# THE TEACHER'S STRATEGIES TO INCREASE STUDY INTEREST OF STUDENTS IN FIQH *UBUDIYAH* THEMES FOR VII CLASS AT MTs NEGERI TUMPANG

## THESIS

**BY:**

**ROBI NUR SUYATNI**

**10110182**

ISLAMIC EDUCATION PROGRAM

FACULTY OF TARBIYAH AND TEACHING SCIENCES

MAULANA MALIK IBRAHIM

STATE ISLAMIC UNIVERSITY

2014

# THE TEACHER'S STRATEGIES TO INCREASE STUDY INTEREST OF STUDENTS IN FIQH *UBUDIYAH* THEMES FOR VII CLASS AT MTs NEGERI TUMPANG

*The Maulana Malik Ibrahim State Islamic University, Malang*
*In partial fulfillment of the requirements for the degree of Sarjana Pendidikan*
*Islam (S.Pd.I)*

**BY:**

**ROBI NUR SUYATNI**

**10110182**



**ISLAMIC EDUCATION PROGRAM**

**FACULTY OF TARBIYAH AND TEACHING SCIENCES**

**MAULANA MALIK IBRAHIM**

**STATE ISLAMIC UNIVERSITY, MALANG**

**2014**

# THE TEACHER'S STRATEGIES TO INCREASE STUDY INTEREST OF STUDENTS IN FIQH *UBUDIYAH* THEMES FOR VII CLASS AT MTs NEGERI TUMPANG

THESIS

BY

ROBI NUR SUYATNI
10110182

Approved by,
Advisor:

**A. Nurul Kawakip, M.Pd, MA**
NIP. 197507312001121001

Acknowledged by,
The Head of Islamic Education Program

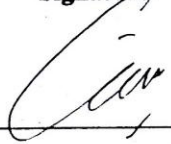**Dr. Marno, M.Ag**
NIP. 197208222002121001
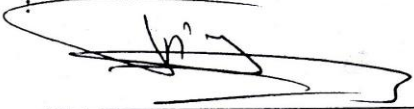
# LEGITIMATION SHEET

## THE TEACHER'S STRATEGIES TO INCREASE STUDY INTEREST OF STUDENTS IN FIQH *UBUDIYAH* THEMES FOR VII CLASS AT MTs NEGERI TUMPANG
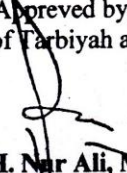
### THESIS

Prepared and compiled by

Robi Nur Suyatni (10110182)
It has been defended in front of the board of examiners on July 16, 2014
and has been approved by the board of examiners as the requirement for the
degree of *Sarjana Pendidikan Islam (S.Pd.I)* on July 16, 2014

| The Board of Examiners | Signature |
|---|---|
| Main Examiner : | |
| **Dr. Marno, M.Ag**<br>NIP.19720822 200212 1 001 | |
| Secretary of The Board Examiners : | |
| **Ahmad Nurul Kawakip, M.Pd., MA**<br>NIP. 19750731 200112 1 001 | |
| Advisor | |
| **Ahmad Nurul Kawakip, M.Pd., MA**<br>NIP. 19750731 200112 1 001 | |
| Chair of Examiner | |
| **H. Triyo Supriyatno, S.Pd., M.Ag**<br>NIP. 19700427 200003 1 003 | |

Appreved by,
The Dean of Faculty of Tarbiyah and Teaching Sciences

**Dr. H. Nur Ali, M.Pd**
NIP.19650403 199803 1 002

# DEDICATION

Thanks into Allah SSTW 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 *Jahiliyyah* period to lightness *addinul Islam.*

I would like to dedicate this thesis for special people that I respect and obey, they are my beloved parent, Muchammad Taufiq Suyitno, Muchammad Hidayat Suyitno and all of my family who give me praying, loving, supporting either financial and also motivation and inspiration for me.

Thanks a lot for my Lecturer Mr. A. Nurul Kawakip, M.Pd, MA give me guidance, chance and time to finish my thesis. Thanks to all of lecturer who give me great lesson and always support me to reach my dream on the future.

Thanks to all of my friends in the university specially my classmate in International Class Program (ICP) (Fahmi, Simon, Wawan, Hanif, Atok, Ipin, Hamim, Dian, Gus, Farida, Etika, Lety, Uswah, Laila, Laili, Miftah, Lucky), All of member in AHAF dormitory specially H room (mb Rina, Mb Ain, Mb Bida, Alpin, Richan, Lindut, Paija, Bunyai, Imro', Mamel, Luluk, Leny, Ika, Rini, A'yun, dll) on our togetherness for first time up to now, keep spirit to be success on the future.

Thanks to all of my friends in PKLI MTs Negeri Tumpang 2014 and all of the students in there, we will be friend forever either in the happiness or sadness.

Thanks a lot for all sides who give contributions to help me to finish this thesis. May Allah SWT give all of your goodness and happiness.

**MOTTO**

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

وَأَن لَّيْسَ لِلْإِنسَٰنِ إِلَّا مَا سَعَىٰ ۝

*"Ant That man can have nothing but what he does (good or bad" (QS. An-Najm: 39)[1]*

Rhyme by Muhammad bin Hasan bin Abdillah:

*Belajarlah...*

*Ilmu menghias pemiliknya*

*Kelebihan dan pertanda*

*Dari setiap yang terlupa.*

*Jika engkau,*

*Setiap hari bertambah ilmu*

*Berenang ke tengah samudra*

*Mengambil segala yang berguna.[2]*

---

[1] Departemen Agama RI, *Al-Qur'an dan Terjemahnya*, (Bandung: Syaamil Al-Qur'an, 2005)., page: 527

[2] Muhammad Nurdin, *Kiat Menjadi Guru Profesional,* (Jogjakarta: Ar-Ruzz Media, 2008), page:137

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

ADVISOR OFFICAL NOTE
Matter : Thesis of Robi Nur Suyatni,                  Malang, July 16, 2014
Appendixes : 4 (four) Exemplar

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

*Assalamu'alaikum Wr.Wb*
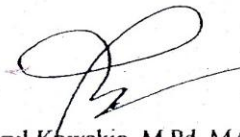
After carying out at several times for guidance, both in terms of content, language
and writting techniques, and after reading the following thesis:

Name                   : Robi Nur Suyatni
NIM                    : 10110182
Program                : Islamic Education
Title of Skripsi       : The Teacher's Strategies to Increase Study Interest of
                         Students in Fiqh *Ubudiyah* Themes for VII Class at MTs
                         Negeri Tumpang.

As the advisor, we agree that this thesis has been proposed and tasted decent.
So, please tolerate presence.

*Wassalamu'alaikum Wr. Wb.*

Advisor,

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

# CERTIFICATE OF SKRIPSI AUTHORISHIP

Here with me,

Name            : Robi Nur Suyatni

ID Number    : 10110182

Faculty         : Tarbiyah and Teaching Sciences

Department   : Islamic Education

Declare that thesis I wrote to fulfil the requirement for the degree of *Sarjana Pendidikan Agama Islam (S.Pd.I)* in Islamic Education Department, Faculty of Tarbiyah and Teaching Sciences, Maulana Malik Ibrahim State Islamic University, Malang entitled *"The Teacher's Strategies to Increase Study Interest of Students in Fiqh Ubudiyah Themes for VII Class at MTs Negeri Tumpang"* is truly my original work. It does not incorporate any materials previously written or published by another person except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

Malang, July 16, 2014

METERAI
TEMPEL
PAJAK MEMBANGUN BANGSA
20
DEA12AAF865806117
ENAM RIBU RUPIAH
6000 DJP

Robi Nur Suyatni

# ACKNOWLEDMENT

*Alhamdulillahirobbil'alamiiin,* praise be to Allah the almighty and Merciful, who has given me great miracle in every struggle, so I can finish writing my thesis entitled *"The Teacher's Strategies to Incerease Study Interest of Students in Fiqh Ubudiyah Themes for VII Class at MTs Negeri Tumpang"*. Peace is upon the prophet Muhammad SAW who has bought us into Islam to reach brighter life.

As for the purpose of this thesis is as material guidelines and knowledge for readers, specially for candidates of teacher there is anything strategies used to teach that is must appropriated with material. In addition teachers should create and implement strategies that vary in order that the students in the class did not feel bored and saturated so that it can enhance the learning interest of students.

This thesis will never be completed without some contribution and support from various sides. Therefore, in this chance the author wants to thanks a lot for:

1. Prof. Mudjia Raharjo, as rector of the State Islamic University of Maulana Malik Ibrahim Malang.
2. Dr. H. Nur Ali, M.Pd as dean Faculty of Tarbiyah and Teacher Science on State Islamic University Maulana Malik Ibrahim Malang.
3. Marno, M.Ag as a chairman on Islamic Education Program.
4. Ahmad Nurul Kawakip, M.Pd. MA as advisor who has guided me to finish this thesis.
5. All lecturer and staffs in Faculty of Tarbiyah and Teacher Science.
6. My beloved parents H. Suyitno Kartubi and H. Supaiyah for them praying, sacrifices, loves, support and everything that is given to me.
7. My little brother Much. Taufiq Suyitno and Much. Hidayat Suyitno.
8. Drs. Sama'i, M.Ag as a headmaster at MTs Negeri Tumpang who gave me permission to do research there.
9. Siti Kifayatul Hidayah, S.Pd.I as a Fiqh teacher who gave me sincerity and patience provides guidance, direction and feedback to the author.

10. All of teachers and students at MTs Negeri Tumpang who help finish this thesis.
11. All of my friends in ICP Program specially in English Program and all of member in AHAF dormitory specially in H room.

The author knows that there are many weaknesses 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. Amiin.

Malang, July 16, 2014

Author

# DIRECTION OF ARABIC-LATIN TRASLITERATION

The written of Arabic-Latin in this thesis use directive transliteration base on the collective decision between the Minister of Religion Republic of Indonesia and the Minister of Education and Culture Republic of Indonesia number 158/1987 and number 0543 b/U/1987 that in board outline can be describe as bellows:

### A. Letter

| | | | | | |
|---|---|---|---|---|---|
| ا | A | ز | z | ق | Q |
| ب | B | س | s | ك | K |
| ت | T | ش | sy | ل | L |
| ث | Ts | ص | sh | م | M |
| ج | J | ض | dl | ن | N |
| ح | H | ط | th | و | W |
| خ | Kh | ظ | zh | ه | H |
| د | D | ع | ' | ء | , |
| ذ | Dz | غ | gh | ي | Y |
| ر | R | ف | f | | |

### B. Long Vowel
Vowel (a) Long = â
Vowel (i) Long = î
Vowel (u) Long = û

### C. Diphthong Vowel

| | | |
|---|---|---|
| أَوْ | = | Aw |
| أَيْ | = | Ay |
| أُوْ | = | û |
| إِيْ | = | î |

# LIST OF TABEL

# LIST OF APPENDIX

# TABLE OF CONTENT

## CHAPTER I: INTRODUCTION

**CHAPTER II: STUDY OF LITERATURES**

**CHAPTER III: THE METHOD OF RESEARCH**

**CHAPTER IV: RESULT OF RESEARCH**

## CHAPTER V: DISCUSSION

## CHAPTER VI: CLOSING

## BIBLIOGRAPHY

## APPENDIX

# ABSTRACK

Suyatni, Robi Nur. 2014. *The Teacher's Strategies to Increase Study Interest of Students in Fiqh Ubudiyah Themes for VII Class at MTs Negeri Tumpang.* Thesis. Islamic Education Program. Faculty of Tarbiyah and Teaching Sciences. Maulana Malik Ibrahim State Islamic University, Malang. Ahmad Nurul Kawakip, M.Pd., MA.

Keyword: Learning Strategies, Study Interest, Fiqh *Ubudiyah*

Education cannot be separated from the process of teaching and learning undertaken by teachers and the students in the school. In every aspect process of teaching and learning are the most basic activities in education. In the process of teaching and learning is certainly not apart of some components in the learning, e.g. the existence of learning strategies. The strategy is a tools for teachers to develop the learning process and as a variety of methods to improve achievement, interests study and activities of students in the classroom.

Learning strategies have many kinds to be used in the classroom, including methods of lecturer, role-playing, demonstrations, enquiries method. The use of this strategy can be used in a variety of subjects, one of them is the study of Fiqh. So the teachers can use strategies of learning by existing of theories. With respect to earlier so this thesis discussed about the teacher's strategies to increase study interest of students in Fiqh *Ubudiyah* theme for VII class at MTs Negeri Tumpang.

The formulation of problem in this research were: (1) what are the teacher's strategies to increase study interest of students in Fiqh *Ubudiyah* themes for VII class at MTs Negeri Tumpang?, (2) What are the obstacles of the teacher's strategies to increase study interest of students in Fiqh *Ubudiyah* themes for VII class at MTs Negeri Tumpang?. And the objectives of this research were: (1) to describe the teacher's strategies to increase study interest of students in Fiqh *Ubudiyah* themes for VII class at MTs Negeri Tumpang, (2) to describe the teacher's strategies to increase study interest of students in Fiqh *Ubudiyah* themes for VII class at MTs Negeri Tumpang.

This research used qualitative descriptive study, which is understand directly the object of research and understand how the teacher's strategies to increase study interest of students and the barriers in VII class at MTs Negeri Tumpang, In this research to collection of data the researcher uses interview observation and documentation method.

From the results of this research, that the teachers use three strategies has ever done in class, one of which was role playing, demonstration and class discussion method. As for the perceived constraints of teachers is still disciples feel difficulty in memorizing the evidence of al-Qur'an and there is a lively student and interferes with the learning process in the classroom.

# ABSTRAK

Suyatni, Robi Nur. 2014. *The Teacher's Strategies to Increase Study Interest of Students in Fiqh Ibadah Theme for VII Class at MTs Negeri Tumpang.* Skripsi. Jurusan Pendidikan Agama Islam. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. A. Nurul Kawakip, M.Pd, MA.

**Kata Kunci:** Strategi Pembelajaran, Minat Belajar, Fiqih *Ibadah*

Pendidikan tentunya tidak terlepas dari proses belajar mengajar yang dilakukan oleh guru dan murid di sekolah. Dalam keseluruhan, proses belajar mengajar merupakan kegiatan yang paling pokok dalam pendidikan. Hal ini berarti bahwa berhasil tidaknya pencapaian tujuan pendidikan bergantung bagaimana proses belajar mengajar dirancang dan dijalankan secara profesional. Dalam proses belajar mengajar tentunya tidak terlepas dari beberapa komponen-komponen dalam pembelajaran, misalkan adanya strategi pembelajaran. Strategi merupakan sarana bagi guru untuk mengembangkan proses pembelajaran dan sebagai variasi metode untuk meningkatkan prestasi, minat belajar dan aktivitas siswa di dalam kelas.

Strategi pembelajaran mempunyai beberapa macam yang dapat digunakan dalam pembelajaran di kelas, diantaranya metode ceramah, role playing, demonstrasi, metode inquiri dan sebagainya. Penggunaan strategi ini dapat digunakan dalam berbagai mata pelajaran, salah satunya adalah bidang studi Fiqih. Jadi guru dapat menggunakan berbagai macam strategi pembelajaran dari teori yang sudah ada. Sehubungan dengan hal diatas maka dalam skripsi ini mengkaji tentang strategi guru dalam meningkatkan minat belajar siswa pada materi Fiqih *Ibadah* pada kelas VII di MTs Negeri Tumpang.

Adapun rumusan masalah dalam penelitian ini adalah: (1) Bagaimana strategi guru Fiqih dalam meningkatkan minat belajar siswa pada materi Fiqih Ibadah di kelas VII MTs Negeri Tumpang?, (2) Apa saja kendala yang dihadapi guru Fiqih dalam meningkatkan minat belajar siswa pada materi Fiqih Ibadah di kelas VII MTs Negeri Tumpang?. Adapun tujuan dari penelitian ini adalah (1) untuk mendeskripsikan strategi guru Fiqih dalam meningkatkan minat belajar siswa pada materi Fiqih Ibadah di kelas VII MTs Negeri Tumpang, (2) untuk mendeskripsikan kendala yang dihadapi guru Fiqih dalam meningkatkan minat belajar siswa pada materi Fiqih Ibadah di kelas VII MTs Negeri Tumpang.

Penelitian ini menggunakan penelitian deskriptif kualitatif, yaitu memahami secara langsung objek penelitian dan memahami bagaimana strategi guru dalam meningkatkan minat belajar siswa beserta kendalanya pada kelas VII MTs Negeri Tumpang. Dalam pengumpulan data penelitian ini, penulis menggunakan metode wawancara, observasi dan dokumentasi.

Dari hasil penelitian, bahwa guru menggunakan tiga strategi yang pernah dilakukan di kelas, salah satunya adalah Role Playing, Demonstratsi dan Diskusi Kelas. Adapun kendala yang dirasakan guru adalah murid masih merasa kesulitan dalam menghafal dalil al-Qur'an dan terdapat siswa yang ramai dan mengganggu proses pembelajaran di kelas.

**الملخص**

سوياتني, ربي نور. ٢٠١٤ . طريقة المدرس لترقية همة التعلم الطلاب في درس فقه العبادة لفصل السابع في مدرسة الثانوية الحكومية تومفانغ. الأطروحة, برنامج الدراسة التربية الإسلامية قسم التربية الإسلامية, الجامعة مولنا مالك ابراهيم الإسلامية الحكومية مالانج. المشرف الأطروحة : أحمد نور الكواكب, الماجستير.

---

الكلمة الرئيسية : طريقة التدريس, همة التعلم, فقه العبادة

التعلم هو جزء لا يتجزأ من عملية التعلم التي يقوم بها المعلمون والتلاميذ في المدارس . بشكل إجمالي، فإن عملية التعلم هي الأنشطة الأساسية في مجال التربية. وهذا يعني أن نجاح أو فشل أهداف التعليم يعتمد على كيفية تصميم العملية التعليمية وتنفيذها مهنيا. في عملية التعلم لا تخل عن بعض المكونات في التعلم، على سبيل المثال وجود استراتيجيات التعلم. الاستراتيجية هي وسيلة للمعلمين لتطوير عملية التعلم وأنواع الأساليب لترقية الإنجاز، الهمة في تعلم الطلاب ونشاطهم في الفصل.

استراتيجيات التعلم هي متنوعة التي يمكن استخدامها في الفصول الدراسية، بما في ذلك المحاضرات، دور اللعب، والمظاهرات، وحتى طريقة التحقيق وغيرها. استخدام هذه الاستراتيجية يمكن تطبيقها في أنواع من الموضوعات الدروس، واحدة منها هي مجال دراسة الفقه. بحيث يمكن للمعلمين يستخدمون من أنواع الاستراتيجيات التعليم من النظريات الموجودة. استمرار من البيان أعلاه، أن في هذه الأطروحة بحث فيها عن استراتيجيات المعلمون لترقية همة التعلم الطلاب في مادة فقه العبادة في الصف السابع في المدرسة الثانوية الحكومية تومفانغ.

و أما مشكلة البحث هي : (١) كيف الاستراتيجيات المعلمين في زيادة همة الطلاب في مادة الفقه العبادة لفصل السابع في المدرسة الثانوية الحكومية تومفانغ. (٢) ما هي العقبات التي تواجه المعلمين الفقه في ترقية همة الطلاب في مادة الفقه العبادة لفصل السابع في المدرسة الثانوية الحكومية تومفانغ. وأما أهداف من هذا البحث منها : (١) لوصف استراتيجية المعلمين في ترقية همة الطلاب في مادة الفقه العبادة لفصل السابع في المدرسة الثانوية الحكومية تومفانغ. (٢) لوصف العقبات التي تواجه المعلمين في ترقية همة الطلاب في في مادة فقه العبادة لفصل السابع في المدرسة الثانوية الحكومية تومفانغ.

استخدم هذا البحث بدراسة الوصفية النوعية، وهي لفهم المبشار من كائن البحث وفهم عن كيفية استراتيجية المعلمين في ترقية همة تعلم الطلاب في المدرسة الثناوية الحكومية تومفانغ. في جمع البيانات لهذا البحث، استخدم الباحث بطريقة المقابلة والملاحظة والوثائق.

نتيجة من هذا البحث هي : أن المعلمين استخدمو ثلاث استراتيجيات التي أجريت في الفصول الدراسية، واحدة منها هو دور اللعب والمظاهرات و المناقشة. وأما المشكلة فيها أن بعض الطلاب يشعرون بصعب في حفظ الدليل من القرآن وهناك الطلاب الذين هم حية وتعطيل العملية التعليمية في الفصول الدراسية.

## CHAPTER I

## INTRODUCTION

### A. Background of The Study

Everyone needs an education, both for those who have been awarded the intelligence and who have no intelligence. Education will make man grow better insightful, wise and know the meaning and responsibilities of wading through life.

Education is very important aspect for developing potential of someone to make the adaption in the surrounding environment. Educations give more positive impact to the journey of human life, so all people need of education. Through education someone will be guided, directed and provided adequate theory of how she should go on in lives.

According to the Legislation of Republic Indonesia No. 20 of 2003 Chapter I about the notion of education is:

"Conscious effort and planning to create an atmosphere of learning and the learning process, so the students are actively develop their potential for having religious, spiritual power of self-control, personality, intelligence, human's attitude and the necessary themselves, the community, the nation and the State." [1]

World education can not be separated from the process of teaching and learning undertaken by teachers and the students in the school. In the overall process of teaching and learning are the most basic activities in education. It means that the successful of achievement in education

---

[1] Undang-undang Republik Indonesia No. 20 Tahun 2003, *Tentang Sisdiknas*, (Bandung: Citra Umbara, 2006), page: 72

depend on how the teaching and learning process design and professionally.

In process of learning and learning always involve to active roles which is teacher and students. Students as recipient's subject of knowledge given by teacher, while teachers as professional teachers in give knowledge. [2]

In teaching and learning activities teacher can do their job in a professional manner, requires a steady and insightful piece about the teaching and learning activities. A teacher must know the process of teaching and learning; the necessary steps, so the task can be executed well and get appropriate result is as good as an expectation.

One of the insights must be had by teachers are about teaching and learning strategies. By having strategy a teacher will have guidelines in the act that deal with various alternative options are taken. Therefor teaching and learning activities can take place in a systematic, directional, smoothly and effectively. Thus the strategies are hopefully can help the teachers in carrying out the task. [3] Teaching and learning strategies are number of steps that are engineered in such a way as to achieve the purpose of the particular teaching. [4]

The use of teaching and learning strategies can be used for all kinds of subjects related to learning in the classroom without exception the

---

[2] Pupuh Fathurrohman, Sobry Sutikno, Strategi Belajar Mengajar, (Bandung" PT. Refika Aditama, 2007), page: 08
[3] Anissatul Mufarokah, *Strategi Belajar Mengajar,* (Yogyakarta: Teras, 2009), page: 01
[4] , Pupuh Fathurrohman, Sobry Sutikno, Strategi Belajar Mengajar,*op.cit.,* page: 03

study of Fiqh. The study of Fiqh is learning that direct students get better understand, appreciate and practice of Islamic law, which is the basis of life.

