

**COMPUTER-BASED LEARNING MODEL FOR ISLAMIC
EDUCATION SUBJECT AT SMKN 2 PROBOLINGGO**

THESIS

By:

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ID. 09110274



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

April, 2014

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**Submitted to fulfill the requirement in bachelor degree program in Islamic
Education Department, Faculty of Tarbiyah and Teaching Science, State
Islamic University of Maulana Malik Ibrahim Malang**

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APPROVAL SHEET

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THESIS

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DEDICATION

Thanks into Allah SWT who give me mercy and blessing to finish my thesis without any obstacles. Shalawat and salam also always be given to prophet Muhammad SAW who deliver us from the darkness to lightness.

I would like to dedicate this thesis for special people that I respect and obey, they are my beloved husband Arif Pandu Winata, S. Pd and my beloved parents, Drs. Asnawi and Istianah who give me praying, loving, supporting either financial and also motivation and inspiration for me. It is also dedicated to my beloved younger brother and sister, Jefry Asistia and Pricilia Asistia. Thanks to all your loving and affection.

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MOTTO

وَهُوَ الَّذِي جَعَلَكُمْ خَلَائِفَ الْأَرْضِ وَرَفَعَ بَعْضَكُمْ فَوْقَ بَعْضٍ دَرَجَاتٍ لِيَبْلُوكُمْ

فِي مَا آتَاكُمْ^ق 

“It is He Who hath made you (His) agents, inheritors of the earth: He hath raised you in ranks, some above others: that He may try you in the gifts He hath given you.....”

(QS. Al-An'aam: 165)¹

¹ *Al-Qur'an Digital dan Terjemahannya* (version 2.1)

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Assalamu'alaikum Wr.Wb.

Sesudah melakukan beberapa kali bimbingan baik dari segi isi, bahasa, maupun teknik penulisan, dan setelah membaca skripsi mahasiswa tersebut di bawah ini:

Nama : Elyn Asistia

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Judul Skripsi : *Computer-Based Learning Model for Islamic Education Subject at SMKN 2 Probolinggo*

Maka selaku pembimbing, kami berpendapat bahwa skripsi tersebut layak diajukan untuk diujikan. Demikian, mohon maklum adanya.

Wassalamu'alaikum Wr.Wb.

Pembimbing,

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STATEMENT

I hereby declare that in this thesis there is no work from the other people that has proposed to acquire a degree at a university, and the best of my knowledge there is no work ever written or opinion of others except that is in writing referred in this manuscript and mentioned in the bibliography.

Malang, April 23th 2014

Elyn Asistia

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All praise to Allah SWT as a Lord of this universe who gave me mine and my life figure by His mercies and blessings, therefore I can finish this thesis entitled “Computer-Based Learning Model for Islamic Education Subject at SMKN 2 Probolinggo” well. Sholawat and Salam always be given for Prophet Muhammad SAW, without his guidance we never found the straight ways.

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The author knows that there are many weakness in the writing of this thesis. Therefore, the author hopes critics and suggestions from readers to make this thesis better in the future. Finally, author hopes this thesis can give beneficial for all of sides. Amin

Malang, April 23th 2014

Author

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ABSTRACT

Asistia, Elyn. 2013. Computer-based Learning Model for Islamic Education Subject at SMKN 2 Probolinggo. Thesis, Islamic Education Department, Faculty of Tarbiyah and Teaching Science, State Islamic University of Maulana Malik Ibrahim Malang. H. Ahmad Nurul Kawakip, M. Pd, MA

Keyword: Computer-based Learning Model, Islamic Education Subject

Computer-based learning model is the use of a computer to help presenting the learning materials to students, monitoring the progress of learning or selecting additional learning materials that match with the learning needs of individual students. There are four kinds of CBL model, first is drills model, tutorial model, simulation model, and instructional games model, which all of them have each characteristics. Islamic education is a process of preparing a generation to fill the role, transferring knowledge and Islamic values are aligned and functioning of human beings to do good in the world and reap the benefits in the afterlife. It should be emphasized that in the Al-Quran and As-Sunnah has always been an inspiration and motivator as well as a frame in the educational process, both within the family, school and community environments.

This study focused on the computer-based learning model for Islamic education subject at SMKN 2 Probolinggo. This study aims to (1) to explain the computer-based learning model for Islamic education subject at SMKN 2 Probolinggo (2) to describe the results of the implementation of computer-based learning model for Islamic education subject at SMKN 2 Probolinggo.

This research use descriptive qualitative approach to describe and to interpret the cases above based on real phenomena in the field. The researcher as a partisipative observer to collect data at SMKN 2 Probolinggo. The method of collecting data is include observation, interview, and documentation. Then, the technique of analysis data use reduction and taking conclusion.

The result of research shows that computer-based learning model at SMKN 2 Probolinggo is one way to learn the materials become more enjoyable because of saturation that caused by the lack of variety in the classroom. In the era of globalization, such as the quality of knowledge and curiosity of students are getting high, therefore computer-based learning model is suitable for learning with curriculum recently. Not much different from the usual model of learning, just learning model using computer media in its application.

Based on the results of the study suggested as follows: for teacher of Islamic Education Subject in the future, hope that not only mastering knowledge of the Islamic religion but also mastering a lot of technology in order can compete in the education world, providing innovative assignments, and for the school to provide support with scholarship (academic and non academic).

ABSTRAK

Asistia, Elyn. 2013. Model Pembelajaran Berbasis Komputer untuk Mata Pelajaran PAI di SMKN 2 Probolinggo. Skripsi, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. H. Ahmad Nurul Kawakip, M. Pd, MA

Keyword: Model Pembelajaran Berbasis Komputer, Mata Pelajaran PAI

Pembelajaran berbasis komputer adalah penggunaan komputer untuk membantu menyajikan materi pembelajaran kepada siswa, memantau kemajuan belajar atau memilih bahan pembelajaran tambahan yang sesuai dengan kebutuhan belajar siswa secara individual. Ada empat macam model CBL, pertama adalah model yang *Drills, Tutorial, Simulation, dan Instructional Games*, yang semuanya memiliki karakteristik masing-masing. Pendidikan Islam adalah proses mempersiapkan generasi untuk mengisi peran, mentransfer pengetahuan dan nilai-nilai Islam yang selaras dan agar manusia berbuat baik di dunia dan menuai keuntungan di akhirat. Perlu ditekankan bahwa dalam Al-Quran dan As-Sunnah selalu menjadi inspirasi dan motivator serta bingkai dalam proses pendidikan, baik dalam lingkungan keluarga, sekolah, dan masyarakat.

Penelitian ini difokuskan pada model pembelajaran berbasis komputer untuk Jurusan PAI di SMKN 2 Probolinggo. Penelitian ini bertujuan untuk (1) menjelaskan model pembelajaran berbasis komputer untuk Mata Pelajaran PAI di SMKN 2 Probolinggo (2) mendeskripsikan hasil dalam penerapan model pembelajaran berbasis komputer pada mata pelajaran PAI di SMKN 2 Probolinggo.

Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk menggambarkan dan menafsirkan kasus di atas didasarkan pada fenomena nyata di lapangan. Peneliti sebagai pengamat partisipatif mengumpulkan data di SMKN 2 Probolinggo. Metode pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Kemudian, teknik analisis data menggunakan reduksi dan pengambilan kesimpulan.

Hasil penelitian menunjukkan bahwa model pembelajaran berbasis komputer di SMKN 2 Probolinggo adalah salah satu cara untuk belajar di kelas menjadi lebih menyenangkan karena kejenuhan yang disebabkan oleh kurangnya variasi dalam kelas. Dalam era globalisasi saat ini, seperti kualitas pengetahuan dan rasa ingin tahu siswa semakin tinggi, karena berbasis komputer model pembelajaran yang cocok untuk belajar dengan kurikulum baru. Tidak jauh berbeda dari model pembelajaran biasa, model ini menggunakan media komputer dalam aplikasinya.

Berdasarkan hasil penelitian disarankan sebagai berikut: bagi guru PAI di masa depan diharapkan tidak hanya menguasai materi PAI saja, tetapi juga menguasai tentang kemajuan teknologi agar dapat bersaing di dunia pendidikan, memberikan tugas yang inovatif, dan untuk sekolah untuk memberikan dukungan dengan beasiswa (akademik dan non akademik).

CHAPTER I

INTRODUCTION

A. Background of The Study

Learning is a complex process that happens to each people in his or her life. The process of learning involves the interaction between a person and the environment.¹ It is also the process of human's changing behavior, from someone who unknowing become knowing an object and from uncivilized to the civilized people. The important of learning is the interaction process of all circumstances around the student. Learning is a process of looking, observing, and understanding an object. Learning activities actually performed by 2 actors, namely teachers and students. When the teacher educate their students, they are engaged in the learning activities. Teaching and learning activities are related to the learning materials. The learning materials consist of knowledge, values, morals, art, religion, attitudes and skills. According to some experts, the activities which are related between learning materials, teachers and students in the learning activities called learning model. This research of learning model has been conducted by some experts in U.S. since the 1950s. The expert who pioneering the research of learning model in the United States is Marc Belth. Research about learning activities trying to find a model of learning. So that, the learning model that

¹ Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Rajagrafindo Persada, 2002), pg. 1

has been found are then modified, tested and developed, and finally applied in the learning activities based on learning patterns that were used.²

Based on some simple exposure above, it can be concluded that the learning process is the form of activity which performed by teachers and students to establish communication on learning model utilization, approaches of learning, learning principles and specific methods for students in order to obtain an effective and efficient learning by the lesson plan that has been made before. Beside that, the interaction which happened when learning process also influenced by the environment around of them (stakeholder), such as the headmaster, librarian, learning materials (books, modul, some video or audios, papers, magazines, etc.) and all learning sources and facilities (LCD projector, computer, laptop, video, television, radio, class, laboratory, library, learning center, language laboratory, etc).³ Therefore, learning activities should be implemented properly and optimally in order to obtain the learning objectives in a good and optimal result. The learning effectiveness can be obtained depends on the ability and the profesionalism of teachers on the learning process.

In the school, there is a term of learning process, it is the process of changing knowledges, attitudes, informations, skills and abilities that become permanent experience. Thus, the learning process is a process that became the activities core of the transferring knowledge and action from teachers to students at school. So, the process of learning is the direct interaction between teachers and students in the class, in order to transferring the knowledge. The

² Rusman, *Model-model Pembelajaran* (Jakarta: PT Rajagrafindo Persada, 2011), page 1.

³ Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Rajagrafindo Persada, 2002), pg. 1-2.

role and existence of teacher and students can not be separated from the tools and the environment that influence in achieving the objective of learning itself.

As we know, in the globalization era, all aspects in this world in the process of change, such as peoples thought, technology, knowledge, social environment, politic, education, style, food, and also the human attitude. The era of Globalization has two characteristics, *first* it is marked with the broad relations between nations supported by the advantage of the information technology. *Second*, this era open opportunities for all the peoples around the world, so that they know their potentials and capabilities. One important capability on a country is the ability in mastering the technology. Implication of the development and mastering technology are always preceded and accompanied by the transferring of technology. On the next stage, to reach the level of mastering and technology development activities that need to be creative and innovative in order to have ability to create new technologies.⁴ Therefore, with the development of technology, learning process is required a capable human resource and this is a challenge to improving the quality of our education system.⁵

Nowadays, teaching at school start to adapt the improvement of information technology, and it resulted in the change and shift paradigm of education. Rapid developments in technology information that very essential called internet, speed up the flow of knowledge through the limitation of space dimension, bureaucracy, reliability and time. Progress and technology's

⁴ Hamzah B. Uno, Nina Lamatenggo, *Teknologi Komunikasi & Informasi Pembelajaran* (Jakarta: PT Bumi Aksara, 2010), pg. 3-4

⁵ Rusman, *Model-model Pembelajaran* (Jakarta: PT Rajagrafindo Persada, 2011), page 285.

role has become more prominent, the utilization of the education, education media, and teaching in schools start to be adapted for the progress of science and technology. The utilization of tools in helping the process of learning (audio, visual, and audio-visual) and all the equipments that supports education has improve. However, all of these learning medias must be suitable with the materials, methods, and levels of students ability to achieve the learning objectives.⁶

The new education system requires new factors and conditions as well. It is necessary for teachers who have the ability and skill is more adequate, performance and needed a new attitudes, more complete equipment, and administrative principals. Teachers should be able to use the equipment with more economic, efficient, and capable owned by the school and didn't reject the utilization of modern technological tools that relevant to community needs and demands. The basic and fundamental issues is the readiness of teachers to master the utilization of some medias in education at school, so that the students can learn optimally in accordance with the purpose of education and teaching.⁷

The roles of a teacher are very important in the learning process, as mentioned in the previous paragraph that teachers must have the ability and special skills in providing materials to students to be digested properly. However, there are still many teachers who use the traditional way to providing materials to students in the class, he just present the material without using optimalize all of the available facilities and infrastructure. This

⁶ Hujair AH. Sanaky, *Media Pembelajaran* (Yogyakarta: Safiria Insania Press, 2009), page 1-2.

