

**THE IMPLEMENTATION OF COOPERATIVE LEARNING
PEER TUTORING METHOD TO IMPROVE THE ISLAMIC
EDUCATION LEARNING ACHIEVEMENT OF STUDENTS
SMP NEGERI 3 BLITAR**

THESIS

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**ISLAMIC EDUCATION DEPARTMENT
FACULTY OF EDUCATION
THE STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM
MALANG
July, 2012**

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THESIS

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

By

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**ISLAMIC EDUCATION DEPARTMENT
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APPROVAL PAGE

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BLITAR**

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THE IMPLEMENTATION OF COOPERATIVE LEARNING PEER TUTORING METHOD TO IMPROVE THE ISLAMIC EDUCATION LEARNING ACHIEVEMENT OF STUDENTS SMP NEGERI 3 BLITAR

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DEDICATION

*All praises is due to Allah and blessings on the Messenger of Allah,
I dedicate this work to my beloved father and mother*

*Drs. Arfai Djuharsah and Trikayah, S.Pd.I
Who have never complained to educate me
Who never stop giving me the outpouring of affection
Who never tired giving me hope
Who never tired giving me boost
To work anything
And finish it until the end*

*And I never forget to my beloved older brothers
Muhammad Ulin Nuha Fajrin, S.E. and Fuad Alfarisi, S.Pt
Who always give me helping and motivation
Whenever I need*

*May Allah protects my family
Always and forever*

MOTTO

... وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا
عَلَى الْإِثْمِ وَالْعُدْوَانِ وَاتَّقُوا اللَّهَ ...

*“.... and help one another in goodness and piety, and do not help one another in
sin and aggression; and be careful of (your duty to) Allah”¹*

¹ Al-Qur'an Surah Al-Maidah (5th) Verse 2

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Assalamu'alaikum Wr. Wb.

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So, please tolerate presence.

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STATEMENT

Hereby I declare, that in this paper there is no creation that has proposed to acquire a scholar degree at an university, and the best of my knowledge, there is also no creation that have ever written or opinions of others, except that in writing referred in this manuscript and mentioned in the bibliography.

Malang, July, 10th, 2012

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The researcher realizes that this writing can not be separated from the guidance, direction and constructive criticism from various parties. Therefore, in this occasion the researcher wants to thankful as much as possible and the highest award to:

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4. Dr. H. Moh. Padil, M.Pd.I as the Head of Islamic Education Department
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10. All students of class VII-i who are always spirit to hunt science.
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The researcher knows that there are still deficiencies in the writing of this thesis. Therefore, the researcher hopes to the suggestions and constructive criticism from readers for future improvement. Finally, the researcher hopes this thesis can be beneficial and useful for all and for educational world.

Malang, July, 10th, 2012

Researcher

DIRECTION OF ARABIC - LATIN transliteration

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 broad outline can be described 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	=	<u>h</u>	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

Vocal (a) panjang = â

Vocal (i) panjang = î

Vocal (u) panjang = û

C. Diphthong Vowel

أَوْ = Aw

أَيَّ = Ay

أُوْ = û

إِيَّ = î

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ABSTRACT

Fadillah, Fatati. 2012. *The Implementation of Cooperative Learning Peer Tutoring Method to Improve The Islamic Education Learning Achievement of Students SMP Negeri 3 Blitar*. Thesis, Islamic Education Department, Faculty of Education, the State Islamic University of Maulana Malik Ibrahim Malang. Advisor : Dr. H. Nur Ali, M. Pd

Keywords: *Cooperative Learning, Peer Tutoring Method, Islamic Education, Learning Achievement.*

Agree with purpose of national education written on “Undang-Undang No. 20 tahun 2003” about National Education System that National education has purpose to develop potential of proteges in order to be human who faith to God, have lofty morals, healthy, have science, creative, independent, to be responsible and democrational members of country.

We know that national education is not apart from Islamic education. Islamic education will help to reach the purpose of national education. But, based on interview with teacher of Islamic education at SMP Negeri 3 Blitar, now we often meet grievances from teachers of Islamic Education at the school about teaching of Islamic education material. That case can influence to learning achievement of students in Islamic education subject. Because of that condition, researcher tries to seek solution in order to make the purpose of teaching can be reached.

This research focuses on : 1) planning process of cooperative learning peer tutoring method to improve the Islamic Education learning achievement of students SMP Negeri 3 Blitar, 2) the implementation of cooperative learning peer tutoring method to improve the Islamic Education learning achievement of students SMP Negeri 3 Blitar, 3) the evaluation of cooperative learning peer tutoring method to improve the Islamic Education learning achievement of students SMP Negeri 3 Blitar.

Cooperative Learning is an effort that is made by an educator to learners through cooperation among the various components. And peer tutor is an or some of students that have been appointed and assigned to help other students that have learning difficulty. That tutor is taken from the group that has higher achievement.

This research was included on classroom action research with a descriptive approach. The data collecting were through observation, interview and documentation. To analyze the data use descriptive qualitative method. The process of data analysis was done by following these steps: the first data reduction is the classification and centralization of data was obtained in the field, the second is display of data collect by giving the possibility of conclusions and actions, the third is verify to make conclusion.

The results of this research are: 1) the planning process was began from discussion with Islamic education teacher about condition of students of Class VII-i, arrange RPP (*Rencana Pelaksanaan Pembelajaran*), arrange material, arrange instrument of research, established the students who would be tutors, prepared the tutors, and divided students into heterogeneous groups based on the learning achievement. 2) the implementation is the researcher worked with

teacher, the teacher was still be teacher, and the researcher was an observer to observe the learning process. The teacher made agreement of study, gave students opportunity to study in group with friends, ordered students having good learning achievement to be tutors who guided and helped students having learning difficulty, gave students task to explain the result of discussion and received it. **3)** the evaluation give well enough result. This case can be seen from the affective and psychomotoric learning achievement at cycle I increased 34%, cycle II increased 59%, and at cycle III increased 78%. The average value of class as cognitive learning achievement also increased, the basic value was 76 and increased four points at cycle I, it was become 80. At cycle II increased four points, it was become 84. And the average value of shalat practice was 93.

ABSTRAK

Fadillah, Fatati. 2012. *Implementasi Pembelajaran Kooperatif Metode Tutor Sebaya Untuk Meningkatkan Prestasi Belajar PAI Siswa SMP Negeri 3 Blitar*. Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Tarbiyah, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing : Dr. H. Nur Ali, M. Pd

Kata Kunci: *Pembelajaran Kooperatif, Metode Tutor Sebaya, PAI, Prestasi Belajar.*

Sesuai dengan tujuan pendidikan nasional yang ditulis dalam “Undang-undang No. 20 tahun 2003” tentang Sistem Pendidikan Nasional bahwa pendidikan bertujuan untuk mengembangkan potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.

Kita tahu bahwa pendidikan nasional tidak terlepas dari Pendidikan Agama Islam. PAI akan membantu meraih tujuan pendidikan nasional. Namun, berdasarkan wawancara dengan guru PAI di SMP Negeri 3 Blitar, kini kita sering menjumpai keluhan dari guru PAI tentang pengajaran materi PAI di sekolah. Hal tersebut dapat berpengaruh pada prestasi belajar siswa pada pelajaran PAI. Karena itu, peneliti berusaha mencari solusi supaya tujuan dari pengajaran dapat tercapai.

Penelitian ini berfokus pada: 1) proses perencanaan pembelajaran kooperatif metode tutor sebaya untuk meningkatkan prestasi belajar PAI siswa SMP Negeri 3 Blitar, 2) implementasi pembelajaran kooperatif metode tutor sebaya untuk meningkatkan prestasi belajar PAI siswa SMP Negeri 3 Blitar, 3) penilaian atau hasil dari pembelajaran kooperatif metode tutor sebaya untuk meningkatkan prestasi belajar PAI siswa SMP Negeri 3 Blitar.

Pembelajaran kooperatif adalah sebuah usaha yang dibuat oleh pendidik untuk peserta didik melalui kerjasama di antara berbagai komponen. Dan tutor sebaya adalah seorang atau beberapa siswa yang ditunjuk dan ditugaskan untuk menolong teman-teman lainnya yang memiliki kesulitan belajar. Tutor tersebut diambil dari kelompok siswa yang memiliki prestasi yang lebih tinggi.

Penelitian ini termasuk penelitian tindakan kelas (PTK) dengan pendekatan deskriptif. Teknik pengumpulan data melalui observasi, wawancara dan dokumentasi. Untuk menganalisa data digunakan metode deskriptif kualitatif. Proses analisa data tersebut dilakukan dengan langkah-langkah sebagai berikut: pertama, reduksi data yaitu penggolongan dan pemusatan data-data yang sudah diperoleh di lapangan untuk mempermudah peneliti dan data yang diperoleh juga valid, kedua penyajian data yaitu mengumpulkan data secara tersusun dengan memberi kemungkinan adanya kesimpulan dan tindakan, ketiga, verifikasi yaitu penarikan kesimpulan yang memberikan analisis data puncak.

Hasil dari penelitian ini adalah: 1) proses perencanaan dimulai dari diskusi dengan guru PAI tentang kondisi siswa kelas VII-i, menyusun RPP, menyusun materi, menyusun instrumen penelitian, menentukan siswa yang akan menjadi tutor, mempersiapkan tutor, dan membagi siswa menjadi kelompok yang heterogen berdasarkan prestasi belajar. 2) saat implementasi, peneliti bekerjasama

dengan guru, guru tetap berperan sebagai guru, peneliti berperan sebagai pengamat untuk mengamati proses berlangsungnya pembelajaran. Guru membuat kesepakatan belajar, member siswa kesempatan untuk belajar kelompok bersama teman-teman, menugaskan siswa yang memiliki prestasi belajar yang bagus menjadi tutor yang membimbing dan menolong siswa yang memiliki kesulitan belajar, member tugas pada siswa untuk menjelaskan hasil diskusi dan menanggapinya. **3)** penelitian ini memberikan hasil yang cukup bagus. Hal ini dapat dilihat dari prestasi belajar afektif dan psikomotorik, pada siklus I meningkat 34%, pada siklus II meningkat 59%, dan pada siklus 3 meningkat 78%. Nilai rata-rata kelas sebagai prestasi belajar kognitif juga meningkat, dari nilai dasar 76 meningkat empat poin pada siklus I menjadi 80. Pada siklus II meningkat lagi empat poin menjadi 84. Dan nilai rata-rata praktek shalat adalah 93.

CHAPTER I

INTRODUCTION

A. Background of The Research

Quality of national life is established by education factor. Education has role establishing development and realization of individual self. Because of that, modernity of education has always to be done to improve national education quality. Advancement of a nation only can be achieved by good education structure. Effort to improve the quality of education is hoped able to raise level and status of Indonesian.¹

Agree with purpose of national education written on “Undang-Undang No. 20 tahun 2003 BAB II Pasal 3” about National Education System:

Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.²

PAI is comprehended as transformation process and internalisation Islam’s precepts to proteges, through disposition development, in order to achieve the balance of life in all of aspects.³ Thereby, Islamic Education function is an inheritance process of Islamic culture values to develop the potential of human, and all at once production process of new Islamic culture values as result of potential interaction with environment and its period

¹ Nurhadi, dkk, *Pembelajaran Kontekstual dan penerapannya dalam KBK*, UM-Press, Malang, 2002, page 1

² Undang-Undang RI Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, BAB II Section 3

³ Muhaimin, dkk, *Pemikiran Pendidikan Islam*, Trigenda Karya, Bandung, , 1993, page 136

context. Therefore, success key of moslem, in order to be able to arrest the real of soul Islam's precept and always context with life is through education process.

Fazlur Rahman said that every reformation and modernity in Islam has to be started by education.⁴ Mastuhu also had a notion that human is creature having mind power and life, so he has to form civilization and forward life through education process.⁵

Generally, according to GBPP PAI 1994, Islamic education has purpose to improve faith, comprehension, and applying the precepts of Islam, so that they can be faithful and pious to Allah SWT, with lofty morals in society, nation, and state lifes. In efforting to bring implementation of Islamic education into reality, educator is demanded to comprehend satisfactory knowledge and good teach manner in order to make learning be condition effective and efficient or can achieve result that appropriate with hope and purpose.⁶ And now, according to "PERMENAG No. 2 tahun 2008 BAB VII",

Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab. Untuk mencapai tujuan tersebut, salah satu bidang studi yang harus dipelajari oleh peserta didik di madrasah adalah pendidikan agama Islam, yang dimaksudkan untuk membentuk peserta didik menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa serta berakhlak mulia.⁷

⁴ Fazlur Rahman, *Islam*, Pustaka, Bandung, 1984, page 36-37

⁵ Mastuhu, *Dinamika Sistem Pendidikan Pesantren*, INIS, Jakarta, 1994, page 1

⁶ Muhaemin, dkk, *op. cit*, page 78

⁷ PERMENAG No. 2 tahun 2008 BAB VII

One of the most important principles in educational psychology is teacher may not only give knowledge to students. Students must build knowledge in themselves. Teacher can help that process with teach-manner that make information be very significant and very relevant to students, by giving opportunity to students to find or apply their self-ideas to study. Teacher can give stairs to help students find and achieve higher comprehension level, but must be striven so that students-selves climb that stairs.⁸

One of activities that must be done by researcher is: choose learning model and method that will be used to achieve teaching-purpose. Because, method that is not appropriate with teaching-method will be obstacle in achieving the purpose.⁹

Now, we often meet grievances from teachers of islamic Education at the school about teaching of Islamic education material in school,

“Dalam kegiatan belajar mengajar, tidak semua siswa dapat berkonsentrasi dalam waktu yang lama. Hal itu bisa mempengaruhi prestasi belajar siswa. Ada beberapa faktor penyebab siswa kami kurang antusias saat pelajaran PAI. Tidak semua siswa berasal dari MI (Madrasah Ibtidaiyah), pemahaman materi tiap siswa tidak sama dan berbeda satu dengan yang lainnya, lalu siswa menganggap bahwa pelajaran PAI adalah pelajaran yang sulit dipelajari atau diterima, dan tidak semua siswa menyukai pelajaran PAI. Begitu pula jam pelajaran yang hanya dua jam per minggu, membuat proses memahami materi pada siswa menjadi tidak maksimal, padahal pelajaran agama itu adalah pelajaran yang bertujuan membimbing siswa supaya menjadi manusia yang bermoral baik, tidak hanya sekedar mencari nilai saja.”¹⁰

In study-teach activity, not all of students can concentrate in long of duration time. That case can influence to learning achievement of students in

⁸ Nurhadi, dkk, *op. cit*, page 9

⁹ Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar*, Rineka Cipta, Jakarta 1997, page 87

¹⁰ Interview to Arfai Djuharsah, the teacher of Islamic Education at SMPN 3 Blitar, on July, 4, 2011

Islamic education subject. There are some factors that make students not enthusiastic enough when Islamic education, they are: Not all of students are from Madrasah Ibtidaiyah, From the material comprehension of students is not same, different from a student and the other one. The students consider that Islamic Education lesson is the most difficult ghost to be learned or accepted and not all of students like Islamic Education lesson. And about lesson time of Islamic education subject that only has two lesson time per week, it make understanding process of students can not be maximal, whereas the Islamic education is education that has purpose to guide students in order to be human that have good morals, not just only care about value of learning.

Because of that condition, researcher tries to seek solution in order to make the purpose of teaching can be reached. In this case, teacher as study sources has obligation to make environment of study can be comfortability to study activity of students in class, so that they have motivation in learning about Islamic Education subject.

As opinion of Roestiyah, teacher must have strategy in order that proteges can study effectively and efficiently, can concern to hoped purpose.¹¹

By that activity series, it is hoped values of Islamic education is not compared with other subjects, because not all of religion concepts can be rasionalized. But, religion phenomenon of person can be watched from behavior: with individual-self, although other individual (society).¹²

¹¹ Roestiyah, NK, *Masalah-masalah Keguruan*, Bina Aksara, Jakarta, 1989, page 1

¹² Saepul Hamdani, *Nizamia. Jurnal Pendidikan dan Pemikiran Islam*. Vol 6 No.20. Fak.Tar. IAIN Sunan Ampel Surabaya, Surabaya, 2003, page 3-8

According to Muhaimin, dkk, learning method is concerned with how to make proteges can study easily and be motivated by will and self-ability to learn what to be actualized in curriculum as needs of proteges.¹³

New paradigm in learning, beside students find their knowledge and rearrange, there is an interesting case that learning achievement is not from result of individual but result of cooperation in a community of study so that make possible to make benefit interacting inter-study subject. The pattern of this cooperative learning will more effective if each individual groups is put as subject that has competence appropriate with his potential, so that his participation of learning contribution in group will more and more increase.

Cooperative has meaning working cooperatively how to achieve common goals.¹⁴ In a cooperative activity, students individually search a favorable outcome for all members of the group. Thus, cooperative learning is utilization of small groups in teaching that allows students to work together to maximize their studying and studying of other members in the group.

One of the effortings to make students be active in learning is giving motivation to students and the teacher has to be able to apply learning models that be able to active students in learning, peer tutoring is an alternative. Peer tutoring is learning model by students that have age peers with other students and have mastered lesson material. It is taken to help students that have learning difficulties, because they will be shy to ask to teacher when there are learning difficulties. Consequently, learning process is not become effective, because of that, teacher can utilize student's potential to help other students.

¹³ Muhaimin, dkk, *op. cit*, page 145

¹⁴ Etin Solihatin and Raharjo, *Cooperative Learning; Analisis Model Pembelajaran IPS*, Bumi Aksara, Jakarta, 2007, page 4

Based on the explanation that has been described above, the researcher wishes to conduct research under the title “the Implementation of Cooperative Learning Peer Tutoring Method to Improve the Islamic Education Learning Achievement of Students SMP Negeri 3 Blitar”.

B. Problem of The Research

From the background of research that have been described, this study is conducted in order to find answer the research problems, they are:

1. How is the planning process of cooperative learning peer tutoring method to improve the Islamic Education learning achievement of students SMP Negeri 3 Blitar?
2. How is the implementation of cooperative learning peer tutoring method to improve the Islamic Education learning achievement of students SMP Negeri 3 Blitar?
3. How is the evaluation of cooperative learning peer tutoring method to improve the Islamic Education learning achievement of students SMP Negeri 3 Blitar?

C. Objectives of The Research

The objectives of this research they are:

1. To find out the planning process of the implementation of cooperative learning peer tutoring method to improve the Islamic Education learning achievement of students SMP Negeri 3 Blitar.
2. To find out the implementation of cooperative learning peer tutoring method to improve the Islamic Education learning achievement of students SMP Negeri 3 Blitar.

3. To find out the evaluation of the implementation of cooperative learning learning to improve the Islamic Education learning achievement of students SMP Negeri 3 Blitar.

D. Significances of The Research

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

1. SMP Negeri 3 Blitar

As a thinking contribution and input materials in order to improve learning achievement of students.

2. The Teachers of Islamic Education

As consideration for the teachers of PAI to implement cooperative learning peer tutoring method in improving the learning achievement of students.

3. The Students

As an effort to improve the learning achievement.

4. The Researcher

Providing insight and practical experience in the field of research.

In addition the results of this study can also be used as a preparation to be professional educators.

E. Scope and Limitations of The Research

Research about cooperative learning peer tutoring method is large. Because of that, the researcher gives the limitation of this study. The scope of this study is about:

1. Learning model and method that are used in this research are model of cooperative learning and method of peer tutoring.
2. The learning result by cooperative learning peer tutoring method is Islamic Education learning achievement of students.
3. The subject material of Islamic education that is used in this research is SK 12 and SK 13, those are about Shalat Jum'at, Jama' and Qashar.
4. The research will be done at class VII-i SMP Negeri 3 Blitar.

F. Definition of Key Term

Beside that, to make the limitation of the study more clearly need to definitions of key term clarify, there are:

1. Explanation of Model of Cooperative Learning

Cooperative Learning is an effort that is made by an educator to learners through cooperation among the various components, cooperation among students fellow (studying in groups in the class), cooperate with the school (educational staff in schools/madrasah), cooperate with family members, cooperate with the community (community leaders, social organizations, scholars, and others).¹⁵

2. Explanation of Method of Peer Tutoring

Peer tutoring method is learning method where students make pairs two or more persons, one of both repeats to explain the learning subject that is

¹⁵ A. Fatah Yasin, *Dimensi-dimensi Pendidikan Islam*, UIN-MALANG PRESS, Malang, 2008, page 177

received from the teacher to his/her pair, then the pair hear and make notes, and then they change role until both can understand the learning subject¹⁶.

3. Explanation of Learning Achievement

Learning achievement is result that have reached from what was done.¹⁷

Whereas according to Djamrah, learning achievement is a sentence that consist of two words “*prestasi* (achievement) and *belajar* (learning)”.¹⁸

Understanding of learning result is a process result that effect alteration of attitude to inner of individual. From the explanation about achievement and learning above, it can concluded that learning achievement is result that have reached, it is formed impressions that effect alteration of attitude to inner of individual as result from creativity on learning process.

4. Explanation of Islamic Education

Islamic education is aware effort to prepare students in believing, conceiving, experiencing to the full, and applying Islam through guidance activity, instruction, and or with pay attention demand of honour another religion in relation to harmony of interfaith in society to create national unity.¹⁹

¹⁶ Endang Ekowati, *Model-Model Pembelajaran Inovatif Sebagai Solusi Mengakhiri Dominasi Pembelajaran Guru*, Makalah Workshop Rencana Program dan Implementasi Life Skill SMA Jawa Timur tahun 2004, 2004, page 24

¹⁷ Ali, L, *Kamus Besar Bahasa Indonesia*, Balai Pustaka, Jakarta, 1995, page 787

¹⁸ Djamrah, Syaiful Bahri, *Prestasi Belajar dan Kompetensi Guru Usaha Negara*, Surabaya, 1994, page 19

¹⁹ Muhaimin, *op. cit*, page 11

G. The Systematic of Discussion

To obtain a clear and thorough discussion about the contents of this design, then can be seen in the systematic of discussion globally the following:

- CHAPTER I an introduction that included a background in which the problem, the formulation of the problem, objectives and usefulness of the research, the scope of research, the definition of key term, and the systematic of discussion.
- CHAPTER II describe the literature review, cooperative learning, peer tutoring method, learning achievement, and Islamic Education.
- CHAPTER III methodology of research, type and approach used, the present of researchers, data sources, technical of data collection, data analysis, checking the validity of the findings, the stages of research.
- CHAPTER IV elaborating on the general picture of SMP Negeri 3 Blitar, a glimpse of SMP Negeri 3 Blitar, the state of teacher and student, cooperative learning peer tutoring method in the learning of Islamic Education.
- CHAPTER V In this chapter contained the discussion of the research results, analysis and a discussion of the findings.
- CHAPTER VI the last chapter contains a cover that included conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Model of Cooperative Learning

1. The Definition of Cooperative Learning

Cooperative Learning is an effort that is made by an educator to learners through cooperation among the various components, cooperate among students fellow (studying in groups in the class), cooperate with the school (educational staff in schools/madrasah), cooperate with family members, cooperate with the community (community leaders, social organizations, scholars, and others).¹

Isjoni suggested in his book “Cooperative Learning: Efektifitas Pembelajaran Kelompok”,

Cooperative Learning berasal dari kata *cooperative* yang artinya mengerjakan sesuatu secara bersama-sama dengan saling membantu satu sama lainnya sebagai satu kelompok atau satu tim. Slavin (1995) mengemukakan, “*In cooperative learning methods, students work together in four member teams to master material initially presented by the teacher*”. Dari uraian tersebut dapat dikemukakan bahwa *cooperative learning* adalah suatu model pembelajaran di mana siswa belajar dan bekerja dalam kelompok-kelompok kecil yang berjumlah 4-6 orang secara kolaboratif sehingga dapat merangsang siswa lebih bergairah dalam belajar.²

According to Slavin, cooperative learning is more than a matter of group study or working team, because study in cooperative learning model there must “propulsion structure and task that has cooperative

¹ A. Fatah Yasin, *Dimensi-dimensi Pendidikan Islam*, UIN-MALANG PRESS, Malang, 2008, page 177

² Isjoni, *Cooperative Learning; Efektifitas Pembelajaran Kelompok*, cet. Ke-II, Alfabeta, Bandung, 2009, page 11-12

characteristic” so that makes possible interaction openly and connections of effective interdependence among members of group.³ Further, it is revealed,

Menurut Slavin (1985), *cooperative learning* adalah suatu model pembelajaran di mana siswa belajar dan bekerja dalam kelompok-kelompok kecil secara kolaboratif yang anggotanya 4-6 orang dengan struktur kelompok heterogen. Sedangkan Sunal dan Hans (2000) mengemukakan *cooperative learning* merupakan suatu cara pendekatan atau serangkaian strategi yang khusus dirancang untuk memberi dorongan kepada peserta didik agar bekerja sama selama proses pembelajaran. Selanjutnya Stahl (1994) menyatakan *cooperative learning* dapat meningkatkan belajar siswa lebih baik dan meningkatkan sikap tolong-menolong dalam perilaku sosial.⁴

Beside that, that pattern of work connection makes possible to appear positive perception about what they can do to be successful by ability of themselves individually and contribution from other members as long as they study together in group.

As opinion of Stahl, cooperative learning model puts students as part of a cooperative system in reaching an optimal result in studying. And according to Slavin, this learning model is begun from basic assumption in life of society, it is “getting better together”.⁵

Success of study, according to this learning model is not particularly established by whole individual ability, but that learning achievement will be better if it is done together in small study groups that structured well. By study from peer friends and under guidance of teacher, so acceptance and comprehension process of students will be easier and faster about subject that is learned.⁶

³ Etin Solihatin dan Raharjo, *Op cit*, page 4

⁴ Isjoni, *Op. Cit.*, page 12

⁵ *Ibid*, page 5

⁶ *Ibid.*

According to that explanation, so in cooperative learning model, development of “self quality of student” especially affective aspect of student can be done together. Study in small group with cooperative principle is very good used to reach purpose of study (cognitive, affective, and psychomotoric).⁷

2. The Basic Concept of Cooperative Learning

In using cooperative learning in the classroom, there are some fundamental concepts that need be considered and pursued by the educator.⁸ The basic principles of cooperative learning according to Stahl (1994) include:⁹

a. Learning Objectives Formulation of Students should be cleared

Before use learning strategi, teacher ought to start with formulate purpose of learning clearly and specifically. That purpose is to what aspects of wanted by teacher to be done by students in their learning activity. Purpose formulation must be adapted to curriculum and learning purposes. What learning activity of students is pressed to comprehension of subject material, attitude, and cooperative process, or certain of skill. The purpose must be formulated in language and sentence context that can be understood easily by whole students. This case ought to be done by teacher before forms study group.

