

**THE CREATIVITY OF FIQIH AND AKIDAH
AKHLAK TEACHERS TO BUILD THE RELIGIOUS
CHARACTERS OF STUDENT AT MAN MALANG I**

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Islamic University Maulana Malik Ibrahim Malang in partial
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Islam (S.Pd.I)

BY
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APPROVAL SHEET
THE CREATIVITY OF FIQIH AND AKIDAH AKHLAK TEACHER TO
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RELIGIOUS CHARACTERS OF STUDENT AT MAN MALANG I

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DEDICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Thank to Allah SWT who give Bless and Mercy for all that beautiful and great giving to me, thank for all the things that I can mention it

Shalawat and Salam to our beloved Prophet Muhammad SAW, You are the light of my life, May Allah bless me to follow your path forever

*I would like to dedicate this thesis to my parent, H.M.N Sunarso and Hj. Sulistyowati, You are the best I ever had, It just the little thing to bring your smile, Your Sincerity has flowed in every drop of my blood and seep away in the recesses of my heart
Hopefully I can be a pride for you all forever.....Amin*

*Thanks a lot my big Family. Sepsy, Hendy, you are big great brother ever
Thanks to my kentank's lovely family, Rahma, Fika, Nila, Ririn, Tyas and Desi.
You makes my life so colourfull, many years from now I will always remember our lovely friendship*

Thanks a lot for all sides who gave many contribution to help me finish this thesis. Thanks to all people who support and keep praying to me. May Allah SWT give all of you happiness and guidance.

MOTTO

يَتَأَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انْشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

O ye who believe! When ye are told to make room in the assemblies, (spread out and) make room: (ample) room will Allah provide for you. And when ye are told to rise up, rise up Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) Knowledge. And Allah is well-acquainted with all ye do.

Dr. H. Samsul Hady, M.Ag
 The Lecturer of Tarbiyah and Teaching Sciences Faculty
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ADVISOR OFFICIAL NOTE

Matter : Thesis of Wiwin Tria Nur Januarti, June 15th 2015
 Appendixes : 4 (four) Exemplar

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

Assalamualaikum Wr.Wb.

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

Name : Wiwin Tria Nur Januarti
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 Title of Thesis : The Creativity of FIQIH AND AKIDAH AKHLAK Teachers
 to Build The Religious Characters of Student at MAN
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As the advisor, we argue that this Thesis has been proposed and tested decent.
 So, please tolerate pressence.

Wassalamualaikum Wr.Wb.

Advisor,

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CERTIFICATE OF SKRIPSI AUTHORSHIP

I certify that the skripsi I wrote to fulfill the requirement for Sarjana Pendidikan Islam (S.Pd.I) entitled *The Creativity of FIQIH AND AKIDAH AKHLAK Teacher to Build the Religious Characters of Student at MAN Malang 1* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due the fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, June 15th 2015

Wiwin Tria Nur Januarti

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Alhamdulillah, all praises to Allah, The Most Gracious and Most Merciful. Who has given me guidance and blessing in finishing this thesis, entitled “The Creativity Of fiqh and akidah akhlak Teacher To Build The Religious Character Of Student At MAN Malang I”. Shalawat and Salam delivered to our beloved Prophet Muhammad SAW who guide us from the darkness to the lightness.

This thesis was focused on creativity of fiqh and akidah akhlak teacher, so it was conducted to find the kinds, various, and way, to build the religious character of student at MAN Malang I.

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

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3. Dr. H. Nur Ali, M.Pd as dean of Tarbiyah and Teaching Training Faculty
4. Dr. Marno, M.Ag as the Chief of Islamic Education Department
5. Dr. H. Samsul Hady, M.Ag as the advisor who has spent time, energy and mind, to provide guidance, motivation and advice for finishing this thesis.
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May Allah give bless and mercy to us, the author is fully aware that in this word nothing perfect. Also in this thesis, which does not escape from the mistakes. Therefore, with all sincerity and humanity of author welcome aby suggestions and constructive criticism for improvement of this thesis.

Finally with all forms of flaws and errors, the author hope that by His Grace and permission I hope this thesis useful for writers in particular and for the parties concerned.

Malang, June 15th 2015

Author

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 of Indonesia and the Minister of Education 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) long = â

Vocal (i) long = î

Vocal (u) long = û

C. Diphtong Vowel

أُ = aw

أَيَّ = ay

أُو = û

إِي = Î

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- Appendix 2 : Letter of have conduct of party school school research
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ABSTRACT

Wiwin, 2015, The Creativity Of Fiqih and Akidah Akhlak Teacher To Build The Religious Character of Student At MAN Malang I, Thesis Islamic Education Department, Tarbiyah and Teaching Training Faculty, Maulana Malik Ibrahim State Islamic University of Malang, Advisor, Dr. H. Samsul Hady, M.Ag

Key word : Creativity, Islamic Teacher, Religious Character

Creativity is the ability to create something new, that previously did not exist. The ability to thinking out of the box to find the new idea and problem solving. Creativity as the thinking process, that produced the ideas, concepts, research. Creative people usually have the utilities for society. Creativity have four aspect, such as fluency aspect, flexibility aspect, originality aspect, and invention aspect. The creativity of Fiqih and Akidah Akhlak teacher is important to build the religious character because in this modern era there are many immoralities that caused by some factorts especially in their environment.

This research focused on (1) To know the creativity of Fiqih and Akidah Akhlak teachers to build religious character of student at MAN Malang I. (2) To know the supporting factors and blocked factors creativity of Fiqih and Akidah Akhlak teachers to build religious character of student at MAN Malang I

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

The result of research shown that the creativity of Fiqih and Akidah Akhlak teacher to build the religious character of student at MAN Malang I is different between each other, The Islamic teacher bring the indicator of religious character for the student in the senior high school trough kinds and various ways. All of five indicator are abstract and full of value, the Fiqih and Akidah Akhlak teacher used the creativity in the classroom and also in the outside of classroom. The supporting factor are the are the good and religious circumstance to build the religious character of the student in the school. Through the good habit and activities. The blocked factor to build the religious character of the student at MAN Malang I are the negative impact of internet and technology, became the blocked factor.

CHAPTER I

OPENING

A. The Background Of Study

Religion have an important role for human being, religion as the important role for all the human being aspect of life, for the rituals and body. Religion bring the human for the right way, for the better life, peaceful, and prosperity. According Koran surah Yunus verse 101:

قل انظروا ماذا في السماوات والأرض وما تغني الآيات والنذر عن قوم لا يؤمنون

Say: "Behold all that is in the heavens and on earth"; but neither Signs nor Warners profit those who believe not.

Verse above showed, religion must be the foundation for all the aspect of life. Including the education aspect. The success of education also influence by the support factor and blocked factor, also the intern factor and outside factor. According Amabile, teacher have to practice their skill in the intellectual and ability aspect, such as art, language or mathematics. Teacher have to learn about the creativity, the way to solve the problem, or inviting the ideas, this ability able to learn directly.¹

The ability and skill of student always wrapped by the creativity, that motivate the productivity, affectivity and efficiency better, thus the creativity for the basic of that. Because the important of creativity for human being life, so many effort did by the creativity. For example Thomas Alfa Edison who fund the fluorescent lamp, or Bill Gates who fund software with trademark of Microsoft, Walt Disney with his cartoon.²

1 Munandar S.C. Utami. *Pengembangan Kreatifitas Anak Berbakat*. (Jakarta: Rineka Cipta. 2004), p. 21

2 Nashori, Fuad-Diana Mucharam, Rachmi. *Mengembangkan Kreatifitas Dalam Perspektif Islam*. (Jogyakarta: Menara Kudus, 2002), p. 99

Teacher as the important role for the success of education, teacher must be creative to fostering the religious character to their students. for example the value of honest and polite as the character of Indonesian. That character must be fulfill and be the personality in this degradation era. Violence, drugs, free sex as the impact of moral degradation, the impact of loosing the religious character.

Religious character for the first step to bring Indonesia better, with good morals and intelligent. The important of religious character in the institution, according Dr. Martadi, M.Sn, dari UNESA in the workshop seminar nasional *“Implementasi Pendidikan Berkarakter Religius”* at MAN Denanyar Jombang. Martadi explained nine character must be aware in education institution: 1). Increasing the violence number in the school 2). Using bad/impolite language. 3). The strong influence of peer group. 4). Increasing the bad behavior (drugs, alcohol, free sex). 5). Confusing the good and bad morals. 6). Decreasing working ethos. 7). low of responsibility of individual. 8). Dishonest. 9). Suspicious of each other.

Nine character above must be aware for the teachers, In fact the problem above have been arranged into the solution through the education character in the UU No 20 year 2003 about the system of education; explained about the goal of education is develop the student potential become human in faith to God, honor behavior, healthy, intellectual, clever, creative, independence and become the people with democracy and responsible.³ From the formulation above, it's clearly explained that the development of student potential not only in the cognitive but also in the affective aspect that usually called as character.

³ Undang- Undang RI No 20 tahun 2003 tentang SISDIKNAS, p. 5

Then it's very important to fostering the religious character to the students. Creativity of teacher as the good strategy and method to fostering the religious character to the students. Creativity as the producing process and bring the new ideas trough creativity, the purpose to fostering religious character more easily and success.

Based on fact, show the important to build the religious character at the students, to decrease the number of violence, drugs, alcohol, in this degradation era. So, it is interesting to doing the research the aspect of creativity teachers to fostering the religious character of student. Therefore the researcher interest to doing research with the title **“The Creativity of Fiqih and Akidah Akhlak Teachers to Build Religious Character of Student at MAN Malang I”**

B. The Research Problems

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

1. How is the creativity of Fiqih and Akidah Akhlak teachers to build religious character of student at MAN Malang I?
2. What is the supporting factors and blocked factors creativity of Fiqih and Akidah Akhlak teachers to build religious character of student at MAN Malang I ?

C. The Objective Of The Research

Based on the problem of study above, the objectives of study of this research are :

- 1.To know the creativity of Fiqih and Akidah Akhlak teachers to build religious character of student at MAN Malang I.
- 2.To know the supporting factors and blocked factors creativity of Fiqih and Akidah Akhlak teachers to build religious character of student at MAN Malang I.

D. Significance Of The Research

Based on the objectives above, this research is expected to give beneficial for :

1. The Institution

This research is expected to give important contribution in developing the creativity of teacher to fostering the religious character at MAN Malang I.

2. The development of education

This research is hoped to enrich the knowledge of the creativity of teacher to fostering the religious character for Islamic High School student and it is going to be a comparative reference for the other researchers to conduct a similar research.

3. Researcher

This research is expected to give broaden knowledge and experience about the creativity of teachers to fostering the religious character as an effort to be great Islamic teachers.

E. The Limitation Of The Research

This study consist of two scope, these are :

1. Theoretical study

The theoretical study consist of theory studies and library research which is correlated to scientific theory about the creativity of teacher, and the religious character. In this study there are a lot of references used by the writer as the reference and discussion of the research finding. In this study the writer has the direction of the basic of research development.

2. Empirical study

The empirical research starts from data studies and research object on the field.

Then it is continued to do the research to the field by the target such us :

- a. The profile of MAN Malang I, include the history since the establishing MAN Malang I till now with the development and the total of the progress of the student.
- b. The organization system, and activities management of teachers which talks about other activities conducted by the religious student character.
- c. The implementation of creativity of Fiqih and Akidah Akhlak education teacher especially to build the religious character of student.
- d. Any support and inhibitor of the implementation of creativity of Fiqih and Akidah Akhlak teachers to build the religious character of student.

F. Definition Of Rational

- a. Creativity : the product of interaction between individual and environment their was. So, changes in individuals and in the environment, support or hinder creative effort.
- b. Islamic teacher : Someone who aware for doing the effort to prepare the student to convinced, understand and doing the Islamic rule.⁴
- c. Build : To make something develop or form.⁵
- d. Religious character : The behavior, attitude of someone that reflected the religious deed.

G. The Previous Studies

The previous study related with the religious character, such us :

⁴ Abdul Mujab, *Ilmu Pendidikan Islam*. (Jakarta: Kencana Prenada Media, 2006), p. 87

⁵ Electronic Longman Advanced American Dictionary

1. The research that have done by Lukluk Mufarocha in 2010 under the title *Metode pembelajaran pendidikan agama Islam dalam menanamkan nilai-nilai religious pada peserta didik di SMP Shalahudin Malang*. Focus of this research in the religious value in the student and the method of lesson to grow the religious character. The result of the research are, first the Islamic education teacher have been maximal used the method to grow the religious character to the student, evidence by the observation of researcher and interview that the Islamic education teacher not only give the understanding of religion but also conduct the activity to support the religious character such us, reciting Holy Koran ten minute before starting the lesson, *pondok Ramadhan, Istighotsah* and etc. Second, the growing of religious value is less of goal, evidence by many bad behavior of the student in the school.
2. Nur Laily Farida in 2011 under the title *penanaman nilai-nilai religious pada anak usia remaja di Majelis Ta'lim Wad Da'wah Lil Ustadz Al habib Sholeh Bin Ahmad Al Aydrus*. Focus of this research is cultivate the religious value to the teenager the obstacle and the solution to cultivate the religious value. The result of this research showed the cultivate of religious value for the teenager in Majelis Ta'lim Wad Da'wah Lil Ustadz Al habib Sholeh Bin Ahmad Al Aydrus Malang doing by many ways, first “*pengajian rutin*” , second forming of cadres for Da'I, third considering the chosen student to *khutbah jum'at* in many mosque, and etc.