⁷ Usman M. Basyiruddin, Asnawir, *Media Pembelajaran* (Jakarta: Ciputat Pers, 2002), pg. 17

is extremely important particularly when it is related to the teachers of Islamic education in the era of globalization is able to create and innovate in delivering Islamic religious education materials. Thus, the study of Islamic religious education will not only be theories that are tedious and boring, but also that are more practical materials, become more attractive and easier to understand.

Implementing computer-based learning system in schools is not easy. SMKN 2 Probolinggo has complete facilities and infrastructure, this school even more apply practice learning model more than theory. Therefore, teachers who teach at school should have more ability than the students, especially in providing the material. So, if teachers, students and all stakeholders in the school should are able to optimize the contribution that they have, the educational objectives will be achieved, especially at SMKN 2 Probolinggo.

According to the researcher, learning of Islamic education is a subject that requires a touch of technology in order Islamic education can go forward in the era of Globalization, especially for students at SMKN 2 Probolinggo, but in reality, there are a lot of obstacles to the implementation of this program. Therefore, based on the explanation above, the researcher interest to conduct a study which is entitled "**Computer-Based Learning Model for Islamic Education Subject at SMKN 2 Probolinggo**".

B. Problems of The Study

Based on background of the study above, this study is conducted in order to find the answer of research problems, the main problem of the study is formulated as follows:

1. How does a computer-based learning model for Islamic Education subject at SMKN 2 Probolinggo?
2. What are the results of the implementation of computer-based learning model for Islamic Education subject at SMKN 2 Probolinggo?

C. Objectives of The Study

Based on the problem of study above, the objectives that should be achieved in this research are:

1. To understand and describe the computer-based learning model for Islamic Education subject at SMKN 2 Probolinggo.
2. To understand and describe the results of the implementation of computer-based learning model for Islamic Education subject at SMKN 2 Probolinggo.

D. Significances of The Study

The result of this research is expected to give contributions theoretically and practically for:

1. The Institution

For the institute, computer-based learning model that is still rarely used at SMKN 2 Probolinggo is expected in the presence of this research

can provide great benefits in improving the high creativity, not only for students but also for teachers who are low in ability in the field of technology.

2. The University

This research is expected to be able to give contribution for the development of knowledge and education especially for the State of Islamic University Maulana Malik Ibrahim (UIN Maliki) Malang, in order to increase the treasury of literature especially for Islamic Education.

3. The Researcher

For researcher, this study may add insight into the learning model of Islamic education in schools for the challenges in education.

E. Limitation of The Study

Limitations of the study in this research are used to avoid the perception of others about the issues to be addressed by researchers. In learning activities, there are some terms that have similar meanings to confuse the reader, such as: learning approaches, strategies, methods, techniques, tactics and learning models. In fact, the issues raised in the field is very diverse, making it difficult for researchers to observe all these problems. Due to limited time and energy possessed by the researchers is limited, the identification of the problems mentioned above, not all can be described in the literature review, thus limiting the researcher only relates to the title. The problems discussed in this thesis are as follows:

1. Computer-based learning model for Islamic Education subject that implemented by Islamic Education teachers at SMKN 2 Probolinggo, including teaching styles and approaches used by them to portray the shape of a learning model as a whole according to technological developments in the era of globalization.
2. The results of the implementation of computer-based learning model for Islamic Education subjects at SMKN 2 Probolinggo.

F. Terms of The Study

In order to avoid from misunderstanding and misinterpretation with the terms in this study and make the limitation of this study is clearer, this needs to clarify the term in this study that related to the topic above, there are:

1. Model is a plan, representation, or description that describes an object, system, or concept, which is often the simplification or idealization.
2. Learning is a process of interaction of students with teachers and learning resources in a learning environment. Learning is an educator assistance given to the process of acquisition of science and knowledge, mastery of skills and character, as well as the formation of attitudes and beliefs on students. In other words, learning is a process to help learners to learn well.
3. Computers are tools used to process data in accordance with procedures that have been formulated.
4. Islamic Education is a conscious and deliberate effort to prepare students to recognize, understand, live by faith in the teachings of Islam.

Accompanied with the demand to respect other religions in relation to inter-religious harmony and unity to manifest the unity of the nation.

G. The Previous of Study

This research discusses about Computer-Based Learning Model for Islamic Education Subject at SMKN 2 Probolinggo, based on the exploration of researcher, there is some result of research that has been done before and it has relevance with this research. Firstly, “PENGUNTAAN MEDIA KOMPUTER UNTUK MENINGKATKAN KUALITAS PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI SMPN 1 SELOPURO BLITAR”. This thesis is written by Niswatul Lutviani, postgraduate student of Islamic University of Maulana Malik Ibrahim Malang, 2007. This thesis discusses about the utilization of computers media, the learning in the classroom and some of the factors supporting and inhibiting the use of computer media to improve the quality of Islamic Education study at SMPN 1 Selopuro Blitar.

Secondly, “PEMANFAATAN MEDIA PEMBELAJARAN KOMPUTER UNTUK MENINGKATKAN PRESTASI BELAJAR SISWA DI MAN MALANG 1”. This thesis is written by Solehudin, postgraduate student of Islamic University of Maulana Malik Ibrahim Malang, 2007. As for the research of this thesis explains the use of computers and instructional media to explain the factors supporting and inhibiting the use of instructional media computer at MAN 1 Malang.

Which makes this study different from both of previous research above at SMPN 1 Selopuro Blitar and MAN 1 Malang is both of them are

using Qualitative Class Action Research (PTK) and more concerned in the utilization of computers media in learning process then how the way to improve the learning quality and how to develop the students achievement by using the computer, but in this researcher's study here is using Descriptive-analysis Qualitative Research and more concerned in the implementation of learning model for PAI subject at SMKN 2 Probolinggo.

The last is "MODEL PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI RINTISAN SEKOLAH BERTARAF INTERNASIONAL (RSBI) SMA NEGERI 1 MALANG". This thesis is written by Agus Faizin El-Nur, postgraduate student of Islamic University of Maulana Malik Ibrahim Malang, 2010. This thesis discusses about the learning models for Islamic education subject at (RSBI) SMAN 1 Malang.

Which makes this study different from previous research above at (RSBI) SMAN 1 Malang is the previous study at (RSBI) SMAN 1 Malang is more concerned about the whole learning model (generally) that can be used when learning process, but in this researcher's study here is more concerned in one of many learning model that focusing on the utilization of computer in learning process at SMKN 2 Probolinggo.

H. The Systematic of Discussion

In getting a brief description and comprehensive in the content of discussion in this research, so globally it can be viewed into the systematic of discussion in this research below:

- Chapter I** : An introduction, in which consists of background study, problem of study, objectives of study, the significances of study, limitation of study, systematic of discussion and definition of operational.
- Chapter II** : Study of literatures, in this chapter the researcher discusses about the computer-based learning model, the kinds of computer-based learning model for teacher, and all about Islamic Education subject for student in the school.
- Chapter III** : Discuss about research method, approach and type of research, the attendance of researcher, research site, source of data, technique of data collection, analysis of data, and checking the validity of data.
- Chapter IV** : The result of the research, in this discussion contains about the object of research that includes the general description of research site, profile of research sites includes vision and mission of school, the goal of school, structure of organization, data of teacher and students, media and infrastructure, and the discussion about the result of research data and the implementation of Computer-Based Learning Model for Islamic Education Subject at SMKN 2 Probolinggo.
- Chapter V** : The analysis and discussion result of research, it means the discussion to the findings of research that is related with the existence theory related with that research.

Chapter VI : The closing which contains the conclusion and suggestion of the research.

CHAPTER II

REVIEW OF LITERATURE

A. Computer-based Learning Model

1. The Definition of CBL Model

Actually the history of learning technology itself is the creation of the educational technolog, basically they want to apply the idea of the deduction principle, the learning that emphasize the individual differencies both in skill and capability. That realization of simple idea is related to the development of learning theories that is developed by some psycholog who develop the learning theory from behaviorism theory and cognitivism, especially that using the model of information processing model. Psycology learning theories that related with mastery learning with figures like John B. Carol, Jerome S. Bruner, and Benjamin S. Bloom are also influence to the development of learning technology. Besides, the reference plan that related with RPP or lesson plan also fullfiled the development of learning technology and for the next also as reference in creating the frame work and increasing the learning process based on computer.¹

The history of computer-based learning model start from the appearance of ideas to create applied technology tools that make

¹ Rusman, *Model-model Pembelajaran* (Bandung: PT Raja Grafindo Persada, 2011), page. 287-288.

someone do the learning process individually with applying the basic of “didaktik-metodik”.²

This learning model can also called e-education. There are groups that have responsibility to increase the e-education program, in the protection of National Ministry of Education. In the realization, that groups have create the work plan for five years on the development and the realization of e-education. The aims are:

The utilization of ICT in the educational world called by e-learning. In Indonesia, e-learning has developed in the protection of educational telematic rogram or e-education program. This case used in the form of comunication technology to create, to manage, and to give the information. E-education relate to utilization of comunication media and information technology, such as computer, internet, telephone, television/video, radio, and the other audio-visual medias that used in education.³

Computer-based learning model is the utilization of a computer to help presenting the learning materials to students, monitoring the progress of learning or selecting additional learning materials that match with the learning needs of individual students. Computer-based learning known as CAI (Computer Assisted Instruction) is the use of a computer

² *Ibid.*

³ *Ibid*

directly to deliver the content of the lessons, providing exercises and tested the learning abilities of students.⁴

General purpose of computer-based learning model is how the computer program is used as a tool to deliver the lessons. With a variety of features and accessories supporters (such as text, sound, images, video and animation). CBL can be modified in such a way that it looks more attractive, interactive, and more instructive. In addition to the network to be connected via internet, CBL has coverage or a broader scope than the other types of learning materials development.⁵

In the function as a tool in learning, computer-based learning material also has specific characteristics. According to Slamet Suyanto, the characteristics of computer-based learning materials are as follows:

a. Systemic

Computer-based learning materials arranged in a systemic and structured. There are two types of preparations in this regard: In addition to meet one of the types of preparations above, the development of computer-based learning also consider a concept map of science. A lot of options that can be used in preparing a concept map, ranging from easy to difficult concept, from the general to the particular, it depends on the desired needs.

⁴ Title “Pengertian Bahan Pembelajaran Berbasis Komputer”, “page 2” https://www.pjipgsd.dikti.go.id/file.php/blog/attachments/500/Bacaan_1.pdf accessed in 17 Oktober 2012

⁵ *Ibid.*

b. Clear and interesting

The exposure of draft must be clear and attractive appearance, it is a key point in computer-based learning model. Using direct language, not enterpretatif, using a clear detailed illustrations also included an absolute requirement in the development of computer-based learning.

c. Easy to use

Most of computer-based learning products are very easy to use, even though for the layman. With clear instructions to use and it has a pattern of logic that makes concrete CBL products easy to understand.

d. Easy to repair

Computer-based learning products are also easy to repair. Addition, subtraction, and revision of the product content are very easy to do. Unlike printed materials, after experiencing the printing process it can't be revised directly, but have to reprint. With the rapid development of technology, the features contained in the facilities program is also growing. Making it easier to edit the product CBL.

- e. Easy to separated

Computer-based teaching materials are very easy to spread, one of which is spread using the internet.⁶

According to Slamet Suyanto, the general procedure of computer-based learning materials development are as follows:

- a. Make a concept map of science.
- b. Constructing the subject of scientific map concept.
- c. Prepare more detailed the sub-concepts of the subject that will be delivered.
- d. Prepare concepts that will be presented.
- e. Sort the contents or explanations of each concept.
- f. Prepare drawings, graphs, charts, and other visuals.
- g. Choosing a computer-based program that will be used in accordance with the nature of matter.⁷

2. Kinds of CBL Model

- a. Drills model

Drills Model is the model by the way of student practice the materials which given in the learning process. With this model, that's will be planted the special habits in exercise form. So, with

⁶ *Ibid, page 3.*

⁷ *Ibid, page 4.*

continually practice, that will be planted and then will become habits. Beside it, for planting the habits, this model also can increasing the rapid, accuracy, perfectness to doing something and also can used as the way to replying the exercise material that has been provided and also can increase the rapid.⁸

b. Tutorial model

Tutorial is defined as a special form of learning with a qualified counselor, the use of micro computers for learning tutorial. Tutorial with alternative method such as reading, demonstration, reading discovery or experience that require a response verbally and in writing, and the presence of exam.⁹

Tutorial program is a learning program that is used in the learning process by using software such as computer programs that contain subject matter and practice questions. The development of computer technology brought many changes to a program of learning should be designed primarily in an effort to make this technology is actually able to manipulate the situation. The emphasis located on its continuous efforts to maximize the learning activity as a cognitive interaction between the students, learning materials, and devices that have been programmed computers.¹⁰

⁸ *Ibid*, p.290

⁹ *Ibid*, p.300

¹⁰ *Ibid*

Learning tutorial aims to provide complete satisfaction or understanding to students about the subject matter being studied. There are some things that the identity of the tutorial, the introduction, presentation of information, providing feedback about the response, rectification, learning settings and closing segments.