⁷ Hamid Hasan, *Pendidikan Ilmu-ilmu Sosial (buku I)*, Jurusan Sejarah FIPS IKIP Bandung, Bandung, 1996

⁸ Etin Solihatin dan Raharjo, *Op cit*, page 7

⁹ *Ibid.*

b. Comprehensive acceptance by students about Learning Objectives

Teacher ought to be able to condition the class so that students can accept purpose of learning from corner of self-interest and class interest. Therefore, students are conditioned to know and accept the fact that every single person in groups accepts themselves to cooperate in studying a set of knowledge and skill that have been determined to be learned.

c. Positive Addiction

To condition the interdependence among students in study group, so that teacher must organize subject material and task so that students can comprehend and make possible to do that case in their groups. Teacher must design structure of group and tasks of group that make possible every single student to study and evaluate themselves and friends in their groups in mastering and ability to comprehend subject material. This study condition can make possible students to feel interdependent positively with other members in group in learning and finishing the tasks from teacher.

d. Open Interaction

In study group, there is directly and opened interaction in discussing material and tasks that are given by teacher. That study condition will help to grow positive and openness dependence among students to acquire success in their studying. They will give and accept input, idea, suggestion, and criticism mutually from their friends positively and opened.

e. Responsibilities of Individuals

One of the used basics of cooperative learning in learning is that success of study will more possible better be reached if it is done together. Therefore, success of study in this learning model is influenced by individual ability of students in accepting and giving what have learned among another students. So that individually, students have two responsibilities, they are “work and comprehend” subject material or tasks to success of every single selves and also members of group that appropriate with purpose of learning that has been determined.

f. Group that has heterogeneous character

In forming study group, membership of group must has heterogeneous characteristic, so that the cooperative interaction is accumulation from different various characteristics of students. In that study condition will grow and develop the values, attitude, morality, and behavior of students. This condition is very good media to students to develop the ability and train the skill and study democratically.

g. Attitude Interaction and Positive Social Behaviour

In working the task of group, students work in group as a cooperative group. In activity of working team, students must learn how to increase their interaction ability in leading, discussing, negotiating, and clarifying the various of problems in finishing the tasks of group.

h. Follow Up

After each of study groups finish task and their work, then it need to be analyzed how the performance and work result of students in their study groups, those included in: (a) how about the work result, (b) how they help members of their groups in knowing and comprehending subject material and discussed problem, (c) how about their attitude and behavior in group interacting to success of their groups, (d) what they need to increase the success of their study groups in days later.

i. Satisfaction in Learning

Every single students and group must acquire good enough of time to study in developing knowledge, ability, and skill. If students do not acquire good enough of time to study, so that the profit of academic from using cooperative learning will be finited. Teacher ought to be able to design and allocate the equal time in using this model in learning.

3. Steps in Cooperative Learning

The steps in the cooperative learning model in general are¹⁰:

a. Designing a plan of learning programs.

In this step, teacher considers and determines the target that want to be reached in learning. Beside that, teacher also determines attitude and social skill that can be developed and seen by students during learning process. Teacher must organize subject material and tasks that reflect work system in small group. To start the learning process, teacher

¹⁰ *Ibid*, page 8

must explain purpose, attitude, and social skill that want to be reached and seen by students during learning process.

b. Designing the observation sheet.

In delivering the material, teacher does not deliver material at length, because that comprehension of material will be done by students when they study together in group. At the moment students study cooperatively in their groups, teacher begins to do the monitoring and observe study activity of students according to observation sheets that have been designed before.

c. Directing and guiding students.

Giving commendation and constructive criticism from teacher to students is important aspect that must be observed by teacher during the students work in their groups. Beside that, at the moment group activity, when students are mixed up in discussing , teacher gives assistance periodically to students, not only individually but also classically.

d. Give opportunities for students from each group to present their works results.

In the moment class discussion, teacher acts as moderator. This case is intended to direct and rectify explanation and comprehension of students about material or result of work that has been presented. After presentation of students end, teacher invites students to do self reflection to repair the weakness.

4. Islamic View about Cooperative Learning

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ
وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ ﴿٢﴾

“and help one another in goodness and piety, and do not help one another in sin and aggression; and be careful of (your duty to) Allah; surely Allah is severe in requiting (evil).”

(QS Al-Maidah: 2)

The concept of mutual assistance is recommended by Al-Qur'an. And it had been practiced by Prophet Muhammad. Regarding to the concept of cooperative learning, Prophet Muhammad had given an example, he often asked his companions idea how to solve the problem.

5. Method of Peer Tutoring

a. The Explanation of Tutor

Etymologically, tutor is private teacher, extra teacher or to give tutorial lesson. And educator is pedagogical-power that has qualification as teacher, lecturer, study guardian, *widyaiswara*, tutor, instructor, facilitator and other term that appropriate with its speciality, and takes a hand in implementing the education.¹¹

Tutorial method is a way to deliver the lesson material that has developed in the module form to be learned by students autodidactic. Students can consult about problems and advancements that are met

¹¹ Undang-Undang RI Nomor 20 Tahun 2005 Tentang Guru dan Dosen & Undang-Undang RI Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, Wacana Intelektual, Surabaya, 2006, page 57

periodically.¹² This method is usually done at “SMP Terbuka”, Packet A,B,C and long distance learning by face-to-face on schedule.¹³ Tutorial phenomenological, it is a autodidact phenomenological by students, according to celerity of each of students to implement education development process autodidactic.

The tutors that have been trained to use Guidance of Study-Teach (*Pedoman Belajar Mengajar*), they present it by steps in the same manner as command in that guidance, in the particular period. There are some sort of steps, appropriate with characteristic of lesson material, so that tutor will teach differently among one module and other modules. But general pattern that is used by tutors is: give command to students to open the book of lesson material, ask about lesson, commed the correct answer, straighten the fault answer, give rehearsal by rotation, give test, and give initials that guidance if it has been taught. Tutor makes evaluation at every part of module that has been taught to know what purpose of lesson has been reached or yet.¹⁴

The teacher in this is as stakeout, supervise the process of *Pengajaran Terprogram*, they help to arrange groups, adapt the schedule, help to settle the difficulty, complete the competence that has not been

¹² S. Nasution, *Berbagai Pendekatan dalam Proses Belajar Mengajar*, Bumi Aksara, Jakarta, 2003, Cet. VIII

¹³ Martinis Yamin, *Strategi Pembelajaran Berbasis Kompetensi*, Gaung Persada Pers, Jakarta, 2004, Cet. II

¹⁴ Moh. Amiruddin, *Implementasi Metode Tutor Sebaya dalam Meningkatkan Prestasi Belajar Siswa pada Pelajaran IPS Terpadu Kelas VIII A MTs Al-Ma'arif 01 Singosari Malang, Skripsi*, Jurusan Pendidikan IPS Fakultas Tarbiyah UIN Maulana Malik Ibrahim Malang, 2010, page 22

teacher yet perfectly and manage totality of educational administrations at that school.¹⁵

The assignment of a teacher is also: teacher drill tutors to teach based on guidance of syllabus program. Relationship between tutor with children is a relation inter brother and sister or inter friend; awkwardness as in the teacher-self, it is hoped disappear. Together with other tutors and teacher, they will become kind of professional staff that be able to settle the difficulties of students, by between two persons or in the small group. Every tutor faces four until six persons. This group is small enough, so teaching method that is determined based on that technique program can make possible every child get more rehearsal by rotation. They who can get of best of a certain teaching item quickly, they do not need to get turn again. But they who do not get of best of certain teaching item quickly, they will get turn again and again until they can. The time of mastery is adapted with condition of students.¹⁶

b. The Explanation of Peer Tutoring

According to Dedi Supriyadi that is quoted by Antonius, peer tutor is an or some of students that have been appointed and assigned to help other students that have learning difficulty. That tutor is taken from the group that has higher achievement.¹⁷

¹⁵ Saleh Muntasir, *Pengajaran Terprogram*, CV. Rajawali, Jakarta, 1985, page 64

¹⁶ Muhammad Irsyad Mubarak, *Implementasi Metode Tutor Sebaya dalam Meningkatkan Motivasi Belajar Siswa pada Mata Pelajaran PAI di SMP Negeri 20 Kota Malang*, Skripsi, Jurusan Pendidikan Agama Islam Fakultas Tarbiyah Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2009, page 12

¹⁷ Antonius Novan S. N., *Model Pembelajaran Tutor Sebaya dengan Memanfaatkan LKS dan Alat Peraga Papan Berpaku Sebagai Upaya Meningkatkan Hasil Belajar dan Aktivitas Belajar Matematika Pada Pokok Bahasan Simetri Lipat dan Pencerminkan Bagi Peserta Didik Kelas V SD*

According to Ischak and Warji, Tutor Sebaya is some groups of proteges or students who complete their responsibility of learning, they give help to other student that have learning difficulty to comprehend the lesson material.¹⁸

Satriyaningsih said in her thesis “*yang dimaksud dengan tutor sebaya adalah siswa yang ditunjuk atau ditugaskan membantu temannya yang mengalami kesulitan belajar, karena hubungan antar teman pada umumnya lebih dekat dibandingkan dengan hubungan antar guru dan siswa.*”¹⁹

Peer tutor learning method is learning method where students make pairs two persons, one of both repeats to explain the learning subject that is received from the teacher to his/her pair, then the pair hear and make notes, and then they change role until both can understand the learning subject²⁰.

Amin Suyitno said in his book with the title *Dasar-dasar dan Proses Pembelajaran Matematika* “*metode belajar yang paling baik adalah mengajarkan kepada orang lain. Oleh karena itu, pemilihan model pembelajaran tutor sebaya sebagai strategi pembelajaran akan*

Rejosari 03 Semarang, Skripsi, Fakultas Matematika dan Ilmu Pengetahuan Alam Universitas Negeri Semarang, 2007, page 18

¹⁸ Ischak dan Warji, *Program Remedial dalam Proses Belajar Mengajar*, 1987, page 44

¹⁹ Satriyaningsih, *Efektivitas Metode Pembelajaran Tutor Sebaya untuk Meningkatkan Hasil Belajar Biologi pada Pokok Bahasan Ekosistem pada Siswa Kelas VII SMP Bhinneka Karya Klego Boyolali Tahun Ajaran 2008/2009*, Skripsi, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surakarta, 2009, page 4

²⁰ Endang Ekowati, *Op.cit.*, page 24

sangat membantu siswa dalam mengajarkan materi kepada teman-temannya."²¹

Cooperative learning with peer tutoring method will give satisfy result because learning process is happen again and again. According to Skinner, this operant conditioning is quite effective because through repetition between pairs that are faced to the same problem and temporal experience, so that they will know and remember easier, because there are positive dependence between brilliant student, moderate, and less.

Suherman proposed in his book with title *Strategi Pembelajaran Matematika Kontemporer I*,

Tutor Sebaya adalah siswa yang pandai memberikan bantuan belajar kepada siswa yang kurang pandai. Bantuan tersebut dapat dilakukan teman-teman di luar sekolah. Mengingat bahwa siswa merupakan elemen pokok dalam pengajaran, yang pada akhirnya dapat mengubah tingkah lau sesuai dengan yang diharapkan. Untuk itu, maka siswa harus dijadikan sumber pertimbangan di dalam pemilihan sumber pengajaran.²²

Based on some of definitions above, so it can be taken the conclusion that Peer Tutoring is a strategy learning that utilizing the students who have overplus, cleverness and qualification in the class to help to give explanation, guidance and direction to other students who have lower cleverness to receive lesson material who have same age or peers at the same class.

²¹ Amin Suyitno, *Dasar-dasar dan Proses Pembelajaran Matematika*, FMIPA UNNES, Semarang, 2004, page 36

²² Suherman, dkk, *Strategi Pembelajaran Matematika Kontemporer I*, UPI, Bandung, 2003, page 276

c. Steps in Peer Tutoring

The implementation of cooperative peer tutor learning can be carried out well if a teacher pays attention and performs some steps of the implementation of peer tutoring.²³ The steps are:

1) Establish the students who will be tutors²⁴

In establishing students who will be tutor, it need some considerations. A tutor that is choosen must has criterions as follows:²⁵

- a) Student must has more cleverness than other students.
- b) Students must has qualification in receiving lesson material that is delivered by teacher.
- c) Student must has awareness to help other friends.
- d) Student must be able to work together with other students.
- e) Students must has high motivation to make his/her group be the best.
- f) Student must be accepted and favourite by students that get Peer Tutoring program, so that students do not have anxious or averse to ask question to him/her.
- g) Student is not uppish, cruel or hard hearted to fellow friends.
- h) Student must has enough creativity power to give guidance, that is be able to explain lesson material to friends.

²³ Muhammad Irsyad Mubarak, *Op.cit.*, page 14

²⁴ *Ibid.*, page 15

²⁵ Satriyaningsih, *op. cit.*, page 22-23

The number of staff of peer tutor is adapted by the number students at class and the number of students in each group that will be planned.

2) Prepare the tutors²⁶

According to Suparno, there are some ways that need to be observed in preparing a tutor so that the tutor can work optimal. The ways are:²⁷

- a) Teacher gives guidance to tutors how approach friends to comprehend lesson material.
- b) Teacher gives message to tutors to do not always give guidance to the same friend.
- c) Teacher helps students in order that all of students can become tutors, so that they feel that they can help friends in learning.
- d) Tutor ought to work in small group. Mixture of students from various abilities (heterogeneous) will be better.
- e) Teacher always monitors whenever tutors or other students need helps.
- f) Teacher Teacher always monitors Peer Tutoring by visiting and asking about the difficulties that are faced by each group at the discussion at class or practical work.
- g) Tutors does not give test to other friends, because this case will be done by teacher.

²⁶ Muhammad Irsyad Mubarak, *Op. cit.*, page 16

²⁷ P. Suparno, *Metodologi Pembelajaran Fisika; Konstruktivistik dan MenyenangkanI*, Universitas Santa Dharma, Yogyakarta, 2007, page 140

3) Divide groups²⁸

In Peer Tutoring method, a teacher acts as stakeout and regulatorman the process of this program. Before begining to implement the Peer Tutoring, a teacher must divide students become some small groups.

About how many the members of each group, there is not stipulation that must absolute be obeyed as guidance. Small group ought to has members four until five persons, by rationale: the more members of group, the less study effectiveness of each member. Conversely, if the members are too little, two or three persons, it can not form enough a good group climate.

The groups in this Peer Tutoring can be formed on a basis of interest and historical-back ground, experience or learning achievement. Warmth or good group climate can be formed based on the fraternal among members.

d. The Overplus and The Deficiency of Peer Tutoring

In the implementation of Peer Tutoring, it has overplus and deficiency. According to Suryo and Amin, there are some overplus of Peer Tutoring method, they are:²⁹

- 1) There is a closer and chummy relationship condition among the students that are helped with the student as tutor.
- 2) To tutorself, this remedial activity is an opportunity to enrichment in learning and also can add the learning motivation.

²⁸ Muhammad Irsyad Mubarak, *op. cit.*, page 16

²⁹ Moh. Suryo and Moh. Amin, *Pengajaran Remedial*, Depdikbud P2BSPG, Jakarta, 1982, page 51

- 3) Efficient, it means that more students can be helped.
- 4) It can increase the responsibility and self confidence.

Whereas the deficiencies of Peer Tutoring are:³⁰

- 1) The student that is choosen as tutor and has good achievement, he/she does not always has good relationship with students that is helped.
- 2) The student that is choosen as tutor, he/she can not always be able to deliver lesson material well.

B. Learning Achievement

1. The Definition of Learning Achievement

According to Ali, learning achievement is result that have reached from what was done.³¹ Whereas according to Djamrah, learning achievement is a sentence that consist of two words “*prestasi* (achievement) and *belajar* (learning)”.³² Understanding of learning result is a process result that effect attitude changing to inner of individual. From the explanation about achievement and learning above, it can concluded that learning achievement is result that have reached, it is formed impressions that effect attitude changing to inner of individual as result from creativity on learning process.

Mussen explained that achievement is appropriate using of knowledge and skill to solve problem.³³ According to Suryabrata, to know that a learning process have done in someone only can be conclude from the

³⁰ *Ibid.*,

³¹ Ali, L, *Kamus Besar Bahasa Indonesia*, Balai Pustaka, Jakarta, 1995, page 787

³² Djamrah, *Prestasi Belajar dan Kompetensi Guru*, Usaha Negara, Surabaya, 1994, page 19

³³ Mussen, P.H, dkk, *Perkembangan dan Kepribadian Anak*, Erlangga, Jakarta, 1998, page

result, it is thing that can be done by that one after he has learned.³⁴ Winkel suggested that learning achievement is a series, it means a student's learning achievement on another certain subject that more complex.³⁵

From the various of opinions, it is concluded that learning achievement is results that is gotten, they are impressions that effect the alteration in individual-self as result from activity in learning, as Syaiful Bahri said "*Prestasi belajar adalah hasil yang diperoleh berupa kesan-kesan yang mengakibatkan perubahan dalam diri individu sebagai hasil dari aktivitas dalam belajar*".³⁶

Teaching in school included three learning purpose areas, according to Bloom are cognitive, affective, and psychomotoric.³⁷ To see learning achievement that included three domains or learning purpose areas, it need be done measuring or evaluation. Measuring is a quantitative description about achievement that is given by somestudent.

2. The Aspects of Learning Achievement

In learning, it always engages physical and mind aspects. Because of that, both of them must be developed integrated together. From this study activity, it will produce a change with learning result or learning achievement. The result will visible in a certain learning achievement given by students, for example approve, receive and analyze materials of lesson served by teacher. The learning achievemant have different characteristic

³⁴ Suryabrata, S, *Psikologi Pendidikan*, CV. Rajawali, Jakarta, 1985, page 5

³⁵ Winkel, W.S., *Psikologi Pendidikan dan Evaluasi Belajar*, Gramedia, Jakarta, 1984, page 78

³⁶ Syaiful Bahri, *Prestasi Belajar dan Kompetensi Guru*, Usaha Nasional, Surabaya, 1994, page 23

³⁷ Winkel, *op.cit.*, page 102

and form depend on area that will be shown by students.³⁸ It is in accord with classification suggested by BS Bloom that was copied a portion by WS Winkel, there are three aspects of learning, they are a) cognitive, b) affective, c) psychomotoric.³⁹

BS Bloom, Krathwohl and Simpson et al. narrated as that was copied a portion by Dimyati and Mudjiono about behavior of students learning characteristic as follows:

a. Cognitive aspect⁴⁰

1. Knowledge, it is ability to remember about something having been studied and kept in memory.
2. Comprehension, it is ability to catch the meaning of something having been studied.
3. Application, it is ability to apply the method and theorem to face the real and new problem.
4. Analysis, it is ability to elaborate a certain unity to sections so that all of structure can be comprehended well.
5. Synthesis, it is ability to form a new pattern.
6. Evaluation, it is ability to form an opinion about something based on certain criteria.

³⁸ Ida Fauziah, *Remedial Teaching dalam Meningkatkan Prestasi Belajar pada Mata Pelajaran Qur'an Hadits (Studi Kasus di Madrasah Tsanawiyah Negeri 2 Kediri)*, Skripsi, Jurusan Pendidikan Agama Islam Fakultas Tarbiyah Universitas Islam Negeri Malang, 2006, page 52

³⁹ W.S Winkel, *Psikologi Pengajaran*, Grasindo, Jakarta., 1991, page 149

⁴⁰ Ida Fauziah, *op. cit.*, page 53

b. Affective aspect⁴¹

1. Acceptance, it is sensitivity about certain thing and willingness to pay attention about certain thing.
2. Participation, it is willingness to pay attention and participation in certain activity.
3. Assessment and determination of attitude, it is ability to accept opinion from others.
4. Organization, it is ability to form value system as guidance and hand-grip of life.
5. Formation of life pattern, it is ability to inspire value and form it become pattern of personal life value.

c. Psychomotoric aspect⁴²

1. Perception, it is ability to classify special things and realize that there are difference of that special things.
2. Readiness, it is ability to put self in condition where will be happen certain moval or series of moval, the ability coveres body and spiritual.
3. Guidance moval, it is ability to make moval accord with example.
4. Accustomed moval, it is ability to make moval without example.
5. Complex moval, it is ability to make moval or skill that consist of polymorphous, fluently and exactly.
6. Adaption of moval pattern, it is ability to arrange alteration and adaption the moval with special rules that valid.

⁴¹ *Ibid.*, page 54

⁴² *Ibid.*,

7. Creativity, it is ability to make pattern of new moval under the base of initiative-self.

3. The Factors of Learning Achievement

Learning achievement of student is formed and influenced by some factors. According to Suryabrata, factors that influence learning achievement are⁴³:

- a. External factor is factor from outside of individual. There are two external factors, they are (a) natural area factor, examples: temperature condition and humidity of air; (b) social area factor, examples: sound of factory machine, hullabaloo of traffic, and ado of people around.
- b. Instrumental factor is factor that it's using is planned appropriate with learning result that is hoped. Examples: classroom, practical tools, curriculum, program, mannual learning, and etcetera.
- c. Internal factor is factor from inner of individual. There are two internal factors, they are (a) physiological factor, examples: body health, nutrient sufficiency, normality of the five of senses, and etcetera; (b) psychological factor is factor that related to individual psychic condition, examples: interest, intelligence, talent, attitude, motivation, and cognitive ability.

There are many factors that influence learning success, according to Syaiful Bahri Djamarah and Aswan Zaim they are⁴⁴:

⁴³ Suryabrata, S, *Proses Belajar Mengajar di Perguruan Tinggi*. Andi Offset, Yogyakarta, 1989

⁴⁴ Djamarah, S. dan Zain, A, *op.cit.*,

- a. Purpose, it is manual and target that will be reached in learning process.
Certainly from educating process based on clarity of teacher purpose, attainment of purpose is same as teaching success.
- b. Teacher is educator power that give knowledges to proteges at school.
Teacher is sophisticate in professional sector, with his/her knowledge, he/she can make protege become clever person.
- c. Protege is someone that come to school. Their parents enter them to be educated so that they can be sophisticate person days later.
- d. Teaching activity, general pattern of teaching is happening interaction between teacher and proteges with matter as mediator. Teacher is person who teaches and protege is person who study, so teacher is person who create learning area for protege's study importance. Protege is person who is driven to learning area that be created by teacher.

3. The Manner to Establish the Learning Achievement

Learning achievement is image from a level of students success in learning. There are many factors that influence and establish the success in this learning that have been described above.

The teacher that often gives rehearsals in order to comprehension of material will produce better students than teacher that just enough to explain and does not give follow up continuously. In other word, learning achievement of students is very established by the teach manner of teacher that will make study habit to students.⁴⁵

⁴⁵ www.google.com/artikelmotivasi

On occasion of learning achievement, there are three purposes in study-teach process, they are:

- a. Decision making about learning achievement.
- b. Comprehension about proteges.
- c. Reparation in developing the teaching program.

Decision making about this learning achievement is a requirement that must be done by teacher to establish the high and low of student's learning achievement. Beside that, assessment about learning achievement of students is also to comprehend and know about attitude and how about the proteges.

This comprehension about proteges is to know their excess and sparseness so that can help teacher in developing the teaching program that must be given. Whereas to establish the final value and measure the learning achievement of students, so it need evaluation (formative or summative test). But then, before do the evaluation, it need to be arranged the assessment standar beforehand to determine the high and low of student's learning achievement in the hope of getting data as information material to facilitate in implementing evaluation about teaching activity.

Because of that, by that evaluation or test, so that will be known about advancement of students after finish an activity and also to motivate students so that they can study harder or in other word students will know their learning achievement in a certain time.

C. The Subject of PAI (*Pendidikan Agama Islam*)

1. The Explanation of PAI (*Pendidikan Agama Islam*)

According to Zuhairini, education (*pendidikan*) is called “*ta’dib*”. Word “*ta’dib*” refers to higher definition and refers to elements of knowledge (*‘Ilm*), teaching (*Ta’lim*), and good education (*Tarbiyah*). Finally, in the development of word “*ta’dib*” as education term dies from its circulation, and it is not known again, so pedagogistes of Islamic Education meet “*at-Tarbiyah*” term, until often it is called “*Tarbiyah*”, actually this word is originated from “*Rabba-Yurabbi-Tarbiyyatan*” it means grow and amend. Then “*Tarbiyah*” term is become popular in the world to indicate the PAI (*Pendidikan Agama Islam*).⁴⁶

General definition of education is an aware effort that is done by educator through guidance, instruction, and rehearsal to help proteges experience “self humanizing process” to mature-decent personal direction.⁴⁷ Word “education” if a yard has four explanation, they are: activity form, process, result or product that is produced through the process and as a knowledge.⁴⁸ Whereas according Zuhairini, education can be meaned “a consciously guidance by educator to body and spiritual development of proteges in favor of principal personal.”⁴⁹

According to Encyclopedia Education that is copied a portion by Zuhairi, education is meaned as an activity that has purpose to produce religious person. Thus, it need to be directed to morality and character

⁴⁶ Zuhairini, dkk, *Metodologi Pendidikan Agama*, Ramadhani, Solo, 1993, page 9

⁴⁷ Sudarminta, *Filsafat Pendidikan*, IKIP Sanata Darma, Yogyakarta, 1990, page 12

⁴⁸ Darmaningtyas, *Pendidikan Pada dan Setelah Krisis*, Pustaka Pelajar, Yogyakarta, 1999, page 5

⁴⁹ Zuhairini, *op. cit.*, page 9

development. Islamic education is not enough with only giving knowledge about religion, but also must be pressed to feeling attitude, ideal problem, and belief activity.⁵⁰

Ki Hajar Dewantoro, national education figure formulates education essence as parents effort to children with purpose support their life advancement, it means repair emergence spiritual and body power in children's body. Education is also intended to guide all of power in order that society can reach the highest salvation and happiness.⁵¹

According to Abdur Rahman, PAI (*Pendidikan Agama Islam*) is guidance effort and effort to proteges so that later after finish the education they can understand and apply Islam's precepts and make them to be way of life.⁵²

Muhaimim said that in GBPP PAI at general school explains that PAI (*Pendidikan Agama Islam*) is aware effort to prepare students in believing, conceiving, experiencing to the full, and applying Islam through guidance activity, instruction, and or with pay attention demand of honour another religion in relation to harmony of interfaith in society to create national unity.⁵³

From all of definition above, it can be founded several things that need to be observed in Islamic education learning, they are:

⁵⁰ *Ibid.*

⁵¹ Darmaningtyas, *op. cit*, page 10

⁵² Zuhairini, dkk, *op. cit*, page 10

⁵³ Muhaimin, *op. cit*, page 11

- 1) PAI (*Pendidikan Agama Islam*) as aware effort, is an activity and guidance, instruction and or rehearsal that is done planningly and aware about purpose that is going to be reached.
- 2) Proteges that will be prepared to reach the goal, it means person that is seen across, taught or drilled in improving belief and comprehension, full and total comprehension and experience about Islam's precepts.
- 3) Teacher of Islamic Education (*Guru Pendidikan Agama Islam*) that does guidance activity, instruction, and or rehearsal conciously to proteges to form social piety. That quality or personal piety, it is hoped able to sprays out in relation to other human in the day-to-day (form a group), not only with same religion person but also another religion person, and also in nation and state life (*ukhuwah wathoniyah*) and even coalescence and unity of human relation (*ukhuwah insaniyah*).