The previous research above talk about the religious value and religious character, from the research above more concern the method and the ways, and there is no focus in the aspect of creativity of Islamic teachers.

CHAPTER II

CONTENT

A. Teacher's Creativity

1. Define of creativity

One the important skill of human being for their life and development is creativity. Creativity based on intellectuality, talent and learning. Related to creativity or the ability to use our imagination to produce or use new ideas, mentioned in the Koran, in Surah al-An'am verse 102 :

ذَلِكُمُ اللَّهُ رَبُّكُمْ لَا إِلَهَ إِلَّا هُوَ خَالِقُ كُلِّ شَيْءٍ فَاعْبُدُوهُ وَهُوَ عَلَى كُلِّ شَيْءٍ وَكِيلٌ

"That is Allah, your Lord! there is no god but He, the Creator of all things: then worship ye Him: and He hath power to dispose of all affairs. (Surah Al An'am : 102)

أَوَلَيْسَ الَّذِي خَلَقَ السَّمَاوَاتِ وَالْأَرْضَ بِقَادِرٍ عَلَى أَنْ يَخْلُقَ مِثْلَهُمْ بَلَى وَهُوَ الْخَلَّاقُ الْعَلِيمُ

"Is not He Who created the heavens and the earth able to create the like thereof?" - Yea, indeed! for He is the Creator Supreme, of skill and knowledge (infinite)!"

From the verse , there is the nature of God, the Creator. God created something that was not there before, so it shows something that is originality, creating something new and have a use value.

Thus, creativity is creativity or create and make joint progress or new combinations of elements that have been there before, even in a simple form. Meanwhile, according Drevdahl, creativity is the ability to produce a composition, product or idea what is essentially new, previously unknown author. It can be imaginative activity or thought that not only summarizes the results, which include the

creation of new patterns and combined information derived from previous experience and incorporation of long-standing relationship to new situations and includes the formation of a new correlation. That must have a specified purpose and objective, not merely a fantasy, although the result was perfect and complete. He might be able to form a product of art, literature, scientific products, or may be procedural and metodologist¹

- a. According Evans, Creativity is the ability to find the new connection, see the point of view in the new perspective and make the new combination of two the concept that has been around.²
- b. According Guilford, said that creativity as the ability to thinking various alternative answer for the matter.³
- c. According Utami, Creativity as the product of interaction between individual and environment their was. So, changes in individuals and in the environment, support or hinder creative effort.⁴

In Cambridge dictionary creativity is ingenuity and flair are the songwriter's real talents. According Mulyana, creativity is something universal and characteristic aspects of the living world around us. Creativity related to activity for create something that previously did not exist.

According Zaleha, creativity is create something previously did not exist.⁵

Whereas according Yusuf Abu Al- Hajjaj, creativity as the ability to create something

¹ Mangunhardjana A.M. *Membangun Kreativitas*. (Jakarta: PT Rineka 1986), page. 11.

² Suharman, *Pengaruh Pelatihan Imajeri dan Penalaran Terhadap Kreativitas*, Anima, Indonesia Psychological Journal, 2000, vol. 16, no. 1: 6-7

³ Rachmy Diana, *Hubungan Antara Religiasitas dan Kreativitas Siswa Sekolah Menengah Umum*, Jurnal Pendidikan dan Penelitian Psikologi, (Yogyakarta, Pustaka Pelajar 1999), hal. 7.

⁴ Utami Munandar, *Pengembangan Kreativitas Anak Berbakat*, (Jakarta, Rineka Cipta, 1999), hal 1.

⁵ Zaleha Izhah Haassoubah, *Mengasah Pikiran Kreatif dan Kritis* (Bandung : Nuansa, 2007), Hlm. 50

new, such as problem solving or new performance, art or new method.⁶ According to David Campbell, creativity is the activity that produced the newest and has advantages and is able to understand.⁷

Utami Munandar explained the definition of creativity through several statements that are the conclusion of experts about creativity:

- a. Creativity is the ability to create the new combination according to data, information, or the other elements.
- b. Creativity (thinking creative or thinking *divergen*) is the ability according to the data or information that is available. Finding many answers for the problem.
- c. In operational creativity is formulated as the ability to show the flexibility, originality in thinking, also the ability to collaborate the idea.⁸

Creativity or the creative deed is related to intelligence. Someone with low intelligence usually has lower creativity also. Creativity is also related to personality. Someone who is creative is the person who has a certain personality, such as: independence, responsible, hardworking, high motivation, optimistic, high curiosity, confident, open minded, tolerance and etc.

So, creativity as the potential of human beings has, as the teacher must be creative to foster their potential. Mentioned in the Koran surah Al-An'am verse 135 :

قل يا قوم اعملوا على مكانتكم اني عامل فسوف تعلمون من تكون له عاقبة الدار إنه لا يفلح الظالمون

⁶ Yusuf abu al – Hajjaj, *30 Kiat Meledakkan Kreatifitas* (Solo: Ziyad Visi Media, 2010). Hlm 16.

⁷ Mangunhardjana A. M. *Membangun Kreatifitas*. (Jakarta: PT Rineka 1986), hal. 11

⁸ Utami Munandar, *Kreatifitas dan Keberbakatan: Strategi Mewujudkan Potensi Kreatifitas dan Bakat* (Jakarta; PT. Gramedia Pustaka, 1992), Hlm.47.

Say: "O my people! Do whatever ye can: I will do (my part): soon will ye know who it is whose end will be (best) in the Hereafter: certain it is that the wrong-doers will not prosper."

Based the explanation above, writer define the creativity as the ability to create something new, that previously did not exist. The ability to thinking out of the box to find the new idea and problem solving.

1. Kinds of Creativity

Associated with the myth of the creative individual is a strong belief, that creativity only in people who have creative talent, this opinion could impede a person to develop their creative potential, whereas according to research carried out that we all have the power to be creative in many fields. Various kinds of creativity that are owned by different individuals, as in life, we are given by God is not only one general intelligence.

But we have seven intelligences as proposed by Dr. Howard Gardner, as for all sorts of creativity in question are:

- a. Verbal / linguistic, namely the ability to process spoken or written word.
- b. Mathematical / logical, is the ability to process numbers and the concept of a logical system.
- c. Spatial, namely the ability to see and process patterns and designs.
- d. Musical, is the ability to understand and process the musical concepts such as pitch, rhythm and harmony.
- e. Sinestesis is the ability to harness the body and movements such as sports and dance.

- f. interpersonal, is the ability to understand your feelings, fond of musing and philosophizing.
- g. interpersonal, is the ability to understand your feelings, fond of musing and philosophizing.

From some of the above certainly not everyone has all forms of creativity, but only a few. Creativity in the end had grown from a unique blend of personality traits and personal intelligence that makes us different from others. Related to the above opinion, this research is shown in verbal creativity of individuals the ability to process verbal and written word, in this case the test tool used is a test of verbal creativity, because this tool is a tool that is specifically constructed for Indonesia.⁹

3. The aspect of creativity

Creativity as the thinking process, that produced the ideas, concepts, research. Creative people usually have the utilities for society. Creativity have four aspect, such as :

a. Fluency Aspect

Fluency mean as the creative individual skill to product the words and sentence. fluency as the skill for make the idea, solution, alternative, fasting. Yusuf said that the fluency divide into 1) Fluency of word mean the skill to create many word and not difficult to arrange the sentence short and clearly. 2) Associative fluency is the individual creative skill to explain the term and concept that related with the phenomena that able to understand easier. 3) Expression fluency mean the creative individual able to follow the behavior trough feelings in their self. 4) Memory fluency or message fluency mean the creative individual able to utilize the later information or phenomena for the interest today effectively.

⁹ Utami munandar, *Op.Cit*, page 73.

b. Flexibility Aspect

Flexibility as the capability of the creative individual to fast produce tough for many needed in the various condition. Flexibility consider to change the people thinker based the attitude change, also seeing the different side of something. Spontaneity to deliver the idea effectively.

c. Originality Aspect

Originality mean the teachers able to create the new idea. Teacher able to create the new idea is the creative teacher.¹⁰ Other word originality as the ability to give the special respond and imaginative toward the stimulus. Originality the activity of thinking to create idea, concept, based on knowledge, experience and own skill. There are the indication of originality, free of value, decide the problem. People with originality usually able to chose the certain live philosophy, able to decide the positive and negative side.

d. Invention Aspect

Invention skill is the thinking activity to processing the information trough 1) exploration mean facing the concept and problem, creative individual effort to create various alternative to keep the problem situation and consider the positive and negative effect. 2) Elaboration as the skill to elaborate the ideas and direct it become the reality. Elaboration in the term to solve the problem, the creative individual effort to thing and arrange the information, develop the procedure of many probability. 3) Sensitivity as the skill to catch and create the solving problem. The sensitivity in

¹⁰ Mulyana. *Rahasia Menjadi Guru Yang Hebat*. (Jakarta: Gramedia. 2010). P. 138.

solving problem, the creative individual try to show the interest to know the environment, try to make their deed giving the utilize, reactive with many information.

4) Being careful to decide the problem.

4. The characteristic of creativity

One of the creativity aspect is the personality. This important aspect for the base to develop their creativity. The effort to develop the creativity, just able to understand trough knowing characteristic of creative skill. Guilford argued the character of creativity, divide into cognitive and non cognitive, that is :

a) The characteristic of creative behavior consist of five :

- 1) Fluency, is argue many ideas, answer, problem solving and question, give many ways or suggestion to do something as well as thinking many alternative answer.
- 2) Flexibility, is create the ideas, the various answer, able to seeing the problem trough the various side, finding many alternative, and able to change the approach and thinking process.
- 3) Originality, is able to deliver the unique, thinking out of the box to express their self and able to combine the strength from many aspect.
- 4) Elaboration, is able increase and develop the ideas or produce, and increase something into detail from the object, ideas or situation into more interesting.
- 5) Redefinition, is way to consider the big problem, the planning, the wise action, able to decide the decision of situation, not only deliver the ideas but also doing that action.¹¹

The characteristic related with the behavior and feeling or the affective, that is :

¹¹ Supriadi, Kreativitas kebudayaan dan Pengembangan Iptek. (Bandung : Depdikbud. PT: Alfabeta, 1997), p. 7.

1. The curious, include the motivation to knowing more, rising many questions, always notice of others, object and situation also always become sensitive of the observation and always wanted to know and doing research.
2. Imaginative, include the ability to imagine about the future action or phenomena, and the using the fantasy, but able to differentiate the fantasy and reality.
3. Dependent on complexity, include the motivation to solve the difficulties, feeling challenging of the complicated situation and also interesting on the difficult task.
4. Brave in take the risk, include the brave to giving the answer, not fear to lose, or get the critic and not doubt for unclear thing.
5. Respect, include the action to respect about the life, and respect the ability and skill.¹²

The Indicator of creativity according Munanda, S. C. U. Have the characteristic :

- a. Big curiosity
- b. Ask the question oftenly
- c. Giving many suggestion about the problem
- d. Giving the opinion freely
- e. Have the beautiful sense
- f. Have the own opinion
- g. Have the high humorist
- h. Have the high imaginaty
- i. High originality from their idea, solve the problem.
- j. Able to work by them self
- k. The ability to develop the suggestion

While, According Csikszentmihalyi the characteristic of creativity are :

¹² *Ibid*, p. 51.

- 1) The creative personality have the physic power, but able to become relax, according the circumstance.
- 2) Creative personality.
- 3) The creativity need the hard working.
- 4) Creativity personality between imaginary and fantasy.
- 5) Humble and proud with their masterpiece.¹³

From the description means that creative people can be known through the personality displayed as a habit, so be specific traits. Both of these characteristics is important, because it is supported by the appropriate personality, creativity one can not develop naturally. For example, students who have the ability to think original, supple and smooth, but he was lazy and give up easily, it will not develop such capabilities. Creative people have a sensitivity to the environment, making himself rich in innovation and looks with no wits in solving a problem. Because of that creative people are more oriented to the present and the future.¹⁴

Creativity shown by elementary school students, usually those regarded as less favorable behavior and disturbing. But keep in mind that there are more creative essence of this, of which is that they can give guidance and direction to itself, can demonstrate the persistence or unyielding, have freedom, in the sense of not bound to the rules which have been outlined, spontaneous and flexible as well as self-control is internal.¹⁵

5. The Drivers of Creativity

¹³ Munandar S. C. Utami. Op.Cit page 12

¹⁴ Nurgiyantoro, Burhan. Dasar-Dasar Pengembangan Kurikulum Sekolah. (Yogyakarta : BPFE 1998), page

¹⁵ Semiawan conny, *Perspektif Pendidikan Anak Berbakat*. (Jakarta : PT Gramedia Widiasarana Indonesia. 1997.), p. 21.

Creativity is very important in learning, teachers are required to demonstrate and show the creativity process. Creativity is something that is universal and is characteristic aspects of the living world around us.

Creativity is characterized by the activity of creating something that was not there and no one else.

As a creative person, the teacher realized that creativity is universal and therefore all of its activities are guided and raised the awareness of it. Himself is a creator and motivator, which is located in the center of the education process. As a result of this function, teachers try to find better ways to serve the students, so that students will vote that he was creative and not do something on a regular basis only. Creativity shows that what is done by teachers are now better than was done previously and what the future better than the present.¹⁶

Brown formulate the characteristics of a teacher scholar was as follows:

- a. He has a curious soul, always wanted to ask about anything that is still not understood.
- b. Each case is analyzed first, then edited, qualified to be analyzed and understood and then put together in his knowledge.
- c. intuition, the unconscious ability that connects the old ideas to form new ideas. Intuition is above logic, therefore it depends on the discovery well.
- d. Self-dicipline, that teacher's creative scholar who has the ability to make judgments between analysis and intuition to something taken a final decision.
- e. Will not be satisfied with the preliminary results. He did not take it for granted every result that has not been satisfying.