Generally, Fiqh is one part of religion sciences that discuss about Islamic law and relationship between man and God, man with man and man with the environment. Some substance which includes the science of Fiqh there are *Fiqh Ubudiyah (Ibadah), Fiqh Munakahah, Fiqh Mawaris, Fiqh Muamalah, Fiqh Jinayah, Fiqh Siyasah* and *Fiqh Aqdhiyah*. [5]

The program of education in Indonesia (especially, in Islamic Education Subject) discuss about one part of them (Fiqh learning). From this program, especially in Fiqh, students are expected do not leave all religious rules and obey to Allah SWT. For example in VII grade of *Madrasah Tsanawiyah* they only learn about *Fiqh Ubudiyah (Ibadah)*.

According to al-Jurjani, worship *(Ibadah)* is the act performed by *mukallaf,* not according to the flesh to glorify his God.[6] Worship is surrender to God. Worship can be also translate as obedience, belief and fear to the God.

In saying of Allah SWT, explained that the man turned on only to serve him. So whatever he did during his life on earth was solely to serve him.

---

[5] Cik Hasan Bisri, *Model Penelitian Fiqih,* (Jakarta Timur: Prenada Media, 2003), page: 20
[6] Sulaiman Rasjid, *Fiqih Islam,* (Bandung: Sinar Baru Algensindo, 1994), page: 13

وَمَا خَلَقْتُ ٱلْجِنَّ وَٱلْإِنسَ إِلَّا لِيَعْبُدُونِ ﴿٥٦﴾

"And I (Allah) created not the *Jinn* and mindkind except that they should worship Me (Alone)." (Az-Zaariyaat: 56)[7].

Forms of action such as smile, greet, hail, positive thinking and so on are one of example of Worship (*Ibadah*). Then as for the form of worship (*Ibadah*), that is often note in the books of Fiqh are *Thaharah* (pure), the prayer, fasting, *zakat* and etc.

*Thaharah* (pure) linguistically is clean and pure. While according to the term *thaharah* is blotting out of something in the body that can be block (legitimately) of prayer and other.[8] *Second,* praying is worship which is composed by several word and deed, which begins of *takbir* and finish by *salam*, and fulfil the terms are specified. Praying is required for each adult who have mind in five times a day last night. There are several kinds of prayers law in *Sunnah,* obligate, and *mubah* for Muslim there is *Jama' Qashar* prayer, praying *Jum'at*, and others.[9]

In the process of learning, there are some problems related to learning. For example, it is ever happened at MTs Negeri Tumpang when in process of Fiqh learning there are still finds students who feel sleepy, less excited in learning and so on.

One of the ways that can be done to address problems in learning are; teachers are able to use interesting and strategies in the class. For instance, strategy-based on teacher centere are class discussion,

---

[7] Burhanuddin, *Al-Qur'an Keluarga*, (CV. Media Fitrah Rabbani, 2012), page: 523

[8] Shalih Bi Ghanim As-Sadla Syaikh Muhammad Shalih Al-Munajjid, *Intisari Fiqih Islam,* (Surabaya: Pustala eLBA, 2007), page: 24

[9] Sulaiman Rasjid, *Fiqih Islam,* (Bandung: Sinar Baru Algensindo, 1994), page: 53

demonstrations, Contextual Teaching and Learning, and so on. While based on student-centered Learning are Role-playing, Cooperative, Inquire, and others.

As for the specific reason of researchers to do research is to find out what are the strategies used to solve problems related to teacher learning in the classroom in particular fields of study the science of Fiqh.

Based on the data exposure above, the author is interesting to conduct the research in this thesis with the title "**The Teacher's Strategies to Increase Study Interest of Students in Fiqh *Ubudiyah* Themes for VII Class at MTs Negeri Tumpang**".

B. **Problem of The Study**

The question of research can formulated as below:

1. What are the teacher's strategies to increase study interest of students in Fiqh *Ubudiyah* themes for VII class at MTs Negeri Tumpang?

2. What are the obstacles of the teacher's strategies to increase study interest of students in Fiqh *Ubudiyah* themes for VII class at MTs Negeri Tumpang?

C. **Objectives of The Study**

1. To describe the teacher's strategies to increase study interest of students in Fiqh *Ubudiyah* themes for VII class at MTs Negeri Tumpang.

2. To describe the teacher's strategies to increase study interest of students in Fiqh *Ubudiyah* themes for VII class at MTs Negeri Tumpang.

**D. Benefit of The Study**

The result of this research will be give benefit to:

1. For The Teacher

   a. The teacher can be more professional to find the problem solving in class.

   b. It will become reference for increase interest study of students in Fiqh *Ubudiyah* themes for VII Class at MTs Negeri Tumpang.

2. For The Students

   a. It can improve of interest study of students especially in Fiqh subject.

   b. It can help the students to understand the content and the meaning of Fiqh *Ubudiyah* themes.

3. For Researcher

   In this research, the author hopes this research to get more experience, insight and knowledge from kinds of problems in the process of learning, especial in Fiqh subject for VII class.

4. For others

   The author hopes, this research will become reference to increase of knowledge to be better, especially for Islamic Education subject in Fiqh *Ubudiyah* themes.

**E. Scope of The Study**

The effort of researcher to avoid the obstacle of this research, I delimitate of this study:

1. This research definite on the teacher's strategies to increase study interest of students in Fiqh *Ubudiyah* themes especially in pray, *zakat* and fasting theme.

2. Describe about the obstacle of teacher to increase study interest of students.

## F. Term of The Study

1. Learning strategies is a draft teaching activities carried out teachers and students using a variety of learning resources that exist to achieve the learning objectives of an effective and efficient manner. [10]

2. Study interest that changes a person's behavior because it tends to come from a passion born of one's self and one's experience. [11]

## G. The Previous of The Study

The research on Teacher's strategies to increase study interest of students in Fiqh *Ubudiyah* themes as a focus of the study have been done by several researchers such as:

1. Nur Afifi NIM 12507025 Thesis 2010 focused her research on: *Upaya Mmeningkatkan Minat Belajar Mata Pelajaran Fiqih Pada Siswa Kelas IV MI Tarbiyatul Aulad Desa Giling Kecamatan Pabelan Kabupaten Semarang.* This research showed that the teacher have a media to increase study of students for IV Class at MI *Tarbiyatul Islam*. Media used by the teacher to increase interest of students is through Film. The results of this research showed that the use of

---

[10] Mulyono, *Strategi Pembelajaran "Buku Diktat",* (Kementrian Agama RI, UIN Maulana Malik Ibrahim Fakultas Tarbiyah, 2011), page: 6-9
[11] Suharsimi, Arikunto, *Manajemen Pengajaran Secara Manusiawi,* (Jakarta: Rineka Cipta, 1990), page: 103-106

media through film can improve study interest of students for IV class at MI *Tarbiyatul Aulad*.

2. Monika P. Purba and Siti Bunga Sitohong (2013) in Journal volume 00 No. 00 focused they research on: *Upaya Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran PKn dengan Menggunakan Model Pembelajaran Direct Instruction di Kelas XI SMA Negeri 1 Rantau Utara*. This research showed that the teacher used Direct Instruction model to increase study of students in XI class at SMA Negeri 1 Rantau Utara. The result of this research showed that Direct Instruction model the teacher can improve study interest of students, beside that, the students more easier to understand of the subject.

3. Tien Kartini Journal 2007 No. 8 focused they research on: *Penggunaan Metode Role Playing untuk Meningkatkan Minat Siswa dalam Pembelajaran Pengetahuan Sosial di Kelas V SDN Cileunyi 1 Kecamatan Cileunyi Kabupaten Bandung*. This research showed that role playing method can improve study interest of students in V class SDN Cileunyi 1. The result of this research indicate method of role playing effective to use in Social Science subject. Beside that the students more interest and antusiastic to study.

Based on the previous studies, the researcher thought that the research on teacher's strategies in the class is important to increase study iterest of students. This research focus on kinds of teacher's strategies to increase study interest of students in *Fiqh Ubudiyah* thems for VII class.

Study interest of students will be rise when the teacher can improve creativity by variant method and strategies of learning. So teacher's Fiqh at MTs Negeri Tumpang will not only use one method but also use variant method and strategy in the process of learning.

## H. The Systematic of Discussion

The writing of this research will be dividing into six chapters.

Chapter I : introduction of research including; background of the study, problem of the study, objectives of the study, benefits of the study, scope of the study, term of the study, the previous of the study and the systematic of discussion.

Chapter II : Study of literature including; discussion of strategies of learning, study interest, the teacher's strategies to increase study interest of students and subject of Fiqh (especially, Fiqh *Ubudiyah* themes include *Thaharah* (pure), pray, ablution, etc).

Chapter III : The method of research including kinds of research, presence of research, location of research, source of the data, method of research, technique of data analyses and steps of research.

Chapter IV : Research finding including; describe the data like background of research, teacher's strategy to increase study interest of students in Fiqh *Ubudiyah* themes for

VII class at MTs Negeri Tumpang and the obstacle of teacher's strategies to increase study interest of students in Fiqh *Ubudiyah* themes for VII Class at MTs Negeri Tumpang.

Chapter V    :  Discussion of the result of research, our argument and the theory in chapter II. The discussion including; teacher's strategy to increase study interest of students in Fiqh *Ubudiyah* themes for VII class at MTs Negeri Tumpang and the obstacle of teacher's strategies to increase study interest of students in Fiqh *Ubudiyah* themes for VII Class at MTs Negeri Tumpang.

Chapter VI   :  Is the conclusion and provide recommendations for future research in a similar objective.

# CHAPTER II

# REVIEW OF LITERATURE

## A. Learning Strategies

Learning essentially an effort to direction of students into in the process of learning so that they can obtain learning objectives as expected.[1] In this process of the learning is inseparable from the tasks and demands experienced by teachers and students, example that one of the demands and purpose of education is the students must obey God, students must understand the learning materials, students must obey with the regulations of National Education, and so on. While the demands of teacher is must be made by the that the teacher must master a number of lessons in the classroom, eachers should be able to lead in the class, the teacher should be a good example for their students, teachers must be resourceful in mastering the various methods or strategies and so on. This is all for the sake of continuity of information and internalization of education.

According Asy-Syaibany said that the seven principles that must be considered by the principal of a teacher in terms of applying methods such as:

- Know the motivations, needs and interests of their students.
- Know the educational goals that have been set before the implementation of the right to education.

---

[1] Mulyono, page: 4

- Knowing the stage of ripeness, development and changes of students.

- Knowing the differences of individual students.

- Watched understanding and knowing relations and freedom of thought.

- Make the educational process as a good experience for students.

- Developing of *uswatun hasanah* (good example)

## 1. Definition of Learning Strategies

The strategy is in the process of learning activities related to the management of students, teachers, learning activities, learning environment, learning resources and assessments to learning more effectively and efficiently in accordance with a defined learning objectives. Learning strategies in fact related to planning or policy designed in managing learning in order to achieve learning objectives which are designed in managing learning in order to achieve the desired learning goal. [2]

The term is derived from the word learning in the English language is instruction, which means the process of making people learn. The goal is to help people learn, or manipulate (reverse) environment that provides convenience for people who learn. Gagne dan Briggs define learning as a set of events (act, conditions, etc.), so that the process of learning can take place easily. Learning is not just

---

[2] *Ibid.,* page: 20

limited to events conducted by the teacher alone, but includes all events that have a direct influence on the process of human learning. The study includes events contained in printed materials, pictures, audio programs, film, slides, or a combination of these materials.

Learning strategies can be defined as the planning of a series of activities designed to achieve specific educational goals. The learning strategy is the plan of actions (activities) including the use of the methods and the utilization of various resources or power within learning conceived to achieve a particular goal. In this respect is the goal of learning.

According Sudirja and Siregar, learning strategies is an effort to deliberately create conditions so that the learning objectives can be facilitated accomplishments. Here the strategy reflect the necessity to facilitate the learning objectives. And then according Miarso learning strategy holds that a comprehensive approach to learning in a system in the form of guidelines and framework of activities to have a common goal of learning. Miarso said that strategy reflects the approach to achieve the learning objectives

Learning strategies are things to remember by an instructor, teacher, lecturer, widyaswara in the process of learning. There are at least three types of strategies related to learning, i.e.: 1) organizing learning strategy that is how to organize the contents of the fields of study that have been selected for learning, 2) learning delivery strategy is how to deliver education to the students and when receiving the

response input from students, and 3) learning management strategies are a way to organize interaction between students with learning content organizing strategy variables or learning materials as well as learning content delivery strategies.

From some of the explanation above it can be concluded that learning strategies is a draft teaching activities carried out teachers and students using a variety of learning resources that exist to achieve the learning objectives of an effective and efficient manner. [3]

There are two basic concepts of teaching and learning strategies in order to create an condition of learning in school takes an active, innovative, creative, effective and fun.

*First,* strategies of learning base on Islamic religion concept:

1. Teaching and learning Process is based on the obligations associated with the intention for Allah SWT.

2. The concept of teaching and learning should be base on intention of worship.

3. In the process of teaching and learning should be understanding mutually position of teachers as teacher and student as a student.

4. Creating a balanced communication, clear communication and transparent communication.

---

[3] *Ibid,* 6-9

5. The concept of teaching and learning strategies require creativity, good methodology, didactic and instructional design so as not to get hung up on one theory.

6. Educate with good model.

7. Need habitually.

8. Testing a customized learning strategies with the goal itself.

9. Good evaluation.

10. The learning process will have an impact well if it begins and ends with pray.

*Second,* strategies of learning base on general concept:

1. Teaching and learning as a system.

2. Developing of communication in the process of learning.

3. Developing the purpose of learning.

4. Method of learning.

5. Application of media in teaching and learning process.

6. Evaluation in process of learning.

7. Development of teaching various, etc.[4]

## 2. Base Election of Strategies and Method Learning

Some of the principles that must be done by the teacher in selecting strategies and learning methods are appropriate and accurate, such considerations must be based on the establishment of, among others:

---

[4]Pupuh Fathurrohman, Sobry Sutikno, *op.cit.,* page: 23-144

a.  **The Objectives of Learning**

The purpose of the study is on target to achieve until the end of teaching, as well as the ability to be owned by students. These goals can be realized by using the methods of learning. Learning objectives (competition) is the ability or skills that are expected to be owned by the students after they make the process of learning. Learning objectives can determine a strategy that should be used by the teacher. Suppose a teacher assigning Sports set a goal of learning so that students can demonstrate how to kick the ball with good and true. In this case the method that can help students achieve the goals is the method the teacher gave lectures, instruction in the field, then the method of demonstration, the students demonstrated how to kick a ball properly and correctly, can then use the method of assignment for them to become captain, midfielder keeper, and so on.

b.  **The Activity and Knowledge of Students**

Learning is done, certain experience in accordance with the expected objectives. Learning strategies must therefore be able to encourage the activity of students. Intended activity is not only limited to physical activities, but also include activities which are psychic.

Early knowledge can be derived from the subjects we are going to teach, if students do not have principles, concepts, and the facts or have the experience, then most likely they haven't been

able to use coercive methods of self-learning, the only method of lectures, demonstrations, performances, training with friends, playing the role, and others. Conversely, if the student has to understand the principles, concepts, and the fact the teacher can use a method independent study, discussion, case studies and methods incident. The nature of this method a lot of analysis and problem solver.

c. **Integrity of Subject**

Teaching is an attempt to develop an entire private students. Teaching is not only developing a cognitive ability, but also include the development of affective and psychomotor aspect. Learning strategies must

therefore be able to develop all aspects of personality in integrity.

In the management of learning there are some principles that should be known, among which are:

1) Interactive

The learning process is the process of interaction between teacher and students, students with other students or students with their environment. Through the process of interaction possibilities the ability students will develop both mentally and intellectually.

2) Inspiring

The learning process is an inspiring process, which allowed students to try and do something. Let the students do and think in accordance with his own, for essentially subjective knowledge that could have meant by each subject of study.

3) Fun

The learning process is a process that is enjoyable. Fun learning process can be done by setting the room beautiful and interesting and the management of the living and learning vary, using patterns and models of learning, media and relevant media sources.

4) Challenge

The learning process is a process that challenges students to develop the ability to think, which stimulates the brain works to its full potential. That ability may grow by way of developing the student's curiosity through intuitive thinking, dabble or exploration.

5) Motivation

Motivation is a very important aspect to teach to the students. Motivation can be defined as the impetus that allows students to act and do something. A teacher must be able to demonstrate the importance of experience and learning material for student life, thus students will learn not just to obtain the value or a compliment but driven by the desire to meet his needs.

**d.  Time and Facilities**

Available time in granting the subject matter one hour 45 minute lessons, then the methods used have been designed before, including learning, supporting device, learning device that can be used by the teacher repeatedly, such as transparent, charts, instructional videos, movies, and so on. Learning device that can be used by the teacher repeatedly, such as transparent, charts, instructional videos, movies, and so on.

Learning methods adapted to the material, such as majors in biology, methods that will be applied is a practical method, does not mean we cannot use the other method, the method of lecture time allocated need to be that very few minutes to give guidance and direction. Then allow the applying method of discussion, because of the practical work, students need a discussion group to prevent problems or problem they face.

**e.  Number of Student**

Ideally the methods that we apply in the classroom need to consider the number of students in attendance, the ratio of students to teachers and the teaching-learning process effective, the size of the class determines the success mainly classroom management and delivery of material. Most education experts argue ideally one class at primary school and secondary school 24. Large class size and the number of students that much more effective, method of speaking engagements, but we need to remember the lecture

method has many disadvantages compared to other methods, particularly in measuring the success of students. Small class can be applied to method tutorial for giving feedback can be quickly done and attention to individual needs can be met, and others. [5]

3. **The Objective of Method of Learning**

According Muhaimin and A. Mujib, the purpose of holding of the method is making the process and results of teaching and learning become more empowered teachers and raises awareness of the students to practise the provisions of Islam through the motivational techniques led to a passion for student learning.

The explanation above indicates that the function method of Islamic education (in particular) is driving the success of the study and provides convenience to students. While its main duty is to hold the application from the principle of psychological and pedagogical so that students can live, learn, and understand the material being taught. In addition, the main task in that method is to make a change in behaviour, attitudes and interests of students to real change. [6]

4. **The Common Traits of Good Method**

Every teacher in the process of teaching and learning have a choice in their use of their own methods or strategies in the classroom. However, not all methods can be said to be good, and not all methods are said to be bad. However, not all methods can be said to be good, and not all methods are said to be bad.

---

[5] Mulyono, *op.cit.,* page: 117-122
[6] Muhammad Nurdin, *op.cit.,* page: 93-94

Omar Muhammad al-Thaomi in the book of Pupuh Fathurrohman said, there are some characteristics of assembled a good method for learning, namely:

a. Combination of methods in terms of goals and tools with the soul,

b. Is supple, flexible and have power in accordance with the character of students and material,

c. Are functional in uniting theory with practice and deliver practical, on the ability of students,

d. No reduction of material, even on the contrary thus developed the material,

e. Given the vastness of the students to express their opinions, being able to put teachers in the proper position, respectable, in the overall learning process. [7]

5. **The Effectiveness of The Use of The Method**

Use methods that are not in accordance with the purpose of learning will become an obstacle in achieving the objectives that have been formulated. Many of the lessons are made useless just because the use of inappropriate methods, i.e. only in accordance with the teacher and the student, bypassing the facility as well as the situation of students.

---

[7] Pupuh Fathurrohman, Sobry Sutikno, *op.cit.,* page: 56

Therefore, the effectiveness of the use of methods can occur when there is a conformity between teaching methods with all components that have been added in units of study in preparation for the written. [8]

## 6. The Kinds of Learning Strategies

Colin Marssh quote Duck States that there are only two basic learning strategies which are learning centered on the master (teacher-centered) and student-centered learning (students-centered), another variant that is a combination of both. In the second there are a number of learning strategies learning techniques:

**Tabel 2. 1 Strategy of Learning With any Technical or Method of Learning**

| Strategi Teacher-Centered | Strategi Student-Centered |
|---|---|
| • Teacher Method's<br>• Asking Question<br>• Class discussion<br>• Demonstration<br>• Contextual Teaching and Learning<br>• Etc. | • Inquire Method<br>• Research method<br>• Simulation Method<br>• Role Playing Method<br>• Cooperative Learning<br>• Etc. |

Source: Colin Marsh (2006:67)[9]

### a. Strategies Teacher-Centered

#### 1) Teacher Method's

Lecturer methods is a form of presentation of lessons conducted by the teacher with the utterance or explanations directly to students. The role of the students in this method is to listen carefully and noted the important points raised by the teacher.

---

[8] Anissatul Mufarokah, *op.cit.,* page: 81
[9] Suyono, Harianto, *op.cit.,* page: 21

**Advantages of Lecture Methods**

- Teachers can control all of the students or class because orderliness of the class is easily maintained.

- Simple class organization, do not have to grouping, teachers stand in front of the class while presenting the materials and the students listen.

- Give the same explanation to a number of students on the hard lessons of matter and important in a relatively short time.

- Things that are important and urgent can be immediately delivered to students.

- Improved power hear students and foster interest in learning from other sources.

**Disadvantage of Lecture Method**

- Can lead to bored to students let alone teachers are less able to organize classes.

- Teacher can't explore the students understanding of the information presented.

- Do not stimulate the development of students ' creativity (passive students).

- Students lack of concentration towards description of teachers.

**2) Asking Questions Method**

That is a technique of delivery of theme or matter of subject by using the question as a stimulation and answer as referring learning activities. Questions may be submitted by teachers or students, meaning that teachers ask students to answer or ask students and teachers or other students answered.

**Advantage of Asking Questions Method**

- Teachers can immediately know the lesson material is still not well understood.

- Very good to train of the students in developing courage opinions or thoughts on a regular basis.

- The students can ask directly the difficult lessons to teachers.

- Easy to implement learning systems (students-centered).

- There is a two-way communication between teacher and student, students and teacher or may be between students.

**Disadvantage of Asking Questions Method**

- Sometimes less time spent in accordance with the results obtained, due to differences of opinion.

- Likely to occur irregularities subject matter.

- The question indicated sometimes consisting only of a few aspects of the lesson.

3) **Assignment Method**

That is the way of presentation of lessons where the teacher gives specific tasks to students to take learning activities (school, home, library, laboratory, and in other places) should then be accountable. The given task could be deepening lessons, broadening horizons, check or evaluate, and so on.