From the description above can be concluded that Islamic education figures have different oppinion formula of Islamic education. There is figure emphasizes on children morals formation angle, there is figure demands theory and practice education, and those of them wish moslem personality can be materialized. But, from those difference can be concluded briefly : Islamic education is guidance that is done by an adult to proteges in growth period so that they have personality of a moslem.⁵⁴

⁵⁴ Nur Uhbiyati, *Filsafat Pendidikan Islam*, Remaja Rosdakarya, Bandung, 1998, page 11

2. The Basic of Implementation of PAI (*Pendidikan Agama Islam*)

According to Zuhairini, there are three basics that constitute the implementation of PAI (*Pendidikan Agama Islam*), they are juridical basic, religious basic, and psychological basic:⁵⁵

a. Juridical Basic

Juridical basic is originated from valid legislation in this state. This juridical basic is divided become three kinds, they are:

- 1) Ideal Basic is basic from philosophy of state, it is *Pancasila*, the first *sila* that is “*Ketuhanan Yang Maha Esa*”.
- 2) Structural or Constitutional Basic, it is basic from UUD 1945 in chapter XI section 29 verse 1 and 2, they are:
 - 1) Negara berdasarkan atas Ketuhanan Yang Maha Esa; 2) Negara menjamin kemerdekaan tiap-tiap penduduk untuk memeluk agama masing-masing dan beribadah menurut agama dan kepercayaannya itu.
- 3) Operational Basic is basic that arranges directly the implementation of Islamic Education at schools in Indonesia, as be called in Tap MPR No. IV/MPR/1973 and it was corroborated by Tap MPR No. IV/MPR/1978. Tap MPR No. II/MPR/1983. It was corroborated by Tap MPR No. II/MPR/1988 and Tap MPR No. II/MPR/1993 about *Garis-garis Besar Haluan Negara (GBHN)* that in essence it explains that implementation of Islamic Education is entered directly to formal schools, start in elementary school until college. And the newest operational basic are UU No. 20/2003, PERMENAG No. 2/2008, and PERMENAG No. 16/2010.

⁵⁵ Zuhairini, dkk, *op.cit.*, page 18-22

b. Religious Basic

Religious basic is basic from Islamic precept. The principle religious basic in implementing Islamic Education is Al-Qur'an and hadits. According to Islamic precept, education of religion is the command of God and it is the realization of observance to Allah SWT. this case is appropriate with some verses of Al-Qur'an and some hadits that indicate that command, they are:

1) Al-Qur'an surah An-Nahl verse 125

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

Call to the way of your Lord with wisdom and goodly exhortation, and have disputations with them in the best manner; surely your Lord best knows those who go astray from His path, and He knows best those who follow the right way.
(QS An-Nahl : 125)

2) Al-Qur'an surah Al-Imron verse 104

وَلْتَكُن مِّنكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ ۚ وَأُولَٰئِكَ هُمُ الْمُفْلِحُونَ ﴿١٠٤﴾

And from among you there should be a party who invite to good and enjoin what is right and forbid the wrong, and these it is that shall be successful. (QS Al-Imron : 104)

3) Al-Qur'an surah At-Tahrim verse 6

يَا أَيُّهَا الَّذِينَ ءَامَنُوا قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ
وَالْحِجَارَةُ عَلَيْهَا مَلَائِكَةٌ غِلَظٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ
مَا يُؤْمَرُونَ ﴿٦﴾

O you who believe! save yourselves and your families from a fire whose fuel is men and stones; over it are angels stern and strong, they do not disobey Allah in what He commands them, and do as they are commanded. (QS At-Tahrim : 6)

4) Al-Hadits

بَلِّغُوا عَنِّي وَلَوْ آيَةً . (رواه البخارى)

“Say my precept to other people although only one verse (a bit).”
(HR Bukhari)

كُلُّ مَوْلُودٍ يُوَلَّدُ عَلَى الْفِطْرَةِ فَأَبَوُهُ يَهُودَانِهِ أَوْ يُنَصْرَانِهِ أَوْ يُمَجْسَانِهِ .

(رواه البيهقى)

“Every child that was born, has brought disposition to be religious (feeling to believe in Allah), so both parents who make that child become Jewish, Christian, or Majusi.” (HR. Baihaqi)

Verses and hadits above give us explanation that in Islamic precept there is command to educate, not only to family but also to other people accord with ability.

c. Psychological Basic

All of human are sure to have feeling that admit the axistence of The All Powerful, the place where they take shelter and beg help. Heart will be peaceful if bring nearer self and serve to The All Powerful. This

case is appropriate with Allah's said in Al-Qur'an surah Ar-Ra'du verse 28:

الَّذِينَ ءَامَنُوا وَتَطْمَئِنُّ قُلُوبُهُمْ بِذِكْرِ اللَّهِ أَلَا بِذِكْرِ اللَّهِ تَطْمَئِنُّ
الْقُلُوبُ ﴿٢٨﴾

Those who believe and whose hearts are set at rest by the remembrance of Allah; now surely by Allah's remembrance are the hearts set at rest. (QS Ar-Ra'du : 28)

3. The Purpose of PAI (*Pendidikan Agama Islam*)

The purpose of PAI (*Pendidikan Agama Islam*) sketchily is grouped become two, they are The General Purpose of PAI (*Pendidikan Agama Islam*) and The Special Purpose of PAI (*Pendidikan Agama Islam*).

a. The General Purpose of PAI (*Pendidikan Agama Islam*)

The general purpose of PAI (*Pendidikan Agama Islam*) according to some figures of Islamic education:

- 1) According to Imam al-Ghazali that was copied a portion by Zuhairini *et al*:

Pendidikan Agama Islam memiliki dua tujuan yang ingin dicapai sekaligus, yaitu kesempatan manusia yang bertujuan mendekatkan diri kepada Allah. Untuk menjadikan manusia sebagai insan kami (manusia paripurna).⁵⁶

- 2) According to Muhammad Athiyah al-Abrasyi in his book *Dasar-dasar Pokok Pendidikan Agama Islam*, the general purposes of PAI (*Pendidikan Agama Islam*) are; helps formation of lofty morals, prepares both of world and the hereafter lifes, grows spirit of

⁵⁶ Zuhairini, dkk, *op. cit.*, page 16-17

scientific to students, and prepares students as professional manpower at certain of profession field.⁵⁷

- 3) According to Ahmad D. Marimba in his book *Pengantar Filsafat Pendidikan Islam*, he has a notion that the final purpose of Islamic education is moslem personality person.⁵⁸
- 4) According to Zuhairini and Abdul Ghofir, general purpose of PAI (*Pendidikan Agama Islam*) is: Guide students to become the real moslem, virtuous charitable and has lofty character, and useful to society, religion, and State.⁵⁹

Some of those general purposes of PAI (*Pendidikan Agama Islam*) can not be reached in a short time, but need process or long time by certain stages. Every stage has special purpose and then it is called The Special Purpose.

b. The Special Purpose of PAI; Purpose of PAI at SMP (*Sekolah Menengah Pertama*)

The special purpose of PAI (*Pendidikan Agama Islam*) is purpose of Islamic education at every stage of education, begin at Kindergarten until College. Because this research will be done at SMP, so the special purpose of Islamic education that is discussed is purpose of Islamic education at SMP.

⁵⁷ M. Athiyah al-Abrasyi, *op. cit.*, page 103

⁵⁸ Ahmad D. Marimba, *Pengantar Filsafat Pendidikan Islam*, PT. Al-Ma'arif, Bandung, 1989, Cet. VIII, page 49

⁵⁹ Zuhairini and Abdul Ghafir, *Metodologi Pembelajaran Pendidikan Agama Islam*, UM Press and Fakultas Tarbiyah UIN Malang, Malang, 2004, Cet. I, page 24

There are some of the special purposes of PAI (*Pendidikan Agama Islam*) at junior high school:

- a) It gives science of Islamic religion.
- b) It gives explanation about Islamic religion that appropriate for the level of intelligence.
- c) It develops the soul of religious.
- d) It guides students to have both of the piety charitable and the lofty morals.

PAI (*Pendidikan Agama Islam*) at SMP has purpose to grow and increase faith, by giving and dunging knowledge, total comprehension, implementing, and experience of students about Islamic education become moslem who always develops the world, pious to Allah SWT, and has lofty morals in individual, society, nation, and state lifes, and to be able to continue at higher education level.⁶⁰

4. The Subject of PAI at Junior High School (*Sekolah Menengah Pertama/SMP*)

a. The Area of PAI Subject in Curriculum SMP

The area of PAI at SMP Islamic education emphasizes the balance, harmony, and aptitude among:⁶¹

- 1) Relation between human with Allah SWT,
- 2) Relation between human with fellow being, and
- 3) Relation between human with nature (all of creature except human) and environment.

⁶⁰ <http://arminaven.blogspot.com/MPDP-pengertian-dan-ruang-lingkup-pai-di-sltip-smu>
(accessed on May 04, 2012)

⁶¹ *Ibid.*,

And the area of subject material of PAI at SMP is focused at aspect:⁶²

- 1) Al-Qur'an and Hadits
- 2) Faith (*aqidah/keimanan*)
- 3) Morals (*akhlak*)
- 4) *Fiqih Ibadah*
- 5) History and Culture of Islam (*tarikh/Sejarah Kebudayaan Islam*)

b. The Material of PAI Subject in Curriculum SMP

1) The Standard of Competence (*Standar Kompetensi/SK*) and The Basic Competence (*Kompetensi Dasar/KD*) of Islamic Education Class VII Semester 2⁶³

Al-Qur'an

SK 9. Menerapkan hukum bacaan nun mati/tanwin dan mim mati.

KD 9.1 Menjelaskan hukum bacaan nun mati/tanwin dan mim mati.

KD 9.2 Membedakan hukum bacaan nun mati/tanwin dan mim mati.

KD 9.3 Menerapkan hukum bacaan nun mati/tanwin dan mim mati dalam bacaan surat-surat Al-Qur'an dengan benar.

Aqidah

SK 10. Meningkatkan keimanan kepada Malaikat.

KD 10.1 Menjelaskan arti beriman kepada Malaikat.

KD 10.2 Menjelaskan tugas-tugas Malaikat.

⁶² Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 22 Tahun 2006

⁶³ Sutrisno, *Pendidikan Agama Islam Kelas VII SMP, Aku Cinta Islam*, Cempaka Putih, Yogyakarta, 2007, page v-vii

Akhlak

SK 11. Membiasakan perilaku terpuji.

KD 11.1 Menjelaskan arti kerja keras, tekun, ulet dan teliti.

KD 11.2 Menampilkan contoh perilaku kerja keras, tekun, ulet, dan teliti.

KD 11.3 Membiasakan perilaku kerja keras, ulet, tekun dan teliti.

Fiqih

SK 12. Memahami tatacara shalat Jum'at.

KD 12.1 Menjelaskan ketentuan – ketentuan shalat jum'at.

KD 12.2 Mempraktekkan shalat jum'at.

SK 13. Memahami tatacara shalat jama' dan qashar.

KD 13.1 Menjelaskan shalat jama' dan qashar.

KD 13.2 Mempraktekkan shalat jama' dan qashar.

Tarikh dan Kebudayaan Islam

SK 14. Memahami sejarah Nabi Muhammad SAW.

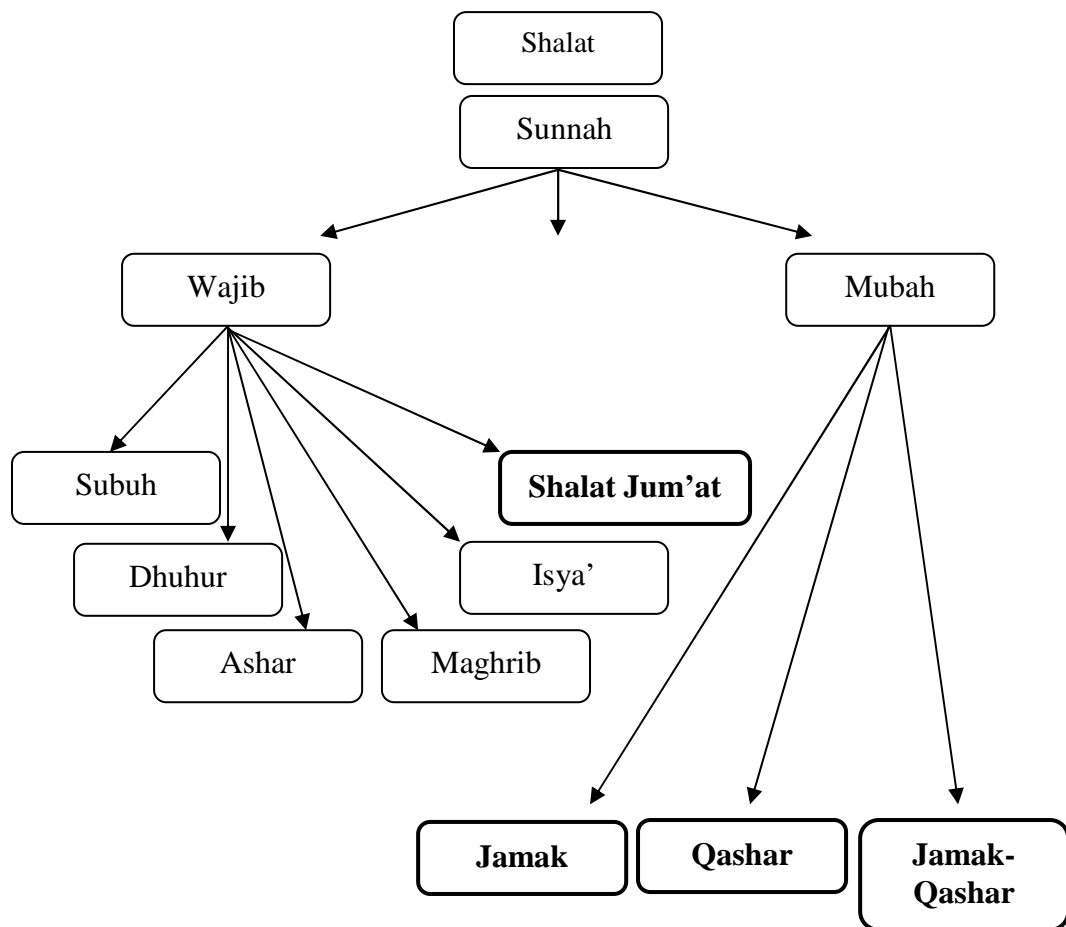
KD 14.1 Menjelaskan misi Nabi Muhammad SAW untuk menyempurnakan akhlak, membangun manusia mulia dan bermanfaat.

KD 14.2 Menjelaskan misi Nabi Muhammad SAW sebagai rahmat bagi alam semesta, pembawa kedamaian, kesejahteraan, dan kemajuan masyarakat.

KD 14.3 Meneladani perjuangan Nabi dan para Sahabat dalam menghadapi masyarakat Makkah.

2) The Material of Standard of Competence (*Standar Kompetensi/SK*)

12 and 13



Picture 2.1 Scheme of Shalat's Law

a) Standard of Competence 12 (*Standar Kompetensi 12*)

SK 12. Memahami tatacara shalat Jum'at.

(1) KD 12.1 Menjelaskan ketentuan – ketentuan shalat jum'at.

(2) KD 12.2 mempraktekkan shalat jum'at.

b) Standard of Competence 13 (*Standar Kompetensi 13*)

SK 13. Memahami tatacara shalat jama' dan qashar.

(1) KD 13.1 Menjelaskan shalat jama' dan qashar.

(2) KD 13.2 mempraktekkan shalat jama' dan qashar.

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

According with the title of this thesis, the author uses descriptive qualitative approach. The author uses a qualitative approach because it has three reasons: The first, more easily to make adjustments with the fact that has double-dimensional. Second, more easily present nature the relationship between researcher and research subjects (respondents) directly. Third, it has sensitive and adjustment power with plenty arising from patterns of values that are encountered.¹

The author uses a descriptive approach, because it is not intended to test the hipotesis, but only describe a symptom or condition that is researched, and it is directed to present facts and events systematically and accurately. Descriptive research that is intended to collect information about the status of an existing symptoms, it is symptoms circumstances at the time of the study is conducted.²

This descriptive qualitative approach has purpose to give images about certain symptom community. In descriptive research, the refraction must be dimmeded and conviction level must be maximized.³

¹ Margono, *Metodologi Penelitian Pendidikan*, PT Rineka Cipta, Jakarta, 2006, page 41

² Suharsimi Arikunto, *Prosedur Penelitian: suatu pendekatan praktek*, PT Rineka Cipta, Jakarta, 2002, page 309

³ Sukandar Rumidi, *Metodologi Penelitian: Petunjuk Praktis untuk Peneliti Pemula*, (Yogyakarta: Gadjah mada University Prees, 2004), page 104

The type of research is Classroom Action Research (*Penelitian Tindakan Kelas*). Classroom action research is research that have purpose to give real contribution for improving teacher professionalism, prepare knowledge, comprehension, and concept about teaching attitude of teacher and learning student.⁴ In this classroom action research, the researcher will work with teacher (collaborative-partisipatoris with teacher). In this case, researcher will mixed up with teacher to plan action, do action, observe, reflect, and etcetera, like what was said by Hord that in collaborative, teacher and researcher have a set of purpose and same planning, likewise in collecting action, analyzing, and reflecting.⁵

So, in this research the author efforts to observe the implementation of cooperative learning peer tutoring method to improve the Islamic Education learning achievement of students SMP Negeri 3 Blitar.

B. Attendance of Researcher

To this research, the author attends to find the necessary data are continuous, either directly or indirectly with the problem under study, in which this study author does not specify the long time or day, but the author explores the data continually in the appropriate circumstances and in according with chance of informants. Beside that, there is an emphasizing about direct involvement researcher at the site with informants and sources of data.

⁴ Rofi'udin, *Rancangan Penelitian Tindakan Kelas (Classroom Action Research) Tahun Anggaran 2005 Departemen Pendidikan Nasional Direktorat Jenderal Pendidikan Tinggi 2004*.

⁵ Wahidmurni, dan Nur Ali, *Penelitian Tindakan Kelas; Pendidikan Agama dan Umum; Dari Teori Menuju Praktik; Disertai Contoh Hasil Penelitian*, UM Press, Malang, 2008, page 51

C. The Research Site

The research site is the place where research will be done to get data or informations that are needed and related to research problems. The site of the study is at class VII A SMP Negeri 3 Blitar. The school is located on Sudanco Supriyadi Street 24 Blitar City.

Researcher chooses SMP Negeri 3 Blitar because the school is one of schools that is near from researcher's residence, so that abridging in implementation of research.

D. The Sources of Data

The sources of data are subjects from where the data can be acquired.⁶ The sources of data that are intended all of information: real things, abstract things, and both quantitative and qualitative symptoms.⁷ Based on that explanation, we can know that the source of data is the place where researcher obtains as much as possible the necessary data in the research. There are two sources of data in this study, they are sources of primary and sources of secondary data.

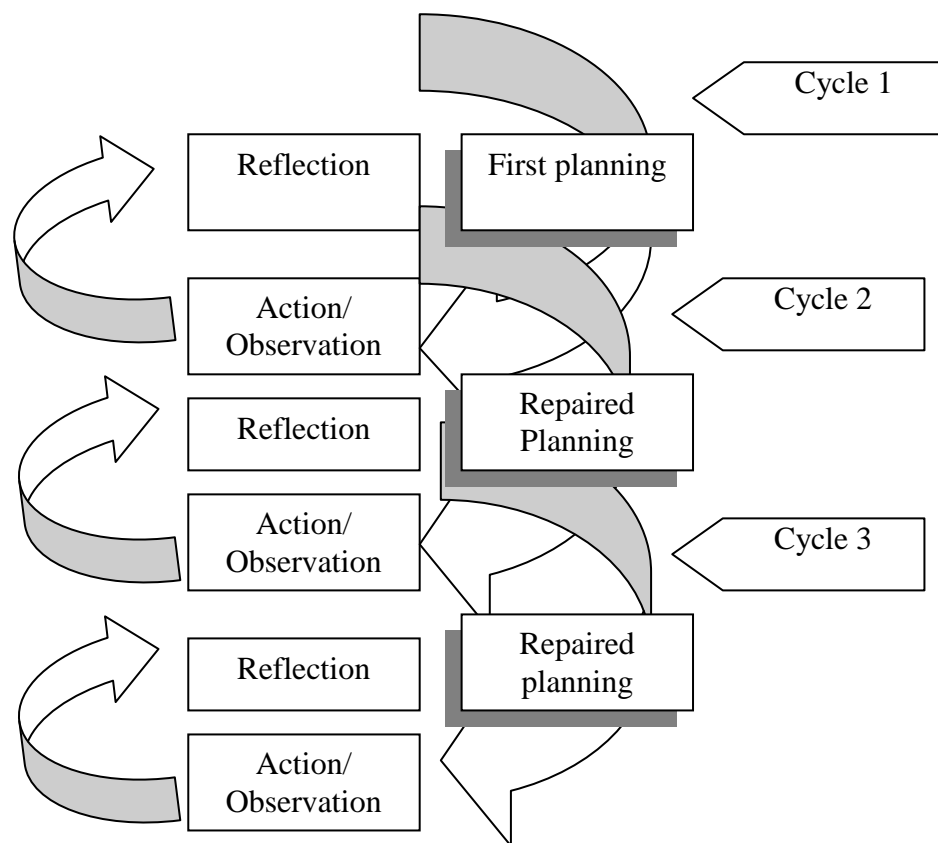
E. Action Planning

This action research is classroom action research with Kemmis and Mc Taggart model⁸, it is spiral form from one cycle to next cycles. Every cycle includes planning, action or implementation, observation, and reflection. Steps for next cycle are planning that have repaired, action, observation, and reflection. Before enter to cycle I, it is done preface action, it is problems identification. Spiral cycles of research steps can be seen at this picture:

⁶ Suharsimi Arikunto, *op.cit*, page 107

⁷ Sukandar Rumidi, *op.cit*, page 44

⁸ Suharsimi Arikunto, *op.cit.*, 2002, page 83



Picture 3.1 Plot of Classroom Action Research

1. Planning

Some activity in this phase are: researcher makes research schedule, Learning Implementation Planning (*Rencana Pelaksanaan Pembelajaran*) schedule, and steps of research, prepares rehearsal questions. Beside that, researcher prepares student's parcel book that is used for researching and analyzing student's study result in every cycle.

2. Action

Activity in this phase is: researcher implements learning process that consist of three cycles.

There is learning scenario that have planned consist of :

a. Preface

b. Development

c. Application

3. Observation

In this stage, researcher observes education process running in Cycle I, Cycle II, and Cycle III. Researcher observes student's activity when learning and teaching process. There are some case that have to observe: positive activities of student, they are attendance of student, active student in working task, active student in asking questions, active student in working group task quickly.

4. Reflection

Results of observation are collected until can know what the action have been appropriate, correct, or need to do reparation. Result from reflection that have done can be review for next action. Reflection is education (learning ang teaching) activity that have changed from education activity before. This reflection is considered be able to improve learning achievement of student.

F. The Technical of Data Collection

There are some of collecting data methods in this study, they are:

1. Observation

Observation method is to observe and record an object with the systematics of phenomenon that are investigated. Observation that is done sistematically observation and is used to know and dig the real data expressly. The author does it by using guideline as research instrument.

And the data that are gotten by author are:

- 1) Environment condition at SMP Negeri 3 Blitar,
- 2) Education tool and infrastructure that are used in SMP Negeri 3 Blitar,
- 3) Learning and teaching activities, and
- 4) Valuation.

2. Interviews

Interview method is a collecting data technique with communication between two people, involves someone who wants to obtain information from one another by asking questions, based on specific objectives.⁹ This method is used by author how to get data as followed:

- a. The condition of learning activity at class,
- b. Implementation of cooperative learning peer tutoring method to improve the Islamic Education learning achievement of student, and
- c. The data that can be gotten by this method.

3. Documentation

Documentation study is the collection data technique that is intended to study subjects. Type documents can be various kinds, not only official documents, the document may be included personal notes, personal letters, diaries, work reports, meeting minutes, case notes, tape recordings, video recordings, photographs and etcetera.¹⁰

G. Analyze of Data

Analyze of data is the organizing process and sorting the data into a pattern. The steps are:

⁹ Dedi Mulyana, *Metodologi Penelitian Kualitatif: Paradigma Baru Ilmu Komunikasi dan Ilmu Sosial Lainnya*, Remaja Rosda Karya, Bandung, 2001, page 180

¹⁰ Sukandar Rumidi, *op.cit.*, page 100-101

a. Reduction of Data

Reduction of data is an analysis of data that sharpens, classifies the data in such a way until the final conclusion can be deduced or verified.

The data that is gotten from the site then are written directly, detail and systematically after finishing data collection. The report need to be redacted by choosing main things that appropriate with research focus in order to be summarized easily. Reduction of data is applied to facilitate the researcher in searching data again if it is needed, and helps in giving codes for specific aspects.¹¹

b. Display of Data

Display of data is a collecting the data or information which is structured that gives possibility of making inferences and actions. Available data is compiled by using narrative text, but it also can be compiled by using matrices, graphs, network, and chart.¹²

c. Verification of Data

Verification of data is a series of peak data analysis. Even so, a conclusion also requires verification during the study. Verification is intended to produce a valid conclusion. Because of that, there are good side if a conclusion is reviewed again by verifying again the scripts that were token during research and seek pattern, theme, model, relationship, and similarity to be taken a conclusion.¹³

¹¹ Nasution, *Metode Penelitian Naturalistic-Kuakitatif*, (Bandung:Tarsito, 1988), page 129

¹² *Ibid*

¹³ *Ibid*. page 130

Data whose quantitative characteristic will be worked by formula:¹⁴

$$P = \frac{\text{Post rate} - \text{Base rate}}{\text{Base rate}} \times 100\%$$

Information :

P = percentage of increase

Post rate = average value after action

Base rate = average value before action

H. The Validity of Data

Every finding of research must be checked its validity, so the result of research can be responsible its rightness and can be shown its validity.