¹⁶ E. Mulyasa, *Menjadi Guru Profesional*. (Bandung : PT Remaja Rosdakarya, 2006), p. 51.

- f. Like introspection, these properties contain the ability to put confidence in the ideas of others who somehow. But this does not mean that others should reject academic pegaulan among colleagues where there are discussions and debates about their own opinion.
- g. Has a strong personality, not easily given instructions without thinking.¹⁷

To enhance the learning creativity. Widada suggested that in addition to a creative environment, teachers can use the following approach:

- 1) Self esteem approach. In this approach, teachers are required to devote more attention to the development of self-esteem, teachers not only directs learners to study the scientific material, but the development of attitude should receive attention in proportion.
- 2) Creativity approach. Some suggestions for this approach was developed are problem solving, brain storming, inquiry and role playing.
- 3) The value clarification and moral development approach. In this approach the main target personal development, holistic and humanistic approach is the central feature in the development of human potential toward self-actualization. In such a situation would accompany the development of the intellectual development of students.
- 4) Multiple talent approach. This approach is concerned with efforts to develop the full potential of the students, because the manifestation of potential development will build self-concept that supports mental health.
- 5) Inquiry approach. Through this approach the students are given the opportunity to process probable in finding scientific concepts or principles, as well as increasing the intellectual potential.

¹⁷ Balndi Sutdiputra. *Aneka Problematika Keguruan*. (Bandung : Penerbit Angkasa, 1985), p. 102

- 6) Pictorial riddle approach. This approach merupakan methods to develop students' motivation and interest in small group discussions, this approach greatly helps improve the ability to think critically and creatively.
- 7) Synetics approach. In essence this approach to focus on the competence of students to develop various forms of metaphor for open intelligence and develop their creativity. Activities begin with a group activity that is not rational, then evolving towards the discovery and rational problem solving. Understand the above sequence, it can be argued that the creativity of students in learning relies heavily on teachers' creativity in developing standard materials and creating a conducive learning environment. Teachers can use a variety of approaches to improve students' creativity.¹⁸

6. The Developer of Creativity

Gordan in his Joice and Weill, put forward four basic principles sinektik (the experience), which opposed the old ways of creativity. First, creativity is something that is important in everyday activities. Almost all people associated with the creative process, which was developed through art or new discoveries. Gordon stressed that creativity is part of our daily life and lasts throughout life. Gordon Model is designed to improve the capacity of problem solving, creative expressive, empathy, and social relationships. He also stressed that meaningful ideas could be improved through creative activities to enrich thinking.

Second, the creative process is not something mysterious. This applies can be described and may help people directly to improve their creativity. Traditionally, creativity is seen as something mysterious, innate that could disappear at any time. Gordon convinced that if the runway understand the process of creativity, people can

¹⁸ E. Mulyasa, Op.Cit., p. 68

learn to use their understanding to improve creativity in life and work, both individually and as a group member. Gordon believes that creativity is driven by the awareness that gives instructions to describe and create procedures that can doing the exercise at school and in other environments.

Third, the same creative inventions in all fields, both in the arts, sciences. In addition many creative invention is characterized by intellectual process. This idea is contrary to common belief, which sees limited creativity in the arts, but also science, and science is a human invention. Gordon suggests a link between the development of thinking in the art and science very closely.

The fourth shows that more creativity, both individually and collectively, are the same, individuals and groups lowered ideas and products in a variety of ways. It challenges the view that suggests that creativity is a personal experience. The learning process is essentially to develop the activity and creativity of learners, through various interactions and learning experience but in practice we are often not aware of, that there is still a lot of learning activities carried out actually inhibits the activity and creativity of students.

What is disclosed in the above can be seen in the learning process in the classroom which are generally more emphasis on cognitive aspects, so that mental abilities were studied largely centered on knowledge and recall. what is considered important by the teacher and memorize it. Teachers are generally less please atmosphere many students ask about things out of context. Thus, the activity and creativity of the students obstructed or can not develop.¹⁹

¹⁹ E. Mulyasa. *Ibid.*, p. 163-164

Based on various studies Gibbs, concluded that creativity can be developed to give confidence, free communication, self-direction, and supervision not too tight. The research results can be applied or transfer in the learning process. In this case the student would be more creative if:

- a. Developed self-confidence in students, and there is no fear.
- b. Given the opportunity to communicate freely and targeted scientific.
- c. Involved in setting goals and learning evaluation.
- d. Given supervision that is not too tight and not authoritarian.
- e. Actively and creatively involved in the learning process as a whole.

What is stated above seems hard to do, but the teacher should be able to create a conducive learning atmosphere, which leads to a situation, for example by developing heuristics module and hypothetical. Nevertheless, the quality of teaching is determined by the activity and creativity of teachers, in addition to his professional competencies.²⁰

Some things do teachers to develop student creativity are :

- 1) Do not be too many limit the space for students in the learning and development of new knowledge.
- 2) Help students think of something incomplete explore the question, and put forward the idea of the original.
- 3) Help students develop the certain principles into a new situation.
- 4) Give tasks independently.
- 5) Create activities that can stimulate the brain.
- 6) Provide opportunities for students to think reflective of any problems encountered.

²⁰ *Ibid.* Hal. 165.

- 7) Respect individual differences of students, by easing the rules and the value of the class.
 - 8) Do not force the will of the students.
 - 9) Indicate new behaviors in learning.
 - 10) Develop tasks that can foster students' creativity.
 - 11) Develop self-confidence of students, to help students develop awareness of themselves positively.
 - 12) Develop interesting activities, such as quizzes and puzzles, and songs that can spur the potential optimally.
 - 13) Involve learners optimally in the learning process, so that the process can be more mature mental processes in expressing concepts and scientific principles.²¹
7. The factors that influence the creativity of Islamic teacher
- a) Internal Factor
 - 1) Educational Background

Duties and responsibilities of teachers are very large and complex, so a teacher must have teacher training diploma, by having it, the teacher will have teaching experience and a good knowledge, which will be equipped when a teacher someday. Conversely, without professional knowledge in the field of education, then the teacher will be difficult to hold the increase in her abilities. Because the teaching profession is also determined by previous work experience and education, as revealed Ali Saifullah HA that "Professional teachers in many ways determined

²¹ *Ibid*, p. 13

by educational preparation, work experience and personality of the teacher, especially when viewed from the viewpoint in the achievement of the goals of education in schools"²²

2) Teaching experience

For the teacher who taught the new year, it will be a different experience with teachers who have been teaching for years. So the longer towards perfection in carrying out their duties.

3) The motivation

Given the severity of the task as a teacher, then not everyone is eligible and willing to become a teacher. But in reality, sometimes it proves that a teacher is not as compelled. For a teacher who has a professional motivational due responsibilities and duties will always be trying to improve capabilities.

b) External factor

1) The facilities

In the world of education or the implementation of the task of teaching and learning, facilities are factors that contributed to the attainment of the goal of teaching. The availability of adequate means will affect the achievement of the goals, while the limited facilities would also hamper the objectives to be achieved, Due to incomplete facility will hamper the achievement of educational goals and efforts to improve the quality of teachers.

2) Head master supervision

Oversight head master of teachers in performing their duties. Without the supervision of principals, teachers will underestimate their duties. Due to the

²² Drs. Moh. Uzer Usman, *Menjadi Guru Profesional* (Remaja Rosdakarya 2007) p. 16

implementation of the principal intended for development and improvement of teaching and learning process.

3) Dicipline

Discipline does not only apply to students, but discipline must be implemented by the entire school community. Discipline will create good working conditions, and as a realization would affect efforts to improve the quality of teacher and other Islamic teacher.

B. Religious Character

1. Define of Character

Character comes from the Latin word “karakter”, “kharassein” and “kharax” meaning “tool for making, to engrave and pointed shake”. This term widely used in the French language “caractere” in the 14th century then entered in English “character” before becoming bahasa Indonesia *karakter*.²³

In the Poerwadaminta, character meaning as behavior, character, attitude, morals that differentiate one and each other. Character building is the process to engrave or shaping the spirit into unique and interesting that differentiate of each other. Simile the alphabet are not same of each other.²⁴ There are several term related to character, such as :

²³ Mansur Muslich, *Pendidikan Karakter Menjawab Tantangan Krisis Multidimensional*, (Jakarta: Bumi Aksara, 2010), p. 5

²⁴ Zaim Elmubarak, *Membumikan Pendidikan Nilai : Mengumpulkan yang Terserak, Menyumbang yang Terputus dan Menyatukan yang Tercerai*, (Bandung: Alfabeta, 2008), p. 102

- A. Character : Behavior or attitude, *fitrah* of human being that related to law and value of God. Reside in the human being, cannot change, even of many condition and able to hide in the various condition.²⁵
- B. Tabi'at : Character, behavior, psychological of someone that able to change because of social interaction and very influence with the psychological. The behavior inside that shaping without intention.²⁶
- C. Moral : The lesson of behavior, honor, morality of culture, politeness and attitude.²⁷
- D. Ethics : The science about *akhlak* and politeness; the morality. According Ngaimun and Achmad, first : the value and norm of person and group that arrange their behavior. Second; the whole of principle or norm, or ethic. Third; the science of good and bad.²⁸

Table 2.1

Description and Indicator of Character

| Value | Description | Indicator |
|-----------|---|--|
| Religious | Attitudes and behavior obedient in implementing the lived religion, tolerant of the practice of religion other and live in harmony with other faiths. | a.School <ul style="list-style-type: none"> • Celebrating religious holidays • Has facilities that can be used for worship. • Provide opportunities for students to practice their religion. b.Classroom <ul style="list-style-type: none"> • Pray before and after the lesson. • Provides the opportunity for all students to practice their religion. |

²⁵ Hamka Abdul Aziz, *Pendidikan Karakter Berpusat Pada Hati*. (Jakarta: Al-Mawardi, 2011), p. 48

²⁶ M. Furqon Hidayatullah, *Pendidikan karakter : Membangun Peradaban Bangsa*. (Semarang: Yuma Pustaka UNS Press, 2010), p. 11

²⁷ Bambang Mahirjanto, *Kamus Lengkap Bahasa Indonesia Pelajar*, (Surabaya: Bintang Timur, 1995), p. 141

²⁸ Ngainum Naim dan Achmad Sauqi, *Pendidikan Multikultural: Konsep dan Aplikasi*. (Yogyakarta: Ar-Ruzz Media, 2007), p. 113

| | | |
|-------------|--|---|
| Tolerance | Attitudes and actions that respects differences of religion, race, ethnicity, opinions, attitudes and actions of others who are different from themselves. | a.Sekolah <ul style="list-style-type: none"> Appreciate and give equal treatment to all citizens of the school. Creating a school atmosphere that receives the difference. b. Classroom <ul style="list-style-type: none"> Take decisions jointly class trough “<i>musyawarah</i>” Open vote Implementing the interactive learning model |
| Responsible | Attitudes and behavior of people to carry out the duties and obligations that should he do with himself, community, environmental, social. | a.School <ul style="list-style-type: none"> Make the report Doing the task b. Classroom <ul style="list-style-type: none"> Doing the task effectively Active in the school event |

expert psychologist Kohlberg Marlene Lockheed basic education, there are four stages of character education that needs to be done, namely (a) the habituation phase as early character development of children, (b) the stage of understanding and reasoning of the values, attitudes, behavior and character of students (c) phase application as the behavior and actions of the students in their daily reality (d) the imposition stage is the stage of reflection of the behavior of students through the entire assessment of the attitudes and behavior that they understand and do, and how the impact and usefulness in life. So the influence on the formation of character education learner will have an impact on an ongoing basis.

2. Character in Islam Perspective

In Islam there is no separate disciplines of Islamic ethics. And the importance of comparison between reason and revelation in determining the moral values are open to debate. Morals refer to the duties and responsibilities in addition to law and Islam in

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general. While adab refers to attitudes associated with good behavior. And good model on the quality of the characters displayed by a good Muslim to follow the Prophet Muhammad PBUH That is the value of the pillars of character education in Islam.

Implementation of morality in Islam contained in the personal character of Prophet Muhammad PBUH, where there are values and morals in his sublime.

In the Koran surah Al-Ahzab verse 21 :

لقد كان لكم في رسول الله أسوة حسنة لمن كان يرجو الله واليوم الآخر وذكر الله كثيرا

Ye have indeed in the Messenger of Allah a beautiful pattern (of conduct) for any one whose hope is in Allah and the Final Day, and who engages much in the Praise of Allah

No doubt the character has a big role in people's lives. Building the character starts from the individual. The nature of the character is individual, even though he can not apply in the context of the individual. In Islam morals occupy an important position and is considered to have vital functions in guiding people's lives.

3. The Islamic Teacher to Build Character

Based on the book of Ahmad Tafsir in the internalization of the character education can be implemented using a model tadzkirah²⁹. Tadzkirah concept raised Ahmad Tafsir can be seen as a model for delivering students to always maintain and foster a sense of faith that have been inspired by God and can be applied in righteous deeds.

