

**THE IMPLEMENTATION OF TEACHING AND LEARNING FOR
ISLAMIC EDUCATION SUBJECT (FIQH) BASED ON COGNITIVE
DEVELOPMENTAL PSYCHOLOGY LEVELS IN MTs N MALANG 1**

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STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM

MALANG

2015

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Presented for faculty of Tarbiyah and teaching training of Maulana Malik Ibrahim State Islamic
University of Malang in fulfilling the requirement for degree Sarjana Pendidikan Islam (S.Pd.I)

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Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

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diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas berkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



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**THE IMPLEMENTATION OF TEACHING AND LEARNING FOR ISLAMIC
EDUCATION SUBJECT (FIQH) BASED ON COGNITIVE DEVELOPMENTAL
PSYCHOLOGY LEVELS IN MTsN MALANG 1**

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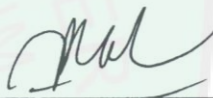
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DEDICATION

الحمد لله رب العالمين was always recited to the Almighty God who has given His mercies, blessing and guidance in finishing my thesis with the title “The Implementation of Teaching and Learning for Islamic Education Subject (Fiqh) Based on Cognitive Developmental Psychology in MTsN Malang 1” without any obstacles. اللهم صل على سيدنا محمد was always recited to the great Prophet ever, who has brought the Islamic religion to the whole universe as guidance from the darkness to the lightness and expected his syafa’at for the next life.

Sincerely, I would like to dedicate my first academic product to the both of beloved parent, my dad Mr. Drs. Suhadi and my mom Mrs. Sulisti who always do the best in efforts and prays for my success, and unforgettable for all of my beloved siblings, Eka Shofiyatul Arifah, Tri Widiya Ningsih and Muhammad Catur Adhi Sulistiyanto who always support and pray for my best.

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I really thank to all of my friends, in ICP of Tarbiyah and Teaching Training Faculty and my big family of Ma’had Sunan Ampel Al ‘Aly who has accompanied, supported and prayed for my best in finishing thesis. Unforgettable, my thanks for all participants and sides who have participated and supported in finishing thesis.

MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ

اللَّهُ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

27. And were every tree that is in the earth (made into) pens and the sea (to supply it with ink),
with seven more seas to increase it, the words of Allah would not come to an end; surely
Allah is Mighty, Wise.



H. M. Mujaab, M.Th, Ph.D
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Appendix : 4 (four) Exemplars

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As the adviser, we opine that this thesis is proper to be presented and tested. With all respect, please be knowledgeable.

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STATEMENT

I hereby declare that in this thesis there is no work has been proposed by the other people to acquire bachelor degree in a certain university, and as far as I know there is no work or opinion has been written or published by the other people, except what has been written in this manuscript and mentioned in bibliography.

Malang, May 2015



Rohana Dwi Kartikawati

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الحمد لله رب العالمين was always recited to the Almighty God who has given His mercies, blessing and guidance in finishing my thesis with the title “The Implementation of Teaching and Learning for Islamic Education Subject (Fiqh) Based on Cognitive Developmental Psychology in MTsN Malang 1” without any obstacles. اللهم صل على سيدنا محمد was always recited to the great Prophet ever, who has brought the Islamic religion to the whole universe as guidance from the darkness to the lightness and expected his syafa’at for the next life. Finally, this thesis can be fulfilled as partial assignment to get degree of Sarjana Pendidikan Islam (S.Pd.I) of Maulana Malik Ibrahim State Islamic University of Malang.

This thesis can be finished and organized well through a lot of participants’ helps, so in this nice chance the author would like to thank to some various sides as the following mentioned:

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- b. Mr. Dr. H. M. Nur Ali, M.Pd as the dean of Tarbiyah and Teaching Training Faculty,
- c. Mr. Dr. Marno, M.Ag as the chief of Islamic Education Department,
- d. Mr. Dr. H. Mujab, M.A as the adviser in finishing thesis,

- e. All of lecturers and staffs in Tarbiyah and Teaching and Training Faculty,
- f. The both of my beloved parent, Mr. Drs. Suhadi and Mrs. Sulisti,
- g. All of my siblings, Eka Shofiyatul Arifah, Tri Widiya Ningsing and Muhammad Catur Adhi Sulistiyanto,
- h. All of my friends in ICP of Tarbiyah and Teaching and Training Faculty and my big family of Ma'had Sunan Ampel Al 'Aly.

There is no perfect in the world. That is so into this thesis. There are still perfect less things, weaknesses, and mistakes that cannot be improved by author lonely self, it needs to the reader critics and advices in order to be better than before. Anyway, this thesis was expected can be useful for all sides of the readers.