To check this validity of findings, the technique that is used by researcher is triangulation. Triangulation is a validity of data checking technique that utilizes other something than the data for checking or as a comparison of the data.¹⁵ Triangulations that are used in thesis :

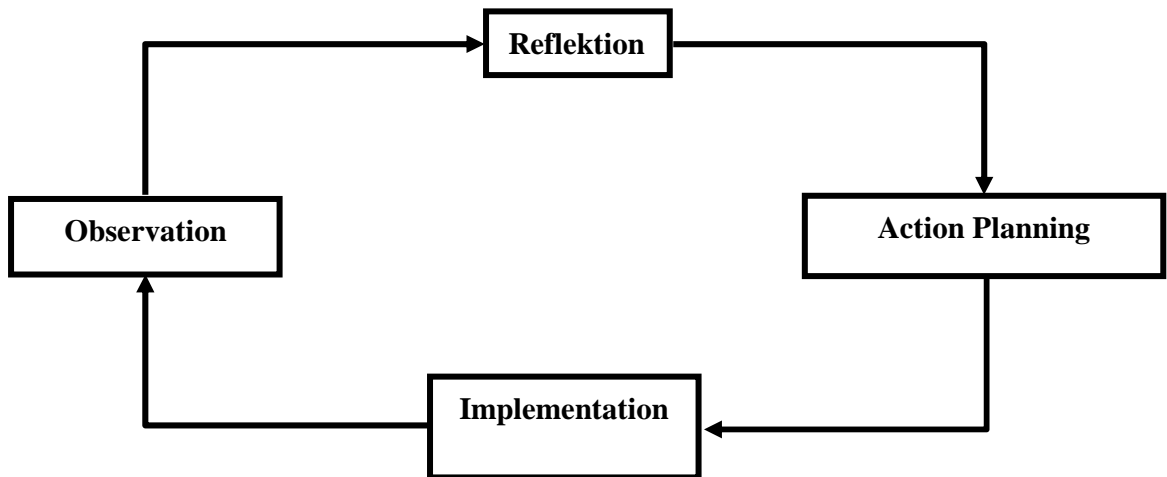
1. Triangulation of method
2. Triangulation of source

I. The Stages of Research

This stages of research follows Kemmis and Taggart Model, it is a spiral cycle includes planning activity, implementation, observation, and reflection, then they form cycle-to-cycle until complete the research.

¹⁴ *Gugus Action Research* (1999/2000, 175), in Siti Markamah, "Penerapan Pembelajaran Kooperatif Struktural dalam Meningkatkan Motivasi Pemahaman dan Prestasi Belajar Siswa pada Mata Pelajaran Fiqih Kelas VIIIA di MTs. Hidayatul Muhtadi'in", *Skripsi*, Fakultas Tarbiyah UIN Malang, 2007, page 64.

¹⁵ Moleong, *Op Cit*, page 178



Picture 3.2 Plot of Classroom Action Research¹⁶

1. Planning of Action

As first step of research, it is needed many planning, they are:

- a. Discussion activity with guardian teacher to choose class that will be researched.
- b. Discussion activity with lesson teacher and some friends about peer tutoring method in cooperative learning model to improve Islamic Education learning achievement of students SMP Negeri 3 Blitar.
- c. Lesson teacher help researcher to do study-teach activity.
- d. Make learning planning include lesson unit planning.
- e. Make observation sheet.
- f. Arrange subject material that will be delivered.

¹⁶ Hartatiek, dkk, 2002, page 12

2. Implementation of Action

a. Cycle I : 2 x 40 minutes

1) Preface Activity (Apperception) / 10 minutes

After mention subject material that is discussed in “study-teach activity” (*Kegiatan Belajar Mengajar*) that day, it is about shalat Jum’at, then write and explain purpose, as learning companion, teacher does catechizing with students. Teacher gives motivation to students about importance of shalat Jum’at.

2) Content Activity / 60 minutes

a) Exploration (The Activity of Teacher)

- (1) Teacher explains about definition, requisites, and *sunnahs* of shalat Jum’at.
- (2) Teacher invites students to read *dalil naqli* of shalat Jum’at together.
- (3) Teacher divides students become several groups, One group consist of four until five persons.
- (4) Teacher puts tutors (students who are appointed to be tutors) in each group.
- (5) Teacher gives duty to the tutors to discuss and explain again the material that have been delivered by teacher to friends in group.
- (6) Teacher appoints students randomly for presenting the result of discussion.

b) Elaboration (The Activity of Students)

- (1) Students read *dalil naqli* of shalat Jum'at together.
- (2) Students discuss in groups.
- (3) One of students in group (tutor) explain the material that have been delivered by teacher, and other students make a little note.
- (4) Students who have been appointed, they do presentation the result of discussion.

c) Confirmation (The Activity of Teacher and Students)

- (1) Teacher asks and answers about something that are not known yet by students.
- (2) Teacher with students straighten the misconception, give reinforcement and conclusion.

3) Closing Activity (Reflection) / 10 minutes

- a) Teacher with students do the reflection about study-teach activity in this meeting. Is this activity useful or not? Is this activity be pleasure or not?
- b) Teacher gives duty to be done at home.

4) Assessment

a) Cognitive Achievement

Cognitive Achievement	Indicator	Evaluation Manner
Observation	Can indicate	Written test
	Can collate	
	Can connect	
Remembrance	Can mention	
	Can indicate again	
Comprehension	Can give explanation	
Application	Can give examples	
Analyze	Can sketch out	
	Can give classification	
Synthesis	Can conclude	

b) Affective Achievement

Affective Achievement	Indicator	Evaluation Manner
Acceptance	Receive attitude	Observation
	Reject attitude	
Welcome	Participation	
	Employing	
Appreciation	Regard important and useful	
	Regard beautiful and harmonic	
	Awing	
Internalisation	Admit and believe	
	Disavow	
Characterization	Institutionalize or abolish	
	Realize in behavior on a day-to-day	

c) Psychomotor Achievement

Psychomotor Achievement	Indicator	Evaluation Manner
Skill of afoot and act	Coordinate eyes, hands, and foot movement, and etcetera.	Observation
Qualification of verbal and nonverbal expression	Express	
	Make facial expression and body movement	

b. Cycle II : 2 x 40 minute

1) Preface Activity (Apperception) / 10 minute

After mention subject material that is discussed in “study-teach activity” (*Kegiatan Belajar Mengajar*) that day, it is about shalat Jama’ and Qashar, then write and explain purpose, as learning companion, teacher gives motivation to students about importance of shalat Jama’ and qashar.

2) Content Activity / 60 minutes

a) Exploration (The Activity of Teacher)

- (1) Teacher explains about definition, reasons, and kinds of shalat Jama’ and Qashar.
- (2) Teacher invites students to read *dalil naqli* of shalat Jama’ and Qashar together.
- (3) Teacher divides students become several groups, One group consist of four until five persons.
- (4) Teacher puts tutors (students who are appointed to be tutors) in each group.
- (5) Teacher gives duty to tutors to discuss and explain again the material that have been delivered by teacher to friends in group.
- (6) Teacher appoints students randomly for presenting the result of discussion.

b) Elaboration (The Activity of Students)

- (1) Students read *dalil naqli* of shalat Jama’ and Qashar together.
- (2) Students discuss in groups.

(3) One of students in group (tutor) explain the material that have been delivered by teacher, and other students make a little note.

(4) Students who have been appointed, they do presentation the result of discussion.

c) Confirmation (The Activity of Teacher and Students)

(1) Teacher asks and answers about something that are not known yet by students.

(2) Teacher with students straighten the misconception, give reinforcement and conclusion.

3) Closing Activity (Reflection) / 10 minutes

a. Teacher with students do the reflection about study-teach activity in this meeting. Is this activity useful or not? Is this activity be pleasure or not?

b. Teacher gives duty to be done at home.

4) Assessment

a) Cognitive Achievement

Cognitive Achievement	Indicator	Evaluation Manner
Observation	Can indicate	Written test
	Can collate	
	Can connect	
Remembrance	Can mention	
	Can indicate again	
Comprehension	Can give explanation	
Application	Can give examples	
Analyze	Can sketch out	
	Can give classification	
Synthesis	Can conclude	

b) Affective Achievement

Affective Achievement	Indicator	Evaluation Manner
Acceptance	Receive attitude	Observation
	Reject attitude	
Welcome	Participation	
	Employing	
Appreciation	Regard important and useful	
	Regard beautiful and harmonic	
	Awing	
Internalisation	Admit and believe	
	Disavow	
Characterization	Institutionalize or abolish	
	Realize in behavior on a day-to-day	

c) Psychomotor Achievement

Psychomotor Achievement	Indicator	Evaluation Manner
Skill of afoot and act	Coordinate eyes, hands, and foot movement, and etcetera.	Observation
Qualification of verbal and nonverbal expression	Express	
	Make facial expression and body movement	

c. Cycle III : 2 x 40 minute

1) Preface Activity (Apperception) / 10 minutes

After mention subject material that is discussed in “study-teach activity” (*Kegiatan Belajar Mengajar*) that day, it is about practice of shalat Jum’at, Jama’, Qashar, and Jama’-Qashar, then write and explain purpose, as learning companion, teacher gives motivation to students about importance of shalat Jum’at and shalat on journey.

2) Content Activity / 60 minutes

a) Exploration (The Activity of Teacher)

- (1) Teacher explains about the manner of shalat Jum'at, Jama', Qashar, and Jama'-Qashar.
- (2) Teacher invites students to read the intention (*niat*) of shalat Jum'at, Jama', Qashar, and Jama'-Qashar together.
- (3) Teacher gives duty to tutors to practice *niat* and moval of shalat Jum'at, Jama', Qashar, and Jama'-Qashar.
- (4) Teacher divides students become some groups, One group consist of four until five persons.
- (4) Teacher puts tutors (students who are appointed to be tutors) in each group.
- (5) Teacher gives duty to tutors to discuss and explain again the material that have been delivered by teacher to friends in group.
- (6) Teacher appoints students in a group for practicing shalat Jum'at, Jama', Qashar, and Jama'-Qashar (only *niat* reading and moval, not with shalat reading)

b) Elaboration (The Activity of Students)

- (1) Students read the intention (*niat*) of shalat Jum'at, Jama', Qashar, and Jama'-Qashar together.
- (2) Tutors practice *niat* and moval of shalat Jum'at, Jama', Qashar, and Jama'-Qashar in front of their friends.
- (3) Students discuss in groups.

(4) One of students in group (tutor) explain the material that have been delivered by teacher, and other students make a little note.

(5) Students exercise to practice shalat Jum'at, Jama', Qashar, and Jama'-Qashar (only *niat* reading and moval, not with shalat reading) with friends in group.

(6) Students with the group practice shalat Jum'at, Jama', Qashar, and Jama'-Qashar (only *niat* reading and moval, not with shalat reading) in front of teacher.

c) Confirmation (The Activity of Teacher and Students)

(1) Teacher asks and answers about something that are not known yet by students.

(2) Teacher with students straighten the misconseption, give reinforcement and conclusion

3) Closing Activity (Reflection) / 10 minutes

a. Teacher with students do the reflection about study-teach activity in this meeting. Is this activity useful or not? Is this activity be pleasure or not?

b. Teacher gives duty to be done at home.

4) Assessment

a) Cognitive Achievement

Cognitive Achievement	Indicator	Evaluation Manner
Observation	Can indicate	Written test
	Can collate	
	Can connect	
Remembrance	Can mention	
	Can indicate again	
Comprehension	Can give explanation	
Application	Can give examples	
Analyze	Can sketch out	
	Can give classification	
Synthesis	Can conclude	

b) Affective Achievement

Affective Achievement	Indicator	Evaluation Manner
Acceptance	Receive attitude	Observation
	Reject attitude	
Welcome	Participation	
	Employing	
Appreciation	Regard important and useful	
	Regard beautiful and harmonic	
	Awing	
Internalisation	Admit and believe	
	Disavow	
Characterization	Institutionalize or abolish	
	Realize in behavior on a day-to-day	

c) Psychomotor Achievement

Psychomotor Achievement	Indicator	Evaluation Manner
Skill of afoot and act	Coordinate eyes, hands, and foot movement, and etcetera.	Observation
Qualification of verbal and nonverbal expression	Express	
	Make facial expression and body movement	

CHAPTER IV

EXPOSURE OF DATA AND RESEARCH FINDINGS

A. Object Description of The Research

1. Profil of SMP Negeri 3 Blitar

a. Name of School	: UPTD SMP NEGERI 3 BLITAR
b. Statistic Number of School	: 201056503003
c. Type of School	: A/A1/A2/B/B1/B2/C/C1/C2
d. Address of School	:
Street	: Sudanco Supriyadi No. 30
Subdistrict	: Kecamatan Sananwetan
City	: Kota Blitar
Province	: Propinsi Jawa Timur.
e. Telephone/HP/Fax	: (0342) 801721
f. Status of School	: State (<i>Negeri</i>)
g. Accreditation Value	: A Score = 353.11 (good)
h. Ownership of Land	: Milik Pemerintah
i. Wide of Area	: 8.885 m ²
j. Wide of Building	: 3.145 m ²
k. Category of School	: SSN
l. Founded and Operating Year	: 1960
m. Number of School's Routine Bill	: 0142067226 BPD Jatim Cabang Blitar

2. Vision and Mission of SMP Negeri 3 Blitar

a. Vision

Putting to a test in achievement, Laudable because character.

b. Mission

- 1) Creating increase of quality of education through academic and non-academic activities effective by innovation of learning process.
- 2) Creating development of equipment and infrastructure of education through institutional managed by educated resource who professional make towards standard of education minimal service.
- 3) Creating development of *wiyata mandala* activity through development of discipline, etiquette, and magnanimity so that become human who useful to religion, island, and nation.

3. Structure of Organization

The structure of organization at SMP Negeri 3 Blitar is developed systematically. The school also cooperates with the school committee. In the organizational structure of schools, the role of principal is a top leader in a school. To perform his duties, the principal is assisted by four vice-principals, vice principal of the school curriculum, student section, parts facilities and infrastructure, and part public relations. The principal also had coordination with the Guidance and Counseling, and all personnel who works on the chain of command and coordination lines. The organizational structure and duties of each component can be seen in the appendix.

4. Condition of Equipment and Infrastructure at SMP Negeri 3 Blitar

SMP Negeri 3 Blitar has thirty study rooms that consist of twenty four class rooms and six other rooms where are used as class room. Beside that, SMP Negeri 3 Blitar also has other study room, office, supporting room, field of sport and ceremony. To more complete, the equipment and infrastructure of school and also their furniture conditions can be seen in appendix

The school looks toward north. There is post of security guard after gate of the school. We will meet room of teacher after we walk straight. Field of basketball is in the middle of site. The field is not only used to play basketball, but also it is used to play football, extracurricular, and of course to do flag ceremony. To more complete, the site of school can be seen in appendix.

5. Conditions of Teacher and Employee at SMP Negeri 3 Blitar

SMP Negeri 3 Blitar has 64 teachers, 7 staffs of administration, 1 librarian, 1 gardener, and 1 watchman of School. To more complete, conditions of teacher and employee can be seen in appendix.

6. Conditions of Students at SMP Negeri 3 Blitar

SMP Negeri 3 Blitar has 30 classes, they are 10 classes for class VII, 10 classes for class VIII, and 10 classes for class IX. The table of students conditions year 2006-2012 can be seen in appendix.

B. Observation Before Implementing Action

1. Observation at Classroom (Class VII-i)

On April, 2nd 2012, researcher did observation before implementing the Classroom Action Research. Researcher observed study-teach activity at 1st-2nd lesson time. When the teacher taught Islamic education subject by speech and catechiz method, there were many respons of students. There were students interesting and paid attention enthusiastically about the lesson. But, there also were students looked like not enthusiastic enough about the lesson, there was student sleepy, and there was quixotic student.

Researcher asked question to student interesting and paid attention enthusiastically about the lesson,

Peneliti bertanya kepada Ayu,"Bagaimana menurutmu mengenai cara guru mengajar?" dia menjawab,"Gurunya enak menjelaskannya, suka menjelaskan sambil cerita dan suka guyon, tapi juga tegas." Peneliti kemudian bertanya lagi,"Lalu bagaimana pendapatmu mengenai pelajaran PAI itu sendiri?" Ayu mengatakan," saya memang suka sama pelajaran PAI, karena gampang mengerjakan soal-soalnya, di buku semua ada jawabannya."¹

The researcher also asked question to student seen not enthusiastic enough about the lesson,

Peneliti bertanya pada Nia,"Bagaimana tanggapanmu mengenai pelajaran PAI?" dia menjawab,"Susah bu pelajarannya, saya bingung mengerjakan kalau ada soal," "Memangnya jawabannya nggak dicari di buku?" Lalu Nia tersenyum sambil menjawab,"Malas nyarinya Bu."²

Based on the interview result above, researcher saw that there was discrepancy among students. To students who were able to follow about subject material well, they were able to get good learning achievement easily. But, it was not like that to students who were not enthusiastic enough

¹ Interview to Nova Ayu Novita, the student of class VII-i SMPN 3 Blitar, on April, 2nd, 2012

² Interview to Levvynia Putri, the student of class VII-i SMPN 3 Blitar, on April, 2nd, 2012

about the lesson. As a consequence, those things were able to give impact to their learning achievement, their learning achievement were become not maximal enough.

Based on the value of Islamic education subject at semester two (SK 9, 10, 11) researcher got average value of class, it was 75,97. Because of that, researcher was challenged to research class VII-i and wanted to give action by cooperative learning peer tutoring method. By cooperative learning peer tutoring method, researcher hoped that students having high learning achievement could help their friends having lower learning achievement to explain again the material that had been taught by teacher, so that their learning achievement could increase.

2. Planning Action

Before implementing action, researcher planned action that were needed in researching, there were:

- a. Discussion with Islamic education teacher about condition of students of Class VII-i.
- b. Arrange RPP (*Rencana Pelaksanaan Pembelajaran*).
- c. Arrange material as module.
- d. Arrange observation sheet, it can be seen in appendix.
- e. Established the students who would be tutors, it can be seen in appendix.
- f. Prepared the tutors.
- g. Divided students into heterogeneous groups based on the learning achievement, it can be seen in appendix.

C. Exposure of Data

1. Exposure of Data and Research Finding of Cycle I

a. Planning Action of Cycle I

Several things prepared by researcher in learning process cycle I were:

- 1) RPP (*Rencana Pelaksanaan Pembelajaran*)
- 2) Modul of material about *shalat Jumat*.
- 3) Division students based on the heterogeneous groups.
- 4) Observation sheet of affective and pshychomotoric learning achievement.
- 5) Sheets of individual evaluation test.

b. Implementation of Cycle I (May, 14th 2012)

1) Preface Activity

- a) Teacher opened lesson by greeting (*salam*) and prayer. The teacher led students reading surah Al-Humazah and Attakatsur, short surah of Al-Qur'an. And then, the teacher controlled attendance of students.
- b) The teacher not only explained about *kompetensi dasar* that had to reach in learning activity but also gave motivation about importance of shalat Jum'at to students in order to study well.
- c) The teacher opened interest of students by catechizing about Shalat Jum'at done by students every Friday in residence area of students.

2) Content Activity

- a) The teacher gave material about the definition and basic law (*dasar hukum/dalil naqli*) of shalat Jum'at.
- b) The teacher made students to be several heterogeneous groups. He not only put the tutors in every group, but also explained work activity of group.
- c) The teacher ordered students to discuss in group. Every group had to study five things, they are requisite (*syarat wajib*), valid requisite (*syarat sah*), optional (*sunnah*) of shalat Jum'at and something causing someone may leave it although must do it. That task was divided to every member in group, one thing per each member. All of members made little note about thing studied by them. Then the tutor not only explained again about that five things to friends in a group but also helped friends to comprehend them.
- d) The teacher asked students randomly to explain result of discussion (presentation).
- e) The teacher gave students opportunity to ask question about thing not known by them yet.
- f) The teacher gave students the evaluation test to measure cognitive learning achievement of students.

3) Closing Activity

- a) The teacher gave students homework in order to study at home. The homework was questions in LKS (*Lembar Kerja Siswa*).

- b) The teacher closed the meeting by reading prayer and greeting (*salam*).

c. Observation of Cycle I

In beginning of meeting, when the teacher ordered students to read surah Al-Humazah and At-Takatsur together, students often looked back to see the researcher. They were not accustomed yet by attendance of researcher at that class. But students looked like enthusiastic enough because there were new atmospheres, they were researcher and new method.

Division of group had made based on the average value of SK 9, 10, and 11. The way of group division is on appendix. There were many respons of students about division of group. There were students who were happy, unwilling, and unhappy.

These were respons of part of students about division of group based on interview with the teacher hereunder,

“Beberapa siswa merengek sama saya karena pembagian kelompoknya bukan dengan teman yang akrab. Tapi saya jawab biar bisa akrab dengan teman yang lainnya, bukan hanya dengan teman yang itu-itu saja, jadi bisa saling bertukar wawasan. Ada pula yang minder sebab dia satu kelompok dengan teman yang lebih pintar dari dia. Saya beri pengertian, dengan begitu nanti teman yang lebih pintar akan mengajari dia, nanti dia juga bisa bertanya tentang materi yang belum dimengerti, sehingga bisa jadi bertambah pintar. Terus ada pula yang senang karena satu kelompok dengan teman yang pintar, jadi kalau ada tugas yang sulit bisa minta diajari.”³

³ Observation at class VII-i SMP Negeri 3 Blitar on May, 14th, 2012

To make class to be controlled, the teacher gave explanation about benefit of study in group with heterogeneous members. Students having good learning achievement could be tutors and they could teach students having learning difficulty. The students having learning difficulty could ask helping to students who had comprehended material. The teacher also explained work activity of group. Finally, students could accept the division of group, the condition of class was controlled.

When learning activity was goin on, captain of class was called to come together at library. Zakki, the captain of class wanted be accompanied by his friend in a group but his friend did not begin to accompany him. He asked whomsoever willing to accompany him. Class was be noisy and concentration to do work activity of group was broken. The teacher ordered a student to accompany captain of class. Finally, the captain of class went to library with Nova, the vice of captain class.

The teacher tried controlling class. He tried closing door of class, but it did not help. So he tried reminding students that the time of discussion would be done some minutes then.

The teacher closed the time of discussion by asking several students randomly to explain result of discussion (presentation). Many students asked by teacher were shocked. The teacher wilfully did not ask the tutor but other students. When presentation was going on, students were looked still read their notes. But, several students could explain again by their languages selves. As presentation of Maulana hereunder,

“Jadi kalau pas khotib sedang khotbah, kita nggak boleh bicara sendiri, pokoknya diem dan dengerin saja. Sebab kalau kita ngomong sedikit saja, sholat Jum’atnya jadi sia-sia. Kalau ada temen ngomong sendiri, kita ya pakai isyarat saja ngasi taunya, nggak boleh ngomong sama sekali pokoknya.”⁴

Maulana explained by dialect of Blitar, it made all of members of class laughed. Whereas other students looked like still read the notes when explained the result of discussion. And then the teacher closed presentation and gave students opportunity to ask questions about things not known by them yet.

The next activity was the implementation of evaluation test I. The teacher ordered students to give space among their seats, because that test was individual test. The researcher helped teacher to give sheets of evaluation test to students, two sheets for each students. There were twenty numbers multiple-choice test on the sheet. And after fifteen minutes, all of students had collected their sheets to the teacher.

Before the teacher closed learning activity, he had given students homework in order to study well at home. The homework was questions in LKS (*Lembar Kerja Siswa*). Students had to collect LKS the following two weeks. Teacher closed the meeting by reading prayer and greeting (*salam*).

Based on the result of observation of cycle I, there was improving learning achievement of students includes :

- a. Cognitive learning achievement increased four points, the average value of class from 76 was become 80 at cycle I.

⁴ Observation at class VII-i SMP Negeri 3 Blitar on May, 14, 2012

There were three students whose values under the completeness. Permana Bima Syahputra had basic value 70 and still 70 at cycle I, Rizal Zulfikar had basic value 69 and 70 at cycle I, and Yulian Dhiaz Trisnanto had basic value 71 and 70 at cycle I. That case may have been caused:

- 1) Both of the students were not accustomed yet with learning method that was used.
- 2) There was noisy at class that made concentration of students in learning activity was broken.

b. Affective and psychomotoric learning achievement 34%

d. Reflection of Cycle I

There were things that happened beyond the planning of researcher, they were:

- a. The first, division of group that time-consuming longer than plan, initially five minutes at plan was become thereabouts ten minutes at implementation. It was caused by students who protested so that the class was be noisy.
- b. The second, the class was be noisy when the capten of class was inviting his friend to accompany him to come together at library.

From two things above, the teacher and researcher wanted to arrange agreement of study (*kesepakatan belajar*) to students at cycle II so that the class could be more controlled.

- c. The third, the researcher saw that there was still discussion of group when students were doing individual evaluation test.

So for cycle II, the researcher planned that students may not have sit with friends of group and the space of seats must be wider. That thing was hoped that it could make assistance in doing individual evaluation test was able to be lessen.

2. Exposure of Data and Research Finding of Cycle II

a. Planning Action of Cycle II

Several things prepared by researcher in learning process cycle II were:

- 1) RPP (*Rencana Pelaksanaan Pembelajaran*)
- 2) Modul of material about *shalat Jamak and Qashar*.
- 3) Agreement of study.
- 4) Observation sheet of affective and pshychomotoric learning achievement.
- 5) Sheets of individual evaluation test.
- 6) Manual of shalat practice.

b. Implementation of Cycle II (May, 21th 2012)

1) Preface Activity

- a) The teacher opened lesson by greeting (*salam*) and prayer. The teacher led students reading surah Al-Humazah and Attakatsur, short surah of Al-Qur'an. And then, the teacher controlled attendance of students.
- b) The teacher not only explained about *kompetensi dasar* that had to reach in learning activity but also gave motivation about importance of shalat in journey to students in order to study well.

- c) The teacher opened interest of students by catechizing about Shalat Jamak and Qashar having ever done by students in journey.

2) Content Activity

- a) The teacher gave material about the definition and basic law (*dasar hukum/dalil naqli*) of shalat Jamak.
- b) The teacher ordered students to come together with their groups. Then the teacher made agreement of study with students.
- c) The teacher ordered students to discuss in group. Every group had to study five things, they are definition of shalat Jamak and Qashar, *dalil naqli* of Shalat Jamak and Qashar, reasons of shalat Jamak and Qashar, kinds of shalat Jamak and Qashar, and kinds of shalat that may be done by Jamak and Qashar. That task was divided to every member in group, one thing per each member. All of members made little note about thing studied by them. Then the tutor not only explained again about that five things to friends in a group but also helped friends to comprehend them.
- d) The teacher asked students randomly to explain result of discussion (presentation).
- e) The teacher gave students opportunity to ask question about thing not known by them yet.
- f) The teacher gave students the evaluation test to measure cognitive learning achievement of students.

3) Closing Activity

- a) The teacher gave groups lottery to establish shalat practice task of groups. Those practice tasks were shalat Jum'at, Shalat Jamak, Shalat Qashar, and Shalat Jamak-Qashar. Teacher also gave groups manual of shalat practice.
- b) The teacher closed the meeting by reading prayer and greeting (*salam*).

c. Observation of Cycle II

The atmosphere was different at that day. All students wore *batik*, the national clothes of Indonesia. In the month of May, it is commemorated as national swadhesi month. In year 2012, all of school citizens had to wear *batik* begin on May 18th – 23th.

Learning in class was began by greeting of the teacher. Prayer was led by capten of class, and then reading surah Al-Humazah and Attakatsur together. In the beggining of learning, students were looked more enthusiastic. Several students asked about questions in LKS (*Lembar Kerja Siswa*), whereas LKS was not collected at that day, but following week again. That thing indicated that interest of students to learn Islamic education subject was increasing.