Computers as a tutors oriented effort in establishing student's behavior through the use of computer. In simple patterns of presentation are as follows: computer presenting the material, the student responds, the computer evaluated student responses to the orientation toward the students in taking the next achievement, and continuing or repeating the previous steps.¹¹

c. Simulation model

The simulation model is a model of CBL featuring subject matter that is packaged in the form of learning simulations in the form of animation that describes the content, interesting, alive, and combines elements of text, images, audio, motions, and colors that blend harmoniously. In general, phases of matter simulation model is as follows: Introduction, presentation of simulation (simulation 1, simulation 2, etc..), Answer questions and responses, response

¹¹ *Ibid.*

assessment, giving feedback on the response, corrections, segments of teaching setting, closing.¹²

d. Instructional games model

Instructional games is the one form of computer-based learning methods. Instructional games goal is to provide a learning experience that provides learning facilities to enhance the ability of students through the form of an educational game. Instructional games do not need to imitate the reality, but to have characters that provide a fun challenge for students.¹³

Instructional games can be seen by recognizing the pattern of learning through games designed in such a way, so that learning is more challenging and fun. Overall the game has the basic components as a motivational way to bring competition to achieve something that is expected, the learning objectives.

B. Islamic Education Subject

Islam is a derivative of the word that means obedience, submission (to the will of Allah SWT) is derived from the word *salama* means obedient or received; rooted in *sin lam mim* (s-l-m). The basic word is *Salima* which means peace, without spot, no defect. Of words were formed masdar *salamat* (survivors). From the description it can be

¹² *Ibid*, p. 309

¹³ *Ibid*, p. 313-314

concluded that the meaning contained in the words of Islam is peace, welfare, safety, submission, obedience, and compliance.¹⁴

As the last revealed religion, Islam is a belief system and shari'ah and morality that govern and human life in a variety of relationships. Islam regulates man's relationship with God Almighty, man and man, man and the environment.¹⁵

Sources of Islam is the Qur'an and Sunnah. The main component of the religion of Islam is creed, shari'ah and morality developed with *ra'yu* (human mind) are eligible to develop it. In other words, is further developed in order to understand man is the revelation of Allah and the sunnah of the Prophet which is the religion of Islam itself.¹⁶

While understanding the influence of education, assistance, or guidance given by the person responsible to students.¹⁷

Based on the definition above, the education of a human being in the direction of the field. Education also has a main task which is to form the Islamic personality within each human being, both individually and in social groups. Therefore, the reassertion of religious education in formal and informal educational institutions is a manifestation of the importance of personality (morality) that includes elements of Muslim rationalistic, humanistic, naturalistic and spiritualistic.

¹⁴ Mohammad Daud Ali, *Pendidikan Agama Islam* (Jakarta: Raja Grafindo Persada, 1998), p. 49

¹⁵ *Ibid*, p. 51

¹⁶ *Ibid*, p. 89

¹⁷ Abu Ahmadi, Nur Uhbiyati, *Ilmu Pendidikan* (Jakarta, Pt Rineka Cipta, 1991), p. 71

In general it can be said that Islamic education can provide the ability for someone to lead their lives according to the ideals and values of Islam that has colored shades of his personality.¹⁸

Given the extensive reach that must be faced by the Islamic education itself, the Islamic education should remain open to the demands of human welfare, both the demands in the field of science and technology as well as spiritual guidance subsistence. The need is increasingly expanding in line with the expanding demands of human life itself. Therefore, judging from the experience, acomoditive character Islamic education to the demands of the progress of time corresponding reference norms of Islam.¹⁹

From the above it is understood, Islamic education is a process of preparing a generation to fill the role, transferring knowledge and Islamic values are aligned and functioning of human beings to do good in the world and reap the benefits in the afterlife. It should be emphasized that in the Al-Quran and As-Sunnah has always been an inspiration and motivator as well as a frame in the educational process, both within the family, school and community environments. Thus, PAI is a former Islamic personality, both vertical and horizontal review.

The purpose of Islamic education is essentially the same as the purpose of the revelation of Islam, which is form the Muttaqin human the range is dimensionless infinitum (not limited by the reach of humans),

¹⁸ H.M. Arifin, *Ilmu Pendidikan Islam* (Jakarta: PT Bumi Aksara, 2003), p. 7

¹⁹ *Ibid*, p. 8

either linearly or in algorithmic (logical sequence) are in the line of believers, Muslims, muhsin, with device components, variables, and parameters each of which is competitive qualitatively.

“PAI general objective is to increase faith, understanding, appreciation, and experience of the students of Islam that a faithful and pious Muslim to Allah and morality in private life, society and state.”²⁰

In GBPP of PAI subjects curriculum 1999, the goal of Islamic education is shortened again, "so that students understand, appreciate, and practice the teachings of Islam, so that a Muslim man of faith, devoted to Allah and noble.”²¹

Formulated objectives of Islamic education implies that the coaching process through which Islamic education and experienced by learners in schools, starting from the cognitive (reason guidance), affective (heart coaching), and Psychomotor (physical development, health, and skills) to be produce Muslim, faithful, pious, and noble man.

According to M. Natsir, in the book of *Capita Selecta*, "that the purpose of education is identical to the purpose of life.”²² Like in Firman Allah Swt:

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ ﴿٥١﴾

“and I have only created Jinns and men, that they may serve Me.” (Adz-Dzariyaat: 56)

²⁰ Muhaimin, *Paradigma Pendidikan Islam* (Jakarta: PT Remaja Rasdakarya, 2004), p. 78

²¹ *Ibid.*

²² Zakiyah Drajat, *Metodik Khusus Pengajaran Agama Islam* (Jakarta: Bumi Aksara, 2004), p. 155

From above, the verse it is clear that humans and other beings (angels, devils and jinn) were created by Allah only to worship and obey Him, because actually all that brings happiness of the world and the hereafter. So, that's the purpose of human life in the world and is also the main goal of Islamic education that we must give to our student's future.

In the teaching of Islamic education, there are some ways that can be done by a PAI teacher, which is called methodology of Islamic education. The method in question is the most appropriate way of doing things. In short, the methodological discussion sequence of work in a method that is always the experimental results.²³

As a science, methodology is part of the device to its parent discipline. Almost all have the methodology of science, one of which is education methodology. For PAI subjects, there is also the methodology of Islamic education, science discuss how to present the material to students of religious instruction.²⁴

Methodology of Islamic education is important, because it is a theory that is prepared in advance to face the tasks to implement the religious education. Besides the methodology of Islamic education is a means to lead and as a direction to achieve a goal of Islamic education itself.

²³ Ahmad Tafsir, *Metodologi Pengajaran Agama Islam* (Bandung: PT Remaja Rosdakarya, 2004), p. 9

²⁴ Ramayulis, *Metodologi Pendidikan Agama Islam* (Jakarta: Kalam Mulia, 2001), p. 4

According Ali Kholil Abul ‘Ainain in the book *Falsahfatul Tarbiyatul Islamiyatul fil Qur’anil Karim*, argued at length about the methodology of Islamic Education in sum there are 11 kinds, namely:

- a. Teaching about charity and the experience or skills. This method can be done through worship (prayer, fasting, zakat, hajj, jihad, etc.).
- b. Using common sense in thinking.
- c. Examples of good and honest.
- d. Command the good, bad do the prohibition, telling each other the truth, patience and compassion.
- e. Advice.
- f. Methods story.
- g. Imagery (tamsil).
- h. Make happy and scary, or encouragement and threats.
- i. Embedding or eliminate the habit.
- j. Distributing talent.
- k. The past events.²⁵

While according to Prof. Dr. H. M. Arifin M. Ed, that can be found in the sunnah of Prophet methods for Islamic Education, among others:

- a. Command or the prohibition.
- b. Stories about people who are obedient and those who sinned and caused by their actions.

²⁵ Chalil Umam, *Ikhtisar Ilmu Pendidikan Islam* (Surabaya: Duta Aksara, 1998), p. 54

- c. Demonstration.
- d. Instructional (teaching).
- e. Acquisitional (self-education).
- f. Mutual education.
- g. Exposition (which preceded the presentation of interest / motivation).
- h. Function (practice directly).
- i. Explanation (gives an explanation of things that are less clear).²⁶

Sources and examples of Islamic education methodologies varies greatly because of Allah and Prophet Muhammad is giving guidance to all people in the world. From many ways suggested in fact only one of all the ways suggested by the Qur'an and the Hadith, *bil hikmah* dan *al-mauidzatul hasanah* (with wisdom and a good way).

²⁶ *Ibid*, p.55

CHAPTER III

THE METHOD OF RESEARCH

A. The Approach and Type of Research

The theoretical and empirical activities conducted by the researcher in this study are presented in a descriptive qualitative method. That is because researcher will report the results of research on computer-based learning model on PAI subjects at SMKN 2 Probolinggo, then describes the process of using the model and integrate with theories of the sources associated with the research. Thus, this study using a qualitative approach, data is written or the spoken words, and research can be directly done through interviews, observation and documentation, the researcher analyzed using qualitative methods.

Qualitative research is the research aims to understand the phenomenon about what is experienced by the subject of research, for example attitude, perception, motivation, action and etc. holistically, and by the description way in the form of words and language, in the specific context that natural and by utilizing of various natural method.¹ It is also the approach that emphasize to the result of observations of researcher, so the human as the instrument of research becomes a requirement and necessity. In the

¹Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2007), page: 6

qualitative research, the position of researcher becomes the key instrument in the process of research itself.

If this study in terms of the location of the study, so the study included in this type of field research that attempts to examine or observe an observational study. Researcher chose this type of research because the research field of computer-based learning model for PAI subjects at SMKN 2 Probolinggo not enough to study the literature on models of learning in school, but need to research directly to the site studied by researcher, known as term observation and systematic approach called qualitative. Thus, the concrete data from primary and secondary data obtained by investigators can be accounted for as a final conclusion of the research.

B. The Attendance of Researcher

The presence of researcher is one of the important elements in qualitative research. Researcher are planning, implementing data collection and eventually became an informant for the study. Presence of the researcher in this study is to learn more about the process of learning PAI using computer-based learning model at SMKN 2 Probolinggo. The presence of researcher is indispensable as the main instrument, because researcher themselves act directly as a planner, collecting data, analyzing the data and as a result of the research informants. The presence of researcher should also be known by the principal and all the academic community at the school. In the process of selecting an informant or source selection, the researcher choose

people who are considered to know clearly about the focus that will be examined by a researcher.

So the position of researcher in qualitative research is very complex, because the role of the researcher here not only as a researcher but also as a collector of their data, analyze data and informants of the data.

C. The Site of Research

The research was conducted at SMKN 2 Probolinggo located at JL. Mastrip No. 153, post office box 67213, Telephone (0335) 421324, Fax (0335) 421324, Probolinggo, East Java. Email: smkn2_probolinggo@yahoo.co.id. The selection is based on the research addresses the interests of researcher, such as the implementation of learning at the school is to maximize the use of technology, especially computers and even learning certain subjects, especially PAI subjects.

D. The Sources of Data

The data that will be used by the researcher is the data in accordance with the focus of this research is on computer-based learning model for PAI subjects at SMKN 2 Probolinggo. All data collected by researcher can from interviews of the school, field notes, observation of portraits or photographs, personal documents and official documents. Sources of data in this study is the subject of where the data can be obtained. The main source of data in qualitative research are the words and actions, and more of it is additional

data such as documents and others.² Source of data in this research can be categorized into two kinds:

1. Source of primary data

Source of primary data is source of data that is taken by researcher through interview and observation. That source of data includes from principal of school, vice-principals, teacher and also staffs of school.

2. Source of secondary data

Source of secondary data is source of data outside the words and also action that is written data sources. Source of secondary data are complementary data source that functions complement the data required by primary data. That may include books, papers archives, personal papers, official documents, etc.

So, it can be understood that the main source of data that becomes information source in this research will give direction to the researcher in retrieval of data source, give information and also recommendation to other informant. All of data that is needed by researcher will be collected appropriate with the necessary of researcher.