**Advantage of Assignment Method**

- Knowledge gained by students from the results of learning, experiment or investigation.

- They have fostered the development of courage and take the initiative, be responsible and stand on its own.

- Task can be assured about what he learned from teachers, more enriching, deepening or extending the horizons of what is learned.

- Task can foster students to find and cultivate its own information and communication.

- This method can make passionate students in learning because learning activities carried out by sharing a variation so it can't be boring.

**Disadvantage of Assignment Method**

- Students often commit fraud themselves where they just imitate the work of others, without experiencing the learning process.

- Sometimes that task is performed by another person without supervision.

- Can affect student's mental tranquility in often give tasks and difficult work.

- Students will have difficulty, because the task given its nature and is paying attention to individual differences.

4) **Discussion Class Method**

That is how the delivery of lessons where the teacher gives the opportunity to students to convene a scientific discussion about a topic in order to collect or present opinions or ideas exchange opinions and thoughts, making conclusions or devise various alternative problem solving.

**Advantage of Discussion Class Method**

- Can students actively encourage participation either as participant, moderated the discussion and others.

- Cause creativity in ideas, opinions, ideas, initiatives and new breakthroughs in problem solving.

- Develop critical thinking skills and democratic participation.

- Train emotional stability with respect and accept other people's opinions and not impose his own will so that we can call it "take and give".

- The resulting decision of the group would be better than thought itself.

**Disadvantage of Discussion Class Method**

- Difficult to determine the subject matter of which corresponds to the level of thinking students and that has a reference to the environment.

- The discussion generally mastered by students who love to read.

- Passive students tend to take off responsibility.

- A lot of wasted time, but results are not in accordance with the objectives.

- Difficult to apply in low school level.

5) **Demonstration Method**

A method of teaching by the teacher or another person (who accidentally asked) or the students themselves to show or demonstrate the movements, a process (something works, working on action) and the right procedures coupled with remarks to the entire class. Students observe carefully, with full attention and participation.

**Advantage of Demonstration Method**

- Make the lessons clearer and more concrete actions and avoid verbalisme.

- Make it easy for students to understand the lesson material.

- The learning process will be more interesting.

- Stimulating the students to be more active in observing and trying it yourself.

- Learning materials can be presented that cannot be performed using other methods

**Disadvantage of Demonstration Method**

- Requires the skills of teachers in particular.

- It takes a lot.

- Requires a maturity in the planning or preparation.

- Limitations in learning resources, lessons, a situation that has to be conditioned and time demonstrate.

6) **Contextual Teaching and Learning Method**

That is how the teaching is done by referring students to a place or a specific object outside of school, to study or investigate something like shoe factory review, workshops, farms, plantations, museums, fishing and others. [10]

---

[10] Anisatul Mufarokah, *Strategi Belajar Mengajar,* (Yogyakarta: Teras, 2009), page: 86-98

**b. Strategies Student-Centered**

**1) Inquire Strategy**

Inquire Strategy more explained to the process of seeking and finding. The subject matter is not given directly. The role of students in this strategy is to seek and find its own subject matter, while teachers act as facilitators and mentors students to learn. Inquire learning strategy is a series of learning activities that emphasize critical thinking and analytical process for seeking and finding its own answer to a problem that is questionable. The process of thought itself base is done through a question and answer between teachers and students.

**Advantage of Inquire Strategy**

- This strategy is learning that emphasizes the development of aspects of cognitive, affective, and psychomotor in a balanced way. So this study is considered to be more meaningful.

- This strategy can provide a space to students to learn according to their learning style.

- This strategy is considered to be in accordance with the modern learning psychology which considers learning is the process of changing behaviour thanks to the experience.

- Another advantage is that this learning strategy can serve the needs of students who have the capabilities

above average. It means that students who have the good ability will not obstructed by the students weak learn.

**Disadvantage of Inquire Strategy**

- If this strategy is used as a learning strategy, it will be difficult to control the activities and student success.

- This strategy is difficult in planning of learning because of the bumps with the habits of students in learning.

- Sometimes in practice requires a long time so teachers often difficulties in appropriating from time.[11]

**2) Experiment Method**

That is how the delivery of learning materials by assigning students to do experiments and experience it for yourself, follow a process, observing an object, analyze, draw your own conclusions about the State of an object, or a process. Suppose care for funerals, experiments on soil or dust to *tayamum*, experiments in knowledge science and others.

**Advantage of Experiment Method**

- Make students more faith in truth, conclusions based on his own experiment than just receiving explanations from the teacher.

---

[11] Mulyono, *op.cit.,* page: 55-58

- Can develop an attitude to hold exploratory studies of science and technology: i.e. the attitude required of a scientist.

- Students learn by experiencing or observing alone a process or event.

- Students escape from verbalisme.

- Reproduce the experience with things that are objective and realistic.

- Develop an attitude of scientific thinking.

- Results of the study will be durable and internalization.

**Disadvantage of Experiment Method**

- Need a complete experimental equipment.

- May inhibit the rate of learning in research that requires a long time.

- Raises the difficulty of teachers and students, if less experienced in research.

- Failures in the experiment result in error in concluding.

3) **Simulation Method**

A method of teaching-learning in the form of a game arranged, performed by the students, so that teaching and learning happen to get understanding of the nature of a concept or skill through the principle of activity or exercise simulation. This is so that students are able to face the reality actually might happen.

**Advantage of Simulation Method**

- Creating the spirit of students to learn.

- Cultivate student's creativity.

- Fostering the success and stability performance students in front of the crowd.

- Students have many opportunities to express pent-up feelings, so gets satisfaction, freshness and mental health.

- The simulation can be made provision for her life in the community.

- Reduce things that are abstract with showing tangible activities.

- Can be found new talents in role playing or acting.

**Disadvantage of Simulation Method**

- Requires flexible student grouping, as well as space and facilities are not always available.

- The simulated experience isn't always right and perfect with the reality on the field or in life.

- Simulation as a tool of the lesson sometimes overlooked.

**4) Role Playing Method**

A technique of presentation materials with plays a role or behaviour in social relations by the students (groups). Playing the role of a greater emphasis on the fact that the rest of the

involved or included in the play a role in matters related to social.

**Advantage of Role Playing Method**

- Train the students memory and provide reinforcement to the understanding of learning materials. Because as a student should understand, live up to all the stories, especially the material that will be performed.

- Students will be trained to initiate and creative.

- Create hidden talents of the students.

- Developing intercultural awareness in collaboration with good friend.

- Pupils acquire the habit of accepting and responsible with their neighbour.

- Connecting spoken language the students into language that is easily understood by others.

**Disadvantage of Role Playing Method**

- Not all children can be active in learning, because not all or even many children who do not receive the role.

- Many spend time, good preparation time as well as in the implementation of the show.

- Need a place that is quite extensive.

- Interfere with other classes.

**5) Cooperative Learning**

That is how teaching where students within a group as a single entity working on an activity in order to achieve the purpose of teaching or seeking a certain share or mutual cooperation and mutual trust.

**Advantage of Cooperative Learning**

- Familiarize students work together according to understand democracy, gives the opportunity to them to develop the attitude of deliberation and responsible.

- Awareness of the existence of the group led to a passion for a healthy competitive advantage, thereby arousing the learning motivation high.

- Teachers do not need to pay attention to, supervise, explain to each individual, but simply through the group or the Group's Chairman.

- Train, nurture and cultivate leadership to students.

**Disadvantage of Cooperative Learning**

In terms of group:

- It is difficult to load group that homogenized, both legensi, talents, interests, or areas of residence.

- Students are often considered to be homogeneous by the teacher, often don't feel matched with members of his group.

- This grouping of knowledge teachers sometimes still not sufficient.

In terms of group:

- The group leader is sometimes difficult to have Division of labor.

- Members sometimes do not comply with the tasks given by the leader of the group.

- In a study with uncontrolled, so sometimes stray from the plan. [12]

B. **Interest Study**

   1. **Explanation of Study**

      a. **Definition of Study**

         Learning is an active business that is going on inside a person's mental or to construct a knowledge giving rise to changes in cognitive, affective and psychomotor. [13] Learn the stages of behavior change is a relatively positive students and established as a result of interactions with the environment that involves cognitive processes. [14]

         Hilgard da Bower in the book's of Pupuh Fathurrahman studying announcing that relate to changes in a person's behaviour towards something certain situations caused by repeated experiences, where a change of behavior that cannot be explained

---

[12] Anisatul Mufarokah, *loc.cit.*
[13] Suti'ah, *Buku Ajar Teori Belajar dan Pembelajaran,* (Universitas Negeri Malang, 2013), page: 3
[14] Muhibbin Syah, *Psikologi Belajar,* (Jakarta: Logos Wacana Ilmu. 1999), page: 102

or the basic tendency of the bringing of the response, or the State of maturity of the moment someone (example exhaustion, the influence of the drug, and others). While according Thursan Hakim making sense of learning as a process of change in human personality, and the changes are showed in the form of an increase in the quality and quantity of behaviour such as increased skills, knowledge, attitudes, habits, understanding, skill, intellect and so on. [15]

C.T. Morgan in book's of Suti'ah formulate learning as a relative change in setting behaviour as a result or the result of practice and past experience. [16] While in book's of Oumar-hamalik that modern learning experts present and formulate learning as a form of growth or change in a stated in all ways behave is new thanks to the experience and practice. [17]

From some data exposure above it can be concluded that learning is the process of changing a person in order to obtain new knowledge that comes from an experience of his life.

**b. Kinds of Study**

The learning process is not just a singular, there are several types of learning that each individual has his own, even though everything is a learning process.

---

[15] Pupuh Fathurrahman, dan M. Sobry Sutikno, *Strategi Belajar dan Mengajar Melalui Pelaksanaan Konsep Umum dan Konsep Islam,* (Bandung: Refika Aditama, 2007), page: 5-6
[16] Suti'ah, op.cit., page:2
[17] Oumar Hamalik, *Metode Belajar dan Kesulitan-Kesulitan Belajar,* (Bandung: Tarsito, 1983), hlm: 21

The author is holding on to aspects of personality that is often used in the science of psychology, there is (1) cognitive aspects that include knowledge and intellectual finesse range, (2) dynamical aspect-which includes affective feelings, interests, motivation, attitude, the will and values, (3) sensory-motor aspect which the observation, and all motion motoric process.

The forms of systematic study compiled by De Block, dynamic affective functions and function is viewed as a separate function, though not in spite of the one and the other. Below the author will expose some kind of study according to A. De Block.

As for the systematic form of learning is as follows:

a. Learning shapes according to the psychic functions:

1) Learning dynamical is learning that is identical to the onset of a will and whims of a truly humane, this should be developed. In addition it is also going through a learning process. Wanted and are expanding in adults characterized by: insightful, diligent, willing to postpone if necessary, patient, full of consideration, courage and being able to find the priorities among requirements.

2) Affective Learning, one of the characteristics is learning living up to the value of an object is encountered through natural feelings, although in the form of a person, object or event, other properties located in learning to express feelings in a form of a reasonable expression. Feeling have

categorized that is two feeling happy and not happy. Two reactions it is a natural reaction in a feeling that is both fundamental and still somewhat common.

The feeling of love includes a number of more specific sense, such as complacency, sense of elation, the sense of favour, adoringly, and so on. While the feelings are not happy include a number of more specific sense, such as fear, anxiety, anxiety, a sense of envy, jealousy, anger, feeling embarrassed, feeling strong, so people were carried away by his feelings. As such, he can't control his feelings and expressions again lost control of rational.

3) Cognitive learning: remembers, thinking

That is his trademark lies in learning to obtain and use a form of representation that represents all objects at hand, whether it's the object item, object or event or events.

a) Remembers is a cognitive activity, where people realize that his knowledge is derived from a bygone era or based on the impressions of the past. There are two forms of bearing in mind that most attract attention, i.e. to know the return (recognize) and recall (reproduction).

b) In thinking most mental activity becomes apparent that human beings are dealing with objects that are represented within consciousness. So people do not directly deal with the physical objects such as occurs in

observing something when you see, hear or feel. In thinking, an object is present in the form of a representation. Forms the most basic representation is a response, the notion or concept, and verbal symbols.

4) Senso-motoric learning: observing, moves and skills.

His trademark lies in learning to confront and deal with a variety of physical objects, including handling of human flesh himself.

b. Other forms of study according to the material studied:

1) Teoritis Learning

This form of study aims to put all the data and facts (knowledge) in a framework of mental organization, so that it can be understood and used for solving such problems occurring in the scientific fields of study.

2) Technique Learning

This form of study aims to develop skills in handling and holding objects as well as compiled portions of the material into a whole.

3) Social Learning or learning community

This study aims to rein in the form of encouragement and spontaneous tendency, for the sake of life together and give allowances to others to meet their needs.

4) Aesthetic study

This study aims at shaping the form of the ability to create and live the beauty in various fields of the arts. This includes learning the facts.

c.  The unconscious form of learning:

1)  Incidental learning

Incidental learning that when people learn something with a specific purpose, but in addition also learn other things that actually does become a target .

2)  Learning hidden

Learning hidden is learn something without any intent to learn it, but the absence of intent only on the part of the study.

2.  **Definition of Interest**

In the Indonesian Language Dictionary interest is the tendency of high hearts against something or passion or desire.[18] While according to Abdur Rahman Saleh said in his Interest as a source of study was born from the desire of one's self, something social or something containing the relevance of her situation.[19] Crow and Crow stated that the request was connected with styled motion that encourages a person to face or deal with people, things, activities, experiences that are stimulated by the activity itself.[20] Muhibbin Shah, said the trend means the interest and excitement of high psychic or desire toward

---

[18] Kamus Bahasa Indonesia, (Jakarta: Balai Pustaka, 2005), Page: 744

[19] Abdur Rahman Saleh, *Didaktik Pendidikan Agama,* (Jakarta: Bulan Bintang 1976), page:65.

[20] Djaali, *Psikologi Pendidikan*, (Jakarta: Bumi Aksara, 2007), page: 121.

something, so it can be reached by the attitude to improve concentration, curiosity, as well as achievement.[21]

According to WS. Winkel, interest can be interpreted as a tendency of the subjects are settled, to be able to feel interested in a particular area or subject and was pleased to learn the material. Momentan interest was feeling interested in a topic that is being discussed or studied, for it often used the term (the attention). But attention in the sense of (interest momentan), needs to be distinguished from the attention in the sense of (concentration), as described above. Between interest and feeling glad there is a reciprocal relationship, so it's not surprising that students who feel unhappy, will also be less interested, and opposite it. [22]

This formula basically does not differ from the advanced Slameto that interest is such a preferred flavor and an interest in a thing or activity, without anyone telling. Or formula which expressed Doyles Fryer, that Interest or the interest of psychic symptoms are related to the object or activity that give simulation the feeling of pleasure on the individual.

Based on the definitions above, the interest is basically a receipt would be a relationship between yourself and deliberately outside the self. The stronger the relationship or close to it, then the greater the interest that they are presented. An interest can be expressed through the revelation that suggests that someone is more like a thing than the

---

[21] Wayan Nur Kancana dan PPN Sumantara, *Evaluasi Pendidikan, (*Surabaya: Usaha Nasional, 1986), page: 229
[22] W.S Winkel, *Psikologi Belajar,* (Yogyakarta: Media Abadi, 2004), page: 212

other, it can also be manifested through participation in an activity. According Slameto, students who have an interest in a particular object tends to give greater attention to the object. [23]

Interest is not only expressed through statements which show that students prefer something other than, but also can be implemented through participatory active in an activity.[24]

### a. Indicators of Interest

As has been revealed by the experts above, there are elements of psychic affective domain which is closely related to a person's learning interests. According WS. Winkel person is said to have an interest in something, if he has a feeling happy, feeling interested and attentive toward something. This will occur if supported with a positive attitude or stance received against it. Further according Usman Effendi said that interest can hardly satisfy the needs of feeling removed from the cause of satisfaction for him.

Description and understanding of these may be mentioned the various indicators of interest, namely the feeling happy, feeling interested, attentive, positive attitude, and satisfy their needs.

Factors that affect the interest of, among others, include: discipline, attention, participation, and initiatives.[25]

---

[23] Tien Kartini, Penggunaan Metode Role Playing Untuk Mengingkatkan Minat siswa dalam Pembelajaran Pengetahuan Sosial di Kelas V SDN Cileunyi I Kecamatan Cileunyi Kabupaen Bandung. Jurnal Pendidikan Dasar. No 8. Oktober 2007 , page 1-2

[24] Syaiful Bahri Djamarah, *Psikologi Belajar,* (Jakarta: PT Rineka Cipta, 2002), page: 132-133

[25] Tien Kartini, op.cit., Page: 2

**b. Factors to Influence of Interest**

Crow and Crow argues there are three factors led to the emergence of a new interest:

1) Encouragement from within the individual, such as the urge to eat, the urge to eat will generate interest income or looking for work. Boost want to know or want to know will generate interest for reading, studying, doing research and others.

2) Social motives can become the factors which generate interest to perform a particular activity. For example, interest in learning or science demands arising from want to get appreciation from the community.

3) Emotional factors, interest has close links with emotion. If someone get success to activity will give rise to feelings of pleasure, and this would strengthen the interest in such activities, otherwise a failure will eliminate the interest in such matters.

**c. Kinds of Interest**

Interest can be classified into several kinds, namely:

1) Based on the incidence of interest are divided into two, namely interest in primitive and interest culture. Interest interest is primitive arising because of biological needs or body tissues such as the need to eat, feeling good or comfortable, freedom of work and sex. Interest culture (social interests) is the incidence of interest because of the learning process, this

interest is not directly related to our self. An example of the desire to have fancy cars, clothes and others.

2) Based on the direction, interest can be distinguished into intrinsic and extrinsic interest. Intrinsic interest is interest that is directly related to the activity itself is a more basic interest or interest is genuine. For example, a person who studied because it likes to read, not because it wants to get praise or rewards. Extrinsic interest is interest that is associated with the end goal of such activity, when the goal has been achieved there is a possibility that interest is lost.

3) Based on the way the interest expressed, is divided into four, namely:

   a) Expressed interest is interest that is expressed by means of asking the subject to reveal or write activities either in the form of a task or a task that is not acceptable, and most are not acceptable, from the answer be known his interest.

   b) Manifest interest is interest that is expressed by means of observing or committed directly against the activities conducted or by knowing his subjects.

   c) Tested interest is interest expressed from the results of the objective tests answers given, the high values on an object or problem usually indicates a high interest to it.

   d) Inventoried interest is interest that is expressed by using tools that are standardized, which usually contains

questions addressed to the subject of whether he is pleased or not pleased against a number of activity or something to object to questions asked. [26]

3. **Definition of Study Interest**

In the learning process of teachers often encounter attitudes of students who feel unhappy when learning, saturated, and feel bored in class. So as a teacher should strive to eliminate the barrier. According W.S Winkel one of the efforts that can be done by the teacher is:

- Teachers should be familiar relationship with the students.

- Present lessons that are not to seize power over the students, but also not far below.

- Using the appropriate teaching medium.

- Variations in teaching procedure, but does not replace the procedures. [27]

From some of the explanation above can be inferred definition of study interest that change a person's behavior because it tends to come from a passion born of one's self and one's experience. Thus the parable of the learning interest in education can be exemplified by the change of a person's behavior. Suppose a sense of caution, a sense of love or attraction to a student of a subject then they do learn the attitude demonstrated by the enthusiastic, active and partsipatif when the learning process.

---

[26] Abdur Rahman Saleh & Muhbib Abdul Wahab, *Psikologi Suatu Pengantar dalam Perspektif Islam,* (Jakarta: Prenada Kencana, 2005)), page: 264-268
[27] W.S Winkel, *loc.cit.*

Interest or attention to something the student is very important to be known by the teacher. With the interest or attention of students to the subjects that we give it the content of the subject matter will be absorbed properly. Instead, without any concern for what we give with difficulty will not be heard, let alone liked by students. For that thing that can be done by the teacher is making learning materials that can attract the attention of students, tools that can also attract the interest of students, as well as the circumstances or situations that may interest students, and without exception the attitude or private teacher who can attract the attention of students is in itself. [28]

Not all students start learning due to his interest. There are students who developed an interest in the subject because of the influence of his teacher, friend of his class and their family members. [29]

a. **Characteristic of Study Interest**

The lack of interest in a student to a lesson will cause the onset of difficulty in learning. Because the brain does not work optimally on a thing that is less favored. The lack of interest in a student to a lesson can be seen from the way the student in following lessons, complete records, pay attention to whether slashes or not in a given subject. [30]

---

[28] Suharsimi, Arikunto, *loc.cit.*, page: 103-106
[29] L.Crow & A.Crow, *Psychologi Pendidikan,* (Yogyakarta: Nur Cahaya, 1989), page: 304
[30] Abu Ahmadi dan Widodo Supriono, *Psikologi Belajar,* (Jakarta:Rineka Cipta), page: 79

Although facing difficulties and problems, the authors will reveal some of the characteristics of the subject of interest istudy, there is: [31]

1) Tendency to Study

Tendency to study can be defined as a characteristic for:

a) Perform learning activities, read textbooks, notes or writing lesson, discussing issue, undertake an issue or exercise as well as certain.

b) Achieve or obtain results from doing activities such as learning knowledge skills, experience, values and attitudes.

c) Interest to do the learning activities and to achieve the learning objectives that appeared on certain symptoms, such as a person's attention when facing the magnitude of an object or talks, often conducting activities related to the object in question. Primarily to acquire knowledge and information on development objects.

2) The pleasure of learning

The pleasure of learning is a condition or a symptom of psychological interest in learning. This preference can also be pleasure or desire, and desire conduct learning activities. The psychological condition

---

[31] Anik, *Strategi Guru Ekonomi dama Meningkatkan Minat Belajar Siswa di MAN Tambakberas Jombang*, *Skripsi,* Fakultas Tarbiyah UIN Malang, 2005, page: 28-29

of interest to this study appeared on the symptoms a person passionate about artistic endeavour (enthusiasm) for learning, passion of reading, hearing teachers, write or record things that are considered important, discuss and so on.

Compared with the interest, pleasure psychologically suggests that more intense or profound. Interest is the symptom early an attention to an object. In this case either the material or the pleasure of learning, both of which are equally moving and enlarging one's attention to the object to be faced. The attention which would move the individual to provide concentration, concentration, persistence and perseverance and doing activities that favour. [32]

3) Awareness of Learning

These characteristics are derived from the notion of interest expressed Hc. Whiterington, i.e. the awareness that an object, a person, a situation or a matter of something contains relevance with himself. [33]

In this case the consciousness of learning can be defined as follows:

---

[32] Mariyam, *"Meningkatkan Minat Belajar Siswa Melalui Penerapan Mind Map Pada Mata Pelajaran Sejarah Kebudayaan Islam di MTsN Malang III Gondanglegi", Skripsi,* Fakultas Tarbiyah UIN Malang, 2009, page:28-29

[33] Hc. Whiterington, *Psikologi Pendidikan, Terjemahan Mochtar Buchori,* (Jakarta: Aksara Baru), page: 124

a) The consciousness of a person would need to conduct learning activities.

b) Awareness of the significance and someone will benefit from anything that has been obtained through learning activities, such as the importance in having knowledge (in a certain sense), skills and specific attitudes, especially in relation to the framework of a person's life.