The intended meaning of the word Tadzkirah is a learning model derived from an Islamic educational theory. Tadzkirah has meaning:

²⁹ Abdul Majid, *Pendidikan Karakter dalam Perspektif Islam* (Bandung : Rosdakarya. 2011) p.115

1. Role Model

In the Koran, Surah Al Baqarah verse 44 :

أَتَأْمُرُونَ النَّاسَ بِالْبِرِّ وَتَنْسَوْنَ أَنْفُسَكُمْ وَأَنْتُمْ تَتْلُونَ الْكِتَابَ أَفَلَا تَعْقِلُونَ

*Do ye enjoin right conduct on the people, and forget (To practise it) yourselves,
?and yet ye study the Scripture? Will ye not understand*

From the verse above, we can conclude that it is better we give lessons to others, we have to do it in advance, so that we will invite more easily believed. The concept of this example has been given by way of sending prophet Muhammad, to be a good role model for Muslims throughout history and for people in every age. He is like the bright lights and the moon directions. These ideals must always be maintained, and maintained.

According the Koran surah Al Ahzab verse 45-46 :

يَا أَيُّهَا النَّبِيُّ إِنَّا أَرْسَلْنَاكَ شَاهِدًا وَمُبَشِّرًا وَنَذِيرًا ۖ وَدَاعِيًا إِلَى اللَّهِ بِإِذْنِهِ وَسِرَاجًا مُنِيرًا

O Prophet! Truly We have sent thee as a Witness, a Bearer of Glad Tidings, and Warner;- And as one who invites to Allah's (grace) by His leave, and as a lamp spreading light.

2. Guidance

Basically the children have been created by God in accordance with nature, which is inclined to the truth. Guidance parent to child, teacher to pupil needs to be given to giving reasons, explanations, briefings and discussions. Can also be done with a reprimand to find out the cause of the problem and criticism so that the child's behavior changed. Guidance would be appropriate

if tailored to the capabilities, needs and interests, according to Irwan prayitno, guidance by providing advice

3. Pushing

From Abu Hurairah RA, Rasulullah said *“Barangsiapa berkata kepada anak kecil : kemarilah dan ambilah, kemudian tidak diberikannya apa-apa, maka ia telah melakukan kedustaan (HR. Ahmad)”*

Togetherness parents and teachers with children is not only limited to feed, drink, clothing and others, but also provide appropriate education. A child must have a strong motivation in education so that education becomes effective. Motivating children is an activity to give encouragement to the child to be willing and want to do activities or behaviors that are expected by the teacher.

Encouragement should always be given to children who are in the process of growth and development so as not to appear to feel guilty, inferior even frustration when confronted with obstacles and failures.

Al Ghazali in *Tahdheeb Al Morals Wa Al Qulub Mu'alajat Amradh* say, that every time a child shows noble behavior or good deeds should he earned the praise and if necessary given a gift with something encouraging.

4. Zakiyah

Zakiyah interpreted as sincerity, sincere people are not tempted to praise and not hate reproach. Another meaning of sincerity is purity, purity actions undertaken will save someone from damage, sincere for Allah is an obligation in every action.

Sincere sense should be imparted to children, both in learning, doing and being. If a sense of sincerity that is already growing, then the sincerity it will be a powerful force.

5. Continuity

Quran makes a habit as one of the techniques or methods of education. Then he changed his good qualities become a habit, so that the soul can carry the habit effortlessly, without losing much power and without finding much difficulty.

6. Remembering

Considering activities having tremendous impact in life. When we remember something, it will remind us of the circuits associated with it. Memorise can arise because we have the desire, interest, expectation and longing for what we remember.

Considering activities also sparked ideas and creativity. So in learning Islamic education, teachers must strive to remind the children that they are being watched by God.

7. Repetition

Effective education done many times, so that the child be understood. Lessons or need any advice generally done repeatedly, so easily understood by children. The main function of repetition is to ensure that students understand the requirements for the ability for a lesson.

8. Organization

Teachers should be able to organize the knowledge and experience that has been gained outside school students with learning experiences gained. Organizing should be based on the benefit to the students as the education process becomes a human face life.

Organizing includes three stages of activities including planning, implementation and assessment. Planning consists of planning time unit consists of an annual program and the semester program. Implementation consists of learning steps inside or outside the classroom ranging from the introduction, presentation and closing. Assessment is a process that is carried out continuously since the planning implementation and after learning.

5. Define of Religious Character

To understand about the meaning of religious character, as we see, the religious character including two word that is religious and character, about the define of character we have been explained above. Religious in the *kamus besar bahasa Indonesia* mean as the behavior that related to religious value. Religion it self as the believe to God.

Religious as the character value and that related to God, thinking, deed that always based on religion value and God norm.³⁰ Whereas in the Islamic education teacher book guidance, define the religious as the thinking, word, and deed that always based on God norm or the religion value.³¹

The religious activity able to implement ate in the various aspect of life. The religious aspect not only happen for the ritual and worship activity but also other

³⁰ Ibid, p. 16

³¹ Sahidjaya, Panduan Guru Mata Pelajaran Agama “Pendidikan Karakter Terintegrasi Dalam Pembelajaran untuk SMP”, (Solo; Kemenag, 2010), p. 7

activities based on spiritual. Not only happen on the clearly and seen activities but also for the unseen activities in the feeling and heart. So the religiously of person will be included the various dimension.³²

Glock & Stark explained the religion as the symbol system, convinced system, value system, and behavior system that being organize, that all of that be the ultimate meaning. According Glock & Stark, there are five dimension of religion, such as :

1. Convinced dimension
2. Religious practice dimension
3. Experience dimension
4. Religious science dimension
5. Deeds dimension³³

Based on the define of character and religious above, thus the religious character is the behavior, attitude and moral that based on religious value and norm.

6. Religious Criteria³⁴

1. The obedient behavior in applying the religious value.
2. Tolerance with other religion worship.
3. Knowing and being grateful as the creature of God
4. Wonderfulness with the Great of God
5. Wonderfulness with the power of God
6. Wonderfulness and being grateful as the creature of God

³² Luluk Mufarocho, *Metode Pembelajaran Pendidikan Agama Islam Dalam Menanamkan Nilai-Nilai Religius Pada Peserta Didik di SMP Salahuddin Malang*, (Digilib UIN Malang, Skripsi, 2010), p. 43

³³ Muhaimin, *Paradigma Pendidikan Islam Upaya Mengefektifkan pendidikan Agama Islam di Sekolah* (Bandung: PT Remaja Rosdakarya. 2001). p. 293

³⁴ Supinah, *Pengembangan Pendidikan Budaya dan Karakter Bangsa Melalui Pembelajaran Matematika*, (Yogyakarta; badan Pengembangan Sumber Daya Manusia Pendidikan dan Penjaminan Mutu Pendidikan, 2011), p. 22

7. Feeling the Power of God with all His Force in the world.
8. Able to do the God task and avoid His prohibition

To know the goal in shaping religious character, there are the indicator in SMA/MA, such as:³⁵

- a. Being Grateful for the superiority of human being as the God creature and as the leader for other creature.
- b. Being Grateful as the people of Indonesia.
- c. Feeling the Power of God with all His Force in the world.
- d. Feeling the Great of God with the various of religion in the world.
- e. Admire the Great of God through many chapter in the lesson.

C. Islamic Teacher

1. Define of teacher

A discussion of teachers are very extensive, in this case the question is a religious teacher. To facilitate the understanding of the sense of religious teachers, the authors explain that the teacher in question in this thesis is the teacher as formal educators.

a. Zuhairini

Religion teacher is a person who has the responsibility for personal formation of children in accordance with the teachings of Islam, he was also responsible for Allah³⁶.

b. H.M Arifin

Islamic teacher is the servant of God who has Islamic ideals mature spiritually and physically as well as understanding the developmental needs of the student for

³⁵ Badan Penelitian dan Pengembangan Pusat Kurikulum, *Pendidikan Budaya dan Karakter Bangsa*, (Jakarta: kemendiknas, 2010), p. 37

³⁶ Zuhairini dkk, *Metode Khusus Pendidikan Agama* (Jakarta: Usaha Nasional, 2004), p. 54

his future life, he not only gives knowledge required by students but also provide value and nature of Islamic governance rules into private student to blend and coloring behavior Islam breath³⁷

c. Athiyah Al-abrosy

Teachers in this case is the Islamic teacher who is a spiritual teacher to a student or a spiritual father to son with the purpose of providing spiritual cleansing in the form of lessons morals and noble character.³⁸

Teacher is defined as persons who work teaching. But, said teachers in Arabic and in English Mu'allim Teacher it does have the simplest sense, ie a person Whose occupation is teacher of others, it means that the job of a teacher is to teach others. This definition is very general, and therefore can invite an assortment of interpretations and even connotation. In this case does not mean that only people who every day are called teachers teach in schools, but also Kyai in pesantren, pastor at the church and others. So every effort is always centered on teacher education. This shows how important the position of teachers in education³⁹

Teachers should be able to put as second parents, with the task entrusted to the parents of students in a certain period. For the understanding of the spirit and character of the students needed to be able to easily understand the spirit and character of students⁴⁰

In Islam proposed that every Muslim is obliged to teach Islamic religious education to another, According Surah An-Nahl verse 25:

³⁷ Arifin, H.M, *Ilmu Pendidikan Islam*, (Jakarta : Bumi Aksara, 1996), p. 193

³⁸ Al-Abrosy, Athiyah, *Dasar-Dasar Pokok Pendidikan Islam*. (Jakarta: Bulan Bintang, 1996), p. 136

³⁹ Furqon Hidayatullah, *Guru Sejati Membangun Insan Berkarakter Kuat & Cerdas*, (Surabaya: Yuma Pustaka, 2010), p. 4

⁴⁰ Zakiyah Darajat, *Pendidikan Islam Dalam Keluarga*, (Jakarta: CV Rahma, 1995)

لِيَحْمِلُوا أَوْزَارَهُمْ كَامِلَةً يَوْمَ الْقِيَمَةِ وَمِنْ أَوْزَارِ الَّذِينَ يُضِلُّونَهُمْ بِغَيْرِ عِلْمٍ ۗ أَلَا سَاءَ

مَا يَزُرُونَ ﴿١٥﴾

invite (mankind, O Muhammad) to the Way of Your Lord (i.e. Islâm) with wisdom (i.e. with the Divine Inspiration and the Qur'ân) and fair preaching, and argue with them In a Way that is better. Truly, Your Lord knows best who has gone astray from his path, and He is the best Aware of those who are guided.

According the above verse relates to the duties of teachers in teaching science to students should be done in a way that is as good as possible and when they occurred disagreement between then resolved in a good way too. In teaching students will more quickly understand when teaching is done using a "*bil hikmah*".

On the basis of the efforts of teachers like that religion is very complex, requiring in-depth review, it can be said that the behavior of teachers as sources of influence while student behavior as the effect of various process behavior of interaction activities in life. So Islamic teacher is a professional educator who teaches and educates students in formal schools on the subjects of Islamic religious⁴¹

⁴¹ Tobroni. *Pendidikan Islam*, (malang, UMM Press, 2008), p. 107

CHAPTER III

THE METHOD OF RESEARCH

A. The Approach and Type of Research

This research use descriptive qualitative method, because the researcher should make an observation to understand the phenomena or problem about whatever than happen by subject of research by describing in the form of words, that is an effort to get information completely about creativity of Fiqih and Akidah Akhlak teachers to fostering the religious Character of student at MAN Malang I.

B. The Attendance of Researcher

The attendance of researcher in qualitative research is absolutely needed, because the researcher's action as the instrument that primarily can collects data. Other instrument beside the researcher is also can be used, such us as picture, document, and result of interview. However the function of those instruments outside the human is limited as the supporting data for the researcher as the main instrument. The position of researcher in qualitative research is complex. Researcher is a planner, implementer of data collection, analyzer, interpreter, and reporter of the result.¹

C. The Site of Research

The research site is located at MAN Malang I, Baiduri Bulan street no 40 Malang. MAN Malang I is one of Islamic high school in Malang that has many achievement, one of them is religion olympiad that show the competence and creativity

¹ Lexy J Moleong. *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2002), p. 121

of Islamic teachers there. This school located in the center of Malang city, but this school able to conduct their student have a good behavior. This reason make researcher believe that this location is very suitable to do research.

D. The Source of Data

Data is very important to answer the problem that appear in research. In doing research data is gotten from two sources, there are :

1. The primary data sources that is the source on data that taken by researcher through interviews, observation, and documentation with related site include; The principal of MAN Malang I, Fiqih and Akidah Akhlak education teacher, the director of Mahad Darul Hikmah, and the guidance and counseling teacher.
2. The secondary data sources that id data that gotten by the existence of previous data and has relation with the problem involve the existence of literature. The chosen of informer is include some of teachers, and students who know about that case that will be researched.

E. Technique of Data Collection

Data collection is the urgent step in a research, because the main purpose of research is getting data as much as possible. The methods are used to collect data in this research, there are :

1. Observation

Observation is process to look for data systematically that can be used to give conclusion. Researcher use this method to get data about the implementation of management based on spiritual quotient to develop student's religious characteristic.

Technique of observation can be done by student's religious characteristic. Technique of observation can be done by some of ways. Determination of ways depend on situation of object that will be observed, there are:²

a. Observation participation and non participant

Observation participant is process of observation that is done by observer by taking part of life people who will be observed. Then, observer who don't follow in life of people, it's called by non participant.

b. Observation systematic and non systematic

Observation systematic is observation that is held by systematically, factors that will be observed is complete with the category. Then, observation that is done without prepare limit outline that will be observed is called by non systematic.

In this method of observation, researcher use observation of participant to collect data directly and do systematically about the creativity of Fiqih and Akidah Akhlak teachers trough some of activity, lesson process, and the other religious activity to develop student's religious character at MAN Malang I.