Author

THE DIRECTIVE OF ARABIC-LATIN transliteration

Writing of Arabic-Latin in this thesis is using directive transliteration based on collective decision of Religion Ministry of RI and Ministry of Education and Culture number 158/1987 and number 0543 b/U/1987 that can be describe as follow:

A. Letter

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

B. Length Vowel

Length vowel of (a) = â

Length vowel of (i) = î

Length vowel of (u) = û

C. Diphthong Vowel

أَوْ = au

أَيَّ = ai

أُو = û

أَيَّ = î

LIST OF TABLE

TABLE 1.....	7
TABLE 2.....	33
TABLE 3.....	41
TABLE 4.....	46
TABLE 5.....	49
TABLE 6.....	50
TABLE 7.....	61
TABLE 8.....	85
TABLE 9.....	85
TABLE 10.....	86
TABLE 11.....	106
TABLE 12.....	106

TABLE OF CONTENT

COVER.....	i
APPROVAL SHEET.....	ii
LEGITIMATION SHEET.....	iii
DEDICATION.....	iv
MOTTO.....	v
ADVISER OFFICIAL NOTE.....	vi
STATEMENT.....	vii
ACKNOWLEDGEMENT.....	viii
DIRECTIVE ARABIC-LATIN TRANSLATION.....	x
LIST OF TABLE.....	xi
TABLE OF CONTENT.....	xii
ENGLISH ABSTRACT.....	xvi
ARABIC ABSTRACT.....	xvii
INDONESIAN ABSTRACT.....	xviii
CHAPTER I.....	1
INTRODUCTION	1
1.1 Background of the Research	1
1.2 Research Questions	4
1.3 Objective of the Research	4
1.4 The Significance of the research	5
a. Theoretical significance	5
b. Practical significance.....	5

1.5	Limitation of the research	6
1.6	Key Terms	6
1.7	The previous research.....	7
CHAPTER II.....		9
REVIWE OF RELATED LITERATURE		9
2.1	Teaching and Learning of Islamic Education	9
2.1.1	The definition of Teaching and Learning	9
2.1.2	The definition of Teaching and Learning of Islamic education.....	10
2.1.3	The Component of Teaching and Learning Process	14
2.2	Student Cognitive developmental Psychology Levels	25
2.2.1	The Definition of Psychology	25
2.2.2	The Definition of Development	26
2.2.3	The Definition of Developmental Psychology	27
2.2.4	The Definition of Cognitive developmental Psychology.....	28
2.2.5	Student Cognitive developmental psychology levels	28
CHAPTER III		54
RESEARCH METHODOLOGY		54
3.1	Approach and Type of the Research	54
3.2	The Attendance of the Researcher	55
3.3	Research Location	55
3.4	Data and Source of Data.....	56
3.5	Collecting Data and Instrument of collecting data.....	56
3.5.1	Observation	56
3.5.2	Interview	58
3.5.3	Documentation	59

3.6	Data Analysis	72
3.7	Verifying Research Validity.....	73
1.	Credibility.....	73
2.	Transferability	74
3.	Dependability	74
4.	Confirmable.....	74
3.8	Steps of the Research	75
a.	Pre-field working.....	75
b.	Field working	75
b.	Post-Field working	75
3.9	Systematic of the Discussion	76
1.	Review of related literature	76
2.	Research methodology	76
CHAPTER IV.....		77
RESEARCH RESULT.....		77
4.1	Profile of Madrasah Tsanawiyah Negeri (MTsN) Malang 1	77
4.1.1	The History of MTs N Malang 1	77
4.1.2	Vision, Mission and objective MTs N Malang 1	78
4.1.3	Curriculum of MTsN Malang 1	80
4.1.4	Tools and Infrastructures MTsN Malang 1.....	80
4.1.5	Organizational Structure of MTsN Malang 1.....	83
4.1.6	Teachers of MTsN Malang 1.....	85
4.1.7	Students of MTsN Malang 1 in 2015.....	86

4.2 Teachers Competence of Madrasah Tsanawiyah Negeri (MTsN) Malang 1...	87
4.3 Teaching and Learning of Fiqh in Madrasah Tsanawiyah Negeri (MTsN)	
Malang 1.....	87
4.3.1 Learning Preparation of Fiqh Subject in MTsN Malang 1.....	87
4.3.2 Learning Method of Fiqh Subject in MTsN Malang 1.....	88
4.3.3 Teaching and Learning Process of Fiqh Subject in MTsN Malang 1.....	89
4.3.4 Learning Evaluation of Fiqh Subject in MTsN Malang 1.....	92
CHAPTER V.....	94
DISCUSSION.....	94
5.1 Concept of Teaching and Learning for Islamic Education Subject Based on Developmental Psychology in Madrasah Tsanawiyah (MTsN) Malang 1...	94
5.1.1 Classification of the Students Based on Cognitive Developmental Psychology in MTs N Malang 1.....	95
5.1.2 Field Data Analysis Based on Recommended Strategies of Cognitive Developmental Psychology.....	97
5.2 Result of Teaching and Learning for Islamic Education Subject in MTsN Malang 1.....	97
5.2.1 Interview data.....	97
5.2.2 Evaluation of Teaching and Learning	102
CHAPTER VI.....	107
CONCLUSION	107
6.1 Conclusion.....	107
6.2 Suggestion.....	108
BIBLIOGRAPHY.....	110