The second definition of consciousness above, it can be concluded that everyone had a sense of conscious of what is going on and has been done. This awareness showed up on the symptoms a person's filing will be the importance of the activities and the results of his study. The more assertive confession and statement, describing the greater awareness for learning. Furthermore it is assumed the greater interest in learning who owned.[34]

**b. Role and Functions of Study Interest**

Interest that occurs in every human being has an important role in shaping the advancement of human life as well as having a large effect on survival. So too with an interest in learning, if someone has a desire or craving to do learn of something then it

---

[34] Maryam, *op.cit.,* page: 17-18

will have a lot of impact and the growing knowledge that he gained from the study.

There is usually a learning interest in students or seekers of knowledge. The role of interest in this case acts as a means of pushing students to get achievements or goals that they want. Interest can also give rise to pleasure and fun for students when studying a particular lesson.

Someone will bear interest of spontaneous concern and attention may be spontaneous creation of concentration in a long time. Thus, the interests as base for concentration. Like a building, interest is the basis or foundation for the concentration of buildings were created. Like a building, interest is the basis or foundation for the concentration of buildings were created. The Foundation will be more solid if the greater interest by constantly developed. [35]

There is some interest in learning the role we need to know are: create, give rise to a concentration or attention in learning, leading to a feeling of joy or pleasure in learning, strengthening students ' recollections about the lessons were given by teachers, gave birth to a positive learning attitude and constructive, as well as minimize boredom students towards subjects.[36]

Interest serves as a driving force of desire, desire and amplifier as a driving force in doing that comes from inside a person to do a purpose and direction of everyday behaviour.

---

[35] The Liang Gie, *Cara Belajar yang Evisien Jilid II,* (Yogyakarta: Liberti, 1995), page: 130
[36] Ketut Gobyah, *Menggairahkan Minat Belajar Siswa,*

This is explained by the Sardiman who expressed interest in a variety of functions, i.e. as follow[37]:

- Encourage a man to do, namely as the movers or the motor that releases energy.

- Determine the direction of the works, i.e. towards the goal to achieve.

- Selection of works, i.e. determining what works in harmony in order to achieve the goal.

Functions of interest in relation to the implementation of the study are:

- Interest gave birth to attention immediately.

- Attention immediately occurs spontaneously, is reasonably easy to survive and grow without the use of will-power in.

- Interest in facilitating the achievement of concentration.

Interest in facilitating the creation of a concentration in the mind of a student that is the concentration of the mind to a lesson. So without interest and concentration against hard lessons as well developed and maintained.

1) Interest in preventing distractions from outside. A students are easily distracted his attention or often have diversion from his studies to other things that interest her studies minor.

---

[37] Sardiman, *Interaksi dan Motivasi Belajar Mengajar,* (Jakarta: Rajawali Press, 2001), page: 84.

2) Interest in reinforcing learning materials in memory. Memory retention is possible only if interested students were carried out against their teachings.

3) Interest minimize boredom study in ourselves. Therefore the elimination of boredom in the studies of a student also can only be implemented with the growing interest in the study and then increase the maximum interest.[38]

c. **Factors to Influence of Study Interest**

The interest does not arise suddenly or spontaneous, but rather arise as a result of participation, experiences, habits at the time studying or teaching.

One of the objects that can be stimulating and arousing interest of learning students are teachers. According to Kurt Singer that successful teachers foster willingness to learn, his disciples have been doing the most important things that can be done in the interest of learning students.

Interest in learning an trend and developed, there are several factors that affect the interest of learning, namely:

1) **Motivation**

Someone's interest will be higher when accompanied by motivation, either internal or external. Interest is a combination of desire and ability that can be developed if there is motivation.

---

[38] The Liang Gie, *op.cit.,* page: 29

**2) Learning Material**

Learning materials that interest students, will often be learned by students. The lesson materials not otherwise attract students would relent, as has been assumed by Slamet that: Interest had a huge influence on learning, as if the lessons learned materials not in accordance with the interests of students, the students will learn with the best, because there is no attraction for him.

**3) Experience**

According Singgih D. Gunarsa and Y. Singgih D. Gunarsa said that Success in an activity or activities give rise to feelings of fun or increase activity. While the failure thus causes lost interest and reduction activities.

**4) Family**

Parent is a closest one in family. Therefore, family has a big influence in decide student interest in learning activity. What was given by family is really influential to development of student then attantion and support from family is important to develop student learning.

**5) Ideas**

Every man must have a goal, as well as the students. Goals can affect a student's learning interests, ideals can be said to be the embodiment of a person's interests to achieve his desire for

coming late, these goals will continue to be pursued until it can grab it, although many different obstacles. [39]

**d. Steps to Make Interest Study**

Develop interest in something essentially is to help students see how the relationship between the material expected to be studied by himself as an individual. The most effective way to generate interest in a student learning the subjects they don't like is to use interest-interest students, meaning an educators or teacher should be able to relate the material to be taught with a thing that students enjoy.

As the students likes things that are about the beauty of nature or the environment, then the teacher or teachers can attract the attention of students by way of telling stories about the surrounding environment or the natural disaster that ravaged the city today, as well as the opinions expressed by students can help students to more excitement again.

*Campbell* (in Sofyan,2004:9) argue, that effort can be made to nurture the child's interest to be more productive and effective, among others:

- Enrich the idea or notion.
- Give a gift that is stimulating.
- Get acquainted with creative people.
- Adventure into the nature around is healthy.

---

[39] WS. Winkel, *op.cit.* page: 357-365

- Develop a fantasy.

- Train your positive attitude.

Other opinions expressed by W. Olson, that to increase interest in children's learning can be done as follows:

1) Changes in the environment, contacts, reading, hobbies and sports, go on vacation to a different location. Following the meeting, which was attended by people who should have known, read the article who have never read and take a hobby and sport that is multi-faceted, this will create more interest.

2) Exercises and practice simple by way of thinking of solving-problem solving special in order to be more interested in solving special problems that are becoming more interested in solving problems.

3) Make others in order to better develop themselves are in fact developing yourself.

Meanwhile, Nasution stated, that interest may be posed or are raised in ways as follows:

1) Provoke a need (need to appreciate beauty, to get the award).

2) Relationship with the past experience.

3) Give the opportunity to get a good result, "Nothing succed like succed", nothing more than good results give good results. To that end, learning materials should be in accordance with the ability of the individual.

4) Use a variety of learning methods such as forms, discussion, group work, reading, etc. [40]

According Y.B Sudarmanto steps to make Interest are:

1) Direct attention to the purpose that will achieved,

2) Introduce elements of games in lear ning activities,

3) Plan the learning activities and follow that plan,

4) Make sure the current learning objectives,

5) Get "satisfaction" after completing a schedule of learning,

6) Be a positive face of learning activities,

7) Exercise "freedom" emotions during learning,

8) Use the ability to achieve the target of learning every day,

9) Plays an active role in the discussion,

10) Fix distractions during learning,

11) Get materials that support learning activities,

12) Seek teachers who can evaluate the results of the study.

**4. The Teacher's Strategies to Increase Study Interest of Students**

Learning strategies are crucial in achieving the learning objectives. The success of the subjects, especially the success of mastery of the subject matter by students will be largely determined by how well a teacher applying a good strategy in the classroom and outside the classroom.

As for the various strategies that can be used and done by the teacher in the classroom i.e. lectures, demonstrations, role playing, and

---

[40] Suyono, Hariyanto, *op.cit.,* page: 28-35

so on. With a variety of learning strategies are expected to be interested and enthusiastic students so as to enhance the learning interest of students.

A successful learning and teaching the essential element is excited for all of the following methods:

a. Providing diversity in learning, it means we provide instruction that is different from that of yesterday or variations in learning.

b. Linking learning with interest in learning, meaning that teachers connect with students ' personal experiences learning because it would be the more likely they will be interested and attentive to learning. Changes to interest pupils will happen so fast in learning the material concerned is widespread and has been on him.

c. The methods of teaching are not uncommon and fill them with pupils, meaning we provide learning that is unusual is to give it a question of promoting experimentation, contradictions and puzzles to play. Purpose is to make students think hard and with a deep reflection, besides these methods aim to present information that is unusual and different for the students but engrossing way.

## C. Fiqh *Ubudiyah (Ibadah)*

According of language, *Ibadah* means obedient *(al-tha'ah)*, and *(al-Khudlu)*. According al-Azhari word of *Ibadah* is can not means except for Allah.

In etymology take from word "*abada, ya'budu, 'abadan, fahua 'aabidun.* And *'Abid*, means slave, which is someone who doesn't have anything, the treasure itself only belongs to their master, so the injunction because the whole activity of living slaves just to earn his master's and also avoid his wrath.

According in Islamic perspective definition of *ibadah* by any scholars as below: according Ibnu Taimiyah in his book *al-Ubudiyah*, give more explanation about *ibadah*. Actually *ibadah* is condescended (*al-dzull*). However, worship is not just a religion commanded obedience or overturning of the self to God. Worship that is a combination explanation of *al-zull* dan *ghayah al-mahbbah*.

Wayward against someone but does not love him, or love without it compliance rather than worship. So, love or just haven't quite called obedient worship. So someone has not said to worship to God unless he loves God surpasses any her love to and glorify God more than any other.

In a broad sense covering all things worship of the beloved of Allah, said and work by outward and inner. Include; pray, *zakat,* fasting, good saying, etc.

1. Pray

   In terms of religion the prayer is the word and the deed is done exclusively, starting with the *takbir* and ends with greeting, with certain conditions.

   As for the various discussions about prayer:

   a) Pray Together

The prayer activities conducted jointly with minimum two people. The purpose of pray together is in order to strengthen the compassion, it strengthens the relationship between fellow Muslims as well as eliminate the differences.

b) *Sunnah* Pray

Was recommended by the Prophet's prayer by a certain time. With the sunnah prayers men can improve any shortcomings. As for the various prayers sunnah is *Tahajjud* prayer, *Dhuha* prayer, *Tahiyatul Masjid* prayer, *Tarawih* prayer, and so on.

c) *Jum'at* Prayer

The prayer done on time Friday and held on time praying and punctuated by *Khotbah Jum'at* as a replacement for the prayer praying and of course with certain terms and conditions.

d) Prayer in Two Celebration

That is the prayer that is done before *Idul Fitri* and *Idul Adha* prayer. Prayer in two celebration is same with *Jum'at* prayer but it'is two *Khotbah* in prayer celebration.

e) Istisqa' Prayer (asking rain)

Prayer is performed to ask for rain man to God by prayer, prayer and forgiveness.

f) Prayer of the corpses

Prayer of the corpses omade to pray for the dead to be granted forgiveness by Allah SWT.[41]

2. Zakat

In language, word of "zakat" means grow, develop, healthy or more.

In holly Qur'an and Hadits mention that:

$$\text{يَمۡحَقُ ٱللَّهُ ٱلرِّبَوٰاْ وَيُرۡبِى ٱلصَّدَقَٰتِۗ وَٱللَّهُ لَا يُحِبُّ كُلَّ كَفَّارٍ أَثِيمٍ ﴿٢٧٦﴾}$$

"Allah will destroy *Riba* (usury) and will give increase for *shadaqat* (deeds of charity, aims, etc). And Allah likes not the disbelievers, sinners" (QS. al-Baqarah[2]: 276);

$$\text{خُذۡ مِنۡ أَمۡوَٰلِهِمۡ صَدَقَةً تُطَهِّرُهُمۡ وَتُزَكِّيهِم بِهَا وَصَلِّ عَلَيۡهِمۡۖ إِنَّ صَلَوٰتَكَ سَكَنٌ لَّهُمۡۗ وَٱللَّهُ سَمِيعٌ عَلِيمٌ ﴿١٠٣﴾}$$

"Take *Sadaqah* (alms) from their wealth in order to purify them and sanctify them with it, and invoke Allah for them. Verily, Your invocations are a source of security for them; and Allah is All-Hearer, All-Knower."(QS. at-Taubah[9]: 103);[42]

"Alms will not reduce property"(HR. Tirmizi).

In terminology, in book of al-Hâwî, al-Mawardi give definition that *zakat* with the name of a specific retrieval of a particular property, according to certain properties, and for the given to the particular.

*zakat* also the civic and social humanitarian charities that can develop in accordance with the development of the human race.

---

[41] Mukhtar Ash-Shihhah. Ar-Razi (Muhammad bin Abu Bakr bin Abdul Qadir). Cairo : Al-Mathabi' Al-Amiriyyah, 1355 H, hlm. 407, 408.

[42] Burhanuddin, *Al-Qur'an Keluarga*, (CV. Media Fitrah Rabbani, 2012), page: 76 and 262

Kinds of *zakat*:

1. *Zakat Nafs* (soul) or *zakat Fitrah*

2. *Zakat Maal* (property).

Requirement of Zakat Obedient:

1. Moslem

2. Health of soul

3. Adult

4. Have property by himself and unto *Nisab* [43]

3. Fasting

Definition of *As-Shaum* (fasting) in language is refrain from something. While according to the term religion is refraining from everything that invalidate fasting from dawn till setting sun with intention and specific terms.

Allah said:

يَا أَيُّهَا الَّذِينَ آمَنُوا كُتِبَ عَلَيْكُمُ الصِّيَامُ كَمَا كُتِبَ عَلَى الَّذِينَ مِنْ قَبْلِكُمْ لَعَلَّكُمْ تَتَّقُونَ

*"O you who believe! Observing as-Shaum (the fasting) is prescribed for you as it was prescribed for those before you, that yaou may become al-Muttaqiin".* (Al-Baqarah:183)[44]

Requirements of fasting:

1. Health of soul

2. Adult

3. Can do that

---

[43] Ahmad Hadi Yasin, *Panduan Zakat Praktis,* (Jakarta: 2011), page: 11
[44] Burhanuddin, *op.cit:* page: 36

Certain of requirements of fasting:

1. Moslem

2. *Mumayyiz* (know about bad and right)

3. Pure from menstruation and *nifas*

4. Know about time of fasting.

Matters of declaring of Fasting:

1. Eating and drink as intentional

2. Get in touch of wife and husband

3. Out of sperm by intentional

4. Vomit as intentional

5. Crazy

6. Menstruation or *nifas.*

# CHAPTER III

# THE METHOD OF RESEARCH

## A. Kind of Research

The methods used in this research is qualitative descriptive methods. Qualitative descriptive research is generating descriptive procedure of data in the form of data written or oral from others and behaviors that can be observed from the data source. Qualitative descriptive approach is research a experienced by the subjects of the research e.g. behavior, perception, action and others. Holistically descriptive manner in the form of words and language, a special natural context by utilizing the scientific method. [1]

Ebbutt suggested action research is the study of the systematic implementation of the practice of education improvement efforts by a group of teachers by performing actions in their reflection, based on learning about the results of such actions. Whereas Elliott see action research as a container of a social situation with possible actions to improve the quality of the social situation. [2]

Research using the method of descriptive data as there are a few considerations, among others, *first* adjust the qualitative method is easier when dealing with the reality of the plural. *Second,* this method of serving directly the nature of the relationship between researcher and respondent.

---

[1] Lexy Moleong, *Metode Penelitian Kualitatif,* (Bandung: Rosdakarya, 2005), page: 6
[2] Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas,* (Bandung: PT. Remaja Rosdakarya, 2010)., page: 11-12

*Third,* this method is more sensitive and more able to adjust to the many mutual influences on patterns of values encountered.[3]

## B. Presence of Researchers

Because this type of research is qualitative, then researchers alone or with the help of other people is the means of data collection. Researchers held his own observations and non guided or structured interview against the object and the subject of research. Hence the researcher's own foray into the field and directly involved to conduct observation and interview to the teachers and students directly.

As for the role of the researcher in this case is as an observer and participate but will still perform the function of observations. Researchers here at the time of research held a direct observation, so that known phenomena that appear. In general the presence of researchers in the field carried out in three stages:

1. Preliminary Research that aims to get to know the object of research

2. Gathering data, in this specificaily researcher concludes data.

3. Data evaluation aimed at assessing the data obtained in the field of research with the reality that exists.

In addition to some researchers should seek the explanation above neutral and keeping the environment so that the learning process in the classroom runs normal and natural. In this case the researchers present in

---

[3] Lexy Moleong, Op.Cit., page:9

the field to carry out and observing the process of learning in improving student learning interest in Class VII at MTs Negeri Tumpang.

## C. Location of Research

This research was conducted in:

| | |
|---|---|
| Name of School | : MTs Negeri Tumpang |
| Ways | : Pandanajeng Street, number: 25 |
| Subdistrict | : Tumpang |
| Regency | : Malang |
| Postcode | : 65156 |

## D. Data Resources

The data source in the research is the subject from which data can be retrieved.[4] According to Lofland as quoted by Lexy a. Moleong, stated that the main source of data in qualitative research is the words and actions, the rest is additional data words.[5]

As for the data source that are excavated in this study consists of the main data source in the form of words and actions, as well as additional data sources in the form of other documents. [6]

Descriptive Data in the form of the written word or spoken of people who behave then observed and written from data obtained from the results of interviews and observations. As for the data source in this case are:

---

[4] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT. Rineka Cipta, 2006), page: 129
[5] Loxy J. Moleong, op.cit., page: 157
[6] Ibid, page: 157

1.  Primer Resourcer

    The main data sources (primary) that researchers take that is retrieved from the original interview and observation. The source of primary data obtained directly from the subjects of the research. The primary data source is the data collected, processed and presented by researchers f rom the primary source. In this study the main data source is teacher of Fiqh subjects and students in VII class at MTs Negeri Tumpang.

2.  Secondary Resourcer

    This Data is intended to complement of primary data from research activities. Secondary Data is derived from the documents in the form of notes. As for the secondary data source in this research include: structure organization at MTs Negeri Tumpang.

E.  **Data Collection Procedure**

According to Seoekanto Soerjono, in the research commonly known three types of data collection methods, i.e., observation, interview and document. [7]

1.  **Observation**

    Observation is a way to put together a research data. [8] Observation in the study of certain terms is validity and reliability, so that the observations in accordance with the fact that targeted observations.

---

[7] Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan,* (Bandung: PT Remaja Rosdakarya, 2007), page: 216

[8] Sudarmayanti., Syarifuddin Hidayat, *Metodologi Penelitian,* (Bandung: Mandar Maju, 2002), page: 74

Observation is a technique or how to gather data to conduct observation of activities take place. [9] Observations that are used in order to collect data in a research results constitute an act of the soul has an active and attentive to realize the presence of a specific stimulation by way of observing and taking notes. [10]

In the implementation of the research, observations made by researchers include:

a. Participative Observe

This method is used so that the desired data is in accordance with what is a researcher. A participant observation called observation if someone does the observation took part in the lives of the observed.

In addition researchers participated in the observation, the researcher also at once as a facilitator. So researchers also direct students who researched to carry out actions that direct students who researched the actions to carry out lead to the desired data by researchers.

b. Observe in Class Activity

Observation class activities can be done by looking at the direct activity of students in a class, the various vagaries of liveliness, participation and student expression is also one way of

[9] Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan,* (Bandung: Remaja Rosda Karya, 2007), page: 220

[10] Mardalis, *Metode Penelitian Suatu Pendekatan Proposal,* (Jakarta: Bumi Aksara, 2007), page: 63

obtaining the data. Therefore, researchers can obtain a pure picture of students in a class.

2. **Interview**

The interview is a method of dialogue by the interviewer and the interviewee that a conversation with a certain intent, this conversation is carried out by the two parties, namely the interviewer and the interviewee.[11] The interview is one of the factors of the collection and the complement of the data.

Interviews in this study was conducted to obtain data about the problems that are associated with an increased interest in learning of students in the subjects of Fiqh.

Researchers conduct interviews with teachers and the students. As for the purpose of the interview with the teacher so that researchers can find and learn about the strategy of teachers in increasing student learning interest in VII Class at MTs Negeri Tumpang. While the interview with his aim to find out students the study interest in the success of the efforts of the teachers.

Broadly speaking there are two types of interviews:

a. Guidelines on unstructured interviews, interview guideline that contains only an outline that will be asked. Of course creativity interviewer is indispensable, even the results of interviews with many types of these guidelines depending on the interviewer.

---

[11] Lexy J. Moleong., Op.Cit.,page: 26

b. Guidelines for a structured interview, the interview guidelines drawn up in detail so that it resembles the check-list.[12]

### 3. Documentation

The documentation is a way of collecting data through the written heritage, such as archives and including books on theory, opinion evidence of customary and other laws related to the research.[13] Researchers use this method to obtain data in the form of records and data about:

a. Profile of MTs Negeri Tumpang

b. Vision and Mission of MTs Negeri Tumpang

The documentation does note, letter or proof. Methods of documentation are described as data gathering techniques by means of searching for and about things or variable in the form of notes, transkip, books, magazines, newspapers, inscriptions, minutes of the meeting the meeting agenda, as well as photos of activities.[14]

## F. Data Analysis

Technique of data analysis is the process of organizing and right order the data into patterns, categories and basic description unit so that it can be determined the theme and can be formulated the working hypothesis as suggested by data.[15]

---

[12] Suharsimi Arikunto,*ibid*., page: 227
[13] Suharsimi Arikunto, *ibid*., page: 106
[14] Suharsimi Arikunto, *ibid*., page:135
[15] Suharsimi Arikunto, *ibid*., page: 280

With respect to this research, researchers want to know the things pertaining to the circumstances and conditions examined, namely:

a. The teacher's strategies to increase study interest of students in Fiqh *Ibadah* theme for VII class at MTs Negeri Tumpang

b. The obstacle of the teacher's strategies to increase study interest of students in Fiqh *Ibadah* theme for VII class at MTs Negeri Tumpang.

After the accumulated data to analyse it needed descriptive analysis techniques, a descriptive analysis of the techniques writers use to define, interpret and reduce the data is qualitative. The Data is qualitative is researchers attempting to describe the return data that has been collected about the strategy of teachers to increase study interest students in Fiqh *Ibadah* theme.

As for the process of data analysis conducted by researchers through the following stages:

1. This stage of data collection, researchers collect data as much as possible, from sources, either through interview, observation and documentation.