²*Ibid*, page: 157.

E. Technique of Data Collection

The technic of data collection is the most strategic stage in the research, because the main aim of research is getting of data. Without knowing the technic of data collection, so the researcher will not get data that fulfill standard of data that is determined.³ The technic of data collection that is done in this research is as follows:

1. Observation

Observation is the method of data observation by the way of conducting of observation to the activity that is taking place. That activity can relate with the way of teacher to teach, the student learns, the principal of school that is giving direction or staffing personnel who were in meetings.⁴The observation that will be conducted by researcher has characteristic of participant observation, in this case the researcher researches the activity that has been done and the researcher also participates in that activity. Susan Stainback (1988) asserts that “In participant observation, the researcher observes what people do, listen to what they say, and participates in their activities”.⁵

³Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: ALFABETA, cv, 2010), page: 224.

⁴ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: PT. Remaja Rosdakarya, 2007), page. 220

⁵Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: ALFABETA cv, 2010), page: 224.

2. Interview

Interview is the conversation that is conducted with certain aim, this conversation is conducted by two sides, those are interviewer who asks the question and a person who is interviewed or the object of interview that gives an answer from the interviewer's question. 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.

3. Documentation

Documentation is a technic of data collection by accumulating and analyzing the related documents, either written document, picture or electronic.⁶

F. Data Analysis

After the various data collected, so to analyze the techniques using the descriptive analysis, and it means the efforts of researcher to describe the data that had been collected earlier about computer-based learning model for PAI subjects at SMKN 2 Probolinggo. In analyzing qualitative data, Bogdan confirmed that "Data analysis is the process of systematically searching and organize the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to

⁶Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung:PT. Remaja Rosdakarya, 2007), page. 221.

present what you have discovered to the other ". And Susan Stainback also asserted that "the data analysis is critical to the process of qualitative research. This is recognition, comprehension studies, and linkage and draft your data and statement of hypotheses can be developed and evaluated."⁷

Qualitative research has analyzed data before the researcher going to the field of research, analysis that is applied toward data of study result introduction or secondary data that will be used to determine the focus of research. But this focus of research is still temporary; it will develop after the researcher goes on and during process of research in the field of research.⁸ In fact, data analysis in qualitative research is an on going activity that occurs throughout the investigative process rather than after process. The activity in analyzing data is data reduction, data display, and conclusion drawing or verification.

The first step of analyzing data in qualitative research is data reduction; data reduction is the process of data selection, centralization of attention and transformation rough data that appears from written notes in the field of research. And then the second step of analyzing data is data display; data display is the display of data from the result of research. In this case Miles and Huberman (1984) assert that "The most frequent form of display data for qualitative research data in the past has been narrative text". And the last step of analyzing data is conclusion drawing or verification; conclusion in qualitative research is a new founding or invention. The invention can be in

⁷Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: ALFABETA, cv, 2010), page: 244.

⁸*Ibid*, page: 245.

the form of description or the view of object that still unclear and need to be cleared as well. It can be proved after the founding of evidences during the research. Conclusion can be in the form of causal relation or interactive, hypothesis, or theory.⁹

G. Checking The Validity of Data

Checking the validity of data of research is the important activity for researcher in the effort of guarantee and convinces the other side, that the finding of that research is really valid. The valid finding will be very important for the effort to discuss the position of research finding to the theories and findings before, and the interpretation and explanation from theory or finding from research field. Checking validity in qualitative research include, credibility (internal validity), transferability (external validity), dependability (reliability), and conformability (objectivity).

1. Credibility (internal validity)

Credibility (internal validity) in qualitative research can be checked in several ways such as extension of observation, improving persistence observation in the research, triangulation, discussion with the colleague, and member check.¹⁰ Transferability is external validity in qualitative research. External validity shows the level of accuracy. The result of data can be applied into the population where the sample is taken.

⁹*Ibid*, page: 253.

¹⁰*Ibid*, page: 270.

2. Transferability (external validity)

Transferability is external validity in qualitative research. External validity shows the level of accuracy or the result of data can be applied into the population where the sample is taken.

3. Dependability (reliability)

In qualitative research, dependability is called as reliability. A reliable research is if another people can re-observe the process of that research. In qualitative research, checking dependability can be done by doing audit toward all process of research.¹¹

4. Conformability (objectivity)

Conformability in qualitative research can be defined as checking the objectivity of research. A research is called as objective if the result of research is agreed by many people. Examine the conformability is examine the result of research and it is related with the process of research that is conducted by researcher.

H. Stages of Research

1. Pre-research stage

Pre-Research stage is the stage where is determined what kinds that must be done before a researcher enter to the field of research. There

¹¹*Ibid*, page: 277.

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

2. Stage of field or research job

Phase of the research work is divided into three sections, those who know about the background research and prepare ourselves to enter the field of research and also participated in the school for a while to collect the data. At this stage, conducted by researcher in collecting data was through interviews with the principal, the teachers and the general Islamic education to students of SMKN 2 Probolinggo direct observation of the areas of research and discusses the relevant theories and collect documentation from the school.

3. Stage of data analyzing

Analyzing the data describes the techniques and stages bordering taken by researcher in analyzing the data. Analysis of core located on three related processes, which describe the phenomenon, classify and see related concepts that appear between one and the other concepts. Therefore, after getting the data from observations, interviews and documentation, the researcher will describe clearly the phenomenon at

SMKN 2 Probolinggo, and also on computer-based learning model for PAI subject in school. By integrating the results of observations of the researcher, the results of interviews with a variety of components and related documents, if the data obtained by the researcher according to the three things above, so that the data is valid, but if your data is not in accordance with either of them, so it is necessary to conduct further research to obtain data validation.

CHAPTER IV

RESEARCH FINDINGS

A. Research Object Description

1. The History of SMKN 2 Probolinggo

SMKN 2 Probolinggo has been established since 1967, the founder of this school is Leces Paper's Factory, at that time still called STM Probolinggo, it located on Dr. Soetomo Street, no. 62 with two departments only, Machinery and Electricity Departement, it expected the graduates of STM Probolinggo could fulfill some jobs in Leces Paper's Factory (P.T. Kertas Leces).

In a row with the development of age, STM Probolinggo was taken over by government for became public school with the name of STM Negeri Probolinggo with two departements, Machinery and Electricity Departement.

In 1987, STM Probolinggo made a new building and facilities by the government with the assistance of UNDP, then STM Negeri Probolinggo moved the location to Mastrip Street, no. 153 with some departements, that is Machinery, Electrical, Automotive, Building Technic and Electronics. In 1994, the name was changed become SMK Negeri 2 Probolinggo. In 2001, it opened a new department that is Nautical Marine Fisheries, in 2004, opened the Technic Marine Fisheries Department, as the basic to create SMKN 4 Probolinggo in 2008 and

before it, in 2005 opened a new department of Computer Engineering and Networking, and till now there are 6 (six) Skills Program with 7 (seven) departements.

The following are the names of the principal of SMKN 2 Probolinggo, since up until now are as follows:¹

No.	Name	Period of Duty
1.	Soedirwan, B.A.	1967 - 1986
2.	Matroechan, B.A.	1986 - 1992
3.	Drs. Masrukin	1992 - 1998
4.	Drs. H.M. Tamsir	1998 - 2001
5.	Drs. Muchdianto	2001 - 2003
6.	Drs. Yahya Ali	2003 - 2008
7.	Drs. H. Suryono, M.M.	2008 - present

Table 4.1 The Names of The Principal of SMKN 2 Probolinggo

2. School Profile of SMKN 2 Probolinggo

In this part the researcher will give information about the condition of SMKN 2 Probolinggo by providing school profile as the research of object globally. General description of school can be seen by information below:²

¹ Source: Document of SMKN 2 Probolinggo

² Source: Document of SMKN 2 Probolinggo

School Profile

Name of School	:	SMK Negeri 2 Probolinggo
Statistic Number of School	:	321 056 701 001
School Account Number	:	20.53.6289
Address	:	Street : Mastrip, 153 Village : Kanigaran Subdistrict : Kanigaran Regency : Probolinggo Province : East Java Post Code : 64213
School opened on year	:	1967
SK State School	:	SK Number : 163/D/Rpt/BI/67 April, 04 th 1967
Supporting Facilities	:	1. Headmaster and Vice Room 2. Teachers Room 3. Administration Room 4. Counseling Room 5. OSIS + Scout Room 6. Cooperation 7. UKS 8. Mosque 9. AULA (Gathering Room)

10. Canteen
11. Toilet
12. Storage
13. School Security Room
14. Production Unit Room
15. Students Boarding House

Table 4.2 School Profile of SMKN 2 Probolinggo

3. Vision, Mission and Motto of SMKN 2 Probolinggo³

a. Vision :

“Become an Education Centre, Excellence Training and having environment insight, produce competent, independent, virtuous a faithful and devoted graduates.”

b. Mission :

1. Against increasing devotion of God Almighty
2. Improving the quality of management
3. Improving the quality of education and training
4. Improving the quality of human
5. Improving the quality of infrastructure
6. Brought school as information technology development center
7. Improves the graduates in the business / national and international industrial world
8. Improving english language ability

³ Source: Document of SMKN 2 Probolinggo

9. Creating all the stakeholders who caring and cultured environment

4. Organizational Structure of SMKN 2 Probolinggo

The organizational structure is a framework or arrangement which shows the relationship between the components with each other, to clear tasks, powers, and duties of each in a regular roundness. The organizational structure of SMKN 2 Probolinggo is developed systematically. The school also cooperates with the school comitee. In the organizational structure of schools, the role of principal is a top leader in the school. To perform his duties, he is assisted by four vice principals that is vice principal of curriculum, student section, facilities and infrastructure, and public relations. More detail can be seen in the appendix.⁴

5. Teacher and Employee Data of SMKN 2 Probolinggo

The role of the teacher as a mentor student can play an important role in educating and guiding students. Therefore, teachers should have a higher potential than the students in every ways. At SMKN 2 Probolinggo there are approximately 123 teachers of men and women that divided into 3 kinds of teacher (Normatif, Adaptif, Produktif) and 34 staff employees who help facilitate educational activities at SMKN 2 Probolinggo. For more information about the data teachers, staff,

⁴ Source: Document of SMKN 2 Probolinggo

employees, library employees and other staff can be found on page appendix.⁵

6. Student Data of SMKN 2 Probolinggo

Students are one of the components in the learning process, as well as the goals and methods. Students are one of the most important components among other components, without students; there will be no real teaching and learning process. The number of students of SMKN 2 Probolinggo overall totaled 1397 students with 7 expertise programs, it is consisting of students on 1st grade, 433 (male) and 57 (female). While on 2nd grade consists of 404 (male) and 57 (female), and for 3rd grade totaled 403 (male) and 43 (female). More detail can be seen in the appendix.⁶

7. School Condition and Facilities at SMKN 2 Probolinggo

To support the success of teaching and learning at SMKN 2 Probolinggo, the school is complete with a variety of facilities and infrastructure to support the success of the learning process, in this case the authors detail through the various explanations which consists of infrastructure conditions and equipments that is at SMKN 2 Probolinggo

To know the school condition and facilities at SMKN 2 Probolinggo , researcher has carried out and direct observation at the research locations. This data is supported by the documentation.

⁵ Source: Document of SMKN 2 Probolinggo

⁶ Source: Document of SMKN 2 Probolinggo

There are three categories of supporting facilities at SMKN 2 Probolinggo , those are:⁷

a. Public Learning Facilities

1. Classroom
2. Biology Laboratory
3. Physics Laboratory
4. Chemistry Laboratory
5. Language Laboratory
6. Computer Laboratory
7. Multimedia Laboratory
8. Technical Drawing Practice Room
9. Conventional Library
10. Multimedia Library
11. SAS Room

b. Specific Facilities (Practical Facilities)⁸

1. Building Shop
2. Audio-Video Shop
3. Electric Shop
4. Machine Shop
5. Otomotive Shop
6. TKJ Shop

⁷ Source: Document of SMKN 2 Probolinggo

⁸ Source: Document of SMKN 2 Probolinggo

- c. Supporting Facilities
 - 1. Headmaster and Vice Room
 - 2. Teachers Room
 - 3. Administration Room
 - 4. Counseling Room
 - 5. OSIS + Scout Room
 - 6. Cooperation
 - 7. UKS
 - 8. Mosque
 - 9. AULA (Gather Room)
 - 10. Canteen
 - 11. Toilet
 - 12. Storage
 - 13. School Security Room
 - 14. Production Unit Room
 - 15. Students Boarding House

B. Data Exposure

Based on field observation, interview with informant of the school community including: the Islamic Education teacher and students, data from school document and the implementation of this research, the researcher compiled research report as the following:

1. The Computer-Based Learning Model for Islamic Education Subject at SMKN 2 Probolinggo

SMKN 2 Probolinggo is one of 4 vocational high schools in the city of Probolinggo with six expertise program and seven different departements of three at existing vocational schools. Vocational high schools is certainly different from the public and private schools, both objective and outcome graduates. The graduates of SMKN 2 Probolinggo are more to how to keep after graduation able to compete in the business world, as has been mentioned above that the main mission of this school is to become an Education Centre, Excellence Training and having environment insight, produce competent, independent, virtuous a faithful and devoted graduates. So, to create graduates who are competent and professional in this era of globalization is not easy, especially if without any understanding of the religion and their beliefs.