2. Interview

Interview is conversation between two people in which one person tries to direct the conversation to obtain information for some specific purpose. In this research, researcher do communication with related side such us; The principal of MAN Malang I, Fiqih and Akidah Akhlak education teacher, to get additional information about the creativity of Fiqih and Akidah Akhlak education teacher to build the religious character of student.

² S. Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2007), p. 161-162

3. Documentation

This documentation is used to support the authentic and originality of data in the form of photo or document about the activity of teacher in the class, the student activity and etc.

F. Data Analysis

Data analysis is the middle stage from the series of research that has a function for responsibility of originality the research based on procedure therefore can be understood by the other without appear different perspective. The process of data analysis is conducted by researcher through the following stages :

1. Collecting data is starting from pre elementary to ensure that the phenomena is really exist. In this case , researcher has done interview, observation, doing relation with informer, and etc. The result of this activity is data. As long as the process of research done, so the process of collecting data is also done.
2. Reduction of data is arrange all of data that is gotten become one writing (script) that will be analyzed.
3. Display of data is manage data into categorize of them become more concrete and simple.
4. Conclusion or verification, in this stage will be found the answer from question of research based on the finding of research.

G. Checking the Validity of Data

Taking data through three phase that is; introducing, filtering, and completing data that still lack. Checking the validity is happen at the stage of filtering data. Therefore, if

there is data that is irrelevant and inadequate, it will be held filtering data in the field once again so that data has high validity.³ To get validity can use some of techniques below;

1. Persistent observation, that is held observation continually to understand the phenomena more deeply in the site of research.
2. Triangulation is used to interpretative research to investigate different actor's viewpoint, the same method, e.g. accounts, will naturally produce different sets of data.⁴
3. Peerdirecting can be done through discussion by exposing temporary result or final result in the form of discussion with friend.

H. The Stages Of Research

1. Pre Field Stage

In this stage, researcher arrange a proposal for Tarbiyah and Teaching Sciences Faculty. Researcher do pre research only to know general condition at MAN Malang I. Ask permission of observation from Tarbiyah and Teaching Sciences Faculty to do research, and also doing relevant study literature.

2. The Field Work Stage

In this stage, the researcher do the real research by collecting data, manage data, analyze and conclusion. The researcher effort to get data as much as possible and direct the informer into focus of research by preparing draft of question that make easier of researcher to do research, then data is identified by researcher in order make easier to be analyzed.

3. Final Stages

³ Lexy J Moleong. op. cit, p. 172

⁴ Louis Cohen and Lawrence Manion, Research Method in Education, (London: Routledge, 1994), p. 234.

In this stage researcher arrange the result of research in the form of thesis that suitable with book guidance in State Islamic University of Maulana Malik Ibrahim Malang.



CHAPTER IV

THE DISCUSSION RESULT OF THE RESEARCH

From the research that author do from 12 of January until 30 of May 2015 at MAN Malang I the author getting the satisfaction results. The discussion or data analysis in this research are :

A. The Background of the Object Research

1. History of MAN Malang I

The state high school (MAN) 1 Malang was born under the Decree of Ministry of Religion, No. 17 in 1978, a transfer function from PGAN of 6 years female Malang. Switchers function PGAN 6 years female into two schools, which MTsN Malang II (Currently located at Jl. Cemorokandang 77 Malang) and MAN Malang I.

MAN Malang I since PGAN of 6 year female building occupies Maarif Education Institute at Street MT. Haryono 139 Malang with lease rights until the end of December 1998. Then on January 2, 1989, MAN Malang I moved to a new location with the status of one's own Simpang Tlogoman street 1/40 Malang. On this last place, which is currently changing it's name to Baiduri Bulan Street 40 Malang, MAN Malang I grow up until now.

Along with the improvement of achievement in academic and non-academic, then one year to years, parents who are interested to send their children to this school are also getting bigger, where from Malang and other provinces in Indonesia, including Irian Jaya, Sulawesi , Borneo, Sumatra, etc.

Contemplated from the institutional MAN Malang have a reliable academic personnel who in mind, has a strong management that is able to mobilize all the

potential to develop the creativity of the academic community, and have the ability to anticipate the proactive future. Moreover MAN Malang I have a leader who is able to accommodate the full potential of the driving force as a whole institution. Since officially has called MAN Malang I, this school has undergone seven days of leadership, namely;

| | |
|------------------------------|--------------------------|
| Raimin, BA | : Tahun 1978 - 1986 |
| Drs. H. Kusnan A | : Tahun 1986 - 1993 |
| Drs. H. Toras Gultom | : Tahun 1993 - 2004 |
| Drs. H. Tonem Hadi | : Tahun 2004 - 2006 |
| Drs. H. Zainal mahmudi, M.Ag | : Tahun 2006 - 2013 |
| Drs. Samsudin, M.Pd | : Tahun 2013 - 2014 |
| Drs. Ach. Bariq Marzuq, M.Pd | : Tahun 2014 – until now |

Under the leadership of the seven above, MAN Malang I showed an increase quality. And expected with increasing age, MAN Malang I getting the best able to contribute to the advancement of science and technology based on the stability of faith and piety.

2. Vision and Mission of MAN Malang I

a. Vision

The realization of high quality human being in the science of religious and humanist.

b. Mission

- Foster the spirit of learning for science and technology development also faith and obedience (IMTAQ).

- Develop research to get a new idea of future-oriented.
- Making learning activities are fun, creative and innovative.
- Develop the spirit of appreciation and practice of Islamic teachings in everyday life.
- Creating citizens school who have concern for their self, the environment and have high aesthetic.

3. The Purpose

1. Increasing the knowledge and the challenge of the student.
2. Improving the scientific thinking of the school citizen trough the research.
3. Creating the educate, creative and fun learning process.
4. Improve the knowledge of students to develop themselves with the development of science , technology , art –minded and Islamic teachings.
5. Increase the ability of students as members of the community in establishing the relations in social, cultural , and natural surroundings with the teachings of Islam.

4. The Condition of Infrastructure MAN Malang I

a) Multi Media Classroom

Each classroom was given LCD monitor facilities, CCTV, Audio Control, Video and TV equipped with a representative curtains, railings, cabinets, whiteboard, blackboard, and 2 fan.

b) Digital Library

In order to provide better service to the academic community, libraries MAN Malang I managed to use a computer (Digital library) since 2008. Digital library is divided into two, namely the digital e-books (All books can be accessed/read

via computer) and the Digital Automation (Books that have been registered via computer), so that the book-lending service can directly access all the books in the library through computer OPAC (Online Public Access Catalog) and to enhance the capabilities of human resources in 2008 were also carried out cooperation with the library of pesantren Al Hikam Malang.

- c) Physics laboratory
- d) Biology laboratory
- e) Chemical laboratory
- f) Electronics laboratory
- g) Computer/IT laboratory

World of science and technology familiar to the students of MAN Malang I, because since 1994 began to develop computer labs, in 1995 school add 20 units of computers labs in 2008 MAN Malang I have a 3 room with 90 units, and beginning in 2010 was with drawn into 4 rooms with 60 units of laptop and 70 units of computers.

- h) Multi use laboratory

Start the school in 2011/2012 MAN Malang I add teaching facilities in the form of multi use laboratory that can be used to : Language, lab. Field of study, test bank, student data base, report via SMS, etc.

- i) Hotspot area
- j) Representative of Unit Health School (UKS)

To provide health services to the teachers, staff, and students better, starting in 2008 established the UKS MAGESA with two medics and a doctor brought the

direct guidance of the head school and health center of Dinoyo, district Lowokwaru Boarding school.

k) Darul Hikmah Boarding School

To provide service for students who are interested living in dormitory especially those from outside area / city the began the school at 2010/2011 has opened a dormitory named Darul Hikmah boarding school MAN Malang I. In order to have a plus value, the service provided are :

- Additional stock of knowledge and religious practice (prayer congregation at any time, study about *salaf* books and coaching reading Al Qur'an) the conditioning and read out *wirid toyyibah* sentences.
- Deepening of the subject matter school (coaching study certain fields, conversation, etc)
- Coaching of good moral (behavior, speech, dress patterns, etc)
- Exercising self-reliance and responsibility.

l) Darul Hikmah Mosque

As a center of worship and religious activities at MAN Malang I, example : committee of Islamic activity (PHBI), learning, etc.

m) Music Studio

To channel the talents and interests of teacher / staff and students in the field of vocal through, started the school year 2010/2011 provided a complete music studio facility with the tools needed.

n) Green House

Start the school year 2011/2012 prepared green house facility which is expected to assist the process of teaching and learning activities outside the classroom.

- o) Square Sport (Basketball, football, volleyball, and badminton)
- p) Student Cooperative (KOPSIS)
- q) Cooperative Balqis
- r) Cafeteria Representative
- s) Hall
- t) Computer Center (PUSKOM)

Computer center (Controlling the entire network in MAN Malang I) and as an information center either inside or outside MAN Malang I.

The infrastructure always be developed with the students and teachers needs for learning process in order to get the good result and quality. That if the using of infrastructure (teachers or students) doing better and maximum with the study needs, that the education process get the better result.

5. Organizational Structure of MAN Malang I



B. The Creativity of Fiqih and Akidah Akhlak Teachers to Build the Religious Character of the Student at MAN Malang I

The creativity of Fiqih and Akidah Akhlak teachers in MAN Malang I conducted with a variety of different forms between teacher each other. Creativity of teachers conducted by different forms according to the needs and circumstances of their students. With the variety of ways that was held on learning in the classroom and learning outside the classroom.

As excerpt of this interview with vice headmaster for curriculum affairs Drs. Sabilul Rosyad :

“Guru mempunyai peran yang sangat penting dalam rangka pembentukan sikap dan karakter, utamanya guru pendidikan agama Islam yang setiap hari memberikan arahan dan pelajaran tentang akhlak. Disini, guru pendidikan agama Islam aktif berperan dalam pembentukan karakter siswa, yang bukan hanya dilakukan di dalam kelas, namun juga kegiatan di luar jam pelajaran, seperti kegiatan keputrian yang dilakukan setiap hari jum’at khusus untuk siswa putri yang berhalangan shalat jum’at, guru pendidikan agama Islam juga aktif dalam pembinaan ekstrakurikuler BDI (Badan Dakwah Islam).”¹

Creative teacher is not only a teacher who is able to deliver lessons well but also able to create a new idea or work to form a good character in students. Teacher's creativity can be done in the classroom or outside the classroom. As excerpt of the interview with Fiqih teacher Mrs Hani'atul Khusniyah, S, Ag:

“Kreativitas menurut saya adalah pembiasaan. Pembiasaan bukan hanya dilakukan di dalam kelas tapi juga di luar kelas, kreativitas ini bisa beragam dan berbagai bentuk. Kreativitas juga harus disesuaikan dengan strategi pembelajaran, lingkungan yang mendukung, juga semua elemen yang ada, seperti sekolah dan keluarga. Namun karena tujuan yang dicapai adalah pembentukan karakter religious pada siswa, maka ada yang

¹ Interview with vice head master for curriculum affairs Mr Drs. Sabilul Rosyad, Monday may 4th 2015, 10.30-10.50 am at vice head master office

*namanya hidden kurikulum, yaitu pembelajaran yang tidak ada di RPP namun bisa kita lakukan langsung dan sesuai dengan kondisi. Disinilah kreativitas guru diperlukan”.*²

Based on the data and explanations above, the creativity of Fiqih religious teachers to build the character of a student at MAN Malang I conducted with a variety of ways according to the circumstances and needs of their students. Creativity Islamic teacher must be appropriate to the circumstances and needs of students, it is necessary indicator religious character on student achievement, especially at the high school level.

Based on my analysis, the creativity of Islamic teachers to build the character at MAN Malang I done in various forms. Creativity is implemented in accordance with the individual character of a teacher. The creativity of teachers conducted in accordance with the situation of students. But the creativity of teachers in shaping the religious character on student cooperation has not been accompanied by the entire school community and especially family.

Then, the researchers will provide an explanation of the five indicators of religious character for grade student at high school and various forms of creativity that made Fiqih and Akidah Akhlak teachers at MAN Malang I.

1. Being Grateful for the Superiority of Human being as God Creature and as the Leader for Other Creature

This first indicator emphasize to being grateful. Thankful is an attitude that needs to be owned by each student, as a grateful good morals. As a Muslim having good morals is a liability. No doubt the character has a big role in people's lives. Building the character starts from the individual. The nature of the character

² Interview with Mrs Hani'atul Khusniyah S.Ag, Friday April 24th 2015, 10.15-11.00 am at teacher office

is individual, even though he can not apply in the context of the individual. In Islam morals occupy an important position and is considered to have vital functions in guiding people's lives.

Building the character on student are influence by many aspect, such us the environment, the teacher especially. Creativity is very important , because the teacher must have a special way to build the religious character. Being grateful as the God creature is one of the abstract and affective aspect. As excerpt of the interview with the Fiqih teacher Mrs. Hani'atul Khusniyah S.Ag :

“Indikator yang pertama ini merupakan sesuatu untuk menumbuhkan kesadaran pada siswa, maka untuk menumbuhkan kesadaran tidak bisa dengan doktrin atau dengan perintah saja. Hal itu akan tumbuh sendiri dari apa yang mereka lihat atau dengar sendiri ”³

Fiqih teacher makes a habit as one of the techniques or methods of education. Then he changed his good qualities become a habit, so that the soul can carry the habit effortlessly, without losing much power and without finding much difficulty.⁴ Build good habits is one way to form good character in students.