2. The process of sorting the information data, or data of cases from the field.

3. Examination of the validity of the data.

4. Conclusion, this is a process that is capable of describing a pattern of events that occurred.

**G. Checking the Validity of Data**

Technique used to determine the validity of the data in the study, namely:

1. The extension of participation

    The extension of participation is researchers resident in the field of research to a surfeit of data collection is reached. Do extend your research. By extending participation in the study will allow an increase in the degree of confidence in the data collected for the extension of participation, researchers will study a lot and can test the untruth information.

2. Persistence of Observations

    Persistence of observations that should held be careful, detailed observations, and continuous with respect to the factors that stand out so that data obtained are really data that has a value of truth.

**H. Steps of Research**

As for the procedures or steps researchers doing research in this outline is as follows:

1. The stages of before go to the object of research

    Before conducting the research, the researcher should know the ethics in research. One of them is to choose the location of research, making research proposals, research papers, drew up the licensing deal, preparing research equipments and so on.

2. Stage of implementation of Research:

    a. Data collection:

        1) Interviews with the teachers of the subjects of the Fiqh

2) Observation and data capture in the field (class)

3) Interview with one of the students of Class VII,

4) Examines the relevant theory

b. Identifying data

Data is already collected from interviews, observation and documentation, in order to facilitate analyses identified in accordance with the research objectives.

3. Final phase of research:

a. Presents data in the form of duplicate

b. Analyze data according to the purposes for which it was achieved.

**CHAPTER IV**

**RESULT OF RESEARCH**

A. **Background The Object of Research**

1. **Profile of MTs Negeri Tumpang**

Originated from the strong desire from figure of *NU* to build Islamic Institutions, then in 1984 stood of *MTS Mambaul Ulum* which was then still under the control of Islamic Boarding Schools of *Mambaul Ulum* with scholar KH. Zainal Arifin (Deceased). The existence of madrasah received enthusiastic community so that the number of new students and unoccupied when it reaches 120 people.

A year later in 1985 year *MTs Mambaul Ulum* changed status to *MTs Negeri Malang II Fillial II*, thus slightly reducing the burden on the board in the area of funding.

The long journey from *Filial* towards State was not easy, because there has been no agreement between the community leaders with the authorities in this case Ministry of Religious affairs Malang associated with ground potential establishment building MTs. Variety of ways is to launch of State issues came forth MOU memorandum of understanding on land D *MTsN II Filial II* exchanged with Pandanajeng Village behalf of *Hibah*.

Then in 1997 year based on the DECISION LETTER of the Minister of Religious affairs RI No. 107 of 1997 *MTs Malang II*

*Filial II* was established to become MTsN with the name MTs Negeri Tumpang, in the village of Pandanajeng at Tumpang.

In terms of leadership, MTsN Tumpang has undergone an 5 times the turn headmaster, namely:

1) Drs. H. Moh. Mansjur, SH.      :  1985 – 1992 = *Filial*

2) Drs. Zainal Mahmudi, M.Ag.    :  1992 – 1997 = *Filial*

   1997 – 2002

3) Drs. H. Subakri, M.Ag.        :  2002 - 2006

4) Drs. Ode Saeni Al Idrus, M.Ag.  :  2006 – 2009

5) Hj. Siti Hamidah, S.Ag, M.Ag   :  2009 – 2012

6) Drs. Sama'i, M.Ag.            :  2012 – now.

2. **Vision of MTs Negeri Tumpang**

The realization of *Madrasah* which has science and technology and *Imtaq* becomes reference in organizing education in Secondary Schools Level, based on Islamic values and Pancasila.

Vision indicators:

- All achievement components of *Madrasah* are always increasing.

- A minimum of 65% of graduates accepted at the *Madrasah's* flagship.

- 20% educator as presenter at the regional level.

- Madrasah as a good sequential in regional level.

- Produce of students to *berakhlaqul karimah*, faithful and pious based on Islam.

**3. Mission of MTs Negeri Tumpang**

To achieve the vision, the Mission of carrying out the following MTsN Tumpang:

a. Establishing cooperation with universities on an on going basis.

b. Organise education services and high competitive power so that produce graduates qualified and empowered the high competitiveness either in religious or public areas.

c. Improving the quality of educators and educational so that it supports the implementation of quality education services and high competitive power.

d. Organizing the management of *madrasah* quality by applying the Madrasah-Based Management (MBM) optimally.

e. Fostering see and practice the teachings of the Islamic religion and culture of the nation so the students will be *akhlaqul karimah.*[1]

---

[1] Sources: Original Document from MTs Negeri Tumpang

## B. Data Exposure

### 1. The Teacher's Strategies to Increase Study Interest of Students in Fiqh *Ubudiyah* Theme for VII Class at MTs Negeri Tumpang.

The study of Fiqh is identical with that which lessons, materials and practices. Fiqh is a lesson that contains Islamic laws which must be known and imitated by all of the Muslim. No exception for students who come from Islamic institutions, they are in school more taught about the contents, materials and practice about the science of Fiqh. Teachers attempt to make the learning process more interesting one which must have varied strategies, purpose is to make students feel excited when learning and can lead to a good learning results than ever before. As delivered by Mrs. Siti Kifayatul Hidayah as the teacher of Fiqh in VII Class an interview the following researcher:

"Fiqh generally practice material, but not all of it, so it is conditional or depend on material. Fiqh subject more practiced in the everyday life of students, so indirectly they already knew practice. In theory acpect, sometimes they are still less." [2]

In the process of learning is certainly not regardless of the strategies and methods of learning. The use of strategies and methods in learning must be appropriated to existing material, because not all of the material in accordance with all strategies or methods of learning. One method that was once done by the teacher of Fiqh are methods lectures, role playing, demonstrations, group method (cooperative learning) and so on. This is in accordance with interview

---

[2] Hasil wawancara dengan ibu Siti Kifayatul Hidayah, S.Pd.I selaku guru Fiqih, hari Selasa tanggal 01 April 2014, pukul: 12.30 WIB, di ruang UKS

from research with Mrs. Siti Kifayatul Hidayah as the teacher of Fiqh in VII Class:

"in Fiqh subject is usually suitable with the material. In the fact many methods we ever did in classrooms or outside class. For example methods lecturer, role playing, demonstrations, discussion method, and so on." [3]

Variant in methods of learning also affects to understanding, liveliness and increased study of student in the class. As expressed by one of the students, that they are feel happy and excited if they do learn a variety methods of learning. This is in accordance with the results of interviews researcher with one of students in VII A class:

"Certainly, we like it. For example practices of *Wudhu* and prayer in outside of the class. Sometimes form groups in a class and then we presentation in front of the class. Beside that, practice of pray and *Khotbah Jum'at* in mosque. But actually my friends really like it when in a classroom learning using game. It will be very good, does not make us bored and spirit to study." [4]

In addition, adjustments to the lesson method also determines the purpose of education. For example the teachers use Demonstration method in *Thaharah* chapter, and Role playing method in Pray and *Khotbah Jum'at* learning and then discussion method. This is in accordance with interviews from researcher with the teacher's of Fiqh in VII Class as follows:

"Once practice thaharah is *wudhu*. I ask my students are right to *wudhu* and then watched along with other friends. If role playing strategies was usually the practice of prayer and *Khotbah Jum'at*, they task is which should be portrayed as *Khotib, Imam, Ma'mum*, and *Mu'adzin*, and so on. And sometimes used discusion class for some material. It all later practiced in class. Many students are happy, because there is a

---

[3] Hasil wawancara dengan ibu Siti Kifayatul Hidayah, S.Pd.I selaku guru Fiqih, hari Selasa tanggal 01 April 2014, pukul: 12.35 WIB, di ruang UKS

[4] [4] Hasil wawancara dengan satu siswi kelas VII A, hari Selasa, tanggal 25 Maret 2014, pukul 12.10 WIB, di kelas VII A.

new learning for them. Then the purpose of all this is inseparable from the goals of learning itself. For example the students can put into practice in everyday life. Besides that they have new knowledge and experience of and revamping their worship." [5]

It is also in accordance with the opinion one of the students from

VII B class when finished practicing methods of role playing in pray

and Khotbah Jum'at practice at in mosque and library:

"Yeah ever Sir.. Once the practice of praying in a small mosque and a library. We feel happy, because previously we had never done a game like that. Let alone can feel how to be the role of each character." [6]

And the other students in VII B class:

"Very happy, our reason that we can feel glad because it could have a lot of new experiences and know how do of *Sujud*, good ablution (*wudhu)*, how do I become a *Khotib, Mu'adzin, Imam* and *Jama'ah*, etc." [7]

The efforts of teacher's Fiqh in addition to making the process of

learning is interesting it is not only they used the use strategies varied,

but the teacher can take advantage of the infrastructure and facilities

have been provided at school. Use of school facilities in order to

support the development of the learning process is also carried out by

Mrs Siti Kifayatul Hidayah as teacher's Fiqh in VII Class. For example

the existence of *Muholla* and and place of *wudhu* as a place of prayer

and the practice of *wudhu*. This is in accordance with  interview with

research and Mrs. Siti Kifayatul Hidayah as follows:

"Usually when the material practice of *thoharoh (ablution)* automatically in the place of ablution (*wudhu)*, or if the class can

---

[5] Hasil wawancara dengan ibu Siti Kifayatul Hidayah, S.Pd.I selaku guru Fiqih, hari Selasa tanggal 01 April 2014, pukul: 12.45 WIB, di ruang UKS
[6] Hasil wawancara dengan satu siswa kelas VII B, hari Jum'at, tanggal 05 April 2014, pukul 13.45 WIB, di kelas VII B
[7] Hasil wawancara dengan satu siswa kelas VII B, hari Jum'at, tanggal 05 April 2014, pukul 13.50 WIB, di kelas VII B

practice with tayamum. The practice of *sujud* in mosque. Then if in the library that I usually give a task group. Here we are trying to increase study interest of students. Not by using variations strategy but with use facilities the provided school also can improve it." [8]

The purpose of facilities of school  in addition to an increase in interest in student learning that is to eliminate the bad conditions and situations that often occur in the classroom, for example on the last hour of the students felt sleepy in class. The student is often to feel like that and Mrs. Siti Kifayatul Hidayah as a teacher's Fiqh in VII Class.

"yes that is right.. Indeed, there is a schedule once the study of Fiqh in VII Class held on day after Praying *dhuhur*. Many students who feel sleepy even bored, hungry and it's natural. But after that usually I ask them to go to mosque or in the library. Then I give assignments and must be collected at that time as well, because sometimes they are not serious and not a passion for learning." [9]

It is also in accordance with the results of the expression of one of the students in VII class, which says that when learning Fiqh are often held on the time of day and they often feel sleepy.  When students feel that teachers class sometimes invites them go to mosque (*musholla*) or the library to study together for the sake of saturation student learning. Below is the results of  interviews from researcher with  one of students in VII A class:

"Yes. If  time for Fiqh subject in my class are often held after praying *dhuhur*. So sometimes we feel sleepy and hungry. After that we are ask to study outside class." [10]

---

[8] Hasil wawancara dengan ibu Siti Kifayatul Hidayah, S.Pd.I selaku guru Fiqih, hari Selasa tanggal 01 April 2014, pukul: 13.00 WIB, di ruang UKS

[9] Hasil wawancara dengan ibu Siti Kifayatul Hidayah, S.Pd.I selaku guru Fiqih, hari Selasa tanggal 01 April 2014, pukul: 13.05 WIB, di ruang UKS

[10] Hasil wawancara dengan satu siswi kelas VII A, hari Selasa, tanggal 25 Maret 2014, pukul 12.14 WIB, di kelas VII A.

It can be concluded that teachers are also attention to the situation and condition perceived of the students in the class. Besides that the teacher has been trying to create the conditions of students who enjoy but seriously and does not leave the purpose of the study itself.

2. **The Obstacles of The Teacher's Strategies to Increase Study Interest of Students in Fiqh *Ubudiyah* theme for VII Class at MTs Negeri Tumpang.**

Every learning process surely is inseparable from the problems in the classroom. Because it is essentially a human life as a aims to solve the problems in order to find the truth in life.

In education world the teachers are also often found obstacles in the process of learning like Mrs. Kifayatul Hidayah as a teacher's *Fiqh* in Islamic Junior High School. One of the barriers are when the teacher gives assignments to memorize of pray or evidence about the subject, still there are students who haven't been able to memorize. Although the teacher had given the opportunity twice nonetheless one of them still exist that have not been able to memorize and even resolved. It is appropriated with the explanation by Mrs Siti Kifayatul Hidayah as a teacher's *Fiqh* in VII class:

> "Usually the obstacle are memorize. For example in the learning process students should memorize the text of prayer *Jama' Qashar* or proposition about prayer and *Khotbah Jum'at*. There are some kids who are not memorized, I usually give a chance for them to memorize it in the break. But no one came." [11]

---

[11] Hasil wawancara dengan ibu Siti Kifayatul Hidayah, S.Pd.I selaku guru Fiqih, hari Selasa tanggal 01 April 2014, pukul: 13.11 WIB, di ruang UKS

As for a solution that is usually done by Mrs. Siti Kifayatul Hidayah for dealing with these students is telling them who haven't been able to memorize to write of pray or evidence until a few times in they book but they should still be memorized. In his opinion by writing that students will automatically be read, then read it a few times the students by it self will understand and help her memory about such material. With action like this teacher does not leave the purpose of the study itself. This is in accordance with the results of the research interviews with the teacher of Fiqh in VII Class:

> "Finally when I meet these problem or that obstacle, I had initiative sent them the has not been memorized to write the text of pray or that proposition on ten times or even more. Because I think by writing it automatically they will read, by reading the repetitively can help students to recall the memory of such content. But these barriers are not everything happens in all grades, there are only some classes are often the obstacle I meet." [12]

In addition to the above there is another constraints that are often discovered by Mrs. Siti Kifayatul Hidayah in the classroom. Among them there are the students who often make noise in the classroom, but it is the only that students are indeed often create crowd in a class. Usually the student who performs an action was boy who come from a troubled family, have a sense of lacking attention from a parent. So one way to express their sense that they often make the crowd and didn't even listen the teacher in class. It certainly can negatively impact to the student achievement and interests study of

---

[12] Hasil wawancara dengan ibu Siti Kifayatul Hidayah, S.Pd.I selaku guru Fiqih, hari Selasa tanggal 01 April 2014, pukul: 13.15 WIB, di ruang UKS

students. This is in accordance with interview from the research as follows:

"In the class sometimes the students don't pay attention and crowned of his own. So interferes with the other learning process and the child who do that only children that's it. The child in the sense means that the children who will be less attention from parents or have problems in his family so that it can affect their learning." [13]

Differences between children who have more affection from parents, they will be open and spirit for doing best learning like study to get the achievement. The students like this is always feel glad because of the environmental and social factors that have always been supportive and concerned. So all these factors relate to students very influential towards the positive and negative attitude to students. It is accordance of argument from Mrs. Siti Kifayatul Hidayah as a Teacher of Fiqh at MTs Negeri Tumpang:

"There is indeed a child who did exactly serious in following lessons. Such a child is a child who gets the undivided attention of his family, had good habits at home, and always being so obedient to his parents. So support from families, schools and the environment high very influential as well. Usually the students right one of attention conducted by parents is they school in nonformal education (TPQ), gave the provision of private tutoring, etc." [14]

This problem of course is often found in other institutions. One of the ways that can be done by the teacher's of Fiqh is discussing the issue with the classroom teacher and teacher counseling at the school. For example the teacher doing emotional approaches to the student, giving breadth for them to tell stories together, and so on. So teachers

---

[13] Hasil wawancara dengan ibu Siti Kifayatul Hidayah, S.Pd.I selaku guru Fiqh, hari Selasa tanggal 01 April 2014, pukul: 13.18 WIB, di ruang UKS
[14] Hasil wawancara dengan ibu Siti Kifayatul Hidayah, S.Pd.I selaku guru Fiqh, hari Selasa tanggal 01 April 2014, pukul: 13.25 WIB, di ruang UKS

would not only know academic orchievement only by students, but teachers also know the background, experience, and circumstances experienced by students when they stay outside of the school. This is appropriate with interview of researcher with Mrs. Siti Kifayatul Hidayah as below:

"We often find a variety of behavior of students who are disruptive in class. For example, sleepy, bored and so on. Actually we often sharing along with the other teachers, so we can find out how the solution. Must every one of each there are teachers who feel the complaints and problems of each incoming class he finishes. By sharing this joint can help teachers to find solutions when we find of students naughty, students who are less active, students usually crowded in a class as expressed before. In fact I've also consultation with one of the Chairman of discipline in school directly about the problems of the students in the class. Because they've got enough experience in solving problems. Sometimes how to find solutions to problems that come up to the teacher BK (teacher counseling), because they know a lot of psychological conditions by the students." [15]

---

[15] Hasil wawancara dengan ibu Siti Kifayatul Hidayah, S.Pd.I selaku guru Fiqih, hari Selasa tanggal 01 April 2014, pukul: 13.28 WIB, di ruang UKS

**CHAPTER V**

**DISCUSSION**

**A. The Teacher's Strategies to Increase Study Interest of Students in Fiqh *Ubudiyah* Theme for VII class at MTs Negeri Tumpang.**

A good teacher can creat attractive and pleasant of the study without consider to an age, characteristic, gender or background. A good teacher with limited media in class can use the media to develop and enlarge knowladge of student.

Base on the rsult of the study, there are some pattern that used baxy teacher to improve the student's interest in studiying at class, there are:

1. Teacher have to understand the material that will be discuss, knowing the purpose of the study and connect to the subject, because the purpose of the study is ability (competence) or skill of student after having the material of subject. purpose of the study of the study is decided by the use of teacher's strategy.

   Study and connect it to subject, because the purpose of the study is competence or skill of students after having the material of the subject. Purpose of the study decide the strategy of teacher used. [1]

   For instance teacher will discuss about sholat and *khotbah Jum'at* practice, then the step is mastering the subject, clearly explaining to students, and then the purpose of the study is student

---

[1] Mulyono, *loc.cit.*

can better in pray and *khotbah Jum'at* practice. Indeed it is used role playing or demonstrasi strategy.

2. Teacher use variant method or strategy to avoid bored in learning and teaching process.

    Study is doing, get experience from purpose. therefore, learning strategy must support student activity. Activity means not only fisically but also Psychological.[2] Psychological activity cover pleasure, interest, dislike of student's feel and etc.

    Function Islamic education method (specially) aimed to the succes of the study and to make student easy. Meanwhile the main task is teacher use variant aplication of sychology and pedagogic principle to make student inpire, know and understand the subject. In the other hand, the main task in these method is changing behaviour, attitude and interest student to real changing. [3]

    So, the strategy used by teacher in increasing student interest is variant method ecause teaching method have correlation with the succes of student learning.

3. The effectiveness in using tool and infrastructure of the school can fulfill the student need in succesful the purpose of study.

    Teaching strategy is action plan (structural activity) including method use and some strength usage in teaching that

---

[2] Ibid, page: 117-122
[3] Muhammad Nurdin, *Loc.Cit.,* page: 93-94

arrange to fill the purpose of study.[4] Using school facility is part of strategy including plan and apply the method of learning.

4. Strategy used by teacher Fiqh to increasing the student interest is Speech, Role playing (for Prayer and Khotbah Jum'at material), demonstrasi (for Wudhu material), discussion class (for prayer obligation material), etc.

As has been mentioned before that the attributes of the method that either one of them is "are functional in uniting theory with practice and take students on practical ability"[5], so based on facts and theories that there is Verily the teacher is included already use a good method for learning of students in the class. However it is not all of the strategies is a good for each subject.

Base on Colin Marssh cited in Duck state that only two teacling strategy they are teacher-centere and students-centered.

**Tabel 5.2 Teaching Strategy With Various**

**Technique/Teaching Method**

| Teacher-Centered Strategy | Student-Centered Strategy |
|---|---|
| 1. Speech | 1. Inquire |
| 2. Question Tuided | 2. Research |
| 3. Reading Task Guided/ Giving Task | 3. Simulasi Game |
| 4. Class Discussion | 4. Role Playing |
| 5. Demonstration | 5. Cooperative Study |
| 6. Field Trip | 6. Etc. |
| 7. Etc | |

Source Colin Marsh (2006:67) [6]

---

[4] Mulyono, *Loc.Cit,* page: 6-9
[5] Pupuh Fathurrohman, Sobry Sutikno, *Loc.Cit.,* page: 56
[6] Suyono, Harianto, *Loc.it.,* page: 21

Indeed, teacher of Fiqih used strategy teacher-centered and student-centered.

5. The student in VII class at MTs Negeri Tumpang more interest in new teaching and variant strategy in learning process.

The researcher cite in interview between the researcher and the students in VII class at MTs Negeri Tumpang.

"But actually my friends really like it when in a classroom learning using game. It will be very good, does not make us bored and spirit to study."[7]

Teaching is a n effort to develop student's personality. Teachings not only develop cognitive ability but also enlarge effective and psikomototic aspect. Therefore, teaching strategy should develop all personality on integritas scale.[8] So learning process cover some principle that connect to the strategy of learning. One is "intertining", it is leraning process that can be done by arranging the beautiful and attractive class and active students, it is used pattern and model of learning with relevan media.

**B. The Obstacle of Teacher's Strategies to Increase Study Interest of Students in Fiqh *Ubudiyah* Theme for VII class at MTs Negeri Tumpang.**

From the explanation above it can be conclude that every teacher are find obstacle in learning process, and teacher should find the suitable

---

[7] Hasil wawancara dengan satu siswi kelas VIIA, hari Selasa, tanggal 25 Maret 2014, pukul 13.30 WIB, di kelas VIIA.

[8] Mulyono, *loc.cit.,* page: 117-122

solution. Above are the statement of fiqih teacher when he found the obstacle and the solution that used in his class.

1. Obstacle: student is feel difficult in memorizing dalil or pray.

   Solution: teacher gives assignment to write memorize subject repeteadly but still ask student to try in memorize the dalil or pray.

2. Obstacle: there is some students are crowded and not pay attantion in class.

   Solution: a student who do that kind of activity has a truble in family. Here, the teacher of Fiqih used emotional approach with those students, sharing and etc.

   Student's interes are not suddently apear or spontan, but it is appear because of participant, experience, habitual in teaching and learning activity.

   Students who have a trouble in sphere tend to have not support, for example from family.

   Parent is a closest one in family. Therefore, family has a big influence in decide student interest in learning activity. What was given by family is really influential to development of student then attantion and support from family is important to develop student learning.[9]

---

[9] WS. Winkel, *op.cit.* page: 357-365

# CHAPTER VI

## CLOSING

### A. Conclusion

The conclude of this research as bellow:

1. The teacher's strategies to increase study interest of students that the teachers using three strategies or methods there is: role playing, demonstration and discussion method.