ABSTRACT

Kartikawati, Rohana Dwi. 2015. The Implementation of Teaching and Learning for Islamic Education Subject Based on Cognitive Developmental Psychology Levels in MTs N Malang 1. Thesis, Islamic Education Department, Faculty of Tarbiyah and Teaching Training, Maulana Malik Ibrahim State Islamic University of Malang. Guided by Dr. H. M. Mujaab, M.Th. Ph.D

Key words: Teaching and Learning, Islamic Education Subject (Fiqh), Cognitive Developmental Psychology Levels.

Teaching and learning is a process of interaction between the teacher and students' in gaining the knowledge through kinds of learning tools, such as model, media, and strategy to make easier in achieving the learning goals. Islamic education, especially Fiqh is applied learning that the students' have to understand at all for their daily life. There are two figures of cognitive developmental psychology, Jean Piaget and Lev Vygotsky found the theory of human cognitive development for each level. These theories are very important to know the students' way of thinking. So, that is why the researcher wants to do the research with the title "The Implementation of Teaching and Learning for Islamic Education Subject Based on Cognitive Developmental Psychology Levels in MTsN Malang 1.

The researcher specifies the research question as follow, how is the concept of teaching and learning for Islamic education subject (Fiqh) based on cognitive developmental psychology levels in MTs N Malang 1? And how is the result of teaching and learning for Islamic education subject (Fiqh) based on cognitive psychological development in MTs N Malang 1? The objectives of this research are to know and describe the concept of implementation of teaching and learning for Islamic education subject based on cognitive developmental psychology levels in MTs N Malang 1 and the result in implementation of the Islamic education learning based on the students cognitive developmental psychology levels in MTs N Malang 1. This research is conducted with the methodology of descriptive qualitative to explore and explain the whole data that would be gotten through observation, interview and documentation. These kinds of data would be analyzed based on the theory of cognitive developmental psychology as practical theory for education.

The conclusions of this research are that the concept of teaching and learning for Islamic education subject (Fiqh) based on cognitive developmental psychology in MTsN Malang 1 is containing two concepts, the first is that teaching and learning by implementing interactive media of IT (information and technology), and the second is by implementing cooperative learning inside and intensive guidance outside. And the result of teaching and learning is that mostly the students' exam score are higher than minimal standard score has been decided.

مستخلص البحث

كارتيكاواي، رحنا دوي. ٢٠١٥. تطبيق التدريس التربية الإسلامية على أساس مرحلة التنمية النفسية المعرفية في المدرسة الإسلامية الحكومية مالانج ١. البحث الجامعي، قسم التربية الإسلامية، كلية العلوم التربية و التدريسيه، الجامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. تحت إشراف الدكتور الحج محمد محباب الماجستير.

كلمة الرئيسة : تدريس، تعليم الإسلامية (فقه)، أساس مرحلة التنمية النفسية المعرفية.

التدريس هو عملية التفاعل بين المدرّس و الطلاب في تغريس العلوم بوسائل التدريس العديدة، كنموذج الوسائل و الإستراتيجية التدريسية تسهيلات لوصول أهداف التدريس. التربية الإسلامية ، خصوصاً الفقه هي المادة العملية التي يجب على كل طلاب ان يفهم كلها. أما التنمية النفسية المعرفية هي علم يدرس عن مرحلة التنمية التي يجري عليها الناس في مجال المعرفي و يبين عن القدرة او كيفية التفكير بمطابقة الطبقات في كل المرحلة التنمية. في تدريس علم التنمية المعرفية نظريتان المعرفيتان للطاقة النفسية جيان فيجيت وليف فحوتسكي الذان يبينان عن مرحلة تنمية الإنسان. تلك النظريتان تستطيع أن تكون اساساً لمساعدة المدرّس في تطبيق الدراسة التي تلاحظ على تنمية كفاءة تفكير الطلاب. ولذلك، يريد الباحث أن يبحث تحت الموضوع " تطبيق التدريس التربية الإسلامية على أساس مرحلة التنمية النفسية المعرفية في المدرسة الإسلامية الحكومية مالانج ١".