To give a more detailed picture and clear about how to shape the creativity of teachers in forming students who are able to give thanks is to provide feedback to students to raise awareness. As excerpt of the interview with the Fiqih teacher Mrs. Hani'atul Khusniyah S.Ag :

“Sebagai contoh, saya biasa menampulkan gambar (peristiwa penyimpangan sosial) sete;ah itu siswa saya ajak mengamati seperti metode kurikulum 2013. Setelah itu saya memberikan pertanyaan, kenapa hal itu bisa terjadi ? Bagaimana hal itu bisa terjadi pada seseorang ? maka dari situ anak akan mulai berfikir. Mereka akan menemukan sendiri dan tugas saya memberikan sharing, petunjuk

³ Interview with Mrs Hani'atul Khusniyah S.Ag, Saturday May 30th 2015, 09.30-10.00 am at teacher office

⁴ Ahmad Tafsir, *Op. Cit*, page 115,

pada siswa, hingga akan menumbuhkan kesadaran pada siswa. Bahwa manusia yang berpendidikan dan berilmu itu lebih utama, maka kita harus bersyukur sebagai manusia atas keunggulan yang kita miliki ini”⁵

Fiqih teacher creativity to build the character of the student of being grateful at MAN Malang I do with the growing awareness in students through a variety of events around him. The same is also strengthened by the interview with the Akidah Akhlak teacher Mr. Musthofa M.Pd :

“Implementasi atau bentuk wujud bersyukur manusia dengan malaikat itu dibedakan dari segi ilmu. Manusia lebih mulia disisi Allah adalah letaknya pada ilmu. Seperti contoh kisah Nabi Adam AS dan Malaikat. Menengok dari kisah di atas, siswa akan memahami kedudukannya di sisi Allah bisa menjadi lebih mulia karena ilmu. Sering saya ceritakan bagaimana kisah Nabi Adam AS dan Iblis yang akan berjanji mengganggu manusia, agar mereka selalu bersyukur atas kedudukannya sebagai manusia. Kalau sudah ditanamkan dalam jiwanya selalu ada Allah atau Muroqobah, maka siswa akan dengan sendirinya mampu bersikap syukur ”⁶

The creativity of Fiqih and Akidah Akhlak teacher to build the character of a student to being grateful at MAN Malang I done to raise awareness in students. The creativity skill to product the words and sentence. fluency as the skill for make the idea, solution, alternative, fasting. Yusuf said that the fluency divide into 1) Fluency of word mean the skill to create many word and not difficult to arrange the sentence short and clearly. 2) Associative fluency is the individual creative skill to explain the term and concept that related with the phenomena that able to understand easier. 3) Expression fluency mean the creative individual able to follow the behavior trough feelings in their self. 4) Memory fluency or message

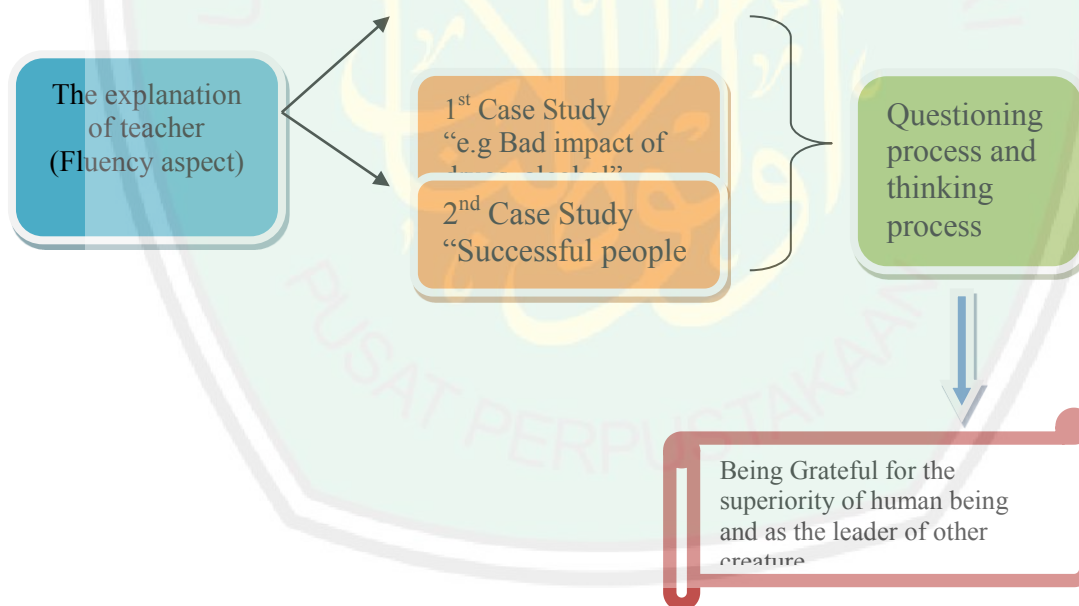
⁵ Interview with Mrs Hani’atul Khusniyah S.Ag, Saturday May 30th 2015, 09.30-10.00 pm at teacher office

⁶ Interview with Mr. Musthofa M.Pd, Saturday May 30th 2015, 17.15-18.20 pm at Mr. Musthofa house

fluency mean the creative individual able to utilize the later information or phenomena for the interest today effectively.⁷

Based on the above data and the creativity of Fiqih and Akidah Akhlak teacher to build the character of a student to being grateful for the superiority of the human being as God creature and as the leader of other creature made by growing awareness in students, through various events around and stories. Also combined with the creativity of teachers in fluency aspect.

According to my analysis, it is important for an Fiqih and Akidah Akhlak teacher has the aspect of creativity in terms of fluency, which includes how to deliver material or information to students, so teachers are able to raise awareness in students of good character. That can be described in the chart below.



2. Being Grateful As The Indonesian

Being grateful as the Indonesian, as the second indicator for the religious character in high school grade. Being grateful as the Indonesian, is one of the

⁷ Mulyana, *Op.Cit*, page 138

characters that must be grown on the student, the character of the Indonesian nation is different from the character of the other nation. Character as citizens of Indonesia is a character filled with polite, friendly, togetherness, love of the homeland, and so forth.

If each student choose a character that existed at the Indonesian nation, then he will not be easily influenced by bad influences from outside. Then students should be grateful to be citizens of Indonesia, so that he is able to implement the values that exist in Indonesia.

So it takes creativity Fiqih and Akidah Akhlak teacher to build the student attitudes capable of being grateful as the Indonesian. The Fiqih and Akidah Akhlak teacher must cultivate an attitude of love mumpu nation to their students. As excerpt of the interview with the Akidah Akhlak teacher Mr. Musthofa M.Pd:

“Cinta kepada tanah air adalah sebagian dari iman, hubbul waton minal iman. Bentuknya lewat pendidikan, maksudnya dengan menuntut ilmu dan berprestasi, bersaing, baik dari segi intelektual ataupun skill. Dengan menekuni pendidikan Islam, kita tingkatkan budaya atau karakter Islami”⁸

If Fiqih and Akidah Akhlak teacher is able to foster a sense of love of the nation, then automatically the students will appreciate the good values that exist in the nation and is able to apply it in everyday life. Creativity of Fiqih and Akidah Akhlak teacher is also done by remembering the student for being grateful as Indonesian, as excerpt of the interview with the Fiqih teacher Mrs. Hani'atul Khusniyah S.ag:

“Di Indonesia ada stigma positif dan negative, tapi masih banyak sisi positifnya. For example in Fiqih subject, siswa diberikan contoh mengenai Nahdatul Ulama dan Muhammadiyah, dua organisasi

⁸ Interview with Mr. Musthofa M.Pd, Saturday May 30th 2015, 17.15-18.20 pm at Mr. Musthofa house

keislaman yang terbesar di Indonesia, tentunya siswa pad tingkat high school sudah memahami hal ini. Melalui contoh tentang NU dan Muhammadiyah, siswa kita ajak berfikir bahwa, meskipun keduanya berbeda namun di Indonesia ini tidak pernah ada konflik seperti di timur tengah, hingga perang saudara. Harus kita sadari sebagai orang Indonesia kita masih aman, bersatu hidup di Negara kita, sehingga kita tenang dalam ibadah, maupun aktivitas lainnya”⁹

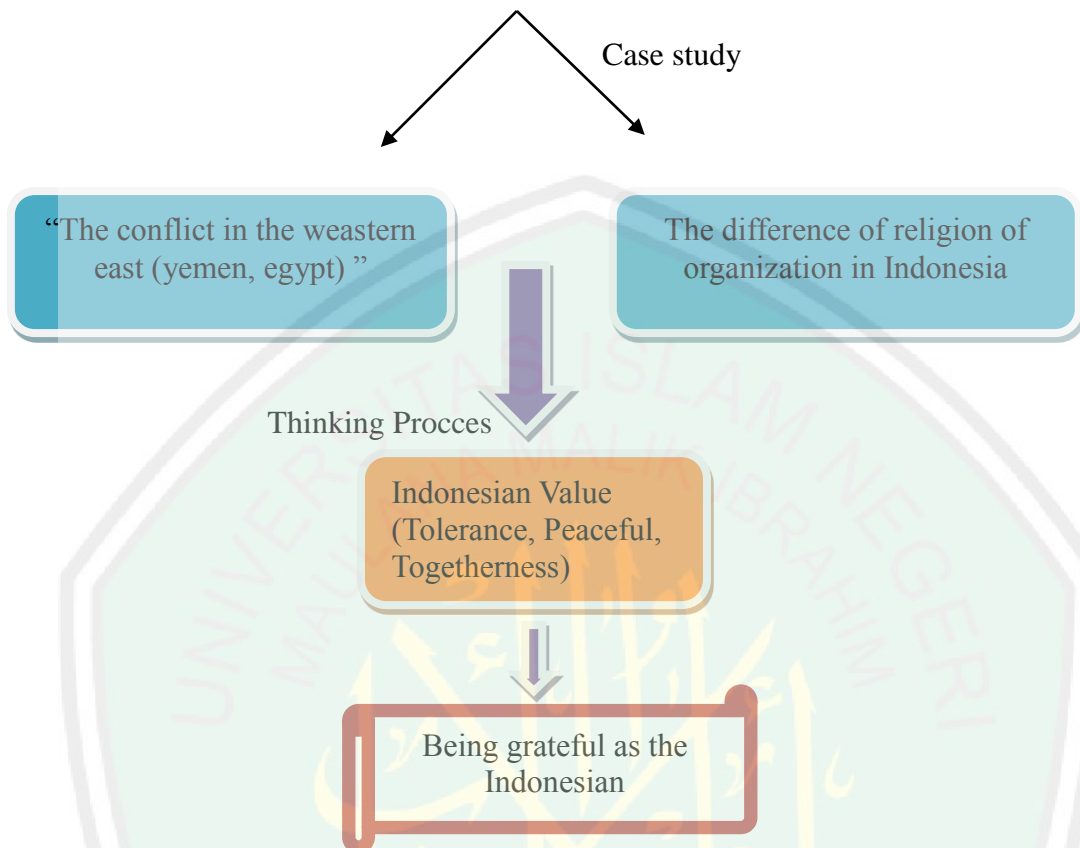
From the results of two interviews above, that an Fiqih and Akidah Akhlak teacher should have creativity in remembering the student about the love of the nation and being grateful, because remembering is considering activities having tremendous impact in life. When we remember something, it will remind us of the circuits associated with it. Memorise can arise because we have the desire, interest, expectation and longing for what we remember. Considering activities also sparked ideas and creativity. So in learning Islamic education, teachers must strive to remind the children that they are being watched by God.¹⁰

Based on the above data and the creativity of Fiqih and Akidah Akhlak teacher to build the student of being grateful as the Indonesian, is to foster a sense of love to the people of Indonesia with all its positive and negative stigma of existing and remembering the student about the value of good and noble Indonesian nation.

according to my analysis, cultivate gratitude of students as citizens of Indonesia is not an easy thing. So with creativity Fiqih and Akidah Akhlak teacher varied and appropriate to the situation of students and what the closest phenomenon to the students, so that students are able to take lessons from him. That can be described in the chart below.

⁹ Interview with Mrs Hani’atul Khusnivah S.Ag. Saturdav Mav 30th 2015, 09.30-10.00 pm at teacher office

¹⁰ Abdul Majid. *Op.Cit.* P, 11



3. Feeling The Power Of God With All His Force In The World

The third indicator is feeling the power of God with all His powers in the world. In the third indicator, the student must be Able to think about the power of God in the heavens and on earth. The student must be Able to think about the power of God through berbgai events and phenomena, ranging from small things in daily life.

The Fiqih and Akidah Akhlak teacher should have a sensitivity about the phenomenon and events happening around so as to convey to the students about the Power of God. The Fiqih and Akidah Akhlak teacher must also compensate the sensitivity with a wide range of creativity, to build the character of the student.

The teacher should have the originality idea. Originality mean the teachers able to create the new idea. Teacher able to create the new idea is the creative teacher.¹¹ Other word originality as the ability to give the special respond and imaginative toward the stimulus. Originality the activity of thinking to create idea, concept, based on knowledge, experience and own skill. There are the indication of originality, free of value, decide the problem. People with originality usually able to chose the certain live philosophy, able to decide the positive and negative side.