2. The obstacle in the process of increasing study interest of students is the students feel difficulties to memorizing the proposition or prayer text in the book. Beside that there is still crowned and regardless of students in the class.

### B. Suggestion

1. For the institution itself may further improved the completeness of facilities and infrastructure for the development of process analytical study, suppose held the construction of laboratory of Islam.

2. Teachers should engage in communication with all student so social aspects between teachers and students more effective.

3. Students are expected to appreciate teachers who teach in classrooms; because they have been trying to make learning easy and fun in class for the progress of each student.

Nomor        : Un.3.1/TL.00.1/422/2014                    24 Maret 2014
Sifat        : Penting
Lampiran     : -
Hal          : **Izin Penelitian**

Kepada
Yth. Kepala MTs Negeri Tumpang
di
    Malang

Dengan hormat, dalam rangka penyelesaian tugas akhir atau penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, untuk itu kami mohon dengan hormat mahasiswa berikut diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu :

Nama                         : Robi Nur Suyatni

NIM                          : 10110182

Jurusan                      : Pendidikan Agama Islam

Semester – Tahun Akademik     : Genap 2013/2014

Judul Skripsi                : **The Teacher's Strategies to Increase Study Interest of Students in Fiqh Ibadah Theme for VII Class at MTs Negeri Tumpang.**

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

Dekan,
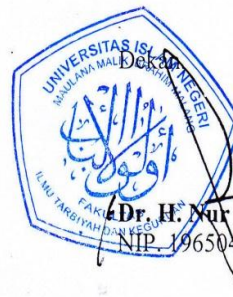
**Dr. H. Nur Ali, M.Pd**
NIP. 19650403 199803 1 002

Tembusan :
1. Yth. Ketua Jurusan PAI
2. Arsip

**KEMENTERIAN AGAMA**
**MADRASAH TSANAWIYAH NEGERI TUMPANG**
Alamat : JL. Raya Pandanajeng No. 25 Tumpang Telp. 0341 – 7047666
**KABUPATEN MALANG**

**S URAT KETERANGAN**
Nomor:MTs.15.35.6/PP.00/ 58 / 2014

Malang, 05 April 2014

Yang bertandatangan di bawah ini Kepala Madrasah Tsanawiyah Negeri Tumpang
Kabupaten Malang, menerangkan bahwa:

Nama                              : ROBI NUR SUYATNI

NIM                               : 10110182

Fakultas                          : Ilmu Tarbiyah dan Keguruan

Program Studi/jurusan : Pendidikan Agama Islam

Semester                          : VIII

Tahun Akademik            : 2013/2014

Telah melaksanakan penelitian di lembaga kami sebagai bahan untuk penyusunan Skripsi / tugas mata kuliah yang dilaksanakan pada tanggal: 25 Maret s/d 05 April 2014 sesuai permohonan izin penelitian nomor: Un.3.1TL.00.1/422/2014, tanggal 26 April 2014.

Adapun judul penelitian tersebut adalah **"The Teacher's Strategies to Increase Study Interest of Students in Fiqh Ibadah Theme for VII Class at MTs Negeri Tumpang".**

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Kepala,
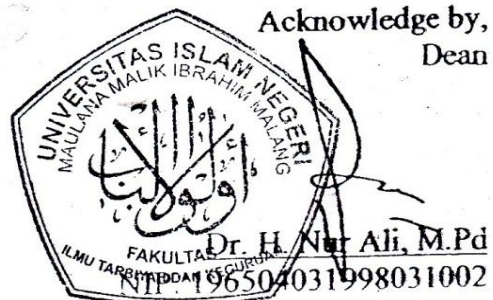
Drs. SYA'M A' I, M.Ag
NIP. 19641120199403 1001

# MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY, MALANG
## THE LECTURER OF TARBIYAH AND TEACHING SCIENCES FACULTY

Jl. Gajayana No. 59 Telp (0341) 552398
Faksimile (0341) 552398
Website: www.tarbiyah.uin-malang.ac.id

## EVIDENCE OF CONSULTATION

| | | |
|---|---|---|
| Name | : | Robi Nur Suyatni |
| Number of Students | : | 10110182 |
| Faculty/ Program | : | FITK/ Islamic Education |
| Advisor | : | Ahmad Nurul Kawakip, M.Pd., MA |
| Title of Thesis | : | The Teacher's Strategies to Increase Study Interest of Students in Fiqh *Ubudiyah* Themes for VII Class at MTs Negeri Tumpang. |

| No. | Date of Consultation | Consultation Material | Signature |
|---|---|---|---|
| 1. | November 13, 2014 | Proposal Consultation | |
| 2. | December 18, 2014 | Proposal Consultation | |
| 3. | March 27, 2014 | Chapter I | |
| 4. | April 16, 2014 | Chapter II | |
| 5. | April 29, 2014 | Chapter III | |
| 6. | April 29, 2014 | Chapter IV, V, VI | |
| 7. | May 06, 2014 | All Chapter | |
| 8. | May 13, 2014 | All Chapter | |

Acknowledge by,
Dean

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

**INSTRUMENT OF RESEARCH**

**ABOUT**

**THE EFFORTS OF ISLAMIC EDUCATION TEACHER TO INCEREASE STUDY INTEREST STUDENTS IN SUBJECT OF FIQH FOR VII CLASS AT MTs NEGERI TUMPANG**

A. **INSTRUCTION**

1. List of interview that only write from core of interview, and then describe in the process of interview.

2. In the process of interview will be completed with using note book and camera.

3. Researcher do Interview with recur in object of research.

B. **DOCUMENTATION DIRECTIVE**

1. Profile MTs Negeri Tumpang

2. List of Teacher at MTs Negeri Tumpang

3. Structure of organization at MTs Negeri Tumpang

4. Process of The Teacher's Strategies to Incerease Study Interest of Students in Fiqh *Ibadah* theme for VII Class at MTs Negeri Tumpang.

C. **OBSERVATION DIRECTIVE**

1. Observe location at MTs Negeri Tumpang

2. Observe infrastructure at MTs Negeri Tumpang

3. Observe the process of learning in the teacher's to incerease study interest of students in Fiqh *Ibadah* theme for VII class at MTs Negeri Tumpang.

## D. INTERVIEW DIRECTIVE

In this section researcher used interview with teacher of Fiqh and students VII class especially in A and B class:

1. Responden: Mrs. Siti Kifyatul Hidayah as a teacher of Fiqh in VII Class at MTs Negeri Tumpang.

   a. What do you know about subject of Fiqh in school?

   b. How the condition when you teach in VII class?

   c. Do you ever see some students feel bored in the class?

   d. What is your solution to solve that problem?

   e. When we talk about study interest of students. What do you know about study interest?

   f. What are your efforts to increase study interest students especially in Fiqh *Ibadah* theme?

   g. What is the strategy who ever used to increase study interest of students in the class especially in subject of Fiqh?

   h. Whether such a strategy is in compliance with the main goal of education or not when you used in the class?

   i. What is the obstacle when you using that strategies? And how to solve it?

2. Responden: students at VII A and VII B:

   a. What do you think about the implementation of the study or practice of Fiqh by using various strategies or games in the class?

   b. What is your feel after using various strategies or games in the class?

   c. Do you ever feel sleepy, bored and probably hungry in class when the time of Fiqh subject?

Appendix 4

**I. SUSUNAN PERSONALIA ORGANISASI MADRASAH TSANAWIYAH NEGERI TUMPANG TAHUN PELAJARAN 2013/2014**

| No. | Nama | Jabatan |
|-----|------|---------|
| 1. | Drs. SAMA'I, M.Ag | Kepala Madrasah |
| 2. | CHAFIDZ MUSLIM, S.Pd | Waka Urusan Kurikulum |
| 3. | TRI MUHANDOKO, S.Pd | Waka Urusan Kesiswaan, Kepala Laboratorium IPA |
| 4. | KURDIANTORO, S.Pd | Waka Urusan Sarana dan Prasarana Petugas Laboratorium Multimedia |
| 5. | HERY JOKO PRATIKNYO, S.Pd | Waka Urusan Humas |
| 6. | Dra. MUDA'IYAH, S.Pd | Pengembang dan Penjamin Mutu Madrasah Koordinator Kopsis |
| 7. | HISBULLOH MUHTAR, S.Ag | Pengembang dan Penjamin Mutu Madrasah Satgas Madrasah Ramah |
| 8. | AINUR RIDWAN, S.Pd | Staf Kurikulum/ Koordinator UHT |
| 9. | Dra. SITI HALIMAH | Petugas Tatib Siswi |
| 10. | MUGHNI FATHONI,S.Ag | Petugas Tatib Siswa Koordinator Agama |
| 11. | HELLEN, S,Pd | Laboran IPA |
| 12. | SAIFUL ANWAR, S.Pd | Kepala Lab Komputer Bendahara DIPA |
| 13. | IDATUL FITRIYAH, SS | Kepala Laboratorium Bahasa, Bendahara Komite |
| 14. | SITI AINI RIFAIDAH, S.Pd | Kepala Perpustakaan |
| 15. | Dra. SULISTINI | Satgas Madrasah Multilingual, Koordinator Kantin |
| 16. | MOH ZAINUDDIN, SS | Ketua Program Kelas Bilingual |
| 17. | ESTI RETNO WILUJENG, S.Pd | Satgas Gemar Menulis |
| 18. | SITI NURFAUZIYAH, S.Pd.I | Petugas UKS |
| 19. | DYAH YUNIAR RETNANINGRUM, S.Pd | Dansos |
| 20. | ARI SUSIJATI, S.Pd | BP |
| 21. | WAHYUDI DJOKO R | - Kepala Urusan Tata Usaha |
| 22. | MOH. NURYASIN | - Staf Tata Usaha, Operator Sakpa |
| 23. | JUPRI | - Staf Tata Usaha |
| 24. | SAIFUL GHOZI | - Staf Tata Usaha |
| 25. | NANANG FAHRUDIN | - Staf Tata Usaha |
| 26. | ABDUL ROHMAN | Petugas Kebersihan |
| 27. | SULHAN | Penjaga Keamanan Madrasah dan Petugas Koperasi Madrasah |
| 28. | MAFTUKHAN FUADI | Penjaga Keamanan Madrasah dan Satpam |
| 29. | AZAM RONI | Petugas Kebersihan |

Appendix 5

**II.      DAFTAR PEMBAGIAN TUGAS WALI KELAS MADRASAH TSANAWIYAH NEGERI TUMPANG TAHUN AJARAN 2013/2014**

| No. | Nama | Jabatan |
|-----|------|---------|
| 1. | HISBULLOH MUHTAR, S.Ag | - Wali Kelas VII A |
| 2. | SITI KIFAYATUL HIDAYAH, S.Pd.I | - Wali Kelas VII B |
| 3. | LULUK ROIFAH, S.Pd | - Wali Kelas VII C |
| 4. | MOH ZAINUDDIN, SS | - Wali Kelas VII D |
| 5. | SITI NURFAUZIYAH, S.Pd.I | - Wali Kelas VII E |
| 6. | TATIK WIDYAWATI, S.Pd | - Wali Kelas VIII A |
| 7. | MISLIA, S.Pd | - Wali Kelas VIII B |
| 8. | FATHONAH SULISTYOWATI, S.Pd | - Wali Kelas VIII C |
| 9. | SITI AINI RIFAIDAH, S.Pd | - Wali Kelas VIII D |
| 10. | DYAH YUNIAR R, S.Pd | - Wali Kelas VIII E |
| 11. | ESTI RETNO WILUJENG, S.Pd | - Wali Kelas IX A |
| 12. | Dra. SITI HALIMAH | - Wali Kelas IX B |
| 13. | NURUL ZUMROTI, S.Ag | - Wali Kelas IX C |
| 14. | Dra. SULISTINI, S.Pd | - Wali Kelas IX D |

Ditetapkan      :   Tumpang
Pada Tanggal   :   15 Juli 2013
K e p a l a
MTs Negeri Tumpang

**Drs. SAMA'I, M.Ag**
**NIP. 196411201994031001**

Appendix 6

I. **SUSUNAN PERSONALIA ORGANISASI MADRASAH TSANAWIYAH NEGERI TUMPANG TAHUN PELAJARAN 2013/2014**

| No. | Kode | Nama | Mata Pelajaran | Kelas | | | Keterangan |
|-----|------|------|----------------|-------|------|------|------------|
|     |      |      |                | VII | VIII | IX |          |
| 1 | 1 | Drs. Sama'i, M.Ag | Aqidah Akhlaq | | ABC | | |
| 2 | 2 | Chafidz  Muslim, S.Pd | IPA | | | ABCD | |
|   |   |   | IPA SKL | | | ABCD | |
| 3 | 3 | Tri Muhandoko, S.Pd | IPA | | ABCDE | | |
|   |   |   | IPA SKL | | | ABCD | |
| 4 | 4 | Kurdiantoro, S.Pd | PKn | ABC | | | |
|   |   |   | IPA | ABCDE | D | | |
| 5 | 5 | Hery Joko Pratiknyo, S.Pd | PJOK | ABCDE | ABCDE | ABCD | |
| 6 | 6 | Dra. Muda'iyah, S.Pd | Matematika | | | ABCD | |
|   |   |   | Matematika SKL | | | ABCD | |
| 7 | 7 | Hisbulloh Muhtar, S.Ag | Bahasa Arab | | | ABC | |
|   |   |   | Bahasa Inggris | E | DE | | |
|   |   |   | Bhs. Inggris Percakapan | ABCDE | | | |
| 8 | 8 | Ainur Ridwan, S.Pd | Matematika | | ABCDE | | |
|   |   |   | Matematika SKL | | | ABCDE | |
| 9 | 9 | Dra. Siti Halimah | Aqidah Akhlak | E | DE | ABCDE | |
|   |   |   | SKU | ABCDE | ABCDE | | |
| 10 | 10 | Mughni Fathoni,S.Ag | Bahasa Arab | ABCDE | ABCDE | E | |
|    |    |    | Fiqih | | B | | |
| 11 | 11 | Hellen, S,Pd | Matematika | ABCDE | | | |
| 12 | 12 | Dra. Sulistini | Bahasa Inggris | | | ABCD | |
|    |    |    | Bhs. Inggris Percakapan | | ABCDE | | |
| 13 | 13 | Siti Aini Rifaidah, M.Pd | PKn | DE | ABCDE | ABCD | |

| No | No | Nama | Mata Pelajaran | | | | |
|---|---|---|---|---|---|---|---|
| **14** | 14 | Fathonah Sulistyowati, S.Pd | Fiqih | | CDE | ABCD | |
| | | | Qur'an Hadits | ABCDE | | | |
| **15** | 15 | Esti Retno W.S.Pd | Bahasa Indonesia | | | ABCD | |
| | | | Bhs. Indonesia SKL | | | ABCD | |
| **16** | 16 | Moh. Zainuddin, SS | Bahasa Inggris | ABCD | | | |
| | | | Bahasa Inggris SKL | | | ABCD | |
| **17** | 17 | Dyah Yuniar, S.Pd | IPS | | DE | ABCD | |
| **18** | 18 | Siti Kifayatul Hidayah, S.Pd.I | Aqidah Akhlaq | ABCD | | | |
| | | | Fiqih | ABCDE | A | | |
| | | | SKI | | DE | | |
| **19** | 19 | Tatik Widyawati, S.Pd | IPS | | AB | | |
| | | | Seni Budaya | | ABCDE | ABCD | |
| **20** | 20 | Idatul Fitriyah, SS | Bahasa Inggris | ABC | | | |
| | | | Bahasa Inggris SKL | | | ABCD | |
| **21** | 21 | Mislia, S.Pd | Bahasa Indonesia | | ABCDE | | |
| | | | Bahasa Indonesia SKL | | | ABCD | |
| **22** | 22 | Saiful Anwar | TIK | | ABCDE | ABCD | |
| **23** | 23 | Siti Nurfauziyah, S.Pd.I | SKI | ABCDE | ABC | ABCD | |
| **24** | 24 | Luluk Roifah, S.Pd | IPS | ABCDE | C | | |
| **25** | 25 | Ali Sodikin, S.Pd | Bahasa Indonesia | ABCDE | | | |
| **26** | 26 | Drs. Muhaimin | Seni Budaya | ABCDE | | | |
| **27** | 27 | Nurul Zumroti, S.Ag | Qur'an Hadits | | ABCDE | ABCD | |
| **28** | 28 | Suyut Rohmat, S.Ag | Bhs. Daerah | ABCDE | ABCDE | ABCD | |
| **29** | 29 | Nanang Fahrudin, SE | TIK | ABCDE | | | |
| **30** | 30 | Ari Susijati, S.Pd | BP | | | | |
| **31** | 31 | Jupri | Marching Band | | | | |
| **32** | 32 | Saiful Ghozi | Pramuka | | | | |
| **33** | 33 | Choridatul Bariyah | Pramuka | | | | |
| **34** | 34 | Hariono, Asari | Pramuka | | | | |

| 35 | 35 | Al Ghozali | Bela Diri | | | | |
|---|---|---|---|---|---|---|---|
| 36 | 36 | Mawahib, Amin | Al-Banjari | 35 | | | |
| 37 | 37 | Siti Rodliyah, S.Pd | Bhs. Arab Percakapan | ABCDE | ABCDE | | |
| | | | Qiro'ah | | | | |

Ditetapkan      :   Tumpang
Pada Tanggal  :   15 Juli 2013
K e p a l a
MTs Negeri Tumpang

**Drs. SAMA'I, M.Ag**
**NIP. 196411201994031001**

Appendix 7

# LIST OF STUDENTS IN VII CLASS AT MTs NEGERI TUMPANG

| NO. | NAME OF STUDENTS IN VII A CLASS | NAME OF STUDENTS IN VII B CLASS | NAME OF STUDENTS IN VII C CLASS | NAME OF STUDENTS IN VII D CLASS | NAME OF STUDENTS IN VII E CLASS |
|---|---|---|---|---|---|
| 1. | Achmad Rizky Wildiansyah | Adnan Dwiki Fanani | Achmad Fatkhur Rokhim | Amanda Diah Fabian | Abdur Rohman |
| 2. | Ahmad Rizqi Maulana | Afifatul Rosidiyah | Akhis Ilmaya Zakiyah | Arfan Rizaldi | Alfiya Eka Rahmawati |
| 3. | Ahmed Nabil Syahputra | Alfani Sakin Putra P | Andri Lega Setiawan | Awin Fadlina | Amin Prayugo |
| 4. | Alfiatun Nadifah | Alfinatus Zahro | Ari Novita | Choiruddin | Bagus Sajiwo |
| 5. | Atik Rosidatul Ilmiah | Ameliakurnia Rohma Wati | Della Afrida | Fahmi Maulidi | Bima Nufrizar Rosyidi |
| 6. | Aulia Sifa Kamila | Bagus Dwi Bidianto | Dimas Ajimas Huda | Fanny Agung Billy A | Efendi Bahrul Ulum |
| 7. | Dimas Rahmaditya Bagus S | Della Eka Pratiwi | Gigih Maulana Rizky | Febriana Tri W | Erlangga Ardiansyah |
| 8. | Gea Yuan Cris Talita | Dimas Galih Fajar Harianto | Ishma Mahliya Ruwaida | Frengki Eka Yanuar | Fitri Ayu Faradilah |
| 9. | Intan Permata Sari | Ferin Icha Valentina | Karimatun Khoirun Nisa' | Gilang Ramadhon | Fitri Dhea Sari |
| 10. | Krisna Rizky Alansyah | Muhammad Abidin Khafifulloh | Mukhammad Luhud Priyo Pambudi | Hamdan Yusril Ihsanudin | Ilham Putra Utama |
| 11. | M. Faris Azizi | Mukhammad Fahruddin | Muhamat Nur Salim | Ira Puspita Anggraeni | Isfirori Nur Hamidah Arifin |
| 12. | Muhammad Andrianas Sugar | M Berlian Indiantoro | Mila Rifati | Ivan Febriansyah | Lia Antika |
| 13. | Muhammad Haris Hariri | M. Fazir Afifi Darussalam | Mochamad Maulana Putra | Johar Dimas Kartika Rama | Lukman Hadi |

| | | | | | |
|---|---|---|---|---|---|
| 14. | M Nurul Mutaqin | Muhamad Roikhan | Naila Nanda Imanuela P | M. Khulwani | M. Billya Sofanda |
| 15. | Nanda Ayu Nadlifah | Muchamad Saiful Anwar | Nidhom Nur Hadi | M. Rizal Muhaimin | M. Ilfan M Auludin |
| 16. | Nisaul Azizah | Melia Puji Lestari | Nur Khafid Mualifin | M. Wahyudi | M. Miftahul Huda |
| 17. | Nur Hanifa | Moch.Ferdi Irawan | Nur Lailatul Fitriani | Masrukhan Ikhsan | M. Sokhibul Kahfi |
| 18. | Risma Permata Sari | Moh. Ikhsan Afis Zulkarnain | Rohmatul Laili Kamelia | Moh. Firman Syah | Mawardi |
| 19. | Rizki Nurun Nihar | Muhammad Ahsantu Dzonni | Rima Nurul Wahdah | Muhammad Yusron | Muhamad Ainur Rohman |
| 20. | Rudi Ahmad Bah Ruddin | Muhammad Hasan Bisri | Rindi Antika | Munfaridah | Nabila Zahrotul Mufidah |
| 21. | Salima Sa'diyah | Muhammad Syaiin Alim | Rio Viky | Nur Eko Syahrul | Nicki Putri Purbowati |
| 22. | Supriadi | Muhamad Wahyu Setiawan | Riski Eko Prasetiyo | Rika Agustina | Nilna Milyuna Rohmatika |
| 23. | Titin Setiowati | Ni Kansha Rahmatullah | Rizky  Nur Diansyah | Risa Aldinatur Rofiah | Rahmad Saifudin Chabibi |
| 24. | Usniah | Ratu Intan Sari | Siti Aisyah | Sekar Rahmatul Ula | Risa Ananda Novi |
| 25. | Yuliyawati | Sindi Isnaini Febriana | Syahril Fahrizal Ulum | Sulistya Indriani | Robiatur Rodiyah |
| 26. | | Uswatun Khasanah | Unang Amrull0h | Triadi Cahyono | Salmannisa Najah Ali |
| 27. | | Yani Anisa | Wafiq Abi Manan | Uli Fatmawati | Vina Ani Muslifah |
| 28. | | Yusuf Aditya Pangestu | Zainul Arifin | Fatimatus Zahroh | Windi Ariska |
| 29. | | | | | |
| 30. | | | | | |

Appendix 8

# PERANGKAT PEMBELAJARAN MADRASAH TSANAWIYAH NEGERI TUMPANG

# SILABUS PEMBELAJARAN

## MATA PELAJARAN : FIQIH

## KELAS VII SEMESTER 1

# SILLABUS

**Nama Madrasah** : MTs Negeri Tumpang
**Mata Pelajaran** **:** Fiqih
**Kelas/Semester** : VII/Gasal
**Standar Kompetensi** : 1. Melaksanakan ketentuan Thaharah (Bersuci).