Planting morals like honesty and knowledge of the Qur'an and the hadith must remain implanted, so that they can remain a successful person who stays on the path of Islam. For that, although the school including vocational schools using special curriculum, but still there are core subject that is PAI Subjects. Although in fact it is the duty of PAI teachers, not only who play an important role in the moral development of students, but also the duty of all stakeholders in the school, such as the general subject teachers, principal, vice, parents, and students themselves. In an effort to establish a professional graduate and akhlakul karimah, the delivery of content on the subjects of PAI takes a few tricks,

ways, or models are certainly fun learning and make students quickly understand. For that, the researcher examined by interviewed the teachers of PAI and some students at that school.

Based on observations and interviews with some of the Islamic Education teachers and also some students at SMKN 2 Probolinggo, so researcher can describe the study results of how computer-based learning model for Islamic Education subjects at SMKN 2 Probolinggo.

Many ways that can teacher do in transferring science and knowledge to the students, especially at this time, the era of the world was turned into an advanced technology, the ability of teachers and students is quite high, infrastructure is more complete, and the variation of media (not only books). Before the teachers teach in the classroom there is an important thing to do is create a lesson plan in order teachers can customize the content and the learning model that be used for the purpose of learning can be achieved well.

This is consistent with the result of interview with teacher of Islamic Education at SMKN 2 Probolinggo , he revealed that:

Sebenarnya dalam pembelajaran PAI di kelas, banyak cara yang bisa kita gunakan untuk menghidupkan suasana di kelas. Tapi sebelumnya yang perlu kita lakukan adalah dengan membuat rencana pembelajaran terlebih dahulu, yang tentunya ada yang namanya tujuan didalamnya. Jadi, dengan tujuan itulah yang akan membawa siswa mencapai standard kompetensi yang telah ditentukan dan harus mengena pada aspek kognitif, afektif dan psikomotorik, bahkan dengan model pembelajaran apapun itu. Menurut saya, guru yang profesional itu adalah guru yang mampu mengajar dengan model pembelajaran sesuai dengan materi dan keadaan siswa.

Actually, on learning PAI in the class, many ways that we can use to liven up the atmosphere in the classroom. But before it, first we need to create a lesson plan, which of course no such thing as objective therein. So, with that goal which will bring the students achieve standards of competency that has been set and it must have on cognitive, affective and psychomotoric, even with that any learning model. In my opinion, the professional teacher is teacher who able to teach the with the learning model that suitable with material and the situation of students.⁹

From that response, it can be understood that the learning objectives are the main core of the learning process itself. So, any learning model can be used as long as the learning objectives achieved. For now, in the era of globalization, there is a learning model that is recommended for use in order to motivate and encourage students to be creative and innovative. One of them is a learning model that uses the computer as a media, it is also done so that the students in this era not only use computers and internet as entertainment, but also for learning, this is in accordance with that expressed by other teacher of Islamic Education, he said:

Model pembelajaran yang sesuai dengan era globalisasi saat ini adalah segala media yang tersedia di era sekarang, misalnya komputer. Menurut saya, pembelajaran dengan menggunakan komputer lebih simpel, efektif dan efisien dalam pembelajaran, terutama untuk materi yang sesuai dengan media yang akan digunakan. Jadi, komputer di era globalisasi ini tidak hanya digunakan untuk hiburan seperti, facebook, twitter, game online, dll, akan tetapi harus bisa juga digunakan dalam pembelajaran agar pembelajaran lebih menyenangkan dan lebih menantang tentunya.

Learning model that suitable in the current era of globalization is all the media available in the current era, such as computers. In my opinion, learning with using a computer more simple,

⁹ Interviewed with Kamad, teacher of PAI at SMKN 2 Probolinggo, on May 29, 2013 at 09.30 am.

effective and efficient in learning, especially for materials that fit with the media that will be used. So, the computer in this era of globalization is not only used for entertainment such as facebook, twitter, online games, etc., but should be also used in learning for learning more fun and more challenging of course.¹⁰

The facilities and infrastructures at SMKN 2 Probolinggo quite complete even the media that used at this school as computer have connected to a LAN network, because it is one of the majors that superior and much follower at this school is the Department of TKJ (Network Computer Engineering). Although these computer-based learning model used in the learning process, but not all of the material on the subjects of PAI could use this learning model. So, there are some materials that also do not use a computer-based learning models such materials or practices, which require field falls in the learning process, it is as described by other Islamic Education teacher as a researcher interviewed, he said:

Dalam mata pelajaran PAI ada pembelajaran teori dan pembelajaran praktek. Tidak semua materi bisa diberikan dengan model pembelajaran ini, materi yang biasa saya gunakan dalam mengajar kelas X dan XI dengan model pembelajaran berbasis komputer misalnya tentang "Pernikahan", "Tajwid", "Khulafaur'rasyidin", "Senangnya Mencari Ilmu", "Asmaul Husna", Pergaulan Bebas/Zina", "Hukum Waris", "Mujahadah", "Menghadirkan Malaikat di Kehidupan Sehari-hari", dll.

In Islamic Education subjects, there is learning theory and learning practice. Not all of the materials can be supplied with this learning model, the material that I usually used in the class X and XI with computer-based learning model, such as "Marriage", "Recitation (tajwid)", "Khulafaur'rasyidin", "How Much Happily to Find The Knowledge", "Asmaul Husna", "Free Sex (zina)",

¹⁰ Interviewed with Mistari, teacher of PAI at SMKN 2 Probolinggo, on May 29, 2013 at 11.10 am.

“Inheritance”, “Mujahadah”, “Represent Angels in Daily Activities” etc.¹¹

Maximizing media, infrastructure and creativity is one characteristic of this computer-based learning model. To implementation it is not easy and not also too difficult, it just takes patience. This was as described by Islamic Education’s teacher, he said:

*Seperti yang sudah adik ketahui, model pembelajaran berbasis komputer ini banyak macamnya, ada beberapa jenis, yaitu ada model drill, model tutorial, model simulasi, dan model **Instructional Games**, saya pernah membacanya di beberapa artikeldi internet. Keempat model tersebut tidak jauh berbeda tujuan dan aplikasinya. Untuk membuatnya dibutuhkan kreatifitas dan kemampuan yang cukup tinggi dalam mengoperasikan komputer, terutama mengoperasiakn software yang saat ini tersedia dan masih tergolong baru bagi saya dan teman-teman guru PAI yang lain. Awal mula saya mengetahui adanya model ini, saya tertarik dan ingin mempelajarinya, setelah saya bisa sedikit-sedikit, saya mulai mencoba membuat untuk satu pokok bahasan. Saat saya berikan kepada murid-murid, mereka menyukainya saat pembelajaran karena tidak membosankan dan tidak sedikit yang juga ingin diajari bagaimana cara membuatnya, terutama siswa jurusan Teknologi Informasi Komputer. Banyak manfaat yang didapat dari model pembelajaran ini, salah satunya adalah keterampilan kognitif dalam mempelajari materi di dalamnya dan juga ada beberapa kuis untuk evaluasi. Jadi, siswa yang pendiam dikelas bisa aktif dengan menggunakan model pembelajaran ini.*

As you already know, computer-based learning model is a lot of kinds, there are several types, namely drill models, tutorial models, simulation models, and models of instructional games, I’ve read it in some articles on internet. The four models are not much different purposes and applications. To make it required creativity and skills high enough to operate a computer, especially to operating software that is currently available and still relatively new to me and my friends another Islamic Education teacher. When I know the beginning of this model, I was interested and wanted to learn it, as I can little by little, I started trying to make to the subject. When I gave it to the students, they love it when

¹¹ Interviewed with Mistari, teacher of PAI at SMKN 2 Probolinggo, on May 29, 2013 at 11.20 am.

learning because it is not boring and not a few who also want to be taught how to make it, especially students majoring in Computer Information Technology. Many of the benefits of this learning model, one of which is cognitive skills in learning the material in it and also there are some quizzes for evaluation. Thus, students who are quiet in class can be activated by using the learning model.¹²

For answer the first question of the problem of study is how about the utilization of computer in the implementation of this model in the class is no more different from the other model of learning, the differences are in the core of learning, as described by the teacher of Islamic Education, he said:

Proses belajar dengan menggunakan komputer sebagai medianya tidak jauh berbeda dengan model pembelajaran yang lain seperti: pertama-tama siswa masuk kelas dengan komputer/laptop didepan masing-masing. Kedua, guru PAI membuka proses belajar-mengajar dengan salam dan membaca doa. Ketiga, laptop/komputer dalam posisi ON, selajutnya guru memberikan pengarahan-pengarahan seputar pembelajaran yang sebelumnya untuk diingat kembali dan menyebutkan standard kompetensi (saat ini dinamakan standard isi) yang berisi tentang tujuan yang harus dicapai siswa. Berikutnya setelah guru menyampaikan pengarahannya, sekarang siswa yang harus aktif mengoperasikan komputer, dengan belajar mandiri seperti ini guru memantau siswa, setelah selesai siswa mengerjakan beberapa soal dalam lembar kerja (kelompok) dan mengerjakan kuis (individu). Setelah semua selesai, guru bisa memberikan tugas, bisa mencari verse lain yang berhubungan dengan materi atau yang lain dan guru juga menyebutkan materi apa yang akan dipelajari di pertemuan selanjutnya sehingga siswa dapat menghubungkan dan juga memahami antara materi yang satu dengan yang lain.

Learning process by using the computer as media, no more different from the other learning model, such as: firstly, students enter the class with computer/laptop at front of each student. Second, teacher open the learning process by greetings and praying. Third, the computer or laptop must be in ON position, then the teacher giving some instructions about the previous study

¹² Interviewed with Asnawi, teacher of PAI at SMKN 2 Probolinggo on Juny 3, 2013 at 10.30 am.

for remind again and also describe the standard of competencies (nowadays it named standard of content) which consist of the learning objectives that have to obtained by the students. The next, after teacher giving some instructions, now students must be active to operate the computer, by using independent learning like this the teacher can monitoring the students, after finish it the students do some worksheet (groups) and quiz (individu). After all finish, teacher can give the duty, can find other verse that related with the materials and teachers also can describe the material that will be learn in the next meeting, in order to the students can connecting between the first materials with the other materials.¹³

According to the explanation above, computer-based learning model by using the computer or laptop can be implemented in the class or out of the class, with the teacher or without teacher, so it's a good ways to deliver material to the student with efficient and effective ways.

2. The Results of The Implementation of Computer-Based Learning Model for Islamic Education Subject at SMKN 2 Probolinggo

The implementation of this computer-based learning model for Islamic Education subject at SMKN 2 Probolinggo also have some results that can give the benefits for the students, teacher of Islamic Education, and also for school. The results which obtained as expressed by teacher of Islamic education, he said:

Hasil yang diperoleh bisa bermacam-macam, jika dilihat dari sudut pandang siswa hasilnya adalah siswa lebih mampu memperluas ruang belajarnya, tidak selalu monoton di dalam kelas saja, bisa dirumah, warnet, dll. Kedua, mereka bisa juga menciptakan kebiasaan belajar mandiri, jadi tidak perlu terlalu

¹³ Interviewed with Asnawi, teacher of PAI at SMKN 2 Probolinggo on 16 April, 2014 at 14.30 am.

menggantungkan segala kegiatan belajarnya kepada seorang guru. Ketiga, hasil yang diperoleh yaitu mereka akan punya kemampuan ganda, maksudnya adalah selain mereka bisa memahami isi dari mata pelajaran PAI itu sendiri, siswa juga bisa meningkatkan kemampuan menggunakan komputer sebagai media belajar yang menyenangkan. Selanjutnya bagi guru mata pelajaran PAI yang bersangkutan, mereka bisa meningkatkan model pembelajaran mata pelajaran PAI dalam mengajar di kelas agar lebih mudah untuk dipahami. Kedua, guru akan lebih mudah memahami karakter siswa, nilai kerajinan, kedisiplinan, dan tanggung jawab dalam mengerjakan tugas-tugas yang diberikan lewat model pembelajaran berbasis komputer ini. Terakhir manfaat bagi sekolah adalah sekolah dapat meningkatkan akreditasi dikarenakan mampu menciptakan lulusan yang kompeten.