The teacher gave little answer all at once gave apperception about material before, it had been shalat jum'at, with material at that day, it was shalat Jamak and Qashar. The teacher explained difference and similarity of shalat Jum'at with shalat Jamak and Qashar. The teacher gave motivation to students about importance of shalat in journey. The teacher

opened interest of students by catechizing whether students had ever done shalat in journey. Students raised hands enthusiastic although when they were asked about sholat doing by them they did not know deeply yet. The researcher saw that students had been motivated to learn about shalat Jamak and Qashar. It was proved when researcher saw that students wanted to learn about shalat in journey. After that, the teacher explained about *kompetensi dasar* that had to reach at shalat Jamak and Qashar material.

The teacher explained students about definition and basic law (*dalil naqli*) of shalat Jamak. The teacher ordered students to read *dalil naqli* of shalat Jamak together. After that, the teacher gave instruction to students to come together with their groups. Then the teacher made agreement of study with students that students might not be noisy when discussion was goin on. Students might discuss with their groups, but they might not be noisy. The teacher also ordered tutors to guide their friends in order to make class to be controlled. If still there were students who were noisy, the teacher would give punishment to memorize surah Yasin while standing in front of whiteboard at that time. All students agreed with that agreement of study.

Group discussion process was going more controlled and be better than meeting at last week. That thing could be looked from attitude of students that more focus about material of discussion. There were several students who tried inviting other students to chat, but they were reminded directly by other friends. There were not significant problem

when group discussion process was going on. The researcher valued that conscious thought to study in group was increasing.

To close group discussion process all at once checked comprehension of students, the teacher asked students randomly to explain result of discussion. Students looked like still brought their notes but when teacher gave them questions, they could explain by their language selves. The teacher had given students opportunity to ask question about thing not known by them yet before evaluation test was implemented.

The teacher ordered students not only to return to their first position before they sit with groups but also to give wider among their seats. Researcher helped teacher to organize the position of seats. There were not significant problem because the seat using by students were individual seats like seats at university, so that they were carried easily.

The researcher helped teacher to give sheets of evaluation test to students, two sheets for each students. There were twenty numbers multiple-choice test on the sheet. And after fifteen minutes, all of students had collected their sheets to the teacher.

Before the teacher closed learning activity, he had ordered delegations of groups to take lottery about practice of shalat Jum'at, Jamak and Qashar. The researcher helped the teacher to give manual of shalat practice to each groups. The result of lottery and manual of shalat were on appendix. The teacher also reminded students to bring equipment of shalat and learning process at following week would be in

musholla. The teacher closed the meeting by reading prayer and greeting (*salam*).

Based on the result of observation of cycle II, there was improving learning achievement of students includes :

- a. Cognitive learning achievement increased four points, the average value of class from 80 was become 84 at cycle II.
- b. Affective and psychomotoric learning achievement 59%

d. Reflection of Cycle II

Based on the action result of cycle II, the researcher saw that there was increase learning achievement of students. The researcher wanted to know how students could apply their knowledge and theory having been studied by them by practicing directly. So the researcher wanted to continue action to cycle III that had purpose practice.

3. Exposure of Data and Research Finding of Cycle III

a. Planning Action of Cycle III

Several things prepared by the researcher in learning process cycle III were:

- 1) RPP (*Rencana Pelaksanaan Pembelajaran*)
- 2) Agreement of study.
- 3) Observation sheet of affective and psychomotoric learning achievement.
- 4) Sheets of individual evaluation test.
- 5) Manual of shalat practice.

b. Implementation of Cycle III (May, 28th 2012)

1) Preface Activity

- a) The teacher opened lesson by greeting (*salam*) and prayer. The teacher led students reading surah Al-Humazah and Attakatsur, short surah of Al-Qur'an. And then, the teacher controlled attendance of students.
- b) The teacher not only explained about *kompetensi dasar* that had to reach in learning activity but also gave motivation about importance of practice of shalat to students in order to study well.

2) Content Activity

- a) The teacher ordered students to come together with their groups.
- b) The teacher ordered students to wear their clothes of shalat (*mukena* for girls, *sarung* and *kopyah* for boys).
- c) The teacher ordered students to discuss in group. Students had to study. material based on manual of shalat practice that they got last week.
- d) Students practiced shalat based on serial number of shalat:
 - (1) Group 4 and 6 practiced shalat Jum'at,
 - (2) Group 2 practiced shalat Jamak Takdim Zuhur-Ashar,
 - (3) Group 8 practiced shalat Jamak Takhir Maghrib-Isya,
 - (4) Group 1 and 3 practiced shalat Qashar,
 - (5) Group 5 practiced shalat Jamak-Qashar Takdim Zuhur-Ashar,
 - (6) And the last, Group 7 practiced shalat Jamak-Qashar Takhir Maghrib-Isya.

After certain group finished practicing shalat, other groups had to commentated result of practice.

3) Closing Activity

- a) The teacher reviewed learning activity, he checked comprehension of students by giving questions.
- b) The teacher gave students homework in order to study at home. The homework was questions in LKS (*Lembar Kerja Siswa*).
- c) The teacher closed the meeting by reading prayer and greeting (*salam*).

c. Observation of Cycle III

When the teacher and researcher entered into musholla, students had waited before that at terrace of musholla. They studied manual of shalat practice with friends in groups. That thing indicated that students were more active and enthusiastic about Islamic education material. The teacher ordered students to enter into musholla and began learning by greeting. The capten of class led reading prayer and all of students read surah Al-Humazah and Attakatsur together.

The teacher ordered students to come together with their groups and wear their clotheses of shalat (*mukena* for girls, *sarung* and *kopyah* for boys). At that day, special for group four and group six that studied same material, shalat Jum'at, they could discuss together. They looked like enjoy togetherness by dividing task who would be *muazdin* and *khotib*. Finally Novan from group four was become *muazdin* and Dicky from group six was become *khotib*. But it was not like group one and

group three that were given permit by the teacher to study together, they would rather have discussed with their own groups than have discussed with other groups, they said that they would be confused if too many persons in a group.

However, both of those things above, about discussion between group four and group six collectively and discussion group one and three that would rather have discussed with their own groups, researcher valued that they had been accustomed to study in group although their character of groups were different. Group four and group six indicated that students could more mixed and could be opened to accept opinion and thought from other friends. Whereas group one and group three indicated that students had been focused to study about material, they had been accustomed with their group and focused to study by proof they did not want too many persons in group that could make group be noisy. At the heart of the matter, they had been comfortable to study in group.

And then the teacher ordered students to observe the practice of shalat. The first practice was from group four and group six, they practiced shalat Jum'at. The second practice was from group two practicing shalat Jamak Takdim Zuhur and Ashar. The third practiced was from group eight practicing shalat Jamak Takhir Maghrib and Ashar. The fourth practiced was from group one and group three practicing shalat Qashar. And then group five practicing shalat Jamak-Qashar takdim Zuhur and Ashar. The last group seven practicing shalat Jamak-Qashar maghrib and Isya.

There were not significant problem when practice of shalat was going on. There were only several students doing LKS when discussion process was going on because all of students had to collect LKS at that day. But when students practiced shalat, average of students got good values. Students also observed their friends that were practicing, they gave commentary if friends made error and they also gave applause appreciation if friends did practice perfectly. That things indicated that there were good cooperation and relations among students in learning.

Before the teacher closed learning activity, he had ordered students to read commentary on paper about learning during those three meetings. And then those papers had to be collected. Based on the result of commentary papers, majority of students liked peer tutoring method, they gave reaction as follow :

Table 4.17 Reaction of Students about Implementation of Cooperative Learning Peer Tutoring Method

<i>Information</i>	<i>Total of students</i>	<i>Percentage (%)</i>
Very Comfortable	20	54 %
Comfortable	14	38 %
Less Comfortable	3	8 %
Uncomfortable	-	-
	37	100 %

Based on the result of observation of cycle III, there was improving learning achievement of students includes :

- a. Cognitive learning achievement increased four points, the average value of class from 84 was become 93 (value of shalat practice) at cycle III.

- b. Affective and psychomotoric learning achievement 78%

d. Reflection of Cycle III

Based on the action result of cycle III, learning achievement was become increase significantly. Learning achievement at cycle I was increase 34% for affective and psychomotoric learning achievement. Learning achievement at cycle II was increase 59% for affective and psychomotoric learning achievement. Learning achievement at cycle III was increase 78% for affective and psychomotoric learning achievement. For more complete, it could be seen at appendix of learning achievement increase graphics.

There were indicator of that success, it was seen from :

- 1) Enthusiasm and anxiety of students about Islamic education subject were be increase.
- 2) There were cooperation and good relations among students in learning process.
- 3) Students could practice theory having studied by them.
- 4) Students were more active in following learning activity.
- 5) Learning achievement was become increase significantly:

a) The Average Value of Class (Cognitive Learning Achievement) :

- | | |
|-----------------|--|
| (1) Basic value | : 76 , the completeness of value = 59% |
| (2) Cycle I | : 80 , the completeness of value = 92% |
| (3) Cycle II | : 84, the completeness of value = 100% |
| (4) Cycle III | : 93 (value of shalat practice) |

b) The Increase of Affective and Psychomotoric Learning
Achievement

(1) Cycle I : 34%

(2) Cycle II : 59%

(3) Cycle III : 78%

CHAPTER V

DISCUSSION

The Classroom Action Research was implemented every Monday at 1st-2nd lesson time at Class VII-i SMP Negeri 3 Blitar. There were three cycles in this research. Cycle I was implemented on May, 14th 2012, cycle II was implemented on May, 21th 2012, and cycle III was implemented on May, 28th 2012. Hereunder are analysis of the implementation of cooperative learning peer tutoring method to improve the Islamic education learning achievement of students SMP Negeri 3 Blitar.

A. Analysis of Cycle I of the Implementation of Cooperative Learning Peer Tutoring Method on Islamic Education at SMP Negeri 3 Blitar

At Cycle I, the teacher introduced students about study in group with heterogeneous members. The teacher also gave motivation to students about importance of Shalat Jum'at. Initially when division of group, there were many respons of students about division of group. There were students who were happy, unwilling, and unhappy. It was because students was not accustomed yet to study in group with friends who were not chummy.

Because of that, the teacher gave explanation about benefit of study in group with heterogeneous members. Accord with Etin Sholihatin that in forming study group, membership of group must has heterogeneous characteristic, so that the cooperative interaction is accumulation from different various characteristics of students. In that study condition will grow and develop the values, attitude, morality, and behavior of students. This condition

is very good media to students to develop the ability and train the skill and study democratically.¹

And then, the teacher explained again about benefit of study in group with friends having good achievement. Students having good learning achievement could be tutors and they could teach students having learning difficulty. The students having learning difficulty could ask helping to students who had comprehended material. As Satriyaningsih said in her thesis “*yang dimaksud dengan tutor sebaya adalah siswa yang ditunjuk atau ditugaskan membantu temannya yang mengalami kesulitan belajar, karena hubungan antar teman pada umumnya lebih dekat dibandingkan dengan hubungan antar guru dan siswa.*”²

There were little problem when discussion process was going on. The class was noisy because captain of class wanted be accompanied by his friend in a group but his friend did not begin to accompany him. He asked whomsoever willing to accompany him. Class was be noisy and concentration to do work activity of group was broken. From that case, the teacher and researcher wanted to arrange agreement of study to students at cycle II so that the class could be more controlled.

When the teacher asked several students randomly to explain result of discussion (presentation), many students asked by teacher were shocked. The teacher wilfully did not ask the tutor but other students, it was because the

¹ Etin Solihatin and Raharjo, *Cooperative Learning; Analisis Model Pembelajaran IPS*, Bumi Aksara, Jakarta, 2007, page 7

² Satriyaningsih, *Efektivitas Metode Pembelajaran Tutor Sebaya untuk Meningkatkan Hasil Belajar Biologi pada Pokok Bahasan Ekosistem pada Siswa Kelas VII SMP Bhinneka Karya Klego Boyolali Tahun Ajaran 2008/2009, Skripsi*, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surakarta, 2009, page 4

teacher wanted to know how well the comprehension of students about Islamic education subject through implementation of cooperative learning peer tutoring method. When presentation was going on, students were looked still read their notes. But, several students could explain again by their languages selves.

The next activity was the implementation of evaluation test I. The researcher saw that there was still discussion of group when students were doing individual evaluation test. So for cycle II, the researcher planned that students may not have sit with friends of group and the space of seats must be wider. That thing was hoped that it could make assistance in doing individual evaluation test was able to be lessen.

Based on the result of observation of cycle I, there was improving learning achievement of students includes :

- a. Cognitive learning achievement increased four points, the average value of class from 76 was become 80 at cycle I.
- b. Affective and psychomotoric learning achievement 34%.

B. Analysis of Cycle II of the Implementation of Cooperative Learning Peer Tutoring Method on Islamic Education at SMP Negeri 3 Blitar

At the beginning of meeting, several students asked about questions in LKS (*Lembar Kerja Siswa*), whereas LKS was not collected at that day, but following week again. The material at that day was shalat in journey. The teacher gave students motivation about importance of shalat in journey. The teacher opened interest of students by catechizing whether students had ever done shalat in journey. Students raised hands enthusiastic although when they were asked about sholat doing by them they did not know deeply yet. The

researcher saw that students had been motivated to learn about shalat Jamak and Qashar.

The teacher made agreement of study with students that students might not be noisy when discussion was going on. Group discussion process was going more controlled and be better than meeting at last week. That thing was looked from attitude of students that more focus about material of discussion. There were several students who tried inviting other students to chat, but they were reminded directly by other friends. There were not significant problem when group discussion process was going on.

Based on the explanation that has been described above, the researcher saw that interest of students to learn Islamic education subject was increasing. The researcher valued that conscious thought to study in group was increasing. It is accorded with opinion of Isjoni that cooperative learning can stimulate students to enthusiastic in learning “Cooperative learning *adalah suatu model pembelajaran di mana siswa belajar dan bekerja dalam kelompok-kelompok kecil yang berjumlah 4-6 orang secara kolaboratif sehingga dapat merangsang siswa lebih bergairah dalam belajar*”.³

When the teacher asked students randomly to to explain result of discussion, students looked like still brought their notes but when teacher gave them questions, they could explain by their language selves. The researcher saw that cooperative learning had given good influence to process of

³ Isjoni, *Cooperative Learning; Efektifitas Pembelajaran Kelompok*, cet. Ke-II, Alfabeta, Bandung, 2009, page 11-12

discussion. According to Suryo and Amin, one of some overplus of Peer Tutoring method is it can increase the responsibility and self confidence.⁴

Before the individual evaluation test was going on, the teacher had ordered students not only to return to their first position before they sit with groups but also to give wider among their seats. Researcher helped teacher to organize the position of seats. That case was proven to be able to minimalization help of group in doing test, and the values of students could be more variation.

Based on the result of observation of cycle II, there was improving learning achievement of students includes :

- a. Cognitive learning achievement increased four points, the average value of class from 80 was become 84 at cycle II.
- b. Affective and psychomotoric learning achievement 59%.

C. Analysis of Cycle III of the Implementation of Cooperative Learning Peer Tutoring Method on Islamic Education at SMP Negeri 3 Blitar

Before the teacher and researcher entered into musholla, students had waited before that at terrace of musholla. They were studying manual of shalat practice with friends in groups. That thing indicated that students were more active and enthusiastic about Islamic education material. Students had awared that they had to work in group, so that they helped one another to comprehend the material. It is appropriate with one of the basic principles of cooperative learning according to Stahl that in working the task of group, students work in group as a cooperative group. In activity of working team, students must learn

⁴ Moh. Suryo and Moh. Amin, *Pengajaran Remedial*, Depdikbud P2BSPG, Jakarta, 1982, page 51

how to increase their interaction ability in leading, discussing, negotiating, and clarifying the various of problems in finishing the tasks of group.⁵

At that day, special for group four and group six that studied same material, shalat Jum'at, they could discuss together. They looked like enjoy togetherness by dividing task who would be *muazdin* and *khotib*. Finally Novan from group four was become *muazdin* and Dicky from group six was become *khotib*. But it was not like group one and group three that were given permit by the teacher to study together, they would rather have discussed with their own groups than have discussed with other groups, they said that they would be confused if too many persons in a group.

However, both of those things above, about discussion between group four and group six collectively and discussion group one and three that would rather have discussed with their own groups, researcher valued that they had been accustomed to study in group although their character of groups were different. Group four and group six indicated that students could more mixed and could be opened to accept opinion and thought from other friends. Whereas group one and group three indicated that students had been focused to study about material, they had been accustomed with their group and focused to study by proof they did not want too many persons in group that could make group be noisy. At the heart of the matter, they had been comfortable to study in group. As according to Sunal and Hans,

cooperative learning merupakan suatu cara pendekatan atau serangkaian strategi yang khusus dirancang untuk memberi dorongan kepada peserta didik agar bekerja sama selama proses pembelajaran. Selanjutnya Stahl (1994) menyatakan *cooperative learning* dapat

⁵ Etin Solihatin dan Raharjo, *Op cit*, page 8

meningkatkan belajar siswa lebih baik dan meningkatkan sikap tolong-menolong dalam perilaku sosial.⁶

There were not significant problem when practice of shalat was going on. There were only several students doing LKS when discussion process was going on because all of students had to collect LKS at that day. But when students practiced shalat, average of students got good values. As Amin Suyitno said in his book with the title *Dasar-dasar dan Proses Pembelajaran Matematika* “metode belajar yang paling baik adalah mengajarkan kepada orang lain. Oleh karena itu, pemilihan model pembelajaran tutor sebaya sebagai strategi pembelajaran akan sangat membantu siswa dalam mengajarkan materi kepada teman-temannya.”⁷

Students also observed their friends that were practicing, they gave commentary if friends made error and they also gave applause appreciation if friends did practice perfectly. That things indicated that there were good cooperation and relations among students in learning. As Etin Solihatin and Raharjo said that after presentation of students end, teacher invites students to do self reflection to repair the weakness.⁸

Based on the result of observation of cycle III, there was improving learning achievement of students includes :

- a. Cognitive learning achievement increased four points, the average value of class from 84 was become 93 (value of shalat practice) at cycle III.
- b. Affective and psychomotoric learning achievement 78%.

⁶ Isjoni, *Op. Cit.*, page 12

⁷ Amin Suyitno, *Dasar-dasar dan Proses Pembelajaran Matematika*, FMIPA UNNES, Semarang, 2004, page 36

⁸ Etin Solihatin dan Raharjo, *Op cit*, page 10

D. Analysis of Cycle I, II, and III of the Implementation of Cooperative Learning Peer Tutoring Method on Islamic Education at SMP Negeri 3 Blitar

Based on result of assessment of cycle I, cycle II, and cycle III, the learning achievement of students was become increase significantly. Learning achievement at cycle I was increase 34% for affective and psychomotoric learning achievement. Learning achievement at cycle II was increase 59% for affective and psychomotoric learning achievement. Learning achievement at cycle III was increase 78% for affective and psychomotoric learning achievement. For more complete, it could be seen at appendix.

The researcher valued that this action was success to improve learning achievement of students. All of aspects of learning achievement were increase. It accorded with Syaiful Bahri that learning achievement is result of study, it is the alteration of individual-self as result of activity in learning “*Prestasi belajar adalah hasil yang diperoleh berupa kesan-kesan yang mengakibatkan perubahan dalam diri individu sebagai hasil dari aktivitas dalam belajar.*”⁹

There were indicator of that success, it was seen from :

1. Enthusiasm and anxiety of students about Islamic education subject were be increase.
2. There were cooperation and good relations among students in learning process.
3. Students could practice theory having studied by them.
4. Students were more active in following learning activity.

⁹ Syaiful Bahri, *Prestasi Belajar dan Kompetensi Guru*, Usaha Nasional, Surabaya, 1994, page 23

5. Learning achievement was become increase significantly:

a. The Average Value of Class (Cognitive Learning Achievement) :

- 1) Basic value : 76 , the completeness of value = 59%.
- 2) Cycle I : 80 , the completeness of value = 92%.
- 3) Cycle II : 84, the completeness of value = 100%.
- 4) Cycle III : 93 (value of shalat practice).

b. The Increase of Affective and Psychomotoric Learning Achievement

- 1) Cycle I : 34%
- 2) Cycle II : 59%
- 3) Cycle III : 78%

After saw the result of assessment, researcher saw that the teacher supported to use learning process by cooperative learning peer tutoring method,

“siswa jadi lebih aktif dan percaya diri menjelaskan presentasinya dengan bahasa mereka sendiri. Siswa yang mengalami kesulitan belajar menjadi terbantu, terbukti nilai-nilai mereka jadi naik. Insyaallah saya akan menerapkan metode ini lagi nanti.”¹⁰

The respon of students about the method was also good. Based on the result of commentary papers, majority of students liked peer tutoring method, they gave reaction as follow :

¹⁰ Interview to Arfai Djuharsah, the teacher of Islamic Education at SMPN 3 Blitar, on May, 29, 2012

Table 5.1 Reaction of Students about Implementation of Cooperative Learning Peer Tutoring Method to Improve The Learning Achievement

<i>Information</i>	<i>Total of students</i>	<i>Percentage (%)</i>
Very Comfortable	20	54 %
Comfortable	14	38 %
Less Comfortable	3	8 %
Uncomfortable	-	-
	37	100 %

CHAPTER VI

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research that has been described, the conclusion are:

1. The planning process of cooperative learning peer tutoring method to improve the Islamic Education learning achievement of students SMP Negeri 3 Blitar. It was began from discussion with Islamic education teacher about condition of students of Class VII-i, arrange RPP (*Rencana Pelaksanaan Pembelajaran*), arrange material, arrange instrument of research: observation sheet and list of interview question, established the students who would be tutors, prepared the tutors, and divided students into heterogeneous groups based on the learning achievement.
2. The implementation of cooperative learning peer tutoring method to improve the Islamic Education learning achievement of students SMP Negeri 3 Blitar. The researcher worked with teacher (collaborative-partisipatoris with teacher), the teacher was still be teacher, and the researcher was an observer to observe the learning process. The teacher made agreement of study, gave students opportunity to study in group with friends, ordered students having good learning achievement to be tutors who guided and helped students having learning difficulty, gave students task to explain the result of discussion (presentation) and received it.

3. The evaluation of cooperative learning peer tutoring method to improve the Islamic Education learning achievement of students SMP Negeri 3 Blitar. It give well enough result. This case can be seen from the affective and psychomotoric learning achievement at cycle I increased 34%, cycle II increased 59%, and at cycle III increased 78%. The average value of class as cognitive learning achievement also increased, the basic value was 76 and increased four points at cycle I, it was become 80. At cycle II increased four points, it was become 84. And the average value of shalat practice was 93.

B. Suggestion

Based on the results of the research and analysis, the researcher need to provide several suggestions for:

1. The institute of education ought to apply several methods in learning process like cooperative learning peer tutoring method, because it was proven to be able to improve the learning achievement on Islamic education subject. It ought to use cooperative learning peer tutoring method prudently and adapt with certain subject material in order to make learning process can run maximal.
2. The teacher as giver of subject material at class ought to give students opportunity to work together with other students and give them times to find their knowledge, because teacher is not the only smart one, but students also have their knowledge and experience from their environment.

3. The students ought to implement the learning activity by cooperative learning peer tutoring method accord with the command of the teacher in order to make learning achievement to be maximal.
4. The researcher hope that there is other researcher who will research cooperative learning peer tutoring method with different topic as contribution in education world.

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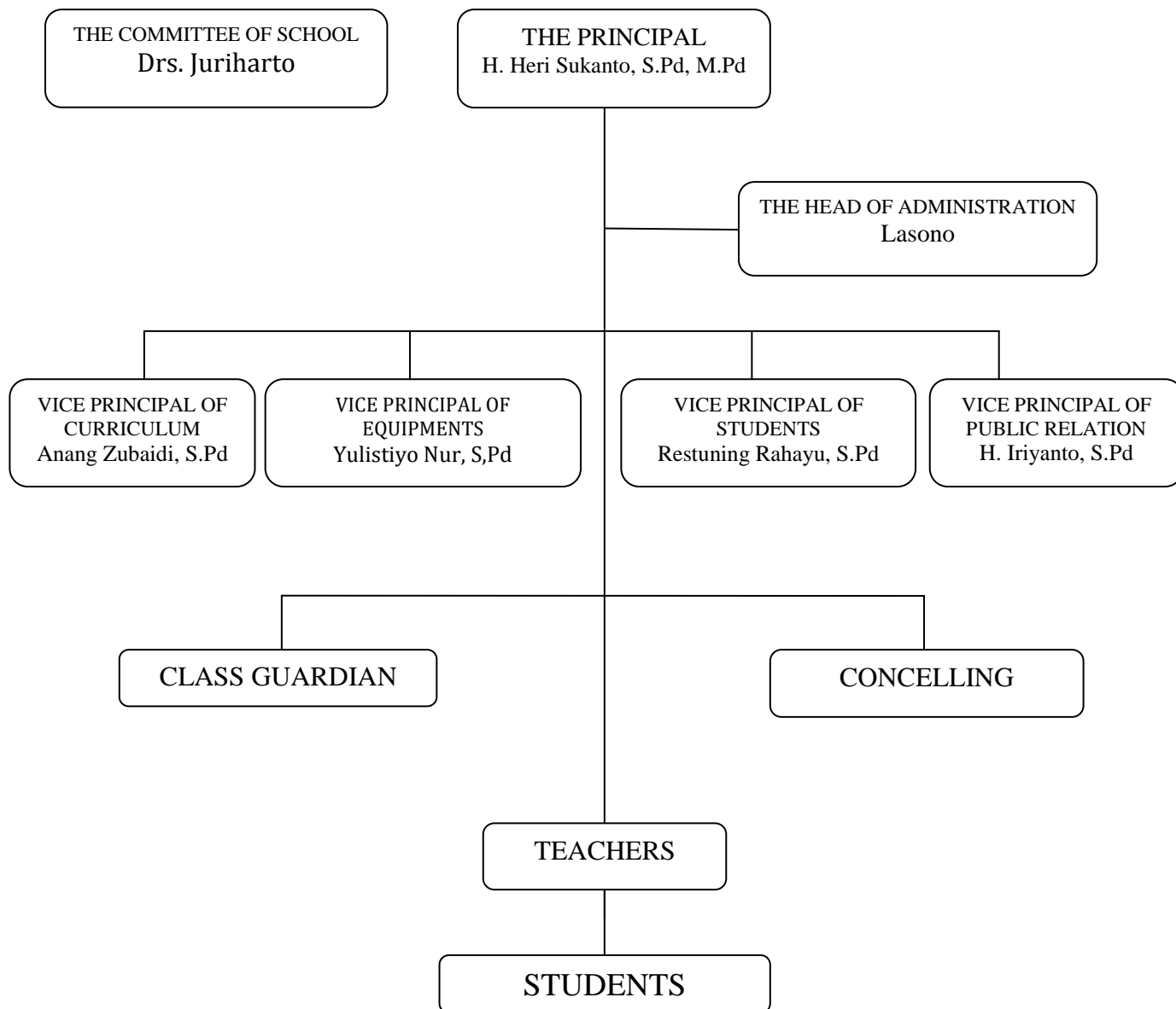
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Appendix I

STRUCTURE OF ORGANIZATION

SMP NEGERI 3 BLITAR



Appendix II

CONDITION OF EQUIPMENT AND INFRASTRUCTURE

AT SMP NEGERI 3 BLITAR

a. Data of Study Room (Class)

Condition	Total and Wide				Total of Other Rooms where are used as classroom (e)	Total of Rooms where are used as classroom (f)=(d+e)
	Wide 7x9 m ² (a)	Wide > 63m ² (b)	Wide < 63 m ² (c)	Total (d) =(a+b+c)		
Good	13	3	8	24	6 rooms, they are: Lab.IPA = 2 Lab.Bhs = 2 Lab.Komp = 2	30
Little Damaged						
Moderate Damaged						
Serious Damaged						
Totality Damaged						

Table 1 Condition of Study Room

Information of Condition:

Good	Damaged < 15%
Little Damaged	15% - < 30%
Moderate Damaged	30% - < 45%
Serious Damaged	45% - 65%
Totality Damaged	>65%

b. Data of Other Study Room

Kind of Room	Total	Wide (pxl)	Condition	Kind of Room	Total	Wide (pxl)	Condition
1. Library	1	12x8	Good	6. Laboratory of Language	2	8x15	Good
2. Laboratory of IPA	2	12x9	Good	7. Laboratory of Computer	2	8x12	Good
3. Skill	1	9x8	Good	8. PTD			
4. Multimedia				9. Hall			
5. Art	2	8,5x8	Good	10.			