| NO | KOMPETENSI DASAR | INDIKATOR | MATERI POKOK DAN URAIAN | PENGALAMAN BELAJAR | PENILAIAN | | | Alokasi Waktu (Menit) | Sumber Bahan/Alat |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Jenis Tagihan | Bentuk Instrumen | Contoh Instrumen | | |
| 1 | Menjelaskan macam –macam najis dan tata cara thaharahnya | 1.1 menjelaskan pengertian najis menurut bahasa dan dalilnya<br>1.2 Menyebutkan macam – macam najis<br>1.3 Mengidentifikasi macam – macam alat yang dapat digunakan untuk bersuci<br>1.4 Mendemonstrasikan tata cara bersuci dari najis<br>1.5 Menjelaskan hikmah orang yang suka bersuci | Ketentuan thaharah | 1.1 Siswa dapat menjelaskan pengertian najis menurut bahasa dan menyebutkan dalilnya<br>1.2 Siswa dapat menyebutkan macam – macam najis<br>1.3 Siswa mampu mengidentifikasi macam – macam alat yang dapat digunakan untuk bersuci<br>1.4 Siswa mampu mendemontrsikan tata cara bersuci dari najis<br>1.5 Siswa mampu menjelaskan hikmah – hikmah bersuci | Tugas Individu<br><br><br><br><br>Tugas kelompok | Kuis<br><br><br><br>Ulangan Harian<br><br>Presentasi hasil pengamatan | 1. Sebutkan macam – macam najis!<br>2. Jelaskan pengertian najis menurut bahasa!<br>1. Sebutkan macam – macam air dan jelaskan | 2 Jam pelajaran | o Buku Paket Fiqh<br>o LKS Insan Cendika<br>o Buku Paket Fiqh<br>o LKS Insan Cendika |
| 2 | Menjelaskan hadats kecil dan tata cara thaharahnya | 2.1 Menjelaskan Pengertian hadats kecil | Hadats kecil dan tata cara thaharahnya | 2.1 Siswa mampu menjelaskan tentang pengertian hadats kecil<br>2.2 Siswa mampu | Tugas Individu | Ulangan Harian | 1. Sebutkan syarat – syarat wudhu | 2 Jam pelajaran | |

| No | Kompetensi Dasar | Indikator | Materi Pokok | Kegiatan Pembelajaran | Penilaian | | Contoh Instrumen | Alokasi Waktu | |
|---|---|---|---|---|---|---|---|---|---|
| | | 2.2 Mendemntrasikan tata cara bersuci dari hadats kecil (Wudhu) | | mendemontrsikan tata cara bersuci dari hadats kecil (Wudhu) | | | 2. Sebutkan rukun wudhu dengan lengkap | | |
| | | 2.3 membedakan syarat, rukun, dan sunnah wudhu | | 2.3 Siswa Mampu membedakan syarat, rukun, dan sunnah wudhu | | | | | |
| | | 2.4 menyebutkan hal – hal yang membatalkan wudhu | | 2.4 Siswa Mampu menyebutkan hal – hal yang membatalkan wudhu | | | | | |
| 3 | Menjelaskan hadats besar dan tata cara thaharahnya | 2.5 Menghafal niat dan doa sesudah wudhu | Hadats besar dan tata cara thaharahnya | 2.5 Siswa menghafal lafadz niat dan do'a sesudah wudhu | Tugas individu | Hafalan | | 2 Jam Pelajaran | |
| | | 3.1 Menjelaskan pengertian hadats besar dan dalilnya | | 3.1 Siswa menjelaskan pengertian hadats besar dan menyebutkan dalilnya | | Kuis | Hafalkan do'a sesudah wudhu | | |
| | | 3.2 Menyebutkan macam – macam hadats besar | | 3.2 Siswa menyebutkan macam – macam hadats besar | | | | | |
| | | 3.3 Menjelaskan tata cara bersuci dari hadats besar (mandi) | | 3.3 Siswa menjelaskan tata cara bersuci dari hadats besar (mandi) | | Ulangan Harian | Sebutkan macam – macam hadats besar | | |
| | | 3.4 Menjelaskan syarat, rukun dan sunnah mandi | | 3.4 Siswa menjelaskan syarat, rukun dan sunnah mandi | | | | | |
| 4. | Mempraktekkan bersuci dari najis dan hadats | 3.5 Mengidentifikasikan hal – hal yang mengaharuskan mandi wajib | Tata cara bersuci dari najis dan hadats | 3.5 Siswa dapat mengidentifikasi beberapa peristiwa yang mengharuskan mandi wajib | Tugas kelompok | Praktek | Jelaskan pengertian hadats besar menurut istilah | 2 Jam Pelajaran | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 4.1 Mempraktekkan tata cara bersuci dari bermacam – macam najis<br>4.2 Mempraktekkan bersuci dari hadats kecil (Wudhu)<br>4.3 Mendemonstrasikan bersuci dari hadats besar (mandi) | | 4.1 Siswa mempraktekkan bersuci dari bermacam – macam najis<br><br>4.2 Siswa Memprektekkan wudhu<br><br>4.3 Siswa mendemonstrasikan cara bersuci dari hadats besar (Mandi) | Tugas individu<br><br>Tugas kelompok | Praktek<br><br>Pemodelan | Bagaimana Cara Mensucikan najis mutawasssithah ainiyah?<br><br>Lakukan wudhu dengan sempurna<br><br>Demonstrasikan tata cara mandi yang benar menurut syariat islam | | |

**SILABUS**

**Nama Sekolah**     : MTs Negeri Tumpang
**Mata Pelajaran**    : Fiqh
**Kelas/Semester**    : VII/I
**Standart Kompetensi**: 2. Melaksanakan tata cara salat fardhu dan sujud sahwi

| NO | KOMPETENSI DASAR | INDIKATOR | MATERI POKOK DAN URAIAN | PENGALAMAN BELAJAR | PENILAIAN | | | Alokasi Waktu (Menit) | Sumber Bahan/Alat |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Jenis Tagihan | Bentuk Instrumen | Contoh Instrumen | | |
| 1 | Menjelaskan tata cara salat lima waktu | 1.1 Menjelaskan macam – macam salat wajib<br><br>1.2 Menjelaskan pengertian salat wajib serta dalilnya<br>1.3 Menjelaskan syarat, rukun dan sunnah salat<br>1.4 Menjelaskan hal – hal yang membatalkan salat<br>1.5 Menjelaskan tata cara salat lima waktu | Salat lima waktu | 1.1 Mengidentifikasi pengertian salat dan dalilnya<br>1.2 Mengidentifikasi syarat, rukun dan sunnah salat<br><br>1.3 Mengidentifikasi hal – hal yang membatalkan salat<br>1.4 Siswa mampu menjelaskan tata cara salat lima waktu | Tugas induvidu | Kuis | Sebutkan pengertian salat | 2 Jam pelajaran | Buku paket fikih kelas VII |
| 2 | Menghafal bacaan – bacaan salat lima waktu | 2.1 Melafalkan bacaan – bacaan salat lima waktu<br>2.2 Menterjemahkan bacaan salat lima | | 2.1 Siswa mampu melafalkan bacaan | Tugas individu | Hafalan | Hafalkan bacaan salat lima waktu | 2 Jam Pelajaran | Buku paket fikih kelas VII |

**SILABUS**

**Nama Sekolah** : MTs Negeri Tumpang
**Mata Pelajaran** : Fiqh
**Kelas/Semester** : VII/I
**Standart Kompetensi**: 3. Melaksanakan tata cara adzan, iqomah, dan salat jama'ah

| NO | KOMPETENSI DASAR | INDIKATOR | MATERI POKOK DAN URAIAN | PENGALAMAN BELAJAR | PENILAIAN | | | Alokasi Waktu (Menit) | Sumber Bahan/Alat |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Jenis Tagihan | Bentuk Instrumen | Contoh Instrumen | | |
| 1 | Menjelaskan ketentuan adzan dan iqomah | 1.1 Menjelaskan pengertian adzan dan iqomah serta dalilnya<br>1.2 Menjelaskan syarat dan sunnah adzan serta iqomah<br>1.3 Melafalkan bacaan adzan dan iqomah<br>1.4 Melafalkan do'a sesudah adzan<br>1.5 Menjelaskan hikmah adzan dan iqomah | Adzan dan Iqomah | 1.1 Siswa mampu mnejelaskan pengertian adzan iqomaha beserta dalilnya<br>1.2 Siswa mampu menjelaskan syarat dan sunnah adzan serta iqomah<br>1.3 Siswa mampu melafalkan bacaan adzan dan iqomah<br>1.4 Siswa mampu melafalkan do'a sesudah adzan<br>1.5 Siswa mampu menjelaskan hikmah adzan dan iqomah | Tugas induvidu | Menghafalkan adzan dan iqomah | Hafalkan bacaan adzan dan iqomah | 2 Jam pelajaran | Buku paket fikih kelas VII<br><br>LKS Insan Cendika |
| 2 | Menjelaskan ketentuan salat berjama'ah | 2.1 Menjelaskan pengertian salat berjama'ah dan dalilnya<br>2.2 Menjelaskan ketentuan salat berjama'ah<br>2.3 Menjelaskan tata | Salat berjama'ah | 2.1 Siswa mampu | Tuga individu | Test tulis | Tulislah dalil tentang salat berjama'ah | 2 Jam Pelajaran | Buku paket fikih kelas VII LKS Insan Cendika |

8

| No | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | cara salat berjama'ah<br>2.4 Menjelaskan keutamaan shalat berjamaah | | menjelaskan pengertian salat berjama'ah | | | | | |
| 3 | Menjelaskan ketentuan ma'mum masbuk | 3.1 Menjelaskan pengertian ma'mum masbuk dan dalilnya<br>3.2 Menjelaskan tata cara salat ma'mum masbuk | | 2.2 siswa mampu menjelaskan ketentuan salat berjama'ah<br><br>2.3 Siswa mampu menjelaskan tata cara salat berjama'ah<br>2.4 siswa mampu menjelaskan keutamaan shalat berjama'ah | Tugas Individu | Uraian | Jelaskan pengertian makmum masbuk beserta dalilnya | 1 jam pelaran | Buku paket fikih kelas VII LKS Insan Cendika<br>Buku paket fikih kelas VII LKS Insan Cendika |
| 4 | Menjelaskan cara mengingatkan imam yang lupa | 4.1 Menjelaskna tata cara mengingatkan imam yang lupa untuk jama'ah laki – laki atau perempuan<br>4.2 Mendemonstrasikan cara mengingatkan imam yang lupa untuk jama'ah laki – laki atau perempuan | | 3.1 Siswa bisa menjelaskan pengertian ma'mum masbuk dan dalilnya | Tugas Individu | Test tulis | Bagaimana cara mengingatkan imam yang lupa | 1Jam Pelajaran | |
| 5 | Menjelaskan tata cara mengingatkan imam yang batal | 5.1 Menjelaskan tata cara menggantikan imam yang batal | | 3.2 Siswa mampu menjelaskan tata cara salat makmum masbuk | Tugas Individu | Test tulis | | 2 Jam Pelajaran | |
| 6 | Mempraktekkan | 6.1 Mempraktekkan adzan iqomah dan salat berjama'ah | | 4.1 Siswa Mampu | Tugas kelompok | Praktek | Bagaimana cara menggantikan imam yang | | |

| | | | | menjelaskan tata cara mengingatkan imam yang lupa untuk jama'ah laki – laki atau perempuan<br>4.2 Siswa mampu mendemonstrasikan cara mengingatkan imam yang lupa untuk jama'ah laki – laki atau perempuan<br>5.1 Siswa mampu mendemonstrasikan cara menggantikan imam yang batal<br><br>6.1 Siswa mampu memprektekkan adzan, iqomah, dan salat berjama'ah | | | batal<br><br>Praktekkan adzan, iqomah dan salat berjama'ah | | |
| adzan iqomah dan salat jama'ah | | | | | | | | | |

**SILABUS**

**Nama Sekolah**      : MTs Negeri Tumpang
**Mata Pelajaran**      : Fiqh
**Kelas/Semester**      : VII/I
**Standart Kompetensi**: 4. Melaksanakan tata cara berdzikir dan berdo'a setelah salat

| NO | KOMPETENSI DASAR | INDIKATOR | MATERI POKOK DAN URAIAN | PENGALAMAN BELAJAR | PENILAIAN | | | Alokasi Waktu (Menit) | Sumber Bahan/Alat |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Jenis Tagihan | Bentuk Instrumen | Contoh Instrumen | | |
| 1 | Menjelaskan tata cara berdzikir dan berdo'a setelah salat | 1.1 Menjelaskan pengertian dzikir, doa dan dalilnya<br>1.2 Menjelaskan tata cara berdzikir setelah salat<br>1.3 Melaksanakan tata cara berdo'a setelah salat | Dzikir dan do'a | 1.1 Siswa dapat menjelaskan pengertian dzikir, do'a dan dalilnya<br>1.2 Mengidentifikasi tata cara berdzikir setelah salat<br>1.3 Mengidentifikasi tata cara berdo'a setelah salat | Tugas induvidu | Ulangan harian | Bagaimana tata cara berdzikir dan berdo'a setelah salat | 2 Jam pelajaran | Buku paket fikih kelas VII Buku kumpulan do'a sehari - hari<br><br>LKS Insan Cendika |
| 2 | Menghafalkan bacaan dzikir dan do'a setelah salat | 2.1 Menjelaskan bacaan dzikir dan do'a setelah salat<br>2.2 Menghafalkan bacaan – bacaan dzikir setelah salat<br>2.3 Menghafalkan bacaan – bacaan do'a setelah salat | | 2.1 Mengeidentifikasi bacaan – bacaan dzikir setelah salat<br><br>2.2 Melafalkan bacaan – bacaan dzikir setelah salat | Tugas Individu | Hafalan | Lafalkan bacaan – bacan dzikir setelah salat | 2 Jam pelajaran | |

| 3 | Mempraktekkan dzikir dan do'a | 3.1 Mempraktekkan tata cara berdzikir<br>3.2 Mempraktekkan tata cara berdo'a | | 2.3 Siswa dapat menyebutkan macam – macam do'a<br><br>2.4 Mengklasifikasikan bacaan do'a setelah salat<br><br>3.1 Siswa mempraktekkan cara berdzikir<br>3.2 Siswa Mempraktekkan cara berdo'a | Tugas Kelompok | Praktek | Praktekkan cara berdzikir dengan sempurna | 2 Jam Pelajaran | Buku paket Fikih Kelas VII |

# PERANGKAT PEMBELAJARAN MADRASAH TSANAWIYAH NEGERI TUMPANG

## SILABUS PEMBELAJARAN

**MATA PELAJARAN : FIQIH**

**KELAS VII SEMESTER 2**

**SILABUS**

**Nama Sekolah**     : MTs Negeri Tumpang
**Mata Pelajaran**    : Fiqh
**Kelas/Semester**    : VII/II
**Standart Kompetensi**: 5. Melaksanakan tata cara salat wajib selain salat lima waktu.

| NO | KOMPETENSI DASAR | INDIKATOR | MATERI POKOK DAN URAIAN | PENGALAMAN BELAJAR | PENILAIAN | | | Alokasi Waktu (Menit) | Sumber Bahan/Alat |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Jenis Tagihan | Bentuk Instrumen | Contoh Instrumen | | |
| 1 | Menjelaskan ketentuan salat dan khutbah jum'at | 1.1 Menjelaskan pngertian salat dan khutbah jum'at beserta dalilnya <br> 1.2 Menjelaskan syarat, rukun dan sunnah salat jum'at <br> 1.3 Menjelaskan ketentuan khutbah jum'at <br> 1.4 Menjelaskan tata cara shalat Jum'at & khutbah Jum'at | Salat jum'at | 1.1 Menjelaskan pengertian salat jum'at & khutbah jum'at beserta dalilnya <br> 1.2 Menjelaskan syarat, rukun dan sunnah salat jum'at dan khutbah jum'at | Tugas induvidu | Test Tulis | Jelaskan syarat – syarat salat jum'at | 1 Jam pelajaran | Buku paket fikih kelas VII LKS Insan Cendika |
| 2 | Mempraktekkan khutbah dan salat jum'at | 2.1 Mempraktekkan khutbah jum'at dan salat jum'at | | 2.1 Membuat khutbah jum'at bagi siswa laki – laki dan membuat kultum untuk siswa perempuan | Tugas Individu | Unjuk Kerja | Buatlah teks Khutbah jum'at | 2 Jam pelajaran | Buku paket Fikih Kelas VII |
| 3 | Menjelaskan ketentuan salat | | Salat jenazah | | Tugas Individu | Test tulis | | 1 Jam Pelajaran | Buku paket fikih kelas |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | jenazah | 3.1 Menjelaskan pengertian salat jenazah dan salat ghaib<br>3.2 Menjelaskna syarat, rukun dan sunnah salat jenazah dan salat ghaib<br>3.3 Menjelaskan tata cara shalat Jum'at dan shalat Ghaib | | 2.2 Melaksanakan salat jum'at<br><br>3.1 Menjelaskan pengertian salat jenazah dan ghaib<br>3.2 Menjelaskan syarat, rukun dan sunnah salat jenazah | | | Sebutkan rukun salat jenazah | | VII<br>LKS Insan Cendika |
| 4 | Menghafal bacaan salat jenazah | | | | Tes individu | Hafalan | | 2 Jam Pelajaran | |
| 5 | Mempraktekkan salat jenazah | 4.1 Mengidentifikasi lafadz niat salat jenazah<br>4.2 Melafalkan bacaan salat jenazah<br>5.1 Praktek salat jenazah | | 4.1 Menghafal bacaan – bacaan salat jenazah<br><br>5.1 Mempraktekkan salat jenazah | Individu | Praktek | Hafalkan bacaan salat jenazah<br><br>Praktekkan salat jenazah dengan sempurna | 2 Jam Pelajaran | |

**SILABUS**

**Nama Sekolah**      : MTs Negeri Tumpang
**Mata Pelajaran**     : Fiqh
**Kelas/Semester**     : VII/II
**Standart Kompetensi**: 6. Melaksanakan tata cara salat jamak, qashar, dan jamak qashar dan salat dalam keadaan darurat

| N O | KOMPETEN SI DASAR | INDIKATOR | MATERI POKOK DAN URAIAN | PENGALAMAN BELAJAR | PENILAIAN | | | Alokasi Waktu (Menit) | Sumber Bahan/Ala t |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | Jenis Tagihan | Bentuk Instrumen | Contoh Instrumen | | |
| 1 | Menjelaskan ketentuan salat jamak, qashar dan jamak qashar | 1.1 Menjelaskan pngertian salat jamak, qashar, dan jamak qashar. <br> 1.2 Menjelaskan macam-macam salat Jamak, Qashar dan Jamak Qashar <br> 1.3 Menjelaskan syarat salat Jamak, Qashar, dan Jamak Qashar <br> 1.4 Menjelaskna tata cara salat Jamak, Qashar, dan Jamak qashar | Salat Jamak, Qashar, Jamak Qashar dan salat dalam kedaan darurat | 1.1 Menjelaskna pengertian salat Jamak, Qashar dan Jamak Qashar <br> 1.2 Mengidentifikasi kan macam-macam salat yang boleh dijamak, diqashar dan jamak qashar <br> 1.3 Mengidentifikasi syarat-Syarat salat jamak, Qashar, dan Jamak Qashar <br> 1.4 Menjelaskan tata cara Salat Jamak, | Tugas induvidu <br><br><br><br><br><br> Tugas Individu <br><br><br><br><br> Tugas Kelompok | Test Lisan <br><br><br><br><br><br> Test Lisan <br><br><br><br> Praktek | Jelaskan tentang jamak taqdim dan jamak ta'khir <br><br><br><br> Salat apa saja yang boleh diqashar? <br><br><br> Demonstrasika n cara melaksanakan salat jamak Qashar | 2 Jam pelajaran | Buku paket fikih kelas VII <br> LKS Insan Cendika |
| 2 | Mempraktekka n  salat Jamak, Qashar dan Jamak qashar | 2.1 Mempraktekkan salat jamak <br> 2.2 Mempraktekkan Salat Qashar <br> 2.3 Mempraktikkan salat jamak qashar | | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 3<br><br>4 | Menjelaskan ketentuan salat dalam keadaan darurat, ketika sakit dan di kendaraan<br><br>Mempraktekkan ketentuan salat dalam keadaan darurat ketika sedang sakit dan di kendaraan | 3.1 Menjelaskan ketentuan salat ketika sedang sakit dan di kendaraan<br>3.2 Menjelaskan tatacara salat ketika sakit dan di kendaraan<br>4.1 Mendemonstrasikan salat ketika sakit<br>4.2 Mendemonstrasikan salat di kendaraan | Salat dalam keadaan darurat | Qashar, dan Jamak Qashar<br><br>2.1 Mendemonstrasikan pelaksanaan salat Jamak<br>2.2 Mendemonstrasikan pelaksanaan Salat Qashar<br>2.3 Mendemonstrasikan pelaksanaan Salat jamak Qashar<br>3.1 Menjelaskan ketentuan salat ketika sedang sakit dan di kendaraan<br>3.2 Menjelaskan tata cara salat ketika sakit dan di kendaraan<br><br>4.1 Mendemonstrasikan salat ketika sakit dan di kendaraan. | Tugas Individu<br><br><br><br>Tugas kelompok | Praktek<br><br><br><br>Praktek | Demonstrasikan cara salat ketika sedang sakit<br><br><br><br>Demonstrasikan cara salat ketika di kendaraan | | |

