardi, M.PdI**

NIP. 19690728 200003 1 002

**Drs. Rokhemad**

NIP : 19660122 200604 1 031

**LEMBAR KERJA SISWA**  
**HUSNUZAN**



**Indikator Kompetensi:**

- 1) Menjelaskan pengertian husnuzan.
- 2) Menjelaskan pentingnya berperilaku husnuzan.
- 3) Menunjukkan hukumhusnuzan terhadap sesama di Al-Quran dan Al-Hadist.
- 4) Menyebutkan bentuk-bentuk husnuzan.
- 5) Mendeskripsikan dampak positif dari perilaku husnuzan
- 6) Menerapkan dan membiasakan diri dalam berperilaku husnuzan dalam kehidupan sehari-hari.

**Soal:**

**1) Pengertian Husnuzan**

Jelaskan pengertian husnuzan secara singkat dan jelas?

.....  
.....

**2) Pentingnya berperilaku husnuzan**

Seberapa pentingkah berperilaku husnuzan dalam kehidupanmu?jelaskan!

.....  
.....

**3) Hukum husnuzan terhadap sesama di Al-Quran dan Al-Hadist**

Di dalam surat apakah perintah husnuzan di jelaskan di Al-Qur'an? Tulis dan terjemahkan dengan baik!

.....  
.....

**4) Bentuk-bentuk husnuzan**

Sebutkan bentuk-bentuk dari perilaku ta'wun yang kalian ketahui!

.....  
.....

**5) Dampak positif dari perilaku husnuzan**

Apa sajakah dampak positif dari berperilaku husnuzan?sebutkan dengan jelas!

.....  
.....

**6) Membiasakan diri dalam berperilaku husnuzan**

Untuk mewujudkan sikap hidup husnuzan perlu diperhatikan beberapa hal sebutkan!

.....  
.....

### Lampiran 15: Hasil Belajar Siswa

Data Hasil Belajar Kelas VIII-A MTsN Prigen kabupaten Pasuruan Selama  
Pelaksanaan *Lesson Study*

No. Absen	Nama Siswa	Nilai Tes Kognitif			
		LS I	LS II	LS III	LS IV
1.	Agus Kuncoro	94	95	95	98
2.	Abdul Aziz Mahmud Al. A	76	67	64	80
3.	Allip Kurniawan	80	100	69	76
4.	Annisaa Komara Dewi	78	73	70	88
5.	Debby Ferlinda Sari	75	75	62	79
6.	Devia Nuzul Retnaningtyas	75	78	60	83
7.	Dewi Marlinda	100	98	93	96
8.	Ema Rochmawati	76	91	88	89
9.	Firman Dedy Syahputra	77	84	54	76
10.	Indar Roziatul Magfiroh	70	96	63	91
11.	Lutfi Linda Kartika Sari	92	96	75	93
12.	Miftakhul Huda	58	71	55	72
13.	Moch. Bachrul Ulum	84	83	54	76
14.	Mohammad Andi Alfian	68	65	48	70
15.	Muhammad Ariyanto	75	75	93	91
16.	Nur Arifin Hardiansyah	89	96	85	92
17.	Nur Hidayatur Rohma	59	90	60	75
18.	Rafita Finadya W.	69	79	75	75
19.	Rohmirul Huda	53	71	51	70
20.	Shinta Allawiyah	79	79	75	77
21.	Taufi Dimas Purnama	76	77	75	75
22.	Tya Devi Adhisa	78	87	96	99
23.	Vony	44	56	76	75
24.	Yoga Riandana	63	76	75	72
25.	Widi Jaya Pratama	78	98	83	75

26.	Widitio Yarizal	93	92	100	98
<b>Nilai Rata-rata Kelas</b>		<b>75,35</b>	<b>82,61</b>	<b>72,85</b>	<b>82,35</b>
<b>Persentase Ketuntasan Belajar Siswa (%)</b>		<b>69,23</b>	<b>76,92</b>	<b>50</b>	<b>88,46</b>