As excerpt of the interview with the Fiqih teacher Mrs. Hani'atul Khusniyah S.Ag :

“Melihat dan merasakan kebesaran Allah itu ketika bumi itu berganti dari siang dan malam, Allah menjalankan rotasi bulan dan seluruh alam semesta ini. Memberikan penyadaran pada anak bahwa Islam bukan hanya tentang teologi namun juga sains. Bisa juga mengambil contoh dari hal-hal kecil yang ada di sekitar siswa, seperti tangan kita yang kanan dan kiri. Ketika kita melambaikan tangan, hal itu bisa kita lakukan dengan silang, tidak hanya satu arah, hal itu terjadi secara alamii berkat karunia Allah SWT”¹²

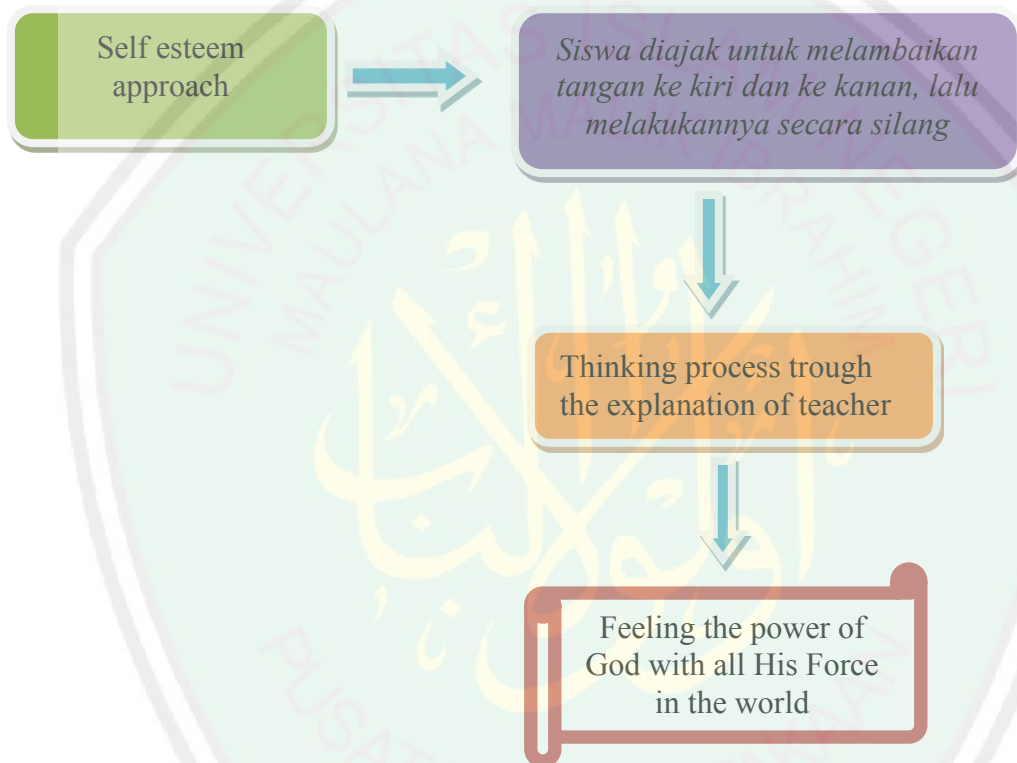
Fiqih and Akidah Akhlak teacher creativity not only in the learning aspect alone, but a creative teacher should be able to read and see all the phenomena and events around to be used as learning materials for learners. As well as efforts to build the character of the student to feeling the power of God in the world.

Based on the data and explanations above, the creativity of the Fiqih and Akidah Akhlak teacher to build the character of the student to feeling the power of God with all His force in the world at MAN Malang I was through providing awareness to students about all phenomena and events around for used as a lesson.

¹¹ Mulyana. *Op.Cit*, P. 138.

¹² Interview with Mrs Hani'atul Khusniyah S.Ag, Saturday May 30th 2015, 09.30-10.00 pm at teacher officer

According to my analysis, learning is not just a matter of conveying science or teaching in the book. But more than that, science is anything that is able to provide insight to students, as well as natural phenomena and events around us. An Fiqih and Akidah Akhlak teacher must necessarily be able to foster a sense of sensitizing students on events around to serve as a lesson in life. That can be described in the chart below.



4. Feeling The Great Of God With The Various Of Religion In The World

Trough this indicator the students are expected to have an attitude of tolerance towards other religions , how a student is able to respect the beliefs of others , how the students were able to worship according to their religion in peace . Although in MAN Malang I all students are diverse Islam , but it does not mean

it hinders students to have an attitude of tolerance and able to appreciate other religions .

Tolerance is very important to have every student, if it does not have an attitude of tolerance towards other religions, it will display a variety of conflicts. Whereas Islam teaches to always be in harmony and peace, because Islam is a religion that "*Rahmatan Lil Alamin*", that is the religion which gives affection for all.

Cultivating tolerance not only needed just words and advice, but also a real example of the implementation of inter-religious tolerance, as an Fiqih and Akidah Akhlak teacher needs to give a good example in cultivating tolerance towards the students.

As excerpt of the interview with the Akidah Akhlak teacher Mrs. Hani'atul Khusniyah S.Ag:

*"Seandainya kita sebagai guru agama tidak memberikan teladan dan contoh yang baik kepada siswa, maka semua materi pelajaran yang kita ajarkan akan sia-sia saja. Karena apa yang ada pada pelajaran agama harus tercermin dari akhlak kita sebagai guru agama. Karena Islam adalah Rahmatan Lil 'Alamin."*¹³

Being a good example is one of the toughest tasks for Fiqih and Akidah Akhlak teacher, teacher lesson than others. The success of moral improvement and learning Islamic education is also determined by the success of teachers in giving a good example to the students, as excerpt of the interview with the vice-head master for curriculum affairs, Mr. Drs. Sabilul Rosyad:

"Di MAN Malang I ini, selain ditunjang dengan berbagai fasilitas untuk menunjang aktivitas keagamaan, namun juga ada pembiasaan, seperti berjabat tangan atau salim dengan guru sebelum masuk ke kelas, mengaji 15 menit sebelum pembelajaran pertama dimulai, sholat dhuha, dhuhur dan ashar berjamaah. Hal itu dapat membentuk sikap

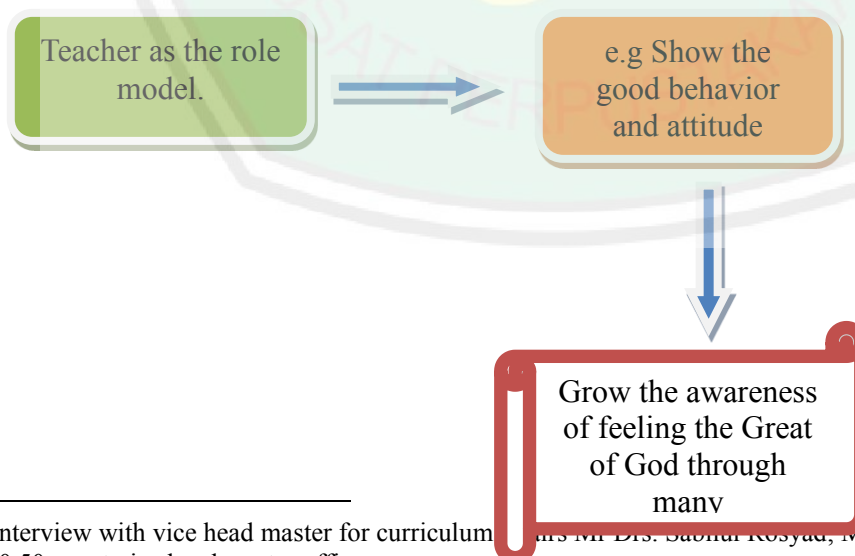
¹³ Interview with Mrs Hani'atul Khusniyah S.Ag, Friday April 24th 2015, 10.15-11.00 am at teacher office

dan karakter siswa yang baik, namun lebih dari itu adalah keteladanan dan contoh yang baik dari Bapak/Ibu guru menjadi kunci keberhasilan pembentukan akhlak yang baik pada siswa utamanya ketika di sekolah”¹⁴

Provide good examples become an important obligation for Fiqih and Akidah Akhlak teacher, because the success of the student is formed through the exemplary character good. Creative teacher is a teacher who is able to give a good example to the students through a variety of ways and variations.

Based on the above data and analysis, the creativity of Fiqih and Akidah Akhlak teacher to build the Great feeling of God with the various of religion in the world of student at MAN Malang I, is by giving a good example and role model in the attitude of tolerance, because Islam is "*rahmatan Lil 'Alamin*".

According to my analysis, it is instilling morals and good behavior is not just a matter of theory, but more than that, an Fiqih and Akidah Akhlak teacher in particular should provide examples of good character, because the key to the successful establishment good character in students trough exemplary. That can be described in the chart below.



¹⁴ Interview with vice head master for curriculum and assessment Mr. Drs. Saeful Rosyad, Monday may 4th 2015, 10.30-10.50 am at vice head master office

5. Admire The Great Of God Trough Many Chapter In The Lesson

Admire the Great of God through many chapters in the lesson, is the last indicator that should be owned by the students to have a religious character. Admire the Great of God trough many chapters in the lesson is to see all the power of God in the universe.

A student is required to be able to see what he learned to become a science that led to the majesty of God. And an Fiqih and Akidah Akhlak teacher should be able to see all the subject matter that is to be used as materials science and wisdom to make the students feel the Great of God.

Creativity Fiqih and Akidah Akhlak teacher in this case can be shaped in the provision of advice and wisdom about a subject matter. As excerpt of the interview with the Fiqih and Akidah Akhlak teacher Mrs. Hani'atul Khusniyah S.Ag:

“Salah satu contoh materi dalam fiqih tentang pernikahan, materi ini bisa menjadi bahan renungan dan pelajaran untuk melihat Keagungan Allah SWT. Setelah selesai memberikan penjelasa, siswa saya ajak berfikir, bagaimana jika tidak ada pernikahan. Manusia akan bersikap seperti hewan dalam memenuhi kebutuhan seksualnya. Allah telah memberikan aturan yang manusiawi dan bermartabat, untuk memelihara sejenisnya dengan cara yang bermartabat pula”¹⁵

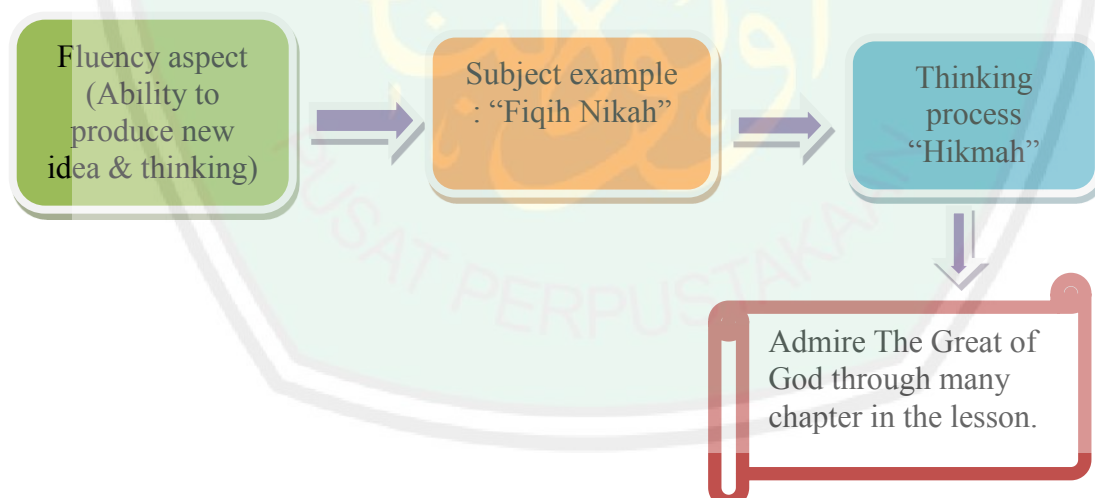
Creativity Fiqih and Akidah Akhlak teacher can also be in terms of how he delivered an information and lessons. An Fiqih and Akidah Akhlak teacher is able to process the words to be an interesting phrase to be heard as a creative has fluency, that mean Fluency mean as the creative individual skill to product the

¹⁵ Interview with Mrs Hani'atul Khusniyah S.Ag, Saturday May 30th 2015, 09.30-10.00 pm at teacher officer

words and sentence. fluency as the skill for make the idea, solution, alternative, fasting. Yusuf said that the fluency divide into 1) Fluency of word mean the skill to create many word and not difficult to arrange the sentence short and clearly. 2) Associative fluency is the individual creative skill to explain the term and concept that related with the phenomena that able to understand easier.¹⁶

Based on the data and explanations above, the creativity of Fiqih and Akidah Akhlak teacher to build the admire the Great of God through many chapters in the lesson is through fluency in processing words so boring subject matter is able to be heard by the students interestingly.

According to my analysis, build the character of the student to admire the Great of God through many chapters in the lesson takes creativity to make the Fiqih and Akidah Akhlak teacher materials related to theology to be interesting to be able to accept the students well. That can be described in the chart below.



C. The Supporting factor and Blocked factor of Creativity The Fiqih and Akidah Akhlak Teacher To Build The Religious Character of Student at MAN Malang I

¹⁶ Mulyana. Op.Cit, p. 138

Here we will discuss the supporting factor and blocked factors of build the religious character of the student at MAN Malang I. The religious character have to run well and continues as expected. In MAN Malang I the teachers use the system to place the problem of assessing the religious character of teachers and all subjects are also the principal. Then, the teachers have the important role, especially the Fiqih and Akidah Akhlak teachers. Indeed, in this conduct of the whole can't run properly.

Judgment on this matter will determine their future and could become a guideline in implementing life. The Fiqih and Akidah Akhlak teacher to build the religious character is emphasized in order to show the people that the school with the status of Islamic schools that actually have good moral values, it is which used to implement them to build the religious character through the Islamic education.