The obtaining results could be various, if we see from student's point of view the results are students more capable to make space of study wider, not always still in the classroom, can also at home, internet shop, etc. Second, they also can make the habit of study, so they no needed to depend to the teacher. Third, they have multiability, it means that except they understand about the subject of Islamic Education, they also have ability to use the computer as learning media that make enjoy. Then for teacher of Islamic Education subject, they can increase the learning model of this subject in the clasroom in order easily to understand. Second, teacher will be easy to understand the characteristics of students, such as the value of diligent, discipline, and the responsibility to do some duties from teacher that have given by using this model of learning. The last, can give the benefit for school SMKN 2 Probolinggo, the school can increase the value of accreditation because of capable to create the best graduate.¹⁴

Therefore, to improve the results and minimalize some problem of the implementantion of this model, the teacher of Islamic Education have willing and will doing some effort for the success on learning process in the future at SMKN 2 Probolinggo. The efforts are include: adding some media or learning tools, provide new innovations, strategies, and method in the learning process and the cooperation from all

¹⁴ Interviewed with Asnawi, PAI teacher at SMKN 2 Probolinggo, on 16 April, 2014 at 15.15 pm.

stakeholders at that school with the parents also to improve the value of Islamic religion not only by learning but also the students can practicing in daily activity. This was as described by teacher of Islamic Education of SMKN 2 Probolinggo, he said:

Usaha yang telah dilakukan baik oleh sekolah maupun guru PAI sendiri diantaranya: diadakannya kursus aplikasi software komputer di sekolah, juga ada beberapa kegiatan yang menunjang praktik ibadah di sekolah seperti, remas, shalat jum'at berjama'ah, istighosah, dll, memberikan beasiswa kepada siswa berprestasi dan kurang mampu, dan harapan kami untuk pembelajaran PAI ke depan tidak hanya fokus pada konsep dan teori tapi juga implementasi dalam kegiatan sehari-hari, di era globalisasi sekarang ini selain teknologi yang berkembang diharapkan juga akhlak, iman dan taqwa juga dapat berkembang, itulah tugas dan tanggung jawab guru-guru PAI masa depan.

Some efforts have done either by the school or the Islamic Education teacher theirselves include: the holding of computer software applications courses in schools, there are also some activities that support religious practices in school such as mosque teen, Friday prayers together, istighosah, etc., provides scholarships to student achievement and less capable, and our hope for the future of learning Islamic Education not only focus on concepts and theory but also in the implementation of daily activities, in the current era of globalization than developing technology expected to morals, faith and piety can also be developed, that the duties and responsibilities of Islamic teachers on the future.¹⁵

The implementation of this computer-based learning model for Islamic Education subject at SMKN 2 Probolinggo also causing some students happy and has spirit for learning Islamic Education. The opinion that has been expressed by Devinta Intan Utami, Class X Computer Networking Technic Departement 1, she said:

¹⁵ Interviewed with Mistari, teacher of PAI at SMKN 2 Probolinggo, on Juny 3, 2013 at 12.20 am.

Menurut saya, mungkin karena saya masih baru satu tahun di sini, saya merasa bahwa pembelajaran berbasis komputer ini menyenangkan daripada model pembelajaran ceramah ataupun diskusi, kalau metode ceramah saya biasanya ngantuk dan cenderung ngobrol sendiri dengan teman, kalau ketemu ya dihukum akhirnya. Kalau metode diskusi, saya tidak terlalu suka karena pembagian jumlah siswa dalam satu kelompok terlalu banyak, terkadang yang kerja hanya 2 orang yang lainnya tidur atau bahkan main HP. Jadi, model pembelajaran ini menyenangkan karena semua siswa berpikir dan semua aktif dengan komputer didepan meja masing-masing.¹⁶

According to me, maybe because I was just one year here, I feel that learning with computer-based learning model is fun than a speech model or discussion, if speech model is usually sleepy and tend to talk among themselves with friends, when teacher found it, they finally punished. If the method of discussion, I do not really like because of the distribution of the number of students in a group too much, sometimes that work only 2 other people were sleeping or even playing HP. Thus, this model of learning fun because of all the thinking and all active students with a computer in front of each table.

The second opinion that has been expressed by Khoirul Anwar, Class XI Machine Technic Departement 3, he said:

Saya suka dengan model pembelajaran ini meskipun saya tidak terlalu bisa mengoperasikan komputer, karena yang pertama saya tidak punya komputer ataupun laptop di rumah dan yang kedua saya siswa jurusan teknik permesinan. Semua materi yang diberikan guru PAI dengan model ini lebih berwarna dan banyak kreasinya, tidak seperti kalau saya membaca buku, membosankan, tulisannya gitu-gitu ajah.

I like this learning model although I could not really can operate a computer, because the first one I do not have a computer or laptop at home and my second one student majoring in engineering machinery. All material that provided by Islamic Education

¹⁶ Interviewed with the student of SMKN 2 Probolinggo Class X Computer Networking Technic Departement 1, Devinta Intan Utami, on May 29, 2013 at 13.45 am.

teacher with this model become more colorful and many creation, not like when I read the book, boring, all the writing just same.¹⁷

The third opinion that has been expressed by Roki Andika Putra, Class XII Otomotive Technic Departement 3, he said:

Saat itu materinya tentang tajwid, saya pikir akan membosankan karena saya kurang lancar dalam membaca Al-Qur'an, tapi ternyata saya agak terkejut saat guru PAI memberikan materi tentang tajwid dengan model pembelajaran berbasis komputer, kemudian saat saya mulai pembelajaran, saya klik baca'annya, eh ada suaranya. Belajar baca Al-Qur'an tidak terlalu sulit ternyata.

At that time the material is about recitation (tajwid), I thought it would be boring because I am slow in reading the Qur'an, but it turns out I was a bit surprised when Islamic Education teachers provide materials of tajweed with computer-based learning model, and then when I started learning, I click the literature, uh there is a voice. Learn of reading the Qur'an is not too difficult.¹⁸

¹⁷ Interviewed with the student of SMKN 2 Probolinggo Class XI Machine Technic Departement 3, Khoirul Anwar, on Juny 3, 2013 at 09.45 am.

¹⁸ Interviewed with the student of SMKN 2 Probolinggo Class XII Otomotive Technic Departement 3, Roki Andika Putra, on Juny 3, 2013 at 13.45 am

CHAPTER V

DISCUSSION

In this chapter will be discussed some of the action result that has been described in Chapter IV. Based on the primary focus is the computer-based learning model for Islamic Education Subject at SMKN 2 Probolinggo. In this research also will describe about sub-focus of researcher that the first is describing computer-based learning model for Islamic Education Subject at SMKN 2 Probolinggo, the second is describing the supporting and obstacle factors on the implementation of computer-based learning model for islamic education subject at SMKN 2 Probolinggo.

A. The Computer-based Learning Model for Islamic Education Subject at SMKN 2 Probolinggo

The term of computer-based learning model itself is the creation of the educational technolog, basicly they want to applying the practice idea of the deduction principle, the learning that emphasized to the individual differencies, true in skill or rapidity. Computer-based learning is the use of a computer to help presenting the learning materials to students, monitoring the progress of learning or selecting additional learning materials that match with the learning needs of individual students.

Actually, the general purpose of thiss computer-based learning is how the computer program is used as a tool to deliver the lessons. With a variety of features and accessories supporters (such as text, sound, images, video and

animation). CBL can be modified in such a way that it looks more attractive, interactive, and more instructive. In addition to the network to be connected via internet, CBL has coverage or a broader scope than the other types of learning materials development.

At SMKN 2 Probolinggo, the implementation of learning process has using e-learning based on computer (The material on learning process transfered by using Computer Equipment), such as using interactive modul, power point presentation, LCD, and Internet. So, that's make easy to use and applying this learning model on the learning process at this school.

According the teacher of Islamic Education at SMKN 2 Probolinggo, the general procedure of computer-based learning materials development are as follows: Make a concept map of science, constructing concept maps subject scientific concept, prepare a more detailed sub-concepts of the subject to be delivered, prepare concepts will be presented, sort the contents or explanations of each concept, prepare drawings, graphs, charts, and other visuals, choosing a computer-based program that will be used in accordance with the nature of matter. In every concept, it must be there is an objective of learning, SK, KD, title, and all subtitle also. After all concept made, so the material by using computer based learning model can be gave.

If we look at the four types of models CBL, they look different from each other but how to make and applications is similar. For drill models pay more attention to the creation or investment habits through exercise, the drill model type students can also strengthen the responsiveness of students to the

material it receives. This is because the methods drills, students will quickly be able to get possession of, and skills that are expected, other than that if the matter is Islamic material (about the good deeds), so the knowledge gained through this model is able to invest the habits learning on students either theory and practice daily routine, discipline, and self-contained.

The second model is a tutorial model, means that all forms of learning using computer media in whole or in part, as the name this model requires qualified tutors in the learning process because it requires students to be independent. Thus, learning is modularly. For the selection of appropriate materials with relatively little learning model, since this model is usually used by someone who is doing distance learning, while teachers and students in SMK 2 Probolinggo typically use direct learning (face to face). So, for using of distance learning is the learning value more effective and efficient, in both time and cost.

The third model is a simulation model, this model is basically a learning strategy that aims to provide a more concrete learning experience. Learning with this model is packaged in a simulated learning in animated form that describes the content in an interesting and lively, so there is an element of drawing, color variations, audio, and motion. In accordance with its name, stage material models tutorial is an introduction, presentation of information one and on, question, and answer response, in other words if there is no response to the stimulus, and so on, and that is what is called feedback. Islamic Education material suitable for applying this model is more

practical or theories that emphasize the students a learning experience that is more concrete and real.

The last model is a model instructional games, as the name, this model is more over to the competition activities, challenge, entertainment, the activities can motivate students in learning in order to learn more challenging and fun. Motivational game to bring up the competing ways to achieve something to be achieved, that is learning objectives. In addition to learning objectives derived from this model of learning, the game can also be used to obtain a variety of information, such as: facts, processes, structure, problem-solving skills, decision making, ability to work, ability to act, the ability to communicate, and in it there are also some rules that can create disciplined students.

From several models that have been described above, the model is often used by Islamic Education teachers at SMKN 2 Probolinggo is a drills model, tutorials and simulations. The last model has never been used in the learning process because it takes time that does not make it short, while teachers also must get SK / KD and learning objectives that have been set by the government, especially the allocation of time teaching Islamic Education subjects only 2 sessions in one week.

So, to make steps of CBL models, both drills models, tutorials and simulations there is no difference, just different material selection alone, the steps include:

1. Make a Learning Implementation Plan (RPP)
2. Make a program plan CBL model:
 - a. Introduction
 - b. The objective (SK/KD/Indikator)
 - c. Learning Experience
 - d. Treatment, and
 - e. Storyboard
3. Flowchart of CBL model (drills/tutorial/simulasi)

Using a computer-based learning model of drills, tutorials, simulations, and instructional games can be developed using Macromedia Flash, Power Point, Autoplay Media Studio.

For the learning activity divided into three phases of activity, namely the opening activities, core activities, and closing activities. Opening activity usually starts from appersepsi, motivate, develop readiness of student learning, attendance and journals filled, and provide stimulus by giving some questions about the material that will be taught so that students do not clearly understand the material that will be provided by the teacher. Second, the first thing to do is give an explanation of the purpose and basic competencies to be achieved as well as the main core of the material that will be given to students, the core activity is the location of the use and optimization of the CBL models. Last activities cover the assignment and asked questions to determine the extent of students' understanding, continued closing. The three activities can be directly applied using Computer-based learning models.

The statement above is suitable with the explanation of Islamic Education's teacher at SMKN 2 Probolinggo, he said that after make the lesson plan, then at class firstly students enter the class with computer/laptop at front of each student. Second, teacher open the learning process by greetings and praying. Third, the computer or laptop must be in ON position, then the teacher giving some instructions about the previous study for remind again and also describe the standard of competencies (nowadays it named standard of content) which consist of the learning objectives that have to obtained by the students. The next, after teacher giving some instructions, now students must be active to operate the computer, by using independent learning like this the teacher can monitoring the students, after finish it the students do some worksheet (groups) and quiz (individu). After all finish, teacher can give the duty, can find other verse that related with the materials and teachers also can describe the material that will be learn in the next meeting, in order to the students can connecting between the first materials with the other materials.

The materials can be supplied with this computer-based learning model usually used in the class X and XI, such as "Marriage", "Recitation (tajwid)", "Khulafaur'rasyidin", "How Much Happily to Find The Knowledge", "Asmaul Husna", "Free Sex (zina)", "Inheritance", "Mujahadah", "Represent Angels in Daily Activities" etc.