**Lampiran 16:**

**Hasil Analisis Angket Respons Siswa Terhadap Pelaksanaan**

***Lesson Study Pada Open Lesson I***

Hasil Analisis Angket Respons Siswa Terhadap Pelaksanaan *Lesson Study*

*Open Lesson I*

Jumlah Siswa: 26 siswa

Sampel: 5 siswa

No	SS	%	S	%	TS	%	STS	%
1.	3	60	2	40	0	0	0	0
2.	4	80	1	20	0	0	0	0
3.	4	80	1	20	0	0	0	0
4.	3	60	2	40	0	0	0	0
5.	3	60	2	40	0	0	0	0
6.	0	0	3	60	2	40	0	0
7.	0	0	4	80	1	20	0	0
8.	0	0	0	0	3	60	2	40
9.	0	0	1	20	4	80	0	0
10.	3	60	2	40	0	0	0	0
11.	4	80	1	20	0	0	0	0
12.	5	100	0	0	0	0	0	0
13.	5	100	0	0	0	0	0	0
14.	2	40	3	60	0	0	0	0
15.	3	40	2	40	0	0	0	0
16.	0	0	0	0	4	80	1	20
17.	0	0	0	0	5	100	0	0
18.	0	0	0	0	5	100	0	0
19.	3	60	2	40	0	0	0	0

**Lampiran 17: Hasil Analisis Angket Respons Siswa Terhadap Pelaksanaan  
*Lesson Study* Pada *Open Lesson* II**

Hasil Analisis Angket Respons Siswa Terhadap Pelaksanaan *Lesson Study*  
*Open Lesson* II

Jumlah Siswa: 26 siswa

Sampel: 5 siswa

No Pernyataan	SS	%	S	%	TS	%	STS	%
1.	0	0	4	80	1	20	0	0
2.	0	0	5	100	0	0	0	0
3.	4	80	1	20	0	0	0	0
4.	1	20	4	80	0	0	0	0
5.	3	60	2	40	0	0	0	0
6.	0	0	2	40	2	40	1	20
7.	1	20	3	60	1	20	0	0
8.	0	0	0	0	4	80	1	20
9.	0	0	0	0	4	80	1	20
10.	3	60	2	40	0	0	0	0
11.	2	40	3	60	0	0	0	0
12.	4	80	1	20	0	0	0	0
13.	1	20	3	60	1	20	0	0
14.	4	80	1	20	0	0	0	0
15.	3	60	2	40	0	0	0	0
16.	0	0	0	0	4	80	1	20
17.	0	0	0	0	5	100	0	0
18.	0	0	0	0	5	100	0	0
19.	2	40	3	60	0	0	0	0

**Lampiran 18: Hasil Analisis Angket Respons Siswa Terhadap Pelaksanaan  
*Lesson Study* Pada *Open Lesson* III**

Hasil Analisis Angket Respons Siswa Terhadap Pelaksanaan *Lesson Study*  
*Open Lesson* III

Jumlah Siswa: 26 siswa

Sampel: 5 siswa

No Pernyataan	SS	%	S	%	TS	%	STS	%
1.	0	0	4	80	1	20	0	0
2.	0	0	4	80	1	20	0	0
3.	0	0	3	60	2	40	0	0
4.	0	0	5	100	0	0	0	0
5.	0	0	2	40	3	60	0	0
6.	0	0	0	0	5	100	0	0
7.	0	0	2	40	3	60	0	0
8.	0	0	0	0	4	80	1	20
9.	0	0	0	0	5	100	0	0
10.	0	0	0	0	3	60	2	40
11.	0	0	3	60	2	40	0	0
12.	0	0	0	0	4	80	1	20
13.	0	0	2	40	3	60	0	0
14.	0	0	4	80	1	20	0	0
15.	0	0	0	0	5	100	0	0
16.	0	0	4	80	1	20	0	0
17.	0	0	2	40	3	60	0	0
18.	0	0	3	60	2	40	0	0
19.	0	0	2	40	3	60	0	0

**Lampiran 19: Hasil Analisis Angket Respons Siswa Terhadap Pelaksanaan  
*Lesson Study* Pada *Open Lesson IV***

Hasil Analisis Angket Respons Siswa Terhadap Pelaksanaan *Lesson Study*  
*Open Lesson IV*