Apart from that they also be trained to apply the religious character in their own self. So student can describe what's the benefits of religious character that applied in their school environment. The creativity of Fiqih and Akidah Akhlak teachers is very heavy and a lot of risks that's command that should do well. This is according to interview excerpt with fiqih teachers as follows :

“Pembentukan karakter pada siswa bukan hanya menjadi peran guru atau sekolah, namun yang lebih penting adalah pengaruh keluarga, karena sebagian besar waktu seorang siswa lebih banyak dihabiskan diluar sekolah. Namun ketika di sekolah, guru agama memiliki peran yang sangat penting, karena guru agama harus mengajarkan akhlak-akhlak yang baik dan melalui teladan yang baik disamping melalui kreativitas guru agama itu sendiri”¹⁷

¹⁷ Interview with Mrs Hani'atul Khusniyah S.Ag, Friday April 24th 2015, 10.15-11.00 am at teacher office

To build the religious character, of course there are problematic in this application. According to the interview that I asked with some teachers and principals can be described as follows.

a. The supporting factor to build the religious charcter of student at MAN Malang I

MAN Malang I is religious institution, in Islamic education carried on for one until three hours each week with different education depending on each class. According to existing the teachers of Fiqih and Akidah Akhlak education was not enough for the teacher to convey the lesson material, especially religious character. The teachers of Islamic education recognize that the implementation of Islamic education which rely on the classroom learning procedures alone will bring to the student less perfect understanding of the religious aspect. Because on the other hand there are quite diverse background of students in terms of kinship.

According to what I studied, in view of the environment the student who took the education in MAN Malang I indeed the majority from Malang areas but still there are some students who come from other provinces such as Kalimantan, Papua, ternate and etc, to see the great interest of student from outside Malang area so at MAN Malang I environment was set up Darul Hikmah boarding school, this boarding school have a very big role to assist the moral guidance of student that goes beyond the school institution.

As the excerpt of this interview :

“Disini kami berusaha membina akhlak siswa dengan menciptakan lingkungan sekolah yang Islami. Setiap pagi kami bangun budaya bersalaman dengan guru sebelum masuk ke dalam kelas, sebelum istirahat selalu shalat dhuha berjamaah, lalu juga shalat dhuhur dan ashar berjama’ah. Disamping semua itu adalah keteladanan guru

sangatlah penting untuk menciptakan lingkungan sekolah yang Islami
 „¹⁸

The circumstance of the school become very important, because the environment of the able to influence to the student, especially to influence the religious character of the student. The school become the second home for the student. In such circumstance it would to the student's own personality. It will be seen how they can run the learning process at school, which they fear will also give effect to other friends, so that may support to build the religious character of the student.

Based on the data and explanations above the supporting factor to build the religious character at MAN Malang I are the good circumstance of school trough many facilities to improve the religious activity and the good culture of school, such us the *dhuha* pray, *dhuhur* pray and etc. According my analysis the important factor to supporting to build the religious character of student is the good circumstance and good habit from all the school citizen.

- b. The blocked factors to build the religious character of the student at MAN Malang I

MAN Malang I giving the facilities to the student to live in the boarding school of Darul Himah. The boarding school become the second home for the student from the outside areas of Malang, it's gives many benefit for the student and also the parent. For the parent the Darul Hikmah boarding school able to guidance the student, able to bring the good habit for the student also give the good influence for them.

¹⁸ Interview with vice head master for curriculum affairs Mr Drs. Sabilul Rosyad, Monday may 4th 2015, 10.30-10.50 am at vice head master office

But not all the student live in the boarding school, especially student from the region of Malang. So that from the findings of researchers are still some students who could potentially lead to aberrant behavior by reason of lack of control the family and some teachers are there. A the following interview excerpt :

“Kendala yang kami hadapi sebagai guru disini adalah masalah teknologi terutama dari internet dan hp, dari internet siswa sering memakai facebool dan mengakses situs-situs yang kadang kurang mendidik sehingga akhirnya siswa sering malas belajar, selain itu tidak semua guru selalu mau menegur siswa yang berbuat salah sehingga kami sebagai guru pendidikan agama Islam harus bekerja extra untuk memperhatikan perilaku siswa”¹⁹

The same was said by the fiqih teacher Mrs. Hani’atul Khusniyah S.Ag as excerpt of the interview as follow :

“Kendala utama yang dihadapi dalam membentuk karakter religious pada siswa adalah. Teknologi yang semakin maju tapi tidak dibarengi dengan pengawasan, sehingga dengan internet, siswa dengan bebas membuka situs-situs atau gambar-gambar yang tidak pantas dilihat. Sehingga meskipun ketika di sekolah di buat segala peraturan dan lingkungan sekolah yang baik, namun ketika di luar sekolah mereka bebas melakukan apa yang mereka mau. Padahal jika internet ini digunakan dengan baik, hal itu bisa menjadi ladang belajar yang sangat baik bagi siswa”²⁰

Inevitably, in this modern era, the Internet and advances in technology have been a part of human life. Especially for young children who can not escape from the influence of the Internet and advances in technology. It is a lot of negative impact on them, but on the other hand can also give good impact if used as needed.

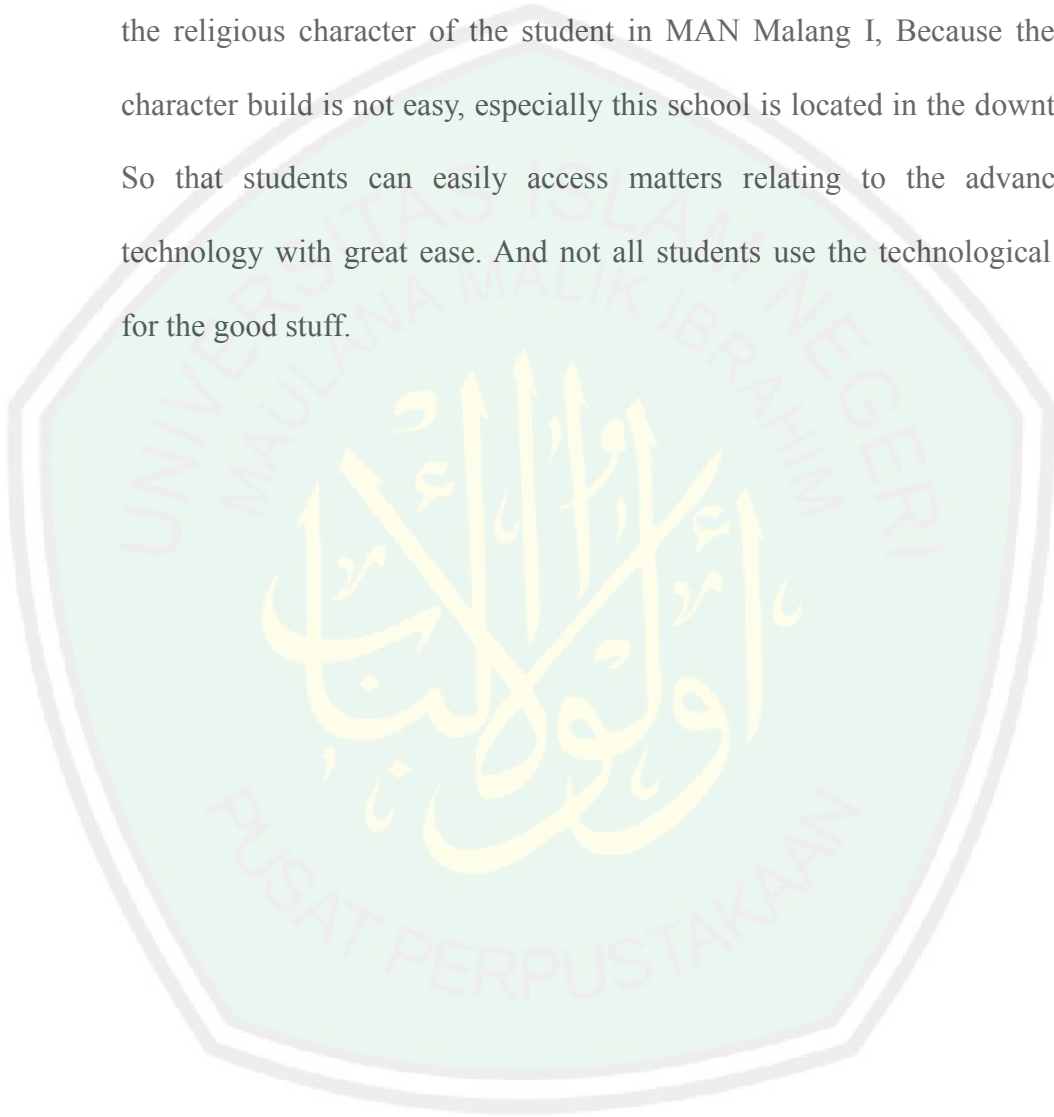
Based on the above data and the factor that blocked the creativity of Fiqih and Akidah Akhlak religious teacher to build the character of a student at MAN

¹⁹ Interview with Mr. Musthofa M.Pd, Saturday May 30th 2015, 17.15-18.20 pm at Mr. Musthofa house

²⁰ Interview with Mrs Hani’atul Khusniyah S.Ag, Friday April 24th 2015, 10.15-11.00 am at teacher office

Malang I is the negative impact of the Internet and advances in technology that is not used according to its purpose well, due to lack of supervision and the independent student opens website -Website undue.

According to my analysis of course there are the factor that blocked to build the religious character of the student in MAN Malang I, Because the religious character build is not easy, especially this school is located in the downtown area. So that students can easily access matters relating to the advancement of technology with great ease. And not all students use the technological advances for the good stuff.



CHAPTER V

CLOSING

A. Conclusions

Once through the international process of the research, study and discussion, both theoretical and empirical research, entitled the creativity of Fiqih and Akidah Akhlak teachers to build the religious character of the student at MAN Malang I, the researcher or the writer gives the following conclusion :

1. The creativity of Fiqih and Akidah Akhlak teachers to build the religious character of the student at MAN Malang I is different between each other. The Fiqih and Akidah Akhlak teacher bring the indicator of religious character for the student in the senior high school through kinds and various ways. All of five indicators are abstract and full of value, Fiqih and Akidah Akhlak teachers bring the different circumstances and approach to build the religious character. And the most important is the Fiqih and Akidah Akhlak teachers giving the good example for the student to build the religious character.
2. The blocked factor to build the religious character of the student at MAN Malang I are the negative impact of internet and technology, became the blocked factor. And the supporting factor are the good and religious

circumstance to build the religious character of the student in the school. Through the good habit and activities, also the capable facility for build the religious character such as mosque, Darul Hikmah boarding house.

B. Suggestions

From the results of the research and the reality on the ground, then the writer or researcher in this section provide suggestions or ideas for consideration in the development of Islamic education is relevant in build the religious character of the student. The following suggestions are :

1. The creativity of Fiqih and Akidah Akhlak teachers to build the religious character at MAN Malang I can develop freely in accordance with the facilities and condition of the school. In this case the role of Islamic education teachers is crucial in order to enhance creativity and their understanding of religious character. And teachers of religion must further deeper sources and references related with moral guidance to be easy for students understanding.
2. Religious activities and using the places of worship or mosque has a very important role to build the religious character, and then the religious activities also using the mosque should be a place of worship can be maximized and enhanced quality of work.



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APPENDIX

Sholat Berjama'ah activity to build the religious character of student with the role model of the



PEDOMAN WAWANCARA GURU PENDIDIKAN AGAMA ISLAM

1. Apakah Bapak/Ibu mengetahui tentang pendidikan karakter, mohon jelaskan ?
2. Salah satunya adalah karakter religius, apakah yang Bapak/Ibu ketahui tentang karakter religius ?
3. Bagaimana bentuk kreativitas Bapak/Ibu dalam membentuk karakter religius pada siswa di MAN Malang I ?

Dengan Indikator di bawah ini,

- a. Siswa mensyukuri keunggulan manusia sebagai makhluk pencipta & penguasa dibandingkan makhluk lain.
 - b. Siswa bersyukur kepada Tuhan karena menjadi warga Indonesia.
 - c. Siswa merasakan kekuasaan Tuhan yang telah menciptakan berbagai keteraturan di alam semesta.
 - d. Siswa merasakan kebesaran Tuhan dengan keberagaman agama yang ada di dunia.
 - e. Siswa mengagumi kebesaran Tuhan melalui berbagai pokok bahasan dalam berbagai mata pelajaran.
4. Bagaimana hasil dari kreativitas Bapak/Ibu dalam membentuk karakter religius siswa di MAGESA ?
 5. Bagaimanakah cara Bapak/Ibu mengukur siswa yang mempunyai karakter religius yang baik ?
 6. Apakah kendala yang Bapak/Ibu alami selama proses pembentukan karakter religius siswa di MAGESA ?
 7. Apakah faktor pendukung dalam membentuk karakter religius siswa di MAN Malang I ?
 8. Bagaimana solusi Bapak/Ibu dalam menangani kendala tersebut

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1. 2nd winner of Science Olympiad by Educational and Culture Department of Batu (2007)
2. 1st Winner of English Speech by MAN Malang I (2009)
3. Participat of English Debate of East Java (2010)
4. 3rd Winner of English Debate Competition by UIN Maliki Malang (2012)
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- ***Working Experience***

1. As an English tutor at MTsN Malang I (2013-2014)

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3. Comparative Study at Sekolah Menengah Kebangsaan Puteri Titiwangsa, Kuala Lumpur, Malaysia
4. Comparative Study at Embassy of Republic Indonesia, Kuala Lumpur Malaysia

*All the experiences and achievements that have been engraved will not ever
useful without the practicing*