Table 2 Condition of Other Study Room

c. Data of Office

Kind of Room	Total	Wide (pxl)	Condition
1. Principal	1	4x3,5	Good
2. Vice of Principal	1	9x2	Good
3. Teacher	1	11x9	Good
4. Administration	1	12x4	Good
5. Guest	1	4x2,5	Good
Others:.....			

Table 3 Condition of Office

d. Data of Supporting Room

Kind of Room	Total	Wide (pxl)	Condition	Kind of Room	Total	Wide (pxl)	Condition
1. Storeroom	1	4x3	Good	10. Musholla	1	6x6	Good
2. Kitchen				11. Change			
3. Reproduction				12. Cooperation	2	6x4	Good
4. Toilet of Teacher	2	1,5x3	Good	13. Hall/lobby			
5. Toilet of Student	11	2x2	Good	14. Canteen			
6. BK	1	5,5x4	Good	15. Pump House/ Water Tower			
7. UKS	2	3x4	Good	16. Shed of Vehicle	3	10x5	Good
8. PMR/Pramuka	1	4x2,5	Good	17. Watchman House			
9. OSIS	1	5x4	Good	18. Guard Post	1	2x1,7	Good

Table 4 Condition of Supporting Room

e. Field of Sport and Ceremony

Field	Total	Wide (pxl)	Condition	Information
1. Field of Sport				
a. Basketball	1	18 x 38	Good	
b. Volleyball			Good	
c.....	1	11x24		
2. Field of Ceremony				

Table 5 Condition of Field

f. Furniture of Class Room

Total of Class rooms	Furniture																			
	Total and condition of table’s student					Total and condition of chair’s student					Cupboard + rack of books/tools					Whiteboard				
	Total	Good	Little	Damaged Serious	Damaged	Total	Good	Little	Damaged Serious	Damaged	Total	Good	Little	Damaged Serious	Damaged	Total	Good	Little	Damaged Serious	Damaged
24	430	430				1080	1080				24	24				30	30			

Table 6 Furniture of Class Room

g. Furniture of Other Study Room

Room	Furniture																							
	Table						Chair						Cupboard + rack of books/tools						Others					
	Total	Good	Little	Damaged	Serious	Damaged	Total	Good	Little	Damaged	Serious	Damaged	Total	Good	Little	Damaged	Serious	Damaged	Total	Good	Little	Damaged	Serious	Damaged
Library	16	16					30	30					10	10										
Lab. of IPA	22	22					66	66					7	7										
Skill	11	11					30	30					2	2										
Multimedia																								
Lab. of Language	60	60					66	66					1	1										
Lab of Computer	60	60					60	60					1	1										
Hall																								
Art	2	2					2	2					4	4										
PTD																								
Others:																								

Table 7 Furniture of Other Study Room

h. Furniture of Office Room

Room	Furniture																			
	Table					Chair					Cupboard + rack of books/tools					Others				
	Total	Good	Little	Damaged Serious	Damaged	Total	Good	Little	Damaged Serious	Damaged	Total	Good	Little	Damaged Serious	Damaged	Total	Good	Little	Damaged Serious	Damaged
Principal	2	2				6	6				1	1				1	1			
Vice of Principal	4	4				8	8				1	1				1	1			
Teacher	63	63				68	68				6	6				2	2			
Administration	8	8				12	12				3	3				3	3			
Guest	1	1				5	5				1	1								
Others																				

Table 8 Furniture of Office Room

i. Furniture of Supporting Room

Room	Furniture															
	Table				Chair				Cupboard + rack of books/tools				Others			
	Total	Good	Damaged	Damaged	Total	Good	Damaged	Damaged	Total	Good	Damaged	Damaged	Total	Good	Damaged	Damaged
BK	5	4	1		14		1		1	1						
UKS	1	1			1	1			2	2						
PMR/Pr amuka	1	1			10	7	3		1	1						
OSIS	1	1			5	5			1	1						

Storeroom	1	1			1	1			5	5						
Musholla	1	1			2	2			1	1						
Cooperation	1	1			2	2			2	2						
Hall/lobby	1	1			4	4			1	1						
Canteen																
Guard Post	2	2			2	2										

Table 9 Furniture of Supporting Room

j. Collection of Library Books

Nu.	Kind of Book	Total	Condition	
			Damaged	Good
1.	Book of student/Lesson (all of subject lesson)	30.651	254	30.397
2.	Reading book (example: novel, technology and science book, etc.)	1.379	10	1.369
3.	Reference book (example dictionary, encyclopedia, etc.)	918		918
5.	Journal			
6.	Magazine	913		913
7.	Newspaper	1.039		1.039
	Total	34.900	264	34.636

Table 10 Collection of Library Books

k. Supporting Facility of Library

Nu.	Kind	Total / Wide/ Specification
1.	Colour	1 Pentium 4
2.	Reading room	1 8x10
4.	TV	1 29" Colour
5.	LCD	
6.	VCD/DVD player	1

Table 11 Supporting Facility of Library

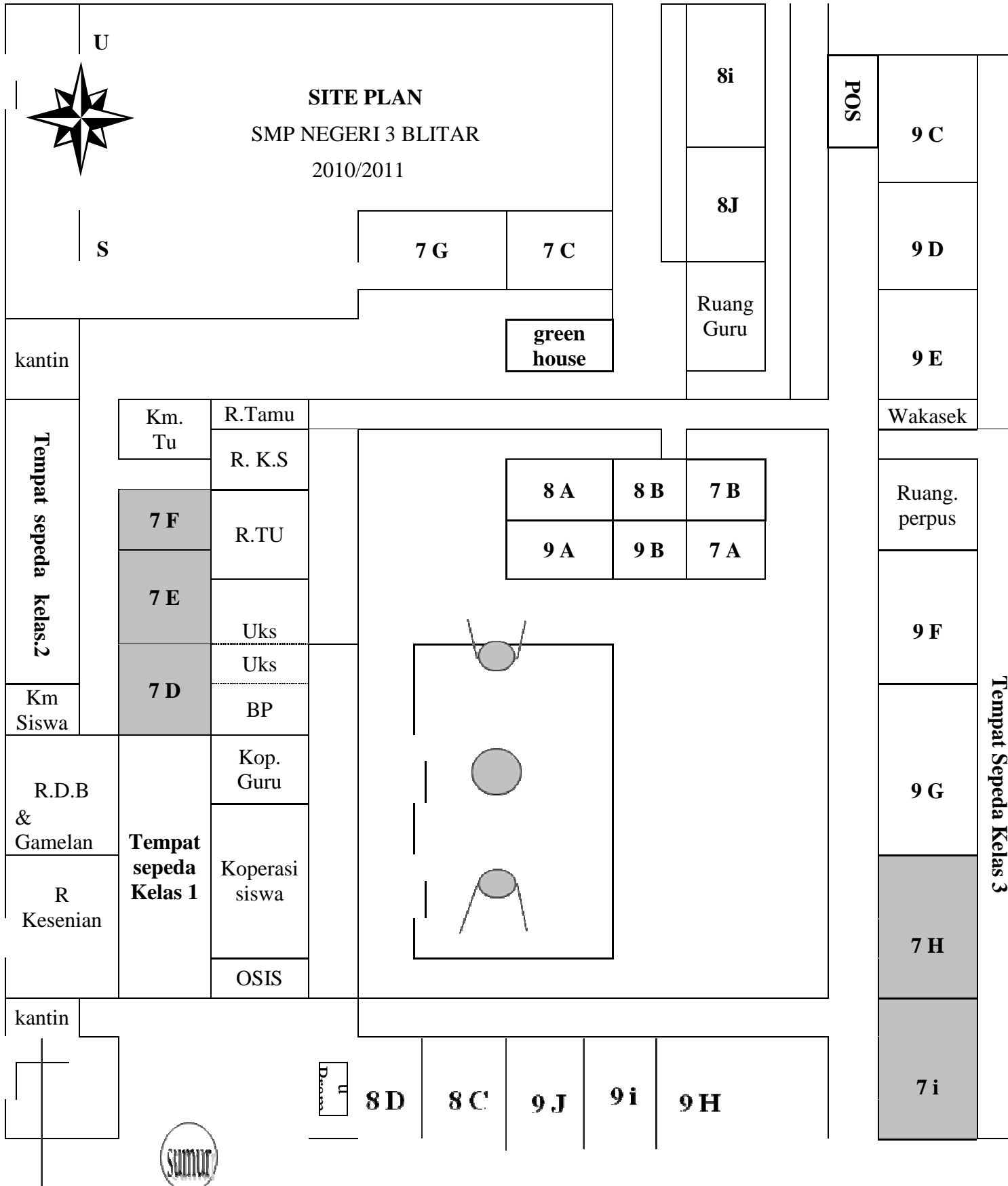
l. Tools/Material at Laboratory/Art Room/Multimedia Room

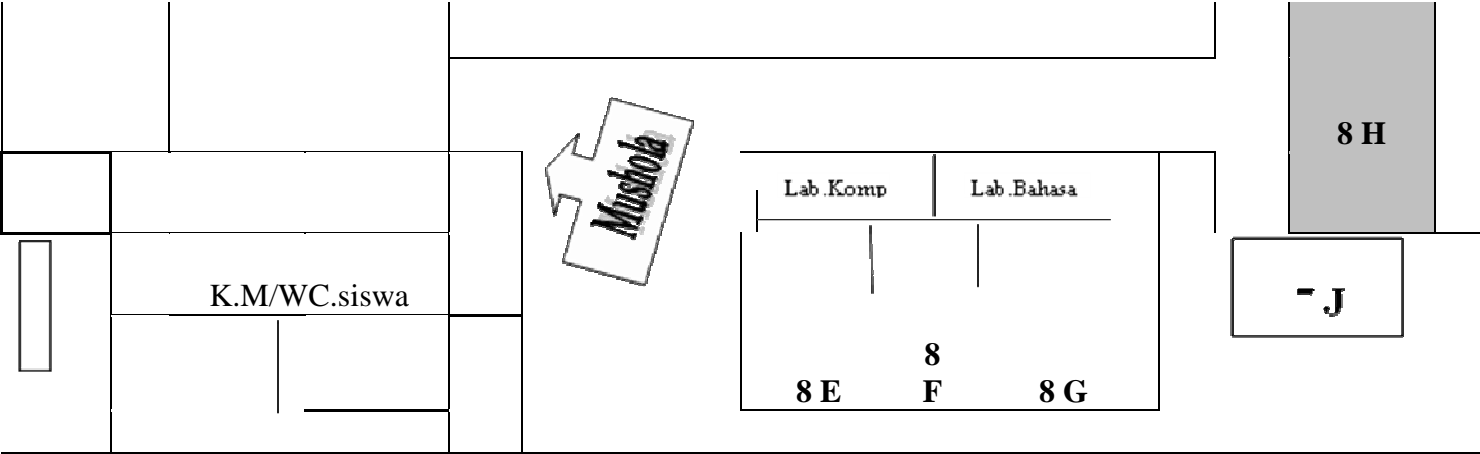
Tools/ Material	Total, Quality, and Condition of Tools/Material										
	Total				Quality				Condition		
	≤ 25% from req.	25%- 50% from req.	50%- 75% from req.	75%- 100% from req.	Les s	Enoug h	Good	Very Good	Serious Damaged	Little Damage d	Good
Lab. of IPA			2				2				2
Lab. of Lang			2				2				2
Lab. of Comp			2				2				2
Skill		1					1				1
PTD											
Art		1					1				1

Table 12 Tools/Material at Laboratory/Art Room/Multimedia Room

Appendix III

THE SITE OF SCHOOL





Rencana Pembangunan dan Rehabilitasi yang diusulkan

Appendix IV

CONDITIONS OF TEACHER AND EMPLOYEE

AT SMP NEGERI 3 BLITAR

a. Principal and vice of principal

Position	Name	Gender		Graduation
		M	F	
Principal	Heri Sukanto,S.Pd,M.Pd	√		S2
Vice of Principal	Anang Zubaidi,S.Pd	√		S1

Table 4.13 Condition of Principal and Vice of Principal
Based on The Gender and Graduation

b. Teacher

No.	Graduation	Total and Status of Teacher				Total
		PNS		Honorary		
		M	F	M	F	
1.	S3/S2	1	1			2
2.	S1	25	36			61
3.	D-4					
4.	D3/Sarmud	1				1
5.	D2					
6.	D1					
7.	≤ SMA/on a level					
Total		27	37			64

Table 4.14 Condition of Teacher Based on Status and Graduation

c. Employee

N o	Employee	Total of employee and qualification of graduation						Total of employee based on status and gender				Tota l
								PNS		Honorar y		
		≤ SMP	SM A	D1	D2	D3	S1	M	F	M	F	
1.	Administration Staff		3		2		2	2	4	1		7
2.	Librarian		1						1			1
3.	Watchman	1						1				1
4.	Gardener	1						1				1
Total		2	4		2		2	4	5	1		10

Table 4.15 Condition of Employee Based on Graduation, Status, and Gender

Appendix V

CONDITIONS OF STUDENTS AT SMP NEGERI 3 BLITAR

Year	Class VII		Class VIII		Class IX		Total (Class VII + VIII + IX)	
	Total of Student s	Total of study grou p	Total of Student s	Total of study grou p	Total of Student s	Total of study grou p	Student s	Grou p of Study
2006/2007	321	8	321	8	337	8	979	24
2007/2008	323	8	323	8	322	8	968	24
2008/2009	322	10	324	10	313	10	959	30
2009/2010	388	10	319	10	315	10	1027	30
2010/2011	375	10	389	10	322	10	1086	30
2011/2012	362	10	372	10	382	10	1116	30

Table 1 Condition of Students Based on Group of Study

Appendix VI

OBSERVATION SHEETS OF AFFECTIVE AND PSYCHOMOROTIC LEARNING ACHIEVEMENT OF STUDENTS

Direction of Column Filling : a. 5 if all of descriptors appear

b. 4 if three of descriptors appear

c. 3 if two descriptors appear

d. 2 if one descriptor appears

e. 1 if there is no descriptor at all

Information	Indicator	Descriptor	Beginning Observation	Cycle I	Cycle II
Preface	1. Pay attention purpose	a. Pay attention explanation from teacher	2	3	3
		b. Make a note the purpose			
		c. Submit opinion or answer question from teacher			
		d. Ask about something that are not clear yet			
	2. Observe the material explanation	a. Pay attention explanation of material	2	3	3
		b. Make a note the material explanation			
		c. Submit opinion or question to teacher			
		d. Ask about something that are not clear yet			
	3. Involvement in generation of beginning knowledge	a. Answer question from teacher	2	3	3
		b. Receive explanation from teacher			
		c. Propose opinion			
		d. Comementate opinion from friends			
	4. Involvement in formation of groups	a. Willing to be member	2	3	3
		b. Accept existence of group			
		c. Want to cooperate			
		d. Divide task rotationly			
	5. Comprehend task	a. Pay attention explanation of group task	2	3	3
		b. Ask about task that is not clear yet			
		c. Divide tasks appropriate with agreement			
		d. Divide tasks rotationly			
	6. Doing daily activity	a. Answer greetings	3	3	4
		b. Answer attendance			
		c. Answer question from teacher			
		d. Listen explanation from teacher			
Content	1. Comprehend task or	a. Create quiet atmosphere	2	3	3
		b. Read questions individually			

	questions	c. Effort to comprehend questions			
		d. Ask questions to teacher			
	2. Involvement in doing task of group	a. Active in discussing	1	2	3
		b. Help one another			
		c. Cooperation one another in group			
		d. Help friends not comprehending yet			
	3. Involvement in finishing task of group	a. Appreciate opinion of group	1	2	3
		b. Doing task			
		c. Finishing questions			
		d. Finishing report of group			
	4. Activity of tutors	a. Active in group	1	3	4
		b. Do not monopolize task of group			
		c. Guide and appreciate friends			
		d. Give motivation to friends			
	5. Activity of medium students	a. Active in group	1	3	3
		b. Guide low students			
		c. Build cooperation of group			
		d. Accelerate to finish task of group			
	6. Activity of low students	a. Active of group	1	3	3
		b. Help task of group appropriate with ability			
		c. Effort to comprehend material			
		d. Appreciate explanation and guidance of friends			
	7. Explain data in presentation	a. Explain data well	2	3	3
		b. Explain data systematically			
		c. Explain data by good comprehending and knowledge			
		d. Explain data by language selves			
	8. Receive the presentation of other groups	a. Observe the discussion report of other groups	2	3	3
		b. Pay attention to the presentation			
		c. Help to answer			
		d. Give commentary			
	9. Appreciate one another among individual	a. Listen and accept opinion of friends	3	3	3
		b. Wait te shift to give opinion			
		c. Give motivation to friends in other groups			
		d. Give appreciation to friends in other groups			
	1. Receive evaluation	a. Ask question if there are something not known yet	3	3	4
		b. Answer questions from teacher			
		c. Appreciate answer of friens about question of teacher			
		d. Complement answer of friend			
Total of Affective and Psychomotoric Learning Achievement			32	43	51

Appendix VII

STEPS OF STUDENTS DIVISION IN HETEROGENEOUS GROUPS BASED ON AVERAGE VALUE OF SK 9, 10, 11

NUMBER		M/ F	Name	Average Value of SK 9,10,11	Round Numbers	In Order	Information	Group
Abs	NIS							
16	15498	F	Melati Atika Sari	89,33	89	1	Students having high learning achievement	1
25	15507	F	Pitaloka Ayu Habsari	88,67	89	2		2
6	15488	F	Ester Ayesta	86	86	3		3
19	15501	F	Nova Ayu Novita	81,33	81	4		4
30	15512	F	Rizky Putri Amalia	81,33	81	5		5
18	15500	F	Niken Febriliana Fitri	80,33	80	6		6
13	15495	F	Maratus Sholikhah	80	80	7		7
17	15499	M	M. Zakki Jiwantomo	80	80	8		8
28	15510	F	Rika Dewi Apprillia	79,67	80	9		8
32	15514	M	Satriya Dwi Wicaksono	78,67	79	10		7
5	15487	M	Dicky Chandra Nugroho	78,33	78	11	Students having medium learning achievement	6
22	15504	M	Oska Aditya Pratama	77,67	78	12		5
31	15513	M	Ryan Setyo Aji	77,67	78	13		4
33	15515	F	Setya Utari Rindang Istiawan	77,67	78	14		3
10	15492	F	Krisandi Wijayanti	77,67	78	15		2
8	15490	F	Hasna Dicaesoria Alifannisa	77,33	77	16		1
1	15483	M	Aji Purbo Cahyo	76,67	77	17		8
27	15509	F	Reni Riyadhus Sholichah	76,67	77	18		7
4	15486	F	Devina Laraswati Suharsono	75,67	77	19		6
35	15517	M	Yuharda Eka Mukti Wibowo	75,67	76	20		5
34	15516	F	Vina Islamia Putri	75,33	75	21		4
2	15484	F	Amelia Fitri Yulinda	75	75	22		1
11	15493	F	Levvynia Putri	74,33	74	23		2
15	15497	M	Maulana Syahputra	73,67	74	24		3
20	15502	M	Novanda Probo Yuono	72,67	73	25		4
23	15505	F	Peni Wulandari	72,33	72	26		5
9	15491	M	Ikanang Muhammad Iqbal	72	72	27		6

14	15496	M	Masterio Pemilutama	71,33	71	28	Students having low learning achievement	7
21	15503	F	Nurrisa Savira Breliana	71	71	29		8
36	15518	M	Yulian Dhiaz Trisnanto	70,67	71	30		8
7	15489	M	Geordheca Mahira Candia P.	70,67	71	31		7
37	15519	M	M. Fahmi Mubaroq	70,33	70	32		6
3	15485	M	Avicenna Setyawan	69,67	70	33		5
24	15506	M	Permana Bima Syahputra	69,67	70	34		4
29	15511	M	Rizal Zulfikar	68,67	69	35		3
12	15494	F	Lia Yulistiana	67,33	67	36		2
26	15508	F	Realita Agusvina	66,67	67	37		1
					75,97			

Appendix VIII

LIST OF GROUPS

Group	Member	M/F	Information
1	Melati Atika Sari	F	Tutor
	Hasna Dicaesoria Alifannisa	F	
	Amelia Fitri Yulinda	F	
	Realita Agusvina	F	
2	Pitaloka Ayu Habsari	F	Tutor
	Krisandi Wijayanti	F	
	Levvynia Putri	F	
	Lia Yulistiana	F	
3	Ester Ayesta	F	Tutor
	Setya Utari Rindang Istiawan	F	
	Maulana Syahputra	M	
	Rizal Zulfikar	M	
4	Nova Ayu Novita	F	Tutor
	Ryan Setyo Aji	M	
	Vina Islamia Putri	F	
	Novanda Probo Yuono	M	
	Permana Bima Syahputra	M	
5	Rizky Putri Amalia	F	Tutor
	Oska Aditya Pratama	M	
	Yuharda Eka Mukti Wibowo	M	
	Peni Wulandari	F	
	Avicenna Setyawan	M	
6	Niken Febriliana Fitri	F	Tutor
	Dicky Chandra Nugroho	M	
	Devina Laraswati Suharsono	F	
	Ikanang Muhammad Iqbal	M	
	M. Fahmi Mubaroq	M	
7	Maratus Sholikhah	F	Tutor
	Satriya Dwi Wicaksono	M	
	Reni Riyadhus Sholichah	F	
	Masterio Pemilutama	M	
	Geordheca Mahira Candia P.	M	
8	M. Zakki Jiwantomo	M	Tutor
	Rika Dewi Apprillia	F	
	Aji Purbo Cahyo	M	
	Nurrisa Savira Breliana	F	
	Yulian Dhiaz Trisnanto	M	

Appendix IX

EXTRAPOLATION OF INCREASE THE AFFECTIVE AND PSYCHOMOTORIC LEARNING ACHIEVEMENT OF STUDENTS

1. Extrapolation of Cycle I

$$\begin{aligned}P &= \frac{\text{Post rate} - \text{Base rate}}{\text{Base rate}} \times 100\% \\&= \frac{43-32}{32} \times 100\% \\&= \frac{11}{32} \times 100\% \\&= 0,34 \times 100\% = \mathbf{34\%}\end{aligned}$$

2. Extrapolation of Cycle II

$$\begin{aligned}P &= \frac{\text{Post rate} - \text{Base rate}}{\text{Base rate}} \times 100\% \\&= \frac{51-32}{32} \times 100\% \\&= \frac{19}{32} \times 100\% \\&= 0,59 \times 100\% = \mathbf{59\%}\end{aligned}$$

3. Extrapolation of Cycle III

$$\begin{aligned}P &= \frac{\text{Post rate} - \text{Base rate}}{\text{Base rate}} \times 100\% \\&= \frac{57-32}{32} \times 100\% \\&= \frac{25}{32} \times 100\% \\&= 0,78 \times 100\% = \mathbf{78\%}\end{aligned}$$

Appendix X

INCREASE OF THE COGNITIVE LEARNING ACHIEVEMENT OF STUDENTS

NUMBER		M /F	Name	VALUE			
Abs	INDUK			Basic Value	Cycle 1	Cycle 2	Cycle III (value of practice)
1	15483	M	Aji Purbo Cahyo	77	85	85	90
2	15484	F	Amelia Fitri Yulinda	75	80	80	90
3	15485	M	Avicenna Setyawan	70	75	80	85
4	15486	F	Devina Laraswati Suharsono	77	80	90	100
5	15487	M	Dicky Chandra Nugroho	78	85	90	90
6	15488	F	Ester Ayesta	86	80	90	95
7	15489	M	Geordheca Mahira Candia P.	71	80	75	90
8	15490	F	Hasna Dicaesoria Alifannisa	77	85	85	100
9	15491	M	Ikanang Muhammad Iqbal	72	80	90	95
10	15492	F	Krisandi Wijayanti	78	80	85	95
11	15493	F	Levvynia Putri	74	80	80	85
12	15494	F	Lia Yulistiana	67	75	75	90
13	15495	F	Maratus Sholikhah	80	90	95	100
14	15496	M	Masterio Pemilutama	71	80	80	100
15	15497	M	Maulana Syahputra	74	80	80	85
16	15498	F	Melati Atika Sari	89	85	95	95
17	15499	M	M. Zakki Jiwantomo	80	90	85	100
18	15500	F	Niken Febriliana Fitri	80	85	90	95
19	15501	F	Nova Ayu Novita	81	80	90	95
20	15502	M	Novanda Probo Yuono	73	80	85	85
21	15503	F	Nurrisa Savira Breliana	71	75	85	90
22	15504	M	Oska Aditya Pratama	78	85	80	85
23	15505	F	Peni Wulandari	72	75	85	90
24	15506	M	Permana Bima Syahputra	70	70	80	95
25	15507	F	Pitaloka Ayu Habsari	89	90	90	100
26	15508	F	Realita Agusvina	67	80	75	85
27	15509	F	Reni Riyadhus Sholichah	77	80	85	100
28	15510	F	Rika Dewi Apprillia	80	90	90	85
29	15511	M	Rizal Zulfikar	69	70	75	95
30	15512	F	Rizky Putri Amalia	81	80	85	100
31	15513	M	Ryan Setyo Aji	78	80	80	95
32	15514	M	Satriya Dwi Wicaksono	79	85	85	95
33	15515	F	Setya Utari Rindang Istiawan	78	85	85	100
34	15516	F	Vina Islamia Putri	75	80	80	100
35	15517	M	Yuharda Eka Mukti Wibowo	76	75	80	95
36	15518	M	Yulian Dhiarz Trisnanto	71	70	85	90
37	15519	M	M. Fahmi Mubaroq	70	75	85	85
Average value of class				75,97	80,41	84,19	93,11
Average value of class (Round number)				76	80	84	93
Completeness				59,46%	91,89%	100%	100%
Completeness (Round number)				59 %	92%	100%	100%

Appendix XI

PICTURE OF RESEARCH



Teacher explained
work activity of group



Teacher guided students



Peer tutoring method
was going on



Students explained result
of discussion (presentation)



Students practiced shalat



Students practiced shalat

SILABUS PEMBELAJARAN

Nama Sekolah : SMP Negeri 3 Blitar

Kelas : VII

Mata Pelajaran : PAI

Semester : 2

Standar Kompetensi (Fiqih): 12. Memahami tatacara shalat Jum'at.