Jumlah Siswa: 26 siswa

Sampel: 5 siswa

No Pernyataan	SS	%	S	%	TS	%	STS	%
1.	3	60	2	40	0	0	0	0
2.	4	80	1	20	0	0	0	0
3.	4	80	1	20	0	0	0	0
4.	3	60	2	40	0	0	0	0
5.	3	60	2	40	0	0	0	0
6.	0	0	3	60	2	40	0	0
7.	0	0	4	80	1	20	0	0
8.	0	0	0	0	3	60	2	40
9.	0	0	1	20	4	80	0	0
10.	3	60	2	40	0	0	0	0
11.	4	80	1	20	0	0	0	0
12.	5	100	0	0	0	0	0	0
13.	5	100	0	0	0	0	0	0
14.	2	40	3	60	0	0	0	0
15.	3	40	2	40	0	0	0	0
16.	0	0	0	0	4	80	1	20
17.	0	0	0	0	5	100	0	0
18.	0	0	0	0	5	100	0	0
19.	3	60	2	40	0	0	0	0

**Lampiran 20: Hasil Analisis Angket Respons Siswa Terhadap Pelaksanaan  
*Lesson Study* Pada *Open Lesson V***

Hasil Analisis Angket Respons Siswa Terhadap Pelaksanaan *Lesson Study*  
*Open Lesson V*

Jumlah Siswa: 26 siswa

Sampel: 5 siswa

No Pernyataan	SS	%	S	%	TS	%	STS	%
1.	4	80	1	20	0	0	0	0
2.	0	0	5	100	0	0	0	0
3.	5	100	0	0	0	0	0	0
4.	3	60	2	40	0	0	0	0
5.	1	20	4	80	0	0	0	0
6.	0	0	1	20	4	80	0	0
7.	0	0	4	80	1	20	0	0
8.	1	20	4	80	0	0	0	0
9.	0	0	0	0	5	100	0	0
10.	1	20	4	80	0	0	0	0
11.	4	80	1	20	0	0	0	0
12.	1	20	4	80	0	0	0	0
13.	5	100	0	0	0	0	0	0
14.	2	40	3	60	0	0	0	0
15.	3	60	2	40	0	0	0	0
16.	0	0	1	20	3	60	1	20
17.	0	0	1	20	4	80	0	0
18.	0	0	0	0	5	100	0	0
19.	1	20	4	80	0	0	0	0



THE STATE ISLAMIC UNIVERSITY OF MAULANA MALIK  
IBRAHIM MALANG  
TARBIYAH AND TEACHING SCIENCES FACULTY  
Jalan Gajayan Nomor 50 Telepon (0341) 552398 Faksimile (0343) 552398  
Website: [www.tarbiyah.uin-malang.ac.id](http://www.tarbiyah.uin-malang.ac.id)

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### EVIDENCE OF CONSULTATION

Name : Muhammad Arifin  
NIM : 10110006  
Faculty/ Program : FITK/ Islamic Education  
Advisor : H. Ahmad Nurul Kawakip, M.Pd, MA  
Title of Course of Report : The Implementation of Lesson Study for Improving  
Improving Teacher of Aqidah-Akhlak and Learning  
Student Outcome at MTsN Prigen Kabupaten  
Pasuruan

No	Date of Consultation	Cosultation Material	Signature
1.	November 01, 2013	Proposal Consultation	
2.	November 07, 2013	Proposal Consultation	
3.	November 14, 2013	Proposal Consultation	
4.	April 09, 2014	Chapter I	
5.	May 01, 2014	Chapter I,II,III	
6.	May 15, 2014	Chapter IV	
7.	May 27, 2014	All Chapter	
8.	June 02, 2014	All Chapter	

Acknowledged by,

Dean

**Dr.H. Nur Ali, M.Pd**

NIP. 196504031998031002

## CURRICULUM VITAE

Name : Muhammad Arifin

Identification Student Number : 10110006

Place, Date of Birth : Pasuruan, September 21, 1991

Faculty/ Study Program : Tarbiyah and Teaching Sciences/ Islamic  
Education

In Year : 2010

Mobile Phone Number/ HP : +6285755135156



Malang, June 14, 2014

Student

**(Muhammad Arifin)**

## DOCUMENTATION



**Figure A. Prof. Masaaki Sato and Prof. Izumi Nishitani at MTsN Prigen**



**Figure B. *Plan* Activity in the Lesson Study Process That Has been Conducting by Teacher of Aqidah-Akhlak**



**Figure C. *Do* Activity in the Lesson Study Process That Has been Conducting by Teacher of Aqidah-Akhlak**



**Figure D. Reflection Activity in the Lesson Study Process That Has been Conducting by Teacher of Aqidah-Akhlak**