**SILABUS**

Nama Sekolah        : MTs Negeri Tumpang
Mata Pelajaran      : Fiqh
Kelas/Semester      : VII/II
Standart Kompetensi : 7. Melaksanakn tata cara salat sunnah muakkad dan ghoiru muakkad

| NO | KOMPETENSI DASAR | INDIKATOR | MATERI POKOK DAN URAIAN | PENGALAMAN BELAJAR | PENILAIAN | | | Alokasi Waktu (Menit) | Sumber Bahan/Alat |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Jenis Tagihan | Bentuk Instrumen | Contoh Instrumen | | |
| 1 | Menjelaskna ketentuan salat sunnah muakkad | 1.1 Menjelaskan pngertian salat sunnah muakkad<br>1.2 Menjealaskan ketentuan salat sunnah muakkad | Salat sunnah Muakkad dan Ghoiru muakkad | 1.1 Siswa mampu menjelaskan pengertian salat sunnah muakkad<br>1.2 Siswa mampu menjelaskan tata cara salat sunnah muakkad | Tugas individu | Test Lisan | Jelaskan pengertian salat sunnah muakkad | 2 Jam Pelajaran | Buku paket fikih kelas VII |
| 2 | Menjelaskan macam- macam salat sunnah muakkad | 2.1 Menjelaskan pengertian salat sunnah rowatib dan dalilnya<br>2.2 Mengidentifikasi salat sunnah rowatib<br><br>2.3 Mengidentifikasi macam – macam salat sunnah malam<br>2.4 Menjelaskan ketentuan salat | | 2.1 Siswa mampu menguraikan pengertian salat sunnah rawatib<br><br>2.2 Siswa mampu menyebutkan macam – macam salat sunnah rawatib<br>2.3 Siswa mampu menjelaskan tata | Tugas individu | Test Lisan | Jelaskan pengertian salat sunnah rawatib ghoiru mu'akad dan macam – macamnya ! | 2 Jam Pelajaran | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | sunnah lail | | cara salat tarawih | | | | | |
| | | 2.5 Menjelaskan ketentuan dan tata cara salat sunnah tahiyatal masjid | | 2.4 Siswa mampu menjelaskan tata cara salat witir | | | | | |
| | | 2.6 Menjelaskan pengertian salat sunnah idain | | 2.5 Siswa mampu menjelaskan ketentuan dan tata cara salat tahajud | | | | | |
| 3 | Mempraktikkan salat sunnah mu'akad | 2.7 Menjelaskan ketentuan dan tata cara salat sunnah idain | Salat sunnah ghairu muakad | 2.6 Siswa mampu menguraikan pengertian dan tata cara salat tahiyatal masjid | Tugas Kelompok | Praktek | | 2 Jam pelajaran | Buku paket fikih kelas VII |
| | | 3.1 Mempraktekkan salat sunnah rawatib | | 2.7 Siswa mampu menjelaskan pengertian, ketentuan dan tata cara salat idain | | | Praktekkan salat tahajud | | |
| | | 3.2 Mempraktikkan salat sunnah malam | | | | | | | |
| 4 | | 3.3 Mempraktikkan salat sunnah idain | | | | UH | | 2 Jam Pelajaran | |
| | Menjelaskan ketentuan salat sunnah ghairu mu'akad | 3.4 Mempraktikkan salat sunnah tahiyatul masjid | | 3.1 Mempraktikkan salat sunnah salat rawatib, salat sunnah lail, salat sunnah idain dan salat sunnah tahiyatal masjid | Tugas individu | | Uraikan pengertian salat sunnah ghoiru muakad | | Buku paket fikih kelas VII |
| 5 | | 4.1 Menjelaskan pengertian salat sunnah ghairu muakad | | | | Test tulis | | 2 Jam Pelajaran | |
| | Menjelaskan | | | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 6 | macam – macam salat sunnah ghoiru muakad<br><br><br>Mempraktikkan salat sunnah ghoiru muakad | 4.2 Menjelaskan ketentuan salat sunnah ghaiu mu'akad<br><br>5.1 Mengidentifikasi salat sunnah rawatib ghoiru muakad<br>5.2 Menjelaskan pengertian salat dhuha<br>5.3 Menjelaskan ketentuan salat dhuha<br>5.4 Melafalkan do'a sesudah salat dhuha<br>6.1 Mempraktikkan salat sunnah rawatib ghoiru mu'akad<br><br>6.2 Mempraktikkan salat dhuha | | 4.1 Siswa mampu menjelaskan pengertian salat sunnah ghairu mu'akad<br>4.2 Siswa mampu menjelaskan tata cara salat sunnah ghoiru muakad<br><br>5.1 Menyebutkan Macam – macam salat sunnah rawatib ghouru muakad<br>5.2 Menguraikan pengertian salat dhuha<br>5.3 Menjelaskan tata cara salat dhuha<br>5.4 Membaca do'a sesudah salat dhuha<br>6.1 Siswa mampu mempraktikkan salat sunnah rawatib ghoru muakad<br>6.2 Siswa mampu mempraktikkan salat dhuha | Tugas Individu<br><br><br><br><br>Tugas Kelompok | Praktik | Sebutkan macam – salat sunnah gaoiru muakad<br><br><br><br>Praktikkan Salat Dhuha | 2 Jam pelajaran | Buku paket fikih kelas VII<br><br><br><br>Buku paket fikih kelas VII |

Appendix 9

MTs Negeri Tumpang

Observer to Location





Interview with teacher of Fiqh

Interview with Student





Interview with students

Appendix 9

Musholla at MTs Negeri Tumpang

Interview with teacher of Fiqh in UKS





The proccess of teaching and learning

**EVIDENCE OF INTERVIEW**

A. **Wawancara dengan Guru Fiqih Kelas VII MTs Negeri Tumpang**

   **Responden** : **Ibu Siti Kifayatul Hidayah, S.Pd.I**

   **Guru** : **Bidang Studi Fiqih di Kelas VII**

   **Tanggal** : **Selasa, 01 April 2014**

   **Jam** : **12.30 - 13.28 WIB**

1. Apa yang ibu ketahui tentang mata pelajaran Fiqih di sekolah?

   ➢ Fiqih itu ilmu yang banyak mengkaji tentang hukum Islam, kaidah dan syariah Islam. Fiqih itu memang umumnya materin praktek. Tapi tidak semuanya, jadi ya kondisional atau tergantung materinya. Ilmu Fiqih itu kan lebih banyak langsung dipraktekkan dalam kehidupan anak-anak, jadi secara tidak langsung mereka sudah tahu prakteknya. Kalau teorinya terkadang mereka masih banyak yang kurang.

2. Bagaimana keadaan siswa di kelas ketika ibu mengajar?

   ➢ Seperti yang kamu lihat bahwa ada yang yang sangat antusias ada yang tidak. Jika dilihat dari karakteristiknya, mungkin di kelas VIIA anaknya lebih banyak yang manut dan mendengarkan. Tetapi beda dengan anak kelas VIID seperti Sahrul.. Khoiruddin..

3. Apakah pernah menemukan siswa yang merasa bosan dan tidak bersemangat dalam kelas?

   ➢ Jelas sering, tapi hanya anak-anak itu saja.

4. Bagaimana mengatasi siswa tersebut?

   ➢ Menggunakan variasi metode. Untuk Fiqih biasanya saya disesuaikan dengan materinya. Sebenarnya banyak metode yang pernah kita lakukan dikelas atau diluar kelas. Misalkan metode ceramah, role playing, demonstrasi, metode berkelompok (pembelajaran kooperatif) dan sebagainya. selain itu misalkan kalau siang melakukan praktek di kelas karena terlalu panas. Namun juga kadang melakukan di Musholla,

misalkan pelaksanaan materi tentang shalat atau sujud. Jadi disesuaikan dengan materi pelajarannya.

5.  Berbicara mengenai minat belajar siswa. Apa yang ibu ketahui tentang minat belajar?

    ➢ Minat belajar itu ya adanya berubahnya sikap belajar siswa yang dengan prestasi yang meningkat. Minat belajar siswa ini bisa dilihat dari sikap dan perilaku siswa dikelas. Karena kadang dan sering kita temui siswa yang merasa bosan, ada yang bersikap sangat antusias dan juga ada yang sering ramai bahkan mengganggu pembelajaran. Jadi itu akan mempengaruhi faktor-faktor yang lain. Menurutku minat siswa hanya biasa-biasa saja mbak. Ada juga sih, salah satu siswa yang minatnya tinggi karena faktor keeluarga dan kebiasaan baik di rumahnya. Misalkan siswa tersebut terbiasa mengaji. Tapi juga kadang ada anak yang tidak begitu diperhatikandi keluarga, asalkan kamu sekolah. Dengan begitu akan mempengaruhi anak dan belajarnya. Lain karena anak yang diperhatikan orang tua, ia akan cenderung terbuka. Tetapi kalau orang tua yang tidak mengontrol siswa ya akan seperti sahrul dan anak yang lain.

6.  Upaya apa yang akan ibu lakukan untuk meningkatkan minat belajar siswa khususnya pada mata pelajaran Fiqih?

    ➢ Menggunakan metode dan strategi yang berfariasi untuk menghilangkan kebosanan anak. Misalkan belajar di musholla.

7.  Strategi apa yang pernah ibu gunakan dalam kelas demi meningkatkan minat belajar siswa?

    ➢ Biasanya strategi yang berbasis praktek. Kadang memakai role playing. Namun kembali lagi yaitu harus disesuaikan dengan materinya itu tadi. Misalkan praktek wudhu kan harus diluar, namun anak sesungguhnya kebanyakan menyukai praktek dan kegiatan belajar diluar ruangan kelas.

8. Apakah strategi tersebut sudah mencapai tujuan pendidikan sendiri apa belum ketika ibu terapkan dalam kelas?

   ➢ Hampir 80% persen berhasil, yang tidak membuat berhasil adalah dari anak itu-itu saja.

9. Kendala apa yang biasanya ibu rasakan ketika melaksanakan strategi tersebut?

   ➢ (Kendala 1) Terus biasanya kendalanya itu waktu hafalan. Misalkan dalam tujuan pembelajaran siswa harus menghafalkan niat shalat Jama' Qashar atau dalil tentang shalat dan khutbah Jum'at, itu biasanya ada beberapa anak yang tidak hafal, saya biasanya memberikan kesempatan bagi mereka untuk menghafalkannya pada waktu istirahat, kan enak longgar. Seperti itu ndak ada yang datang.

   ➢ (Kendala 2) Rame sendiri, karena yang membuat tidak berhasil biasanya dari anak yang itu-itu saja. Kan mereka kadang sering membuat keributan dalam kelas, jadi dapat mengganggu teman yang lain sedang belajar. Kalau yang lain ya InsyaAllah anak-anak semangat dan bisa kondusif. Dalam kelas juga kadang ada anak yang tidak memperhatikan dan ramai sendiri, seperti tadi itu. Sehingga mengganggu proses belajar yang lain dan sedangkan anak yang melakukan itu hanya anak-anak itu saja. Anak itu dalam artian anak-anak yang kurang akan perhatian dari orang tua atau mempunyai permasalahan dikeluarganya. Sehingga faktor dukungan dari faktor lingkungan keluarga yang kurang maka akan berpengaruh pada belajarnya. Memang ada anak yang memang betul-betul serius dalam mengikuti pelajaran. Anak yang seperti ini adalah anak yang mendapatkan perhatian penuh dari keluarganya, mempunyai kebiasaan yang baik di rumah, dan selalu bersikap patuh kepada orang tua. Jadi dukungan dari keluarga, sekolah dan lingkungan yang tinggi sangat berpengaruh juga. Biasanya kan kalau anak yang seperti ini salah satu bentuk perhatiannya yang dilakukan oleh orang

tua adalah menyekolahkannya di lembaga nonformal (TPQ), memberikan penyediaan les privat, dan sebagainya"[1]

10. Bagaimana untuk mengatasi masalah tersebut?

➢ (Kendala 1) Ya biasanya kalau saya menemui kendala tersebut, saya punya inisiatif menyuruh mereka yang belum hafal untuk menulis do'a atau dalil tersebut sebanyak sepuluh kali atau bahkan lebih. Karena menurut saya dengan menulis kan otomatis mereka akan membaca, dengan membaca berulang-ulang tersebut dapat membantu daya ingat siswa untuk mengingat materi tersebut. Tepai kendala tersebut tidak semuanya terjadi dalam semua kelas, hanya ada pada beberapa kelas saja yang sering saya temui kendala tersebut.

➢ (Kendala 2) sering kita menemukan berbagai tingkah siswa yang mengganggu dalam kelas. Misalkan ramai, ngantuk, bosan dan sebagainya. Namun karena kita sering sharing bersama dengan guru yang lain, jadi kita dapat mengetahui bagaimana solusinya. Mesti setiap salah satu dari masing-masing guru ada yang merasakan keluhan-keluhan dan permasalahan setiap ia selesai masuk di kelas. Dengan sharing bersama ini dapat membantu guru untuk menemukan solusi ketika menghadapi siswa anak nakal, siswa yang kurang aktif, siswa yang biasanya ramai dalam kelas seperti yang diungkapkan sebelumnya. Bahkan saya pernah juga konsultasi dengan salah satu ketua kedisiplinan dan kesiswaan sekolah secara langsung tentang permasalahan siswa di kelas. Karena mereka punya cukup pengalaman dalam memecahkan masalah. Kadang kita untuk mencari tahu bagaimana mencari solusi masalah itu mendatangi guru BK (Bimbingan Konseling), karena kan mereka lebih tahu banyak bagaimana tentang kondisi psikologis anak.

[1] Hasil wawancara dengan ibu Siti Kifayatul Hidayah, S.Pd.I selaku guru Fiqih, hari Selasa tanggal 01 April 2014, pukul: 13.11 WIB, di ruang UKS

**B. Wawancara dengan Siswa-Siswi Kelas VII**

1. **Responden** : **Siswi Kelas VII A**

   **Tanggal** : **Senin, 25 Maret 2014**

   **Jam** : **12.10-12.35 WIB**

   a. Bagaimana pendapatmu tentang pelaksanaan belajar atau praktek fiqih dengan menggunakan berbagai strategi atau permainan di kelas? Dan apa yang kamu rasakan setelahnya?

   ➤ Ya senang sekali bu. Pernah juga ketika bu Kif membuat suasana belajar baru dalam kelas. Misalkan praktek-praktek wudhu dan shalat biasanya kita itu belajarnya diluar. Kadang membentuk kelompok dalam kelas untuk presentasi dalam kelas. Terus praktek khutbah di musholla, gitu bu. Tapi sebenarnya teman-teman itu suka banget kalau di kelas belajar dengan permaian bu, apalagi itu permainannya baru. Pasti seru banget, ndak membuat bosan dan semangat lagi untuk belajar.

   ➤ Bagus dan enak bu, dengan banyak permaian kayak gitu. Karena sebelumnya kami belum pernah melakukan permainan-permainan kayak gitu.

   ➤ Enak bu, suasananya baru dan bikin ndak bosen juga kadang. Soalnya kalau dikelas terus itu bosen bu, panas juga. Apalagi kita kelasnya diatas, kalau siang biasanya terasa panas.

   b. Apa kamu pernah merasakan ngantuk, bosan dan mungkin lapar di kelas ketika waktunya Fiqih?

   ➤ Iya bu. Kalau waktunya Fiqih itu sering setelah shalat dhuhur kalau di kelas kita. Jadi kadang merasa ngantuk dan lapar. Kadang kalau sudah gitu kita minta belajar bersama diluar sama bu Kif.

2. **Responden** : **Siswi Kelas VII B**

   **Tanggal** : **Sabtu, 5 April 2014**

   **Jam** : **13.10- 13.45 WIB**

- Bagaimana pendapatmu tentang pelaksanaan belajar atau praktek fiqih dengan menggunakan berbagai strategi atau permainan di kelas? Dan apa yang kamu rasakan setelahnya?

  ➢ Enak bu. Seru kalau permainan di kelas itu bu, ndak bosen. Tapi ya gitu bu kadang anak-anak rame kalau permainan itu, kadang menggoda tugas teman-teman yang lain. biasanya anak laki-laki itu bu.

  ➢ Banyak senang sekali bu. Apalagi waktunya praktek, biasanya kita ke Musholla atau perpustakaan. Karena dengan bermain sambil belajar seperti praaktek itu bisa punya pengalaman baru dan banyak bagaimana tata caranya sujud dan macam-macamnya. Dulu itu pernah praktek shalat dan khutbah jum'at di Musholla dan perpustakaan. Kami ya senang bu, karena sebelumnya kami belum pernah melakukan permainan kayak gitu. Apalagi bisa merasakan bagaimana menjadi peran dari masing-masing tokoh. Sujud di Musholla juga pernah, enak.

  ➢ Senang bu. Saya juga suka ketika materi praktek, alasannya karena bisa punya pengalaman baru dan banyak bagaimana tata caranya sujud, wudhu yang benar, bagaimana cara menjadi khotib, mu'adzin, imam dan jama'ah.

  ➢ Senang bu. Karena diluar biasanya udaranya enak dan suasananya beda. Kadang bisa melihat pemandangan-pemandangan dari luar kelas.. seneng lah wes bu.

- Apa kamu pernah merasakan ngantuk, bosan dan mungkin lapar di kelas ketika waktunya Fiqih?

> Pernah bu, kadang bu Kif sampai menyuruh untuk cuci muka di kamar mandi. Terus suasananya kalau siang itu memang kadang membuat ngantuk bu di kelas.

**CURRICULUM VITAE**



| Name | : | Robi Nur Suyatni |
|---|---|---|
| ID | : | 10110182 |
| Place and Date of birth | : | Probolinggo, March 11, 1992 |
| Fac./ Sub./ Program of Study | : | Tarbiyah and Teacher Science/ Islamic Education Program |
| In Year | : | 2010 |
| Address | : | Ds. Tambakrejo – Kec. Tongas – Kab. Probolinggo |
| Phone | : | 083 848 014 931 |

*Education Level*

SDN Nguling III (2001-2007)

MTsN Rejoso Darul Ulum Jombang (2004-2007)

MAN Rejoso Darul Ulum Jombang (2007-2010)

*Organization Experience*

Pramuka (2007)

Madin Astri IV (2007-2010)

TKQ-TPQ-MADIN Plus Al-Hikmah (2011-2014)

Malang, June 23, 2014
Student University

Robi Nur Suyatni

# BIBLIOGRAPHY

Ahmadi, Abu. Supriono, Widodo. *Psikologi Belajar.* Jakarta:Rineka Cipta.

Anik. 2005. *Skripsi "Strategi Guru Ekonomi dalam Meningkatkan Minat Belajar Siswa di MAN Tambakberas Jombang".* Fakultas Tarbiyah UIN Malang.

Anisatul Mufarokah. 2009. *Strategi Belajar Mengajar*. Yogyakarta: Teras.

Arikunto, Suharsimi. 1990. *Manajemen Pengajaran Secara Manusiawi.* Jakarta: Rineka Cipta.

Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: PT. Rineka Cipta.

Bisri, Cik Hasan. 2003. *Model Penelitian Fiqih,* Jakarta Timur: Prenada Media.

Burhanuddin. 2012. *Al-Qur'an Keluarga*. CV. Media Fitrah Rabbani.

Departemen Agama RI. 2004. *Kurikulum 2004 Standar Kompetensi MTs*. Jakarta: Depag.

Departemen Agama RI. 2005. *Al-Qur'an dan Terjemahnya*. Bandung: Syaamil Al-Qur'an.

Djaali. 2007. *Psikologi Pendidikan*. Jakarta: Bumi Aksara.

Fakultas Tarbiyah Universitas Islam Negeri Maulana Malik Ibrahim Malang. 2012. *Keterampilan Dasar Mengajar.* Yogyakarta: Ar-Ruzz Media.

Fathurrahman , Pupuh. Sutikno, M. Sobry, 2007. *Strategi Belajar dan Mengajar Melalui Pelaksanaan Konsep Umum dan Konsep Islam.* Bandung: Refika Aditama.

Gie, The Liang. 1995. *Cara Belajar yang Evisien Jilid II.* Yogyakarta: Liberti.

Ketut Gobyah, *Menggairahkan Minat Belajar Siswa.*

Hamalik, Oumar. 1983. *Metode Belajar dan Kesulitan-Kesulitan Belajar.* Bandung: Tarsito.

Hc. Whiterington. *Psikologi Pendidikan, Terjemahan Mochtar Buchori.* Jakarta: Aksara Baru.

Kamus Bahasa Indonesia. 2005. Jakarta: Balai Pustaka.

Kancana, Wayan Nur. PPN Sumantara. 1986. *Evaluasi Pendidikan.* Surabaya: Usaha Nasional.

Kartini, Tien. Oktober 2007. *Penggunaan Metode Role Playing Untuk Mengingkatkan Minat siswa dalam Pembelajaran Pengetahuan Sosial*

*di Kelas V SDN Cileunyi I Kecamatan Cileunyi Kabupaen Bandung*. Jurnal Pendidikan Dasar. No 8.

L.Crow & A.Crow. 1989. *Psychologi Pendidikan.* Yogyakarta: Nur Cahaya.

Mardalis. 2007. *Metode Penelitian Suatu Pendekatan Proposal.* Jakarta: Bumi Aksara.

Mariyam. 2009. *Meningkatkan Minat Belajar Siswa Melalui Penerapan Mind Map Pada Mata Pelajaran Sejarah Kebudayaan Islam di MTsN Malang III Gondanglegi. Skripsi.* Fakultas Tarbiyah UIN Malang.

Moleong, Lexy. 2005. *Metode Penelitian Kualitatif.* Bandung: Rosdakarya.

Mulyono. *Strategi Pembelajaran.* Malang.

Rasjid, Sulaiman. 1994. *Fiqih Islam,* Bandung: Sinar Baru Algensindo.

Rochiati Wiriaatmadja. 2010. *Metode Penelitian Tindakan Kelas.* Bandung: PT. Remaja Rosdakarya.

Saleh, Abdur Rahman.  Wahab, Muhbib Abdul. 2005. *Psikologi Suatu Pengantar dalam Perspektif Islam.* Jakarta: Prenada Kencana.

Saleh, Abdur Rahman. 1976. *Didaktik Pendidikan Agama.* Jakarta: Bulan Bintang.

Sardiman. 2001. *Interaksi dan Motivasi Belajar Mengajar.* Jakarta: Rajawali Press.

Sudarmayanti. Hidayat, Syarifuddin. 2002. *Metodologi Penelitian.* Bandung: Mandar Maju.

Sukmadinata. Syaodih, Nana. 2007. *Metode Penelitian Pendidikan.* Bandung: PT Remaja Rosdakarya.

Sulaiman, Rasjid. 1994. *Fiqih Islam.* Bandung: Sinar Baru Algensindo.

Suti'ah. 2013. *Buku Ajar Teori Belajar dan Pembelajaran.* Universitas Negeri Malang.

Suyono, Harianto. 2011. *Belajar dan Pembelajaran.* Bandung: PT Remaja Rosdakarya.

Syah, Muhibbin. 1999. *Psikologi Belajar.* Jakarta: Logos Wacana Ilmu.

Syaiful Bahri Djamarah. 2002. *Psikologi Belajar.* Jakarta: PT Rineka Cipta.

Syaikh Muhammad Shalih Al-Munajjid, Shalih Bi Ghanim As-Sadla. 2007. *Intisari Fiqih Islam.* Surabaya: Pustala eLBA.

Undang-undang Republik Indonesia No. 20 Tahun 2003. 2006. *Tentang Sisdiknas*. Bandung: Citra Umbara.

Winkel. 2004. *Psikologi Pengajaran.* Yogyakarta: Media Abadi.