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu
				Teknik	Bentuk Instrumen	Contoh Instrumen	
Menjelaskan ketentuan-ketentuan shalat Jum'at.	Shalat Jum'at	1. Siswa membaca dan menelaah berbagai literatur untuk menemukan konsep yang benar tentang shalat Jum'at dengan berbagai ketentuannya.	1. Menjelaskan pengertian shalat Jum'at dan dasar hukumnya.	Tes tulis	Uraian	1. Jelaskan pengertian shalat Jum'at dan dasar hukumnya!	2 x 40 menit
			2. Menjelaskan syarat mendirikan shalat Jum'at.	Tes tulis	Jawaban singkat	1. Jelaskan syarat-syarat mendirikan shalat Jum'at!	
			3. Menjelaskan perbuatan sunnah yang terkait dengan shalat Jum'at.	Tes lisan	Jawaban singkat	1. Jelaskan beberapa perbuatan sunnah yang terkait dengan shalat Jum'at!	
			4. Menyebutkan beberapa halangan melaksanakan shalat Jum'at.	Tes tulis	Jawaban singkat	1. Jelaskan beberapa halangan melaksanakan shalat Jum'at!	
Sikap siswa yang diharapkan			Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Kerjasama Kecintaan				

mempraktikkan t Jum'at.		2. Siswa mempraktikkan shalat Jum'at bersama-sama dengan jama'ah lainnya di masjid.	1. Menyebutkan beberapa persiapan untuk melaksanakan shalat Jum'at.	Tes tulis	Uraian	1. Jelaskan beberapa persiapan yang harus dilakukan untuk pelaksanaan shalat Jum'at!	2 x 40 menit
			2. Menjelaskan tatacara shalat Jum'at.	Tes tulis	Uraian	1. Jelaskan secara lengkap tatacara shalat Jum'at!	
			3. Mempraktikkan shalat Jum'at di sekolah dan di masjid.	Tes unjuk kerja	Praktik	1. Praktikkan pelaksanaan shalat Jum'at bersama teman-teman kalian di sekolah!	
ter siswa yang diharapkan			Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Kerjasama Kecintaan				

Mengetahui,
Kepala SMP Negeri 3 Blitar

(**HERI SUKANTO, S.Pd, M.Pd.**)
NIP : 19601208 198303 1
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Blitar, April 2012
Guru Mapel Pendidikan Agama
Islam

(**Drs. ARFAI DJUHARSAH**)
NIP : 19560204 198301 1 001

SILABUS PEMBELAJARAN

Nama Sekolah : SMP Negeri 3 Blitar

Kelas : VII

Mata Pelajaran : PAI

Semester : 2

Standar Kompetensi (Fiqih): 13. Memahami tatacara shalat jama' dan qashar.

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu
				Teknik	Bentuk Instrumen	Contoh Instrumen	
Menjelaskan shalat jama' dan qashar.	Shalat Jama' dan Qashar	1. Siswa membaca dan menelaah berbagai literatur tentang shalat jama' dan qashar sehingga dalam menjelaskannya dengan benar.	1. Menjelaskan pengertian shalat jama' dan dasar hukumnya.	Tes tulis	Uraian	1. Jelaskan pengertian shalat jama' dan dasar hukumnya!	2 x 40 menit
			2. Menjelaskan pengertian shalat qashar dan dasar hukumnya.	Tes tulis	Uraian	1. Jelaskan pengertian shalat qashar dan dasar hukumnya!	
			3. Menjelaskan syarat-syarat melaksanakan shalat jama' dan qashar.	Tes tulis	Jawaban singkat	1. Jelaskan syarat-syarat melaksanakan shalat jama' dan qashar!	
			4. Menyebutkan macam-macam shalat yang bisa di jama' dan diqashar.	Tes lisan	Jawaban singkat	1. Sebutkan shalat-shalat yang bisa di jama'!	
Sikap siswa yang diharapkan			Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Kerjasama				

			Kecintaan				
praktikkan t jama' dan ar.		2. Siswa mempraktikkan shalat jama' dan qashar di bawah pengawsan gurunya.	1. Menjelaskan bentuk-bentuk pelaksanaan shalat jama'.	Tes tulis	Jawaban singkat	1. Jelaskan bentuk-bentuk pelaksanaan shalat jama'!	2 x 40 menit
			2. Menjelaskan tatacara shalat jama' dan qashar.	Tes tulis	Uraian	1. Jelaskan tatacara pelaksanaan shalat qashar yang digagung dengan shalat jama'!	
			3. Mempraktikkan shalat jama' dan qashar di sekolah.	Tes unjuk kerja	Praktik	1. Praktikkan shalat Maghrib dan 'Isya' dengan cara jama' di depan teman-teman kalian!	
kter siswa yang diharapkan			Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Kerjasama Kecintaan				

Mengetahui,
Kepala SMP Negeri 3 Blitar

(HERI SUKANTO, S.Pd, M.Pd.)
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Blitar, April 2012
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(Drs. ARFAI DJUHARSAH)
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 3 Blitar
Mata Pelajaran : Pendidikan Agama Islam
Kelas / Semester : VII / 2
Standar Kompetensi : 12. Memahami tatacara salat Jumat
Kompetensi Dasar : 12.1. Menjelaskan ketentuan-ketentuan salat Jumat
Alokasi Waktu : 2 X 40 menit (1 pertemuan)

Tujuan Pembelajaran

Setelah kegiatan pembelajaran dengan metode ceramah, tanya jawab, dan diskusi selesai, diharapkan siswa dapat:
menjelaskan pengertian, syarat-syarat, sunah-sunah salat Jum'at dengan teliti,
membaca dan mengartikan dalil naqlinya dengan percaya diri, menjelaskan
halangannya dengan benar.

Karakter siswa yang diharapkan : • Dapat dipercaya/jujur • Demokrasi
• Rasa hormat dan perhatian •
Disiplin
• Tekun • Percaya diri
• Tanggung jawab • Teliti

Materi Pembelajaran

A. Pengertian dan Hukum Shalat Jum'at

Shalat Jum'at adalah shalat fardhu dua rakaat yang wajib dilaksanakan oleh setiap muslim setiap hari Jum'at di waktu zuhur yang diawali dengan dua khotbah.

Hukum melaksanakan shalat Jum'at adalah *fardhu ain* bagi setiap muslim. Dasar hukum pelaksanaan shalat Jum'at bukanlah hasil pendapat ulama, melainkan dalil yang berasal dari Al-Qur'an dan hadits. Untuk mengetahui dasar hukum pelaksanaan shalat Jum'at, coba cermati dua dalil berikut ini.

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا نُودِيَ لِلصَّلَاةِ مِنْ يَوْمِ الْجُمُعَةِ فَاسْعَوْا إِلَىٰ ذِكْرِ
اللَّهِ وَذَرُوا الْبَيْعَ ذَلِكُمْ خَيْرٌ لَّكُمْ إِن كُنْتُمْ تَعْلَمُونَ ﴿٩﴾

Hai orang-orang beriman, apabila diseru untuk menunaikan shalat Jum'at, maka bersegeralah kamu kepada mengingat Allah dan tinggalkanlah jual beli. Yang demikian itu lebih baik bagimu jika kamu mengetahui. (QS. Al-Jumu'ah: 9)

عَنْ طَارِقِ بْنِ شِهَابٍ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ : قَالَ الْجُمُعَةُ حَقٌّ وَاجِبٌ عَلَىٰ كُلِّ
مُسْلِمٍ فِي جَمَاعَةٍ إِلَّا أَرْبَعَةً عَبْدٌ مَمْلُوكٌ أَوْ امْرَأَةٌ أَوْ صَبِيٌّ أَوْ مَرِيضٌ (ابوداود)

Dari Tariq bin Syihab dari Nabi SAW bersabda: Shalat Jum'at itu kewajiban yang hak bagi setiap muslim yang dikerjakan dalam jamaah, kecuali untuk empat golongan, (yaitu) budak, wanita, anak-anak, dan orang sakit. (HR. Abu Daud)

B. Ketentuan Shalat Juma't

Seperti ibadah-ibadah yang lain, dalam shalat Jum'at pun terdapat beberapa ketentuan yang mengaturnya. Di antaranya syarat wajib, syarat sah, rukun, sunnah, dan hal-hal yang menyebabkan seseorang boleh meninggalkannya meski sebenarnya wajib melaksanakannya.

1. Syarat Wajib Shalat Jum'at

Melakukan shalat Jum'at harus memenuhi syarat wajib yang telah ditentukan oleh syariat. Syarat wajib tersebut antara lain:

- a. Beragama Islam,
- b. Berjenis kelamin laki-laki (wanita tidak wajib melaksanakan shalat Jum'at),
- c. Sudah baligh,
- d. Berakal (tidak gila),
- e. Sehat (tidak dalam keadaan sakit),
- f. Bermukim (bukan musafir).

2. Syarat Sah Shalat Jum'at

Selain memenuhi ketentuan syarat wajib seperti yang telah dikemukakan, dalam pelaksanaan shalat Jum'at juga harus memenuhi syarat sah, antara lain:

- a. Shalat Jum'at dilaksanakan pada waktu Zuhur,
- b. Dilaksanakan di tempat yang menetap, seperti di kota atau di perkampungan. Jadi, shalat Jum'at tidak harus dilakukan saat di tengah perjalanan, di tempat pengungsian sementara, dan sebagainya,
- c. Dilakukan dengan berjamaah,
- d. Didahului dengan dua khotbah.

3. Rukun Shalat Jum'at

Setelah syarat wajib dan syarat sah dipenuhi dengan sempurna, maka yang diperhatikan sekarang adalah rukun shalat Jum'at. Adapun rukun shalat Jum'at menurut para ulama hanya ada duamacam, yaitu *khotbah* dan *shalat*.

Khotbah shalat Jum'at dilaksanakan dua kali sebelum shalat dilakukan. Sedangkan shalat dilaksanakan sebanyak dua rakaat, sebagaimana dinyatakan Umar bin Khattab: "*Shalat Jum'at itu dua rakaat secara sempurna, bukan karena diringkas.*" (HR Ahmad bin Hanbal, an-Nasai, dan Ibnu Majah)

4. Tata Cara Shalat Jum'at

Bagi mereka yang memenuhi syarat wajib shalat Jum'at harus melaksanakannya apabila memang tidak ada uzur yang menghalanginya. Shalat Jum'at ini dilaksanakan sebanyak dua rakaat. Tata cara pelaksanaannya sama seperti saat melaksanakan shalat yang lain, yaitu diawali dari takbiratul ihram hingga salam. Hanya saja, shalat Jum'at ini ada beberapa syarat khusus seperti yang telah dikemukakan di depan.

Saat mengerjakan shalat Jum'at, syarat-syarat itu menjadi ukuran apakah shalat Jum'at yang dilakukan itu telah sah atau belum. Dari syarat-syarat itu pula, kita dapat mengetahui bagaimana shalat Jum'at dilaksanakan.

5. Khotbah Jum'at

Khotbah Jum'at memiliki kedudukan yang sangat penting. Ia merupakan satu kesatuan dengan shalat Jum'at dan sesungguhnya permulaan shalat Jum'at adalah ketika khatib naik mimbar untuk berkhotbah. Karenanya, salah besar kalau kita menganggap rangkaian shalat

Jum'at dimulai setelah iqamah. Apalagi apabila menganggap bahwa keduanya terpisah.

Pada saat khotbah berlangsung, seluruh jamaah diharuskan mendengarkannya dengan tekun. Kita tidak boleh berbicara saat khatib sedang berkhotbah. Sedemikian seriusnya perintah mendengarkan itu hingga mengingatkan orang yang berbicara saat khotbah pun dilarang. Bahkan, berkata “diamlah” pun dilarang meskipun itu dilakukan dengan maksud baik.

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: إِذَا قُلْتَ لِصَاحِبِكَ أَنْصِتْ يَوْمَ الْجُمُعَةِ وَالْإِمَامُ يَخْطُبُ فَقَدْ لَعُوتَ (رواه مسلم)

Dari Abu Hurairah r.a., bahwasannya Rasulullah SAW. bersabda: Apabila kamu berkata,"diamlah" kepada temanmu sewaktu khatib sedang berkhotbah, maka sia-sialah ibadah Jum'atmu.(HR. Muslim)

Dari sini dapat dilihat betapa pentingnya kedudukan khotbah Jum'at. Apabila orang yang bermaksud baik mengingatkan pun disebut melakukan perbuatan yang dapat merusak shalatnya, apalagi mereka yang berbicara dan bercanda hingga lalai mendengarkan khotbah. Demikian pula dengan orang yang tidur ketika khotbah disampaikan, juga termasuk sia-sia ibadah Jum'atnya. Lebih parah lagi orang yang datangnya ke masjid setelah khatib mulai khotbah. Apalagi yang datang setelah khotbah selesai, tanpa adanya uzur yang dibenarkan.

6. Sunah Shalat Jum'at

Setiap orang pasti menginginkan ibadah yang dijalankannya mendapat pahala yang lebih. Demikian pula halnya dengan ibadah shalat Jum'at. Berikut ini akan dikemukakan beberapa hal yang dapat menjadikan ibadah shalat Jum'at kita bernilai lebih. Hal-hal tersebut berupa sunnah shalat Jum'at yang diajarkan Rasulullah SAW. kepada umatnya.

Adapun sunnah-sunnah shalat Jum'at adalah sebagai berikut:

- a. Mandi dahulu sebelum berangkat.
- b. Berhias dan memakai pakaian yang sebaik-baiknya, diutamakan yang berwarna putih.
- c. Memakai wangi-wangian.
- d. Memotong kuku, memotong kumis, dan rambut.
- e. Bersegera ke masjid.

- f. Membaca Al-Qur'an atau berzikir sebelum khotbah. Lebih baik lagi jika membaca Surah Al-Kahf.
- g. Menempatkan diri pada saf paling depan yang masih kosong.
- h. Melaksanakan shalat tahiyatul masjid.
- i. Duduk iktikaf sambil memperbanyak membaca Al-Qur'an, berzikir, atau membaca shalawat atas Nabi.

7. Halangan dalam Melaksanakan Shalat Jum'at

Setiap orang yang telah memenuhi syarat wajib shalat Jum'at harus melaksanakannya. Jika tidak, dia dihukum berdosa karena melalaikan kewajiban. Bahkan orang yang meninggalkannya sebanyak tiga kali berturut-turut tanpa uzur yang dibenarkan, dianggap sebagai orang munafik. Hal ini pernah disabdakan oleh Rasulullah, *"Barangsiapa yang meninggalkan shalat Jum'at tiga kali berturut-turut tanpa uzur, maka dia termasuk golongan orang-orang munafik."* (HR. Tabrani)

Namun demikian, Allah SWT Mahabijaksana. Allah SWT mengetahui bahwa keadaan manusia berubah-ubah sesuai dengan keadaan dirinya dan lingkungan sekitarnya. Tidak jarang keadaan itu memberatkan mereka untuk melaksanakan shalat Jum'at. Karenanya Allah SWT memberikan keringanan bagi mereka yang menghadapi halangan. Dengan adanya halangan itu, mereka boleh meninggalkan shalat Jum'at. Akan tetapi, mereka harus menggantinya dengan shalat Zuhur seperti biasa.

Adapun hal-hal yang dapat menjadi halangan atau uzur dalam pelaksanaan shalat Jum'at, yaitu:

- a. Sakit keras sehingga seseorang tidak mampu melaksanakan shalat Jum'at.
- b. Musafir atau dalam perjalanan jauh.
- c. Hujan lebat disertai petir yang tidak memungkinkan shalat Jum'at dilaksanakan.
- d. Cuaca yang sangat panas. Namun, pada masa sekarang hal itu jarang terjadi, karena shalat Jum'at dilakukan biasanya di masjid, bukan di tanah lapang atau ruang terbuka.

C. Fungsi dan Hikmah Shalat Jum'at

Adapun fungsi dan hikmah yang dapat dipetik dari ibadah shalat Jum'at yaitu:

1. Menjalin Ukhuwah Islamiyah di Kalangan Kaum Muslimin

Dengan adanya pelaksanaan shalat Jum'at, kaum muslimin dapat saling memperkuat rasa persaudaraan dan persatuan. Selain itu, silaturahmi dapat terjalin semakin erat, karena pada saat pelaksanaan shalat Jum'at semua kaum muslim dapat bertemu, bertatap muka, dan saling menyapa. Sungguh indah dan mulia ajaran Islam itu.

2. Terwujudnya Solidaritas dan Kepedulian antarsesama Muslim

Shalat Jum'at merupakan waktu yang tepat untuk mempersatukan rasa solidaritas umat Islam karena pada hari itu semua berkumpul, saling kenal mengenal satu sama lain, menyatukan kalimat dan tekad, tunduk di bawah komando seorang imam.

3. Mencegah Perbuatan Keji dan Mungkar

Sebagaimana fungsi shalat-shalat lain, shalat Jum'at apabila dilaksanakan dengan khushyuk dan penuh keikhlasan dapat mencegah seseorang untuk melakukan perbuatan tidak terpuji dan dilarang oleh agama. Selain itu, shalat Jum'at juga dapat meningkatkan motivasi untuk senantiasa berbuat baik. Oleh karena itu, setiap memulai khotbah, seorang khatib selalu mengajak para jamaah untuk senantiasa meningkatkan ketakwaan dan menjauhi segala larangan Allah SWT.

4. Sarana Menuntut Ilmu

Shalat Jum'at juga merupakan sarana bagi umat Islam untuk menimba ilmu pengetahuan yang berkaitan dengan agama Islam yang disampaikan khatib. Sehingga, dengan mendengarkan khotbah setiap shalat Jum'at dapat mengingatkan dan menambah rasa keagamaan lebih mendalam bagi setiap muslim dan masyarakat Islam.

Metode Pembelajaran

- Ceramah
- Tanya jawab
- Kooperatif tutor sebaya

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan

- Apersepsi
- Guru memotivasi siswa mengenai pentingnya salat Jumat.

Kegiatan Inti

1). Eksplorasi

- Guru menjelaskan pengertian, dan dalil naqli salat Jum'at.
- Guru mengajak siswa untuk berlatih membaca dalil naqli tentang shalat Jum'at secara bersama-sama.
- Guru membagi siswa menjadi beberapa kelompok, satu kelompok terdiri dari 4-5 siswa.
- Guru menempatkan para tutor (para siswa yang ditunjuk menjadi tutor) pada setiap kelompok.
- Guru memberi tugas pada para tutor untuk berdiskusi dan menjelaskan materi kepada teman-teman satu kelompoknya.
- Guru menunjuk para siswa secara acak untuk mempresentasikan hasil diskusinya.

2). Elaborasi

- Siswa berlatih membaca dan mengartikan dalil naqli tentang salat Jumat bersama-sama.
- Siswa berdiskusi dengan teman satu kelompoknya.
- Salah satu siswa dalam kelompok (tutornya) menjelaskan materi yang telah disampaikan guru, kemudian siswa yang lainnya mencatat dalam catatan kecil.
- Para siswa yang ditunjuk guru mempresentasikan hasil diskusinya.

3) Konfirmasi

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.
- Guru memberi soal evaluasi untuk dikerjakan oleh siswa.

Kegiatan Penutup

- ◆ Guru bersama siswa melakukan refleksi mengenai kegiatan belajar dalam KD ini. Bermanfaat atau tidak? Menyenangkan atau tidak?
- ◆ Guru memberikan tugas LKS untuk dikerjakan di rumah.

Sumber Belajar

- Buku *Ayo Belajar Agama Islam untuk SMP*,
- LKS MGMP PAI
- Mushaf Al-Qur'an

Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen / Soal
<ul style="list-style-type: none">▪ Menjelaskan pengertian shalat Jum'at dan dasar hukumnya.▪ Menjelaskan syarat mendirikan shalat Jum'at.▪ Menjelaskan perbuatan sunnah yang terkait dengan shalat Jum'at.▪ Menyebutkan beberapa halangan melaksanakan shalat Jum'at.	Tes tertulis	Tes uraian	<ul style="list-style-type: none">▪ Jelaskan pengertian shalat Jum'at dan dasar hukumnya!▪ Jelaskan syarat mendirikan shalat Jum'at!▪ Jelaskan perbuatan sunnah yang terkait dengan shalat Jum'at!▪ Sebutkan beberapa halangan melaksanakan shalat Jum'at!

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 3 Blitar
Mata Pelajaran : Pendidikan Agama Islam
Kelas / Semester : VII / 2
Standar Kompetensi : 13. Memahami tatacara salat jama' dan qashar
Kompetensi Dasar : 13.1 Menjelaskan salat jama' dan qashar
Alokasi Waktu : 2 X 40 menit (1 pertemuan)

Tujuan Pembelajaran

Setelah kegiatan pembelajaran dengan metode ceramah, diskusi, dan tanya jawab selesai, diharapkan siswa dapat:

menjelaskan pengertian, sebab-sebab, dan macam-macam salat jama' dan qashar dengan teliti, membaca dan mengartikan dalil naqlinya dengan percaya diri, menyebutkan salat yang boleh dijamak dan diqashar dengan benar.

Karakter siswa yang diharapkan :

• Dapat dipercaya/jujur	• Demokrasi
• Rasa hormat dan perhatian	•
Disiplin	
• Tekun	• Percaya diri
• Tanggung jawab	• Teliti

Materi Pembelajaran

A. PENGERTIAN, SEBAB-SEBAB SHALAT JAMAK DAN QASHAR

1. Pengertian dan Sebab-sebab Shalat Jamak

Shalat jamak artinya shalat yang dikumpulkan. Yang dimaksud adalah dua shalat fardhu dikerjakan dalam satu waktu. Seperti shalat dhuhur dan ashar dilakukan dalam waktu dhuhur, atau dalam waktu ashar. Begitu pula shalat maghrib dan isya', dilakukan pada waktu maghrib, atau waktu isya'. Dengan demikian, shalat subuh tidak bisa dijamak dengan shalat-shalat yang lain.

Sebab-sebab diperbolehkannya shalat jamak antara lain:

- a. Dalam keadaan bepergian atau musafir yang bukan bertujuan maksiat.

Sabda Rasulullah:

عَنْ أَنَسٍ قَالَ : كَانَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ إِذَا وَحَلَ قَبْلَ أَنْ تَزِيغَ الشَّمْسُ آخَرَ الظُّهْرِ إِلَى وَقْتِ الْعَصْرِ ثُمَّ نَزَلَ يَجْمَعُ بَيْنَهُمَا فَإِنْ زَاغَتْ قَبْلَ أَنْ يَرْتَحِلَ صَلَّى الظُّهْرَ ثُمَّ رَكِبَ (رواه البخاري و مسلم)

Artinya : "Dari Anas, berkata: "Rasulullah apabila berangkat dalam perjalanan sebelum tergelincir matahari maka beliau takhirkan dhuhur ke waktu ashar, kemudian beliau turun (berhenti) beliau jamakkan keduanya (Dhuhur dan Ashar), maka jika telah tergelincirnya matahari sebelum beliau berangkat, beliau shalat dhuhur kemudian baru naik kendaraannya." (Riwayat Bukhari Muslim).

- b. Sakit karena sulit melakukan shalat seperti biasa
- c. Orang yang kerepotan misalnya orang yang sedang menunggu orang sakit keras, wanita yang sedang menyusui, dan memelihara anak kecil.
- d. Gangguan cuaca misalnya hujan deras, sedang ada banjir, angin ribut, gempa bumi dan sebagainya. Disebutkan dalam hadis:

أَنَّ النَّبِيَّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ جَمَعَ بَيْنَ الْمَغْرِبِ وَالْعِشَاءِ فِي لَيْلَةٍ مُطِيرَةٍ (رواه البخاري)

Artinya: "Bahwasannya Nabi Muhammad saw menjamak shalat maghrib dan isya' pada suatu malam yang sedang hujan lebat." (HR Bukhari)

2. Pengertian dan Sebab-sebab Shalat Qashar

Shalat qashar artinya shalat yang diringkas maksudnya adalah shalat yang terdiri dari empat rakaat diringkas menjadi dua rakaat. Shalat yang dapat diqashar yakni shalat Dhuhur, Ashar, dan shalat Isya'. Dengan demikian shalat Maghrib dan Subuh tidak dapat diqashar. Shalat qashar itu diperbolehkan bagi musafir atau orang yang bepergian atau dalam perjalanan. Allah berfirman :

وَإِذَا ضَرَبْتُمْ فِي الْأَرْضِ فَلَيْسَ عَلَيْكُمْ جُنَاحٌ أَنْ تَقْصُرُوا مِنَ الصَّلَاةِ إِنَّكُمْ خِفْتُمْ أَنْ يَفْتِنَكُمُ الَّذِينَ كَفَرُوا إِنَّ الْكَافِرِينَ كَانُوا لَكُمْ عَدُوًّا مُبِينًا (النساء ١٠١)

Artinya: "Dan apabila kamu mengadakan perjalanan di muka bumi, maka tidaklah mengapa kamu mengqashar atau meringkas shalatmu, jika kamu takut diserang orang-orang kafir, sesungguhnya orang-orang kafir adalah musuh yang nyata bagimu." (QS. An-Nisa : 101)

Syarat-syarat melakukan shalat qashar:

- a. Melakukan perjalanan jauh \pm 81 km. (81 km = 16 farsah)
- b. Berniat qashar pada waktu takbiratul ihram.
- c. Perjalanan yang dilakukan bukan bertujuan untuk maksiat.
- d. Shalat yang diqashar itu adalah shalat yang empat rakaat saja (yaitu Dhuhur, Ashar, dan Isya')
- e. Tidak makmum kepada orang yang bukan musafir.
- f. Shalat yang diqashar adalah shalat tunai (bukan qadha')

Cara mengerjakan shalat qashar seperti shalat biasa, hanya diniatkan untuk meringkas rakaatnya menjadi dua rakaat saja.

3. Shalat Jamak – Qashar

Islam adalah agama yang mudah. Mudah dipahami dan mudah pula dilaksanakan dalam kehidupan sehari-hari. Oleh sebab itu orang yang sedang bepergian, sakit atau kerepotan diberi keringanan untuk menjamak shalatnya.

Lebih dari itu musafir yang sedang dalam perjalanan diperkenankan pula untuk meringkas shalatnya yang terdiri dari empat rakaat menjadi dua rakaat dan sekaligus dapat pula menjamaknya.