B. The Results on The Implementation of Computer-Based Learning Model for Islamic Education Subject at SMKN 2 Probolinggo

In the computer-based learning model for Islamic education subject at SMKN 2 Probolinggo, it has supporting factors and a lot of obstacles when in the implementation. These supporting factors are such as:

- a. Students more capable to make space of study wider, not always still in the classroom, can also at home, internet shop, etc.
- b. Students can make the habit of study, so they no needed to depend to the teacher.
- c. Students have multiability, it means that not only understand about the subject of Islamic Education, they also have ability to use the computer as learning media that make enjoy.
- d. For teacher of Islamic Education subject, they can increase the learning model of this subject in or out of clasroom in order easily to understand about the materials that given.
- e. Teacher will be easy to understand the characteristics of students, such as the value of diligent, discipline, and the responsibility to do some duties from teacher that have given by using this model of learning.
- f. This model of learning can give the benefit for school SMKN 2 Probolinggo, the school can increase the value of acreditation because of capable to create the best and competent graduates.

Therefore, giving the materials to the students by using the computer-based learning model have a lot of benefits. From that benefits and results obtained it's important to mastering the materials with optimalize the media

that available and also the behavior of students in daily activities as like the objective of Islamic Education is changing behavior. The teacher of Islamic Education at SMKN 2 Probolinggo also hoped that not only them who play role in improving knowledge and skill of student religion, but also all stakeholders at SMKN 2 Probolinggo must be cooperated in order can guiding students till they graduate.

CHAPTER VI

CONCLUSION AND SUGGESTION

A. Conclusion

After performing the theoretical study and analysis of data based on the research findings in the field about the development of religious culture at SMKN 2 Probolinggo, it can be concluded as follows:

- a. The implementation of computer-based learning model inside or out of the class that the first to do after make the lesson plan is firstly, students enter the class with computer/laptop at front of each student. Second, teacher open the learning process by greetings and praying. Third, the computer or laptop must be in ON position, then the teacher giving some instructions about the previous study for remind again and also describe the standard of competencies (nowadays it named standard of content) which consist of the learning objectives that have to obtained by the students. The next, after teacher giving some instructions, now students must be active to operate the computer, by using independent learning like this the teacher can monitoring the students, after finish it the students do some worksheet (groups) and quiz (individu). After all finish, teacher can give the duty, can find other verse that related with the materials and teachers also can describe the material that will be learn in the next meeting.

- b. The results of computer-based learning models are: The obtaining results could be various, if we see from student's point of view the results are students more capable to make space of study wider, not always still in the classroom, can also at home, internet shop, etc. Second, they also can make the habit of study, so they no needed to depend to the teacher. Third, they have multiability, it means that except they understand about the subject of Islamic Education, they also have ability to use the computer as learning media that make enjoy. Then for teacher of Islamic Education subject, they can increase the learning model of this subject in the classroom in order easily to understand. Second, teacher will be easy to understand the characteristics of students, such as the value of diligent, discipline, and the responsibility to do some duties from teacher that have given by using this model of learning. The last, can give the benefit for school SMKN 2 Probolinggo, the school can increase the value of accreditation because of capable to create the best and competent graduate.

B. Suggestion

Based on the results of the study, the author want to provide several suggestions for:

1. A lot of Islamic Education materials with the little hours, can be tricked by providing innovative assignments as assigned by surfing through the

internet as a portofolio or works in each meeting. It requires planning and preparation from teachers of PAI at SMKN 2 Probolinggo.

2. Providing scholarships for outstanding students academic and non-academic, for students who are lack of finance infrastructure can be fulfilled, not only at school but also at home.
3. Optimizing extracurricular activities associated with their respective religions, especially Islam, such as reading the Holy Qur'an (qiro'ah), *Remaja Masjid*, etc.
4. For teacher of Islamic education subject in the future, hope that not only mastering knowledge of the Islamic religion but also mastering a lot of technology in order can compete in the education world.

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APPENDIX



**MINISTRY OF RELIGION
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EVIDENCE OF CONSULTATION

No.	Date	Consultation	Signature
1.	17 Juny 2013	Problem of The Study	1.
2.	9 July 2013	Consultation chapter I and chapter II	2.
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7.	13 September 2013	Revision chapter V and chapter VI	7.
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**Malang, April 23th 2014
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DAFTAR HADIR GURU DAN PEGAWAI

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PENJAGA MALAM					
156	MULYADI	--	L	157	
157	SUNITO	--	L	158	

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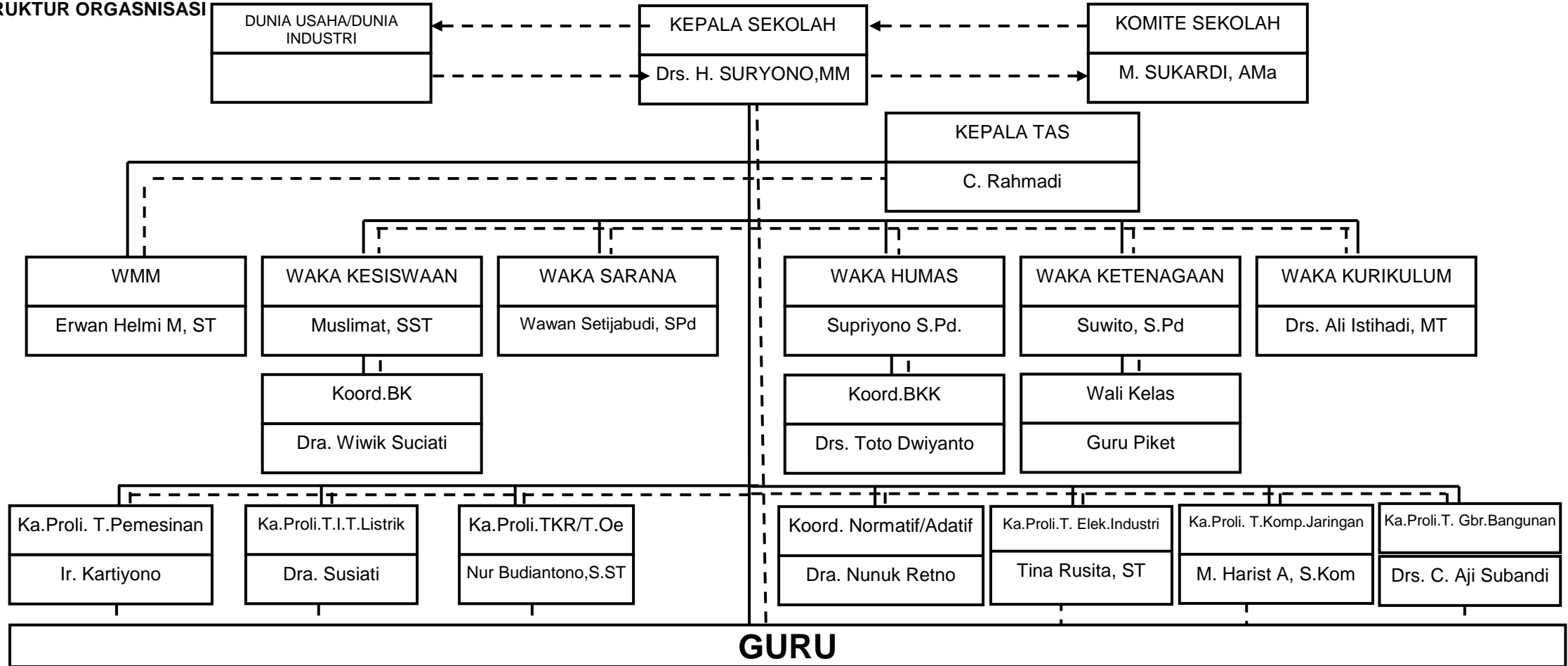


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Revisi : 00/09 Juli 2012


	PEDOMAN MUTU	Pasal : 4.2.2.
	BAB III STRUKTUR ORGANISASI	Edisi : D
		Revisi : 0
		Status : Dok. Tingkat I
		Berlaku sejak : 09 Juli 2012
	Halaman : Hal 1 dari 2	

3.1. STRUKTUR ORGASNISASI

**STRUKTUR ORGANISASI
SEKOLAH MENENGAH KEJURUAN NEGERI 2 PROBOLINGGO**



Yang Menyusun WMM <u>ERWAN HELMI MASYHURI, ST</u> NIP. 19750527 200501 1 007	Yang Mengesahkan Kepala Sekolah <u>Drs. H SURYONO, MM</u> NIP. 19601012 198703 1 016
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	PEDOMAN MUTU	Pasal : 4.2.2.
	BAB III STRUKTUR ORGANISASI	Edisi : D
		Revisi : 0
		Status : Dok. Tingkat I
		Berlaku sejak : 09 Juli 2012
		Halaman : Hal 2 dari 2

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TRANSCRIPT OF INTERVIEW

Informant	Question
Islamic Education Teacher	<ol style="list-style-type: none">1. Actually what are the learning model that usually used in learning process?2. According to you, what is the best model that suitable for students in this era of globalization?3. What are the subject in learning process that suitable by using the media of computer?4. How does the implementation of computer-based learning model in this school?5. What are the results in using computer-based learning model?6. What are the effort of some Islamic Education teacher to increase the knowledge about Islamic Education Subject?
Student	<ol style="list-style-type: none">1. How is the process of implementing computer-based learning model for PAI subject in your school?

DOCUMENTATION





DATA AKREDITASI DAN PENERAPAN KURIKULUM SMK

Kompetensi Keahlian	Akreditasi	Tahun diakreditasi	KURIKULUM YANG DIGUNAKAN			
			Tk.1	Tk.2	Tk.3	Tk.4
Teknik Gambar Bangunan	A	2007	KTSP	KTSP	KTSP	
Teknik Instalasi Tenaga Listrik	A	2007	KTSP	KTSP	KTSP	
Teknik Pemesinan	A	2007	KTSP	KTSP	KTSP	
Teknik Kendaraan Ringan	A	2009	KTSP	KTSP	KTSP	
Teknik Ototronik	A	2009	KTSP	KTSP	KTSP	
Teknik Elektronika Industri	A	2009	KTSP	KTSP	KTSP	
Teknik Komputer Jaringan	A	2009	KTSP	KTSP	KTSP	

Keterangan : Akreditasi diisi dengan A, B, C, BLM (belum diakreditasi) ; Kurikulum 1999, 2004, KTSP

Kurikulum diisi dengan

DATA SISWA PER TINGKAT

Kompetensi Keahlian	SISWA											Total Siswa L+P		
	Rombel	Tk.1		Rombel	Tk.2		Rombel	Tk.3		Rombel	Tk.4			
		L	P		L	P		L	P		L		P	
Teknik Gambar Bangunan	2	47	19	1	21	8	1	21	7					123
Teknik Instalasi Tenaga Listrik	3	87	10	3	85	6	2	58	3					249
Teknik Pemesinan	3	102	0	4	121	1	4	109	0					333
Teknik Kendaraan Ringan	2	64	0	2	62	1	3	90	0					217
Teknik Ototronik	1	32	0	1	32	0	1	31	0					94
Teknik Elektronika Industri	1	23	9	1	22	10	1	27	4					95
Teknik Komputer	3	78	19	3	61	31	3	67	29					285

Jaringan													
TOTAL	15	433	57	15	404	57	15	403	43				1397

Keterangan : Rombel diisi dengan jumlah kelas per tingkat dan setiap kompetensi keahlian sesuai spektrum 2008

NAMA SMK : SMK NEGERI 2 PROB.