Shalat jamak qashar adalah melakukan shalat dengan dijamak sekaligus diqashar, baik dengan jamak taqdim maupun jamak ta'khir, misalnya shalat Dhuhur dengan Ashar. Dhuhur dua rakaat kemudian salam disambung dengan Ashar dua rakaat Maghrib dengan Isya'. Maghrib tiga rakaat dan Isya' dua rakaat. Mengenai persyaratan shalat jamak qashar sama dengan persyaratan kalau akan mengerjakan shalat qashar.

B. MACAM-MACAM SHALAT JAMAK

Shalat jamak ada dua macam, yaitu:

1. Jamak Takdim

Jamak takdim adalah dua shalat fardhu yang dikumpulkan dalam satu waktu yang dikerjakan pada waktu yang pertama. Misalnya shalat dhuhur dan ashar dikerjakan di waktu dhuhur, shalat maghrib dan isya' dikerjakan di waktu maghrib.

Syarat-syarat jamak takdim di antaranya adalah :

- a. Dimulai dengan shalat yang pertama (dhuhur sebelum ashar dan maghrib sebelum isya') karena waktunya adalah waktu yang pertama.
- b. Berniat jamak takdim.
- c. Berturut-turut dan tidak boleh diselangi dengan pekerjaan lain.

2. Jamak Ta'khir

Jamak ta'khir adalah dua shalat fardhu yang dikumpulkan dalam satu waktu, yang dikerjakan pada waktu kedua. Misalnya mengerjakan shalat dhuhur dan ashar di waktu ashar, shalat maghrib dan isya' di waktu isya'.

Syarat-syarat jamak ta'khir di antaranya :

- a. Dikerjakan shalat yang pertama dulu, kemudian baru yang kedua (dhuhur sesudah ashar dan maghrib sesudah isya').
- b. Berniat jamak ta'khir.
- c. Masih dalam perjalanan tempat datangnya waktu yang kedua.

Metode Pembelajaran

- Ceramah
- Tanya jawab
- Kooperatif tutor sebaya

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan

- Apersepsi
- Guru memotivasi siswa mengenai pentingnya salat dalam perjalanan.

Kegiatan Inti

1). Eksplorasi

- Guru menjelaskan pengertian, dan dalil naqli salat Jamak.
- Guru memberi instruksi pada siswa untuk berkumpul dengan kelompoknya.

- Guru memberi instruksi pada siswa untuk berdiskusi dengan kelompoknya.
- Guru memberi tugas pada para tutor untuk berdiskusi dan menjelaskan materi kepada teman-teman satu kelompoknya.
- Guru menunjuk para siswa secara acak untuk mempresentasikan hasil diskusinya.

2). *Elaborasi*

- Siswa berlatih membaca dan mengartikan dalil naqli tentang salat Jamak bersama-sama.
- Siswa berdiskusi dengan teman satu kelompoknya.
- Salah satu siswa dalam kelompok (tutornya) menjelaskan materi yang telah disampaikan guru, kemudian siswa yang lainnya mencatat dalam catatan kecil.
- Para siswa yang ditunjuk guru mempresentasikan hasil diskusinya.

3) *Konfirmasi*

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.
- Guru memberi soal evaluasi untuk dikerjakan oleh siswa.

Kegiatan Penutup

- ♦ Guru bersama siswa melakukan refleksi mengenai kegiatan belajar dalam KD ini. Bermanfaat atau tidak? Menyenangkan atau tidak?
- ♦ Guru memberikan pedoman shalat untuk dipelajari bersama teman sekelompok.

Sumber Belajar

- Buku *Ayo Belajar Agama Islam untuk SMP*,
- LKS MGMP PAI
- Mushaf Al-Qur'an

Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen / Soal
<ul style="list-style-type: none">▪ Menjelaskan pengertian shalat jama' dan dasar hukumnya.▪ Menjelaskan pengertian shalat qashar dan dasar hukumnya.▪ Menjelaskan syarat-syarat melaksanakan shalat jama' dan qashar.▪ Menyebutkan macam-macam shalat yang bisa dijama' dan diqashar.	Tes tertulis	Tes uraian	<ul style="list-style-type: none">▪ Jelaskan pengertian shalat jamak dan dasar hukumnya!▪ Jelaskan pengertian shalat qashar dan dasar hukumnya!▪ Jelaskan syarat-syarat melaksanakan shalat jama' dan qashar!▪ Sebutkan macam-macam shalat yang bisa dijama' dan diqashar!

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Negeri 3 Blitar
Mata Pelajaran	: Pendidikan Agama Islam
Kelas / Semester	: VII / 2
Standar Kompetensi	: 12. Memahami tatacara salat Jumat 13. Memahami tatacara salat jama' dan qashar
Kompetensi Dasar	: 12.2. mempraktikkan salat Jumat 13.2. mempraktikkan salat jama' dan qashar
Alokasi Waktu	: 2 X 40 menit (1 pertemuan)

Tujuan Pembelajaran

Setelah kegiatan pembelajaran dengan metode ceramah, diskusi, dan tanya jawab selesai, diharapkan siswa dapat:

- 1) mempraktikkan simulasi shalat Jum'at dengan benar dan melaksanakannya di lingkungan sekolah atau tempat tinggalnya dengan percaya diri,
- 2) mempraktikkan shalat jamak takdim dan ta'khir, serta salat qashar dan salat jamak qashar dengan benar dan percaya diri.

Karakter siswa yang diharapkan :

• Dapat dipercaya/jujur	• Demokrasi
• Rasa hormat dan perhatian	• Disiplin
• Tekun	• Percaya diri
• Tanggung jawab	• Teliti

Materi Pembelajaran

- Praktik pelaksanaan shalat Jum'at
- praktik shalat jamak takdim dan ta'khir
- praktik shalat qashar
- praktik shalat jamak qashar

Metode Pembelajaran

- Tanya jawab
- Demonstrasi
- Simulasi
- Kooperatif tutor sebaya

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan

- Apersepsi
- Guru memotivasi siswa mengenai pentingnya salat Jum'at dan shalat dalam perjalanan.

Kegiatan Inti

1). Eksplorasi

- Guru menyuruh siswa untuk berkumpul sesuai kelompoknya dan memakai pakaian ibadah.
- Guru menugaskan siswa untuk berdiskusi dengan kelompok dan mempelajari pedoman praktek shalat mereka masing-masing sesuai tugasnya.
- Guru memberi tugas pada siswa untuk mempraktekkan shalat bersama teman-teman kelompoknya.

2). Elaborasi

- Siswa berkumpul dan berdiskusi dengan teman satu kelompoknya.
- Siswa mempraktekkan shalat bersama teman-teman kelompoknya sesuai materi shalat yang telah diberikan.
- Siswa menanggapi hasil praktek teman-teman antar kelompok.

3) Konfirmasi

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

Kegiatan Penutup

- ◆ Guru bersama siswa melakukan refleksi mengenai kegiatan belajar dalam KD ini. Bermanfaat atau tidak? Menyenangkan atau tidak?
- ◆ Guru memberikan tugas LKS untuk dikerjakan di rumah.

Sumber Belajar

- Buku *Ayo Belajar Agama Islam untuk SMP*,
- LKS MGMP PAI
- Pedoman Shalat Lengkap

Penilaian I

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen / Soal
<ul style="list-style-type: none"> Menyebutkan beberapa persiapan untuk melaksanakan shalat Jum'at. Menjelaskan tatacara shalat Jum'at. Mempraktikkan shalat Jum'at. 	Unjuk kerja	Tes identifikasi	<ul style="list-style-type: none"> Sebutkan beberapa persiapan untuk melaksanakan shalat Jum'at. Jelaskan tatacara shalat Jum'at. praktikkan shalat Jum'at dengan baik!

Rubrik:

Aspek yang dinilai	Indikator kemampuan		Nilai
<ul style="list-style-type: none"> Bacaan-bacaan, baik bacaan rukun maupun sunah Gerakan-gerakan rukun Kekhusyu'an / tumakninah / penghayatan 	<ul style="list-style-type: none"> Melaksanakan salat Jumat tanpa melakukan kesalahan dalam perannya sebagai jamaah, muazin, khatib atau imam. 	• khusyu'	100
		• kurang khusyu'	95
	<ul style="list-style-type: none"> Melaksanakan salat Jumat dengan melakukan 1-10 kesalahan dalam perannya sebagai jamaah, muazin, khatib atau imam. 	• khusyu'	90
		• kurang khusyu'	85
	<ul style="list-style-type: none"> Melaksanakan salat Jumat dengan melakukan 11-20 kesalahan dalam perannya sebagai jamaah, muazin, khatib atau imam. 	• khusyu'	80
		• kurang khusyu'	75
	<ul style="list-style-type: none"> Melaksanakan salat Jumat dengan melakukan 21-30 kesalahan dalam perannya sebagai jamaah, muazin, khatib atau imam. 	• khusyu'	70
		• kurang khusyu'	65
	<ul style="list-style-type: none"> Melaksanakan salat Jumat dengan melakukan lebih dari 30 kesalahan dalam perannya sebagai jamaah, muazin, khatib atau imam. 	• khusyu'	60
		• kurang khusyu'	55

Penilaian II

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen / Soal
<ul style="list-style-type: none"> Menjelaskan bentuk-bentuk pelaksanaan shalat jama'. Menjelaskan tatacara shalat jama' dan qashar. Mempraktikkan shalat jama' dan qashar di sekolah. 	Unjuk kerja	Tes identifikasi	<ul style="list-style-type: none"> Jelaskan bentuk-bentuk pelaksanaan shalat jama'. Jelaskan tatacara shalat jama' dan qashar. praktikkan shalat jama' dan qashar di sekolah dengan baik dan benar!

Rubrik:

Aspek yang dinilai	Indikator kemampuan		Nilai
<ul style="list-style-type: none"> Bacaan-bacaan niat niat Gerakan-gerakan rukun Kekhusyu'an / tumakninah / penghayatan 	<ul style="list-style-type: none"> Melaksanakan salat jamak dan qasar tanpa melakukan kesalahan baik bacaan niat maupun gerakan. 	• khusyu'	100
		• kurang khusyu'	95
	<ul style="list-style-type: none"> Melaksanakan salat jamak dan qasar dengan melakukan 1-10 kesalahan bacaan niat maupun gerakan. 	• khusyu'	90
		• kurang khusyu'	85
	<ul style="list-style-type: none"> Melaksanakan salat jamak dan qasar dengan melakukan 11-20 kesalahan bacaan niat maupun gerakan. 	• khusyu'	80
		• kurang khusyu'	75
	<ul style="list-style-type: none"> Melaksanakan salat jamak dan qasar dengan melakukan 21-30 kesalahan bacaan niat maupun gerakan. 	• khusyu'	70
		• kurang khusyu'	65
	<ul style="list-style-type: none"> Melaksanakan salat jamak dan qasar dengan melakukan lebih dari 30 kesalahan bacaan niat maupun gerakan. 	• khusyu'	60
		• kurang khusyu'	55

Blitar, April 2012

Mengetahui
Kepala Sekolah

Guru Mapel PAI

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Soal I (Bab Sholat Jum'at)



Nama :	Kelas/No. Absen :	Kelompok :
<p>1. Suatu ketika paman Amri sakit. Paman Amri tidak berkewajiban shalat Jum'at karena tidak memenuhi ... shalat Jum'at.</p> <p>a. Syarat syah b. Syarat wajib c. Rukun d. Sunnah</p>	<p>2. Salah satu amalan sunnah pada hari Jumat adalah melaksanakan shalat tahiyatul masjid. Shalat ini dikerjakan ketika ...</p> <p>a. Azan dikumandangkan b. Khotbah sudah dimulai c. Baru tiba di masjid d. Hendak pulang</p>	<p>3. Sebelum berangkat ke masjid, Arman sempat memotong kukunya. Maka, Arman telah melakukan salah satu ... shalat Jum'at.</p> <p>a. Sunnah b. Syarat wajib c. Rukun d. Syarat sah</p>
<p>4. Ketika Khatib sedang berkhotbah, yang seharusnya kita lakukan adalah ...</p> <p>a. Membaca Al-Qur'an b. Bercakap-cakap c. Mendengarkan d. Berzikir</p>	<p>5. Apabila kita mengingatkan orang lain yang berbicara saat khatib berkhotbah, cara yang paling tepat adalah ...</p> <p>a. Meneriakinya b. Memberikan isyarat agar diam c. Mengajaknya bicara d. Menyuruhnya keluar dari masjid</p>	<p>6. Yang perlu kamu lakukan saat tiba di masjid dan khotbah tengah berlangsung adalah ...</p> <p>a. Mengucapkan salam kepada hadirin b. Melaksanakan shalat tahiyatul masjid c. Langsung duduk d. Kembali pulang</p>
<p>7. Kondisi Kesehatan Agil tidak seperti biasanya, dia sedang sakit. Hari itu adalah Juma't, maka Agil ...</p> <p>a. Harus terus berangkat shalat</p>	<p>8. Dalam perjalanannya ke Surabaya dari Purwokerto, Hakim mampir ke rumahnya di Klaten. Hakim tidak ikut shalat Jum'at. Salahkah tindakan Hakim?</p>	<p>9. Anjuran untuk meninggalkan jual beli dalam Surah al-Jumu'ah ayat 9 berarti ...</p> <p>a. Segala sesuatu berupa aktivitas</p>

<p>Jum'at</p> <p>b. Boleh mengerjakan shalat Jum'at secara munfarid</p> <p>c. Boleh meninggalkan shalat Jum'at</p> <p>d. Tidak dikenai kewajiban shalat apa pun</p>	<p>a. Ya, karena ia sedang berada di rumahnya sendiri.</p> <p>b. Ya, karena ia mampu mengikuti shalat Jum'at.</p> <p>c. Tidak, karena ia sedang menjadi musafir.</p> <p>d. Tidak, karena ia mungkin sedang kelelahan</p>	<p>keduniaan</p> <p>b. Uraian yang berkaitan dengan transaksi harga dengan orang lain</p> <p>c. Persoalan perdagangan yang menyebabkan shalat Jum'at terganggu</p> <p>d. Perdagangan yang hanya untuk kepentingan pribadi</p>
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<p>10. Karena matahari sedang terik, khotbah Jum'at ditiadakan dan langsung shalat dua rakaat. Bagaimanakah hukum shalat Jum'at mereka?</p> <p>a. Sah</p> <p>b. Tidak sah</p> <p>c. Makruh</p> <p>d. Boleh</p>	<p>11. Salah satu hikmah shalat Jum'at adalah ...</p> <p>a. Istirahat kerja</p> <p>b. Meningkatkan ukhhuwah islamiyah</p> <p>c. Mengurangi beban hidup</p> <p>d. Menciptakan kesenjangan sosial</p>	<p>12. Pada shalat Jum'at kita dapat menuntut ilmu, yaitu ketika ...</p> <p>a. Mendengarkan khotbah Jum'at</p> <p>b. Mendengar Azan</p> <p>c. Bertemu teman</p> <p>d. Berzikir</p>
<p>13. Untuk mengamalkan ayat 9 Surah al-Jumu'ah, saat azan salat Jum'at berkumandang, maka kita harus ...</p> <p>a. Segera berzikir</p> <p>b. Segera mengingat Allah swt dalam hati</p> <p>c. Segera bersiap menuju shalat Jum'at</p>	<p>14. Jika dicermati, adanya ketentuan waktu-waktu tertentu dalam shalat Jum'at melatih kita untuk ...</p> <p>a. Bersikap santai</p> <p>b. Membiasakan berdisiplin</p> <p>c. Cenderung tergesa-gesa</p> <p>d. Teledor dalam menjalankan kewajiban</p>	<p>15. Orang muslim yang meninggalkan shalat Jum'at sebanyak tiga kali dianggap Allah sebagai orang ...</p> <p>a. Fasik</p> <p>b. Zalim</p> <p>c. Munafik</p> <p>d. Musyrik</p>

d. Mengingatkan orang untuk mengingat Allah		
<p>16. Berdoa untuk kaum muslimin dan muslimat dilakukan pada ...</p> <p>a. Awal khotbah b. Pertengahan khotbah c. Akhir khotbah d. Awal dan akhir khotbah</p>	<p>17. Membaca dua kalimat syahadat termasuk ... khotbah</p> <p>a. Rukun b. Sunnah c. Kesempurnaan d. Keutamaan</p>	<p>18. Telah masuk waktu zuhur termasuk ... shalat Jum'at.</p> <p>a. Rukun b. Sunnah c. Syarat sah d. Kesempurnaan</p>
<p>19. Menurut hadis riwayat Abu Dawud, kewajiban melaksanakan shalat Jum'at tidak berlaku bagi ... golongan</p> <p>a. Satu b. Dua c. Tiga d. Empat</p>	<p>20. Pada waktu khatib duduk di antara dua khotbahnya, jamaah hendaknya ...</p> <p>a. Membaca shalawat Nabi b. Membaca istighfar c. Membaca Al-Qur'an walau satu surah d. Segera bangun dari tidur</p>	 <p>Salah : _____</p> <p>Benar : _____ x 5</p> <p>Nilai :</p>

Soal II (Bab Sholat Jamak dan Qashar)




Nama :	Kelas/No. Absen :	Kelompok :
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<p>1. Karena berada dalam perjalanan, Amir meringkas shalat maghribnya menjadi dua rakaat.</p> <p>Shalat yang dikerjakan Amir ...</p> <p>a. Sah b. Tidak Sah c. Kurang afdhal d. Lebih utama</p>	<p>2. Pengertian shalat Jamak yang benar adalah ...</p> <p>a. Meringkas shalat wajib lima waktu b. Mengumpulkan dua shalat dalam satu waktu c. Mengurangi jumlah rakaat yang empat menjadi dua rakaat d. Tidak melaksanakan shalat karena adanya alasan tertentu</p>	<p>3. Suatu hari, Herman berkunjung ke rumah neneknya. Dia berangkat dari rumah sebelum Zuhur dan sampai di rumah neneknya setelah masuk Ashar. Sesampainya di sana baru ia mengerjakan shalat Zuhur dan Ashar.</p> <p>Cara shalat yang dikerjakan Herman disebut ...</p> <p>a. Jamak Taqdim b. Jamak Ta'khir c. Qashar d. Jamak qashar</p>
<p>4. Di antara shalat fardhu yang boleh dijamak adalah ...</p> <p>a. Subuh dengan Zuhur b. Zuhur dengan Ashar c. Ashar dengan Maghrib d. Isya dengan Subuh</p>	<p>5. Yang diringkas saat melaksanakan shalat qashar adalah ...</p> <p>a. Waktunya b. Pelaksanaannya c. Bacaannya d. Rakaatnya</p>	<p>6. Perbedaan antara shalat Jamak dengan shalat qashar adalah ...</p> <p>a. Niat dan waktunya b. Waktu dan jumlah rakaatnya c. Niat dan jumlah rakaatnya d. Waktu dan bacaannya</p>
<p>7. Tujuan Allah SWT membolehkan menjamak shalat adalah untuk ...</p> <p>a. Memberatkan hamba-Nya b. Menunjukkan kuasa-Nya c. Memudahkan hamba-</p>	<p>8. Salah satu keadaan yang membolehkan menjamak shalat adalah ...</p> <p>a. Sibuk b. Malas c. Ada acara penting d. Hujan lebat yang berlangsung lama</p>	<p>9. Shalat lima waktu yang boleh dijamak sekaligus diqashar adalah ...</p> <p>a. Zuhur, Ashar, dan Maghrib b. Ashar, Maghrib, dan</p>

Nya d. Memanjakan hamba-Nya		Isya c. Subuh, Zuhur, dan Ashar d. Zuhur, Ashar, dan Isya
10. Pengertian rukhsah adalah ... a. Nikmat b. Keringanan c. Kemudahan d. Kelebihan	11. Shalat yang boleh diqashar berjumlah ... rakaat. a. Tiga b. Dua c. Lima d. Empat	12. Seorang boleh menqashar shalat ketika ... a. Ketiduran b. Sedang bekerja c. Dalam perjalanan d. Sakit

13. Cara mengerjakan shalat Jamak ta'khir qashar Maghrib dan Isya adalah ... a. Maghrib dikerjakan dahulu tiga rakaat di waktu maghrib, baru Isya dua rakaat b. Isya dikerjakan dahulu dua rakaat di waktu Isya, baru Maghrib tiga rakaat c. Isya dikerjakan dahulu dua rakaat di waktu Maghrib, baru Maghrib tiga rakaat d. Isya dikerjakan empat rakaat di waktu Isya, baru Maghrib tiga rakaat	14. Menqashar shalat adalah mengurangi rakaat shalat yang ... a. Empat rakaat menjadi tiga b. Empat rakaat menjadi satu c. Empat rakaat menjadi dua d. Tiga rakaat menjadi dua	15. Pengertian dari shalat Jamak taqdim adalah ... a. Mengumpulkan dua shalat di waktu shalat yang awal b. Mengumpulkan dua shalat di waktu shalat yang akhir c. Meringkas empat rakaat menjadi dua d. Meringkas tiga rakaat menjadi dua
16. Diperbolehkannya menjamak shalat merupakan ... dalam syariat Islam a. Takhasus b. Khusus c. Rukhsah	17. Meringkas shalat yang empat rakaat menjadi dua rakaat disebut ... a. Jamak b. Qashar c. Takhir	18. Mengumpulkan dua shalat menjadi satu dalam istilah hukum Islam disebut ... a. Jamak b. Qashar c. Takhir

d. Qasas	d. Qada	d. Qada
<p>19. Ketentuan shalat secara Jamak hanya berlaku dalam ...</p> <p>a. Shalat fardu saja b. Shalat wajib dan sunnah c. Bepergian saja d. Bagi orang tertentu saja</p>	<p>20. Pada pukul 18.15, Ahmad melakukan shalat Maghrib, kemudian diteruskan dengan shalat Isya masing-masing 3 dan 4 rakaat.</p> <p>Shalat Ahmad disebut shalat ...</p> <p>a. Jamak b. Jamak Takdim c. Takhir d. Jamak Takhir</p>	 <p>Salah : _____</p> <p>Benar : _____ x 5</p> <p>Nilai :</p>

KUNCI JAWABAN SOAL I

(Bab Sholat Jum'at)

1. B	6. C	11. B	16. C
2. C	7. C	12. A	17. A
3. A	8. C	13. C	18. A
4. C	9. A	14. B	19. D
5. B	10. B	15. C	20. B

KUNCI JAWABAN SOAL II

(Bab Sholat Jamak dan Qashar)

1. B	6. C	11. D	16. C
2. B	7. C	12. C	17. B
3. B	8. D	13. B	18. A
4. B	9. D	14. C	19. A
5. D	10. B	15. A	20. B



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Yang bertanda tangan di bawah ini Kepala SMP Negeri 3 Blitar menerangkan dengan sebenarnya bahwa :

Nama	: FATATI FADILLAH
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Jurusan	: PENDIDIKAN AGAMA ISLAM
Satuan kerja	: UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

Benar-benar telah melaksanakan penelitian di SMP Negeri 3 Blitar pada bulan Januari 2012 s.d Mei 2012 untuk kelengkapan pembuatan Skripsi dengan judul “IMPLEMENTASI PEMBELAJARAN KOOPERATIF METODE TUTOR SEBAYA UNTUK MENINGKATKAN PRESTASI BELAJAR PAI SISWA SMP NEGERI 3 BLITAR .

Demikian surat keterangan ini untuk dipergunakan sebagaimana mestinya.

Blitar, 4 Juli 2012

Kepala Sekolah,



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Advisor : Dr. H. Nur Ali, M. Pd
Thesis Title : The Implementation of Cooperative Learning Peer
Tutoring Method To Improve The Islamic Education
Learning Achievement of Students SMP Negeri 3 Blitar

Num	Date	Consultation	The Initial
1.	Januari, 16 th , 2012	Design of Research and Title	1.
2.	March, 29 th , 2012	Title of Research	2.
3.	April, 10 th , 2012	Consultation Thesis Research Proposal	3.
4.	April, 18 th , 2012	Revised CHAPTER I, II, III	4.
5.	April, 30 th , 2012	Revised CHAPTER I, II, III	5.
6.	May, 8 th , 2012	Revised CHAPTER I, II, III	6.
7.	May, 9 th , 2012	ACC CHAPTER I, II, III	7.
8.	July, 6 th , 2012	Consultation CHAPTER IV, V, VI	8.
9.	July, 7 th , 2012	ACC Overall	9.

Malang, July, 10th, 2012

Acknowledged by,
Dean of Tarbiyah Faculty

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Educational Background :

a. Formal Education

1. RA Perwanida, Kota Blitar (1995 - 1997)
2. MI Perwanida, Kota Blitar (1997 - 2003)
3. MTs Negeri Blitar, Kota Blitar (2003 - 2006)
4. MAN 3 Malang, Kota Malang (2006 - 2008)
5. S1 Islamic Education Department, Faculty of Education, the State Islamic University of Maulana Malik Ibrahim Malang (2008-now).

b. Non Formal Education

1. Pondok Pesantren Putri "TARBIYATUL FALAH" Sukorejo Kota Blitar (Ramadhan 1425 H/ November, 2004).
2. Pondok Pesantren Putri "TARBIYATUL FALAH" Sukorejo Kota Blitar (Ramadhan 1426 H/ Oktober, 2005).
3. MAN 3 Malang Dormitory (2006-2008).
4. Ma'had Sunan Ampel Al-Aly, the State Islamic University of Maulana Malik Ibrahim Malang (2008-20011).

Organization:

1. Female Treasurer of Pramuka MTs Negeri Kota Blitar (2003-2004).
2. Treasurer II of OSIS MTs Negeri Kota Blitar (2004-2005).
3. Female Treasurer of Badan Dakwah Islam MAN 3 Malang (2006-2007).
4. Treasurer of Tae Kwon Do MAN 3 Malang (2007-2008).
5. Counselling of HAMATS 2008 (Himpunan Alumni MAN Tsalis Malang 2008), (2009-2010).

Achievements :

1. Model Participant of Pondok Ramadhan 1421 H, MI Perwanida (December, 2000).
2. 1st Expectation of Keterampilan Berbahasa Indonesia, Dinas Pendidikan Kecamatan Sananwetan Kota Blitar (September, 2002).
3. 3rd Parallel Champion of Class 1 of MTs Negeri Kota Blitar (2004).
4. Pramuka Garuda Tingkat Penggalang, Kwarcab Kota Blitar (2006).
5. 5th Champion of Computer Subject of Senior High School Science Olympiad, Dinas Pendidikan Daerah Kota Blitar (May, 2006)
6. Participant of Computer Subject of Senior High School Science Olympiad, Dinas Pendidikan dan Kebudayaan Propinsi Jawa Timur (Juni, 2006).
7. Student of Acceleration Class of MAN 3 Malang (2006-2008).
8. 2nd Runner Up of English Debate Competition (Held by Advance Debate Community) the State Islamic University of Maulana Malik Ibrahim Malang (May, 2010).
9. The Best 10 Debaters of English Debate Competition (Held by Advance Debate Community) the State Islamic University of Maulana Malik Ibrahim Malang (May, 2010).
10. The Best Student in Intermediate Class, Golden English Training Area (GENTA) Kediri (July, 2010).