TENAGA KEPENDIDIKAN

No	Tenaga Kependidikan	Total Pegawai	Status Kepegawaian				Pendidikan				Usia			Jenis Kelamin		Kebutuhan Pegawai	
			PNS		NON PNS		SLTA	Dip	SI/D4	S2	<35	35-50	>51	L	P	Ideal	+/-
			PT	PTT	PT	PTT											
1.	Kepala tata usaha	1	1					1			1		1				
2	Tenaga teknis keuangan	1	1					1		1				1			
3	Tenaga perpustakaan	2			2	1		1		1	1		1	1			
4	Tenaga laboratorium	3			3	1	1			3			3				
5	Tenaga teknis praktek kejuruan	6	4		2	4	1	1		3	2	1	6				
6.	Pesuruh/ Penjaga sekolah	11	5		6	6				5	6		11				
7.	Tenaga administrasi lainnya	9	6		3	6	1	2					7	2			
TOTAL		33	18		16	18	3	6		13	10		29	4			

Keterangan : PT = Pegawai tetap; PTT = Pegawai Tidak Tetap

PENDIDIK (GURU)

No	Nama Mata Pelajaran	Total Guru	Status Kepegawaian				Pendidikan			lulus Sertifikasi profesi	Usia			Jenis Kelamin		Kebutuhan Guru	
			PNS		Non PNS		Dip	SI/D4	S2		<35	35-51	≥ 51	L	P	Ideal	+/-
			GT	GTT	GT	GTT											
1	Normatif																
	Pendidikan Agama Islam	4	3			1		4		4	1	3		3	1		
	Pendidikan Agama Protestan																
	Pendidikan Agama Katolik																
	Pendidikan Agama Hindu																
	Pendidikan Agama Budha																
	Pendidikan Agama Konghuchu																
	Bahasa Indonesia	6						6		6		5	1	6			
	Pendidikan Kewarganegaraan & Sejarah	4	4					4		4		4		2	2		
	Pendidikan Jasmani & Olah Raga	3	3					3		2		3		1	2		
	Seni & Budaya	4	2			2		4		0	2	2		2	2		
	BP/ BK	4	4					4		4		4			4		
	Muatan Lokal																
2	Adaptif																
	Matematika	9	9					9		6	1	8		2	7		
	Bahasa Inggris	9	9					7	2	7	3	5	1	3	6		
	KKPI	6	1			5		5	1		5	1		2	4		
	IPA	3	3					3		3	3			1	2		
	IPS	2	2					2		1		2			2		
	Kewirausahaan	3	3					3		2	1	2			3		
	Fisika	6	4			2		6		3		6		4	2		

	Kimia	3	3				2		2	1	2			3		
	Biologi															
	Ekonomi															
	Pelayanan Prima															
	Bahasa asing															
3	Produktif															
	Jasa Boga + Patiseri															
	Busana Butik + Garmen															
	Kecantikan Rambut															
	Kecantikan Kulit															
	Akomodasi Perhotelan															
	Tek. Bangunan/Tek. Gambar Bangunan	6	6				5	1					6	1		
	Tek. Elektronika / Tek. Audio Video	5	5				5			1			2	4		
	Tek. Ketenagalistrikan / Tek. Instalasi Tenaga Listrik	11	11				11						8	1		
	Tek. Mesin / Tek. Pemesinan	15	15				15			4			15			
	Tek. Otomotif / Tek. Kendaraan Ringan	13	13				12	1		3			13	1		
	Tek. Komp. & Informatika / Tek. Komp. & Jaringan	9	6		3		9			6	3		6	3		
	TOTAL	125	105			14	120	5	44	31	50	2	76	50		

Keterangan : Untuk Mata Pelajaran Produktif diisi Jumlah Guru Produktif per Kompetensi Keahlian sesuai spektrum 2008 dan bukan sub kompetensi.

Contoh : Akuntansi, Teknik Kendaraan Ringan ; GT = Guru Tetap; PTT = Guru Tidak Tetap

PRASARANA SMK

No	Nama Ruang/Area Kerja	Kondisi Saat Ini						Kebutuhan Ruang		
		Jumlah Ruang	Luas (m2)	Total Luas (m2)	Jumlah Baik	Jumlah Rusak Sedang	Jumlah Rusak Berat	Jumlah ruang	Luas (m2)	Total Luas (m2)
A	Ruang Pembelajaran Umum									
1.	Ruang Kelas	32	63	2016	32	-	-	39	63	2456
2.	Ruang Lab. Fisika/ Lab. Kimia/ Lab Biologi	1	25	25	1	-	-	2	72	144
3.	Ruang Lab. Bahasa	1	108	108	1	-	-	4	150	600
4.	Ruang Lab. Komputer	2	63	126	2	-	-	4	72	288
5.	Ruang Lab. Multimedia	1	72	72	1	-	-	6	72	432
6.	Ruang Praktek Gambar Teknik	1	36	36	1	-	-	1	63	63
7.	Ruang Perpustakaan Konvensional	1	352	352	1	-	-	1	63	63
8.	Ruang Perpustakaan Multimedia							1	150	150
9.	Ruang SAS	1	21	21	1	-	-	1	63	63
B	Ruang Khusus (Praktik)									
1.	Bengkel Bangunan	1	1224	1224	1	-	-	-	-	-
2.	Bengkel Audio Video	1	544	544	1	-	-	-	-	-
3.	Bengkel Listrik	1	544	544	1	-	-	-	-	-
4.	Bengkel Mesin	1	1244	1244	1	-	-	-	-	-
5.	Bengkel Otomotif	1	1479	1479	1					
6.	Bengkel TKJ	1	700	700	1					
C	Ruang Penunjang									
1.	Ruang Kepala Sekolah & Wakil	1	36	36	1					
2.	Ruang Guru	1	108	108	1					

**PERABOT RUANG PEMBELAJARAN & BUKU TEKS PENUNJANG UJIAN NASIONAL
DI PERPUSTAKAAN**

No	Jenis Perabot	Jumlah Yang ada	Jumlah Kebutuhan	Jumlah Kekurangan
1	Meja Siswa	1005		
2	Kursi Siswa	1250		
3	Lemari	90		
4	Papan Tulis	50		
5	Meja Guru	34		
6	Kursi Guru	55		
7	Rak Buku perpustakaan	19		
8	Lemari alat & bahan	3		

No	Mata Pelajaran	Jumlah Judul	Jumlah Eksemplar yang ada	Jumlah Kebutuhan	Jumlah Kekurangan
1.	Metematika	1	152	400	248
2.	Bahasa Inggris	8	204	400	196
3.	Bahasa Indonesia	17	102	400	298
4.	Produktif	108	7.184	-	-

SARANA PRAKTEK PENUNJANG PEMBELAJARAN BERBASIS TIK SMK

No	Nama Alat Praktek	Kondisi Saat Ini			Kebutuhan Alat	
		Jumlah Alat	Jumlah Baik / Berfungsi	Jumlah Rusak / Tidak Berfungsi	Jumlah Alat	+/-
A	Alat Praktek Umum					
1.	Komputer Laptop	5	3	2	8	8-3= 5
2.	Komputer PC	30	30		35	- 5
3.	Komputer Server	25	25	-	35	-10
4.	LCD	1	1	-	4	-3
5.	Tape / Audio	3	3	-	30	-27
6.	TV/ Video	5	5		10	-5
7.	Printer	4	4		10	-6
		14	13	1	20	-7

KERJASAMA DENGAN DU / DI

No	Nama DU/DI & bidang usaha	Alamat	Lokasi (DN/LN)	Tahun MOU	No. MOU	Masa berlaku	Bentuk Kerjasama	Kompetensi Keahlian terkait
1.	CV. LIMA JAYA JATIROTO	Jatiroto Lumajang	Dalam negeri	2009	422/1236.1/425.103 .8.2/2009		Prakerin	Pemesinan
2.	CV. KALIMAYA	Surabaya	Dalam negeri	2009	422/1236.1/425.103 .8.2/2009		Prakerin	Pemesinan
3.	CV. PU CIPTA KARYA	Kab. Pasuruan	Dalam negeri	2009	422/1236.1/425.103 .8.2/2009		Prakerin	Pemesinan
4.	PT. WIJAYA ENGINEERING	Probolinggo	Dalam negeri	2009	422/1236.1/425.103 .8.2/2009		Prakerin	Contraktor bangunan
5.	CV. TRI SETYA CONSULTAN	Probolinggo	Dalam negeri	2009	422/1236.1/425.103 .8.2/2009		Prakerin	Contraktor bangunan
6.	CV. PEMUDA	Probolinggo	Dalam negeri	2009	422/1236.1/425.103 .8.2/2009		Prakerin	Contraktor bangunan
7.	UPT. BLKI SINGOSARI MALANG	Jl. Raya Singosari Malang	Dalam negeri	2009	422/1236.1/425.103 .8.2/2009		Prakerin	Pelatihan Kerja
8.	PT. TELKOM	Jl. Suroyo Probolinggo	Dalam negeri	2009	422/1236.1/425.103 .8.2/2009		Prakerin	Telekomunik asi
9.	CV. TATA COMPUTER	Jl. Mayjend Panjaitan Prob	Dalam negeri	2009	422/1236.1/425.103 .8.2/2009		Prakerin	Komputer
10.	CV. RIDI COMPUTER	Jl. Ahmad Yani Prob	Dalam negeri	2009	422/1236.1/425.103 .8.2/2009		Prakerin	Komputer
11.	PRISMA COMPUTER	Jl. Cokroaminoto Prob	Dalam negeri	2009	422/1236.1/425.103 .8.2/2009		Prakerin	Komputer
12.	ICON COMPUTER	Jl. Pahlawan Probolinggo	Dalam negeri	2009	422/1236.1/425.103 .8.2/2009		Prakerin	Komputer
13.	CISMA COMPUTER	Jl. Citarum 16 A Probolinggo	Dalam negeri	2009	422/1236.1/425.103 .8.2/2009		Prakerin	Komputer
14.	KOPEGTEL PROBOLINGGO	Jl. Imam Bonjol Probolinggo	Dalam negeri	2009	422/1236.1/425.103 .8.2/2009		Prakerin	Telekomunik asi

No	Nama DU/DI & bidang usaha	Alamat	Lokasi (DN/LN)	Tahun MOU	No. MOU	Masa berlaku	Bentuk Kerjasama	Kompetensi Keahlian terkait
15.	ARTA COMPUTER	Probolinggo	Dalam negeri	2009	422/1236.1/425.103.8.2/2009		Prakerin	Komputer
16.	Bengkel Deny's Auto Mobile	Jl Klaseman Maron	Dalam negeri	2009	422/1236.1/425.103.8.2/2009		Prakerin	Otomotif
17.	BENGKEL MOBIL RASAD	Jl. Kyai Mojo 8 Probolinggo	Dalam negeri	2009	422/1236.1/425.103.8.2/2009		Prakerin	Otomotif
18.	CV. YULIA PRANATA	Jl. Mastrip Probolinggo	Dalam negeri	2009	422/1236.1/425.103.8.2/2009		Prakerin	Otomotif, Listrik
19.	CV. INDAH KARYA	Probolinggo	Dalam negeri	2009	422/1236.1/425.103.8.2/2009		Prakerin	Kontraktor Bangunan
20.	BENGKEL LAS SYUKUR	Jl. Pahlawan Probolinggo	Dalam negeri	2009	422/1236.1/425.103.8.2/2009		Prakerin	Las, Mesin Bubut
21	PG. PANJI SITUBONDO	Panji Situbondo	Dalam negeri	2009	422/1236.1/425.103.8.2/2009		Prakerin	Mesin, Otomotif
22.	Bengkel Las Tari	Pondok Pabean Probolinggo	Dalam negeri	2009	422/1236.1/425.103.8.2/2009		Prakerin	Las, Mesin Bubut
23.	Bengkel Las Pilang	Jl. Soekarno Hatta Prob	Dalam negeri	2009	422/1236.1/425.103.8.2/2009		Prakerin	Las, Mesin Bubut
24.	Bengkel Masdan Jaya	Asabri – Probolinggo	Dalam negeri	2009	422/1236.1/425.103.8.2/2009		Prakerin	Las, Mesin Bubut
25.	Bengkel Konstruksi RB	Jl. Soekarno Hatta 58 – 59	Dalam negeri	2009	422/1236.1/425.103.8.2/2009		Prakerin	Las, Mesin Bubut
26.	CV. MITRA SEJAHTERA	Probolinggo	Dalam negeri	2009	422/1236.1/425.103.8.2/2009		Prakerin	Las, Mesin Bubut
27.	Bengkel Sumber Karya	Jl. Gatot Subroto No.01 Prob	Dalam negeri	2009	422/1236.1/425.103.8.2/2009		Prakerin	Las, Mesin Bubut
28.	CV. FADAS PROBOLINGGO	Jl. Seruni Probolinggo	Dalam negeri	2009	422/1236.1/425.103.8.2/2009		Prakerin	Las, Mesin Bubut
29.	EKA SARI ELECTRONIC	Jl. Mastrip	Dalam negeri	2009	422/1236.1/425.103.8.2/2009		Prakerin	Audio Video/ Elektro
30.	PO. AKAS II NNR	Jl. Raya Sukapura	Dalam negeri	2009	422/1236.1/425.103.8.2/2009		Prakerin	Otomotif
31	PT. KERTAS LECES	Jl. Raya Leces Prob	Dalam negeri	2009	422/1236.1/425.103.8.2/2009		Prakerin	Las, Mesin Bubut, Otomotif,

								Listrik
32.	PT. WANTORO UTOMO	Pasuruan	Dalam negeri	2009	422/1236.1/425.103 .8.2/2009		Prakerin	IT Support
33.	PT. WIEC CONSULTANT	Probolinggo	Dalam negeri	2009	422/1236.1/425.103 .8.2/2009		Prakerin	Kontraktor Bangunan

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