يخصص الباحث مسألة البحث التي تشمل على تصوّر دراسة تربية دين الإسلام على أساس مرحلة تنمية الطلاب المعرفية في المدرسة الإسلامية الحكومية مالانج ١؟ وكيف حاصل دراسة تربية دين الإسلام على أساس مرحلة تنمية الطلاب المعرفية في المدرسة الإسلامية الحكومية مالانج ١؟ أما أهداف البحث هي لمعرفة تصوّر دراسة تربية دين الإسلام على أساس مرحلة تنمية الطلاب المعرفية المدرسة الإسلامية الحكومية مالانج ١ و وصفها، و حاصل تعلم دراسة تربية دين الإسلام على أساس مرحلة تنمية الطلاب المعرفية في المدرسة الإسلامية الحكومية مالانج ١. و على تلك الأهداف انفا، يستخدم الباحث طريقة البحث الوصفيّ التّوعيّ لإستكشاف البيانات و شرحها كافة من حاصل المراقبة و المقابلة و الوثائق. ثمّ كانت تلك البيانات يحللها الباحث على أساس نظرية التنمية النفسية المعرفية كالنظرية الواقعية في التربية.

و استدلّ البحث أنّ تصوّر دراسة تربية دين الإسلام على أساس مرحلة تنمية الطلاب المعرفية في المدرسة الإسلامية الحكومية مالانج ١ تشمل على تصوّرين يعني الأول الدراسة التي تطبقها بوسائل التدريس الجذابة بتصور المعلومات و التكنولوجي و الثاني الدراسة التي تطبقها بنموذج الدراسة الإستهلاكية عندما في داخل الفصل و حدة الإشراف في خارجه. والنتيجة الطلاب في الملاحظة ممتاز، اي أكثر منهم يبلغون النتيجة الأعلى من ما مقرر.

ABSTRAK

Kartikawati, Rohana Dwi. 2015. The Implementation of Teaching and Learning for Islamic Education Subject (Fiqh) Based on Cognitive Developmental psychology Levels in MTsN Malang 1. Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing H.M. Mujaib, M.Th.Ph.D

Kata Kunci: Pembelajaran, Pendidikan Agama Islam (Fiqh), Tingkat Psikologi Perkembangan Kognitif.

Pembelajaran adalah proses interaksi antara guru dan peserta didik dalam menanamkan ilmu pengetahuan melalui berbagai perangkat pembelajaran, seperti model media dan strategi pembelajaran untuk memudahkan pencapaian tujuan pembelajaran. Pendidikan agama islam, khususnya Fiqh merupakan matapelajaran aplikatif yang harus dipahami secara menyeluruh oleh siswa untuk membiasakan diri dalam kehidupan sehari-hari. Psikologi perkembangan kognitif adalah ilmu yang mempelajari tingkat-tingkat perkembangan yang dilalui manusia dalam ranah kognitif dan menjelaskan tentang kemampuan atau cara berpikir sesuai dengan tahap masing-masing tingkatan perkembangan. Dalam mempelajari ilmu psikologi perkembangan, terdapat dua teori kognitif yang dicetuskan oleh tokoh psikologi yang Jean Piaget dan Lev Vigotsky yang menjelaskan bagaimana tahap-tahap perkembangan manusia. Dua teori tersebut dapat dijadikan dasar dan membantu guru dalam mengimplementasikan pembelajaran yang memperhatikan perkembangan kemampuan berfikir peserta didik yang diajarnya.

Peneliti menspesifikasikan rumusan masalah menjadi dua poin utama, yaitu bagaimana konsep pembelajaran Pendidikan Agama Islam berdasarkan tingkat perkembangan kognitif siswa di MTsN Malang 1? Dan bagaimana hasil pembelajaran pendidikan Agama islam berdasarkan berdasarkan tingkat perkembangan kognitif siswa di MTsN Malang 1? Penelitian ini bertujuan untuk mengetahui dan mendiskripsikan konsep pembelajaran Agama Islam berdasarkan Tingkat perkembangan kognitif di MTsN Malang 1, dan dan hasil belajar pembelajaran Pendidikan Agama Islam berdasarkan tingkat perkembangan kognitife di MTsN Malang 1. Dalam penelitian ini, peneliti menggunakan metode kualitatif diskriptif untuk mengeksplor dan menjelaskan data secara keseluruhan dari hasil observasi, wawancara dan dokumntasi. Kemudian data-data tersebut akan dianalisis berdasarkan teori psikologi perkembangan kognitif sebagai teori praktis dalam pendidikan.

Kesimpulan dari penelitian ini adalah bahwa konsep pembelajaran Pendidikan agama Islam berdasarkan tingkat psikologi perkembangan kognitif di MTsN Malang 1 mencakup dua konsep. Pertama, pembelajaran yang diimplementasikan dengan media pembelajaran menarik dengan konsep IT (Information and Technology), dan kedua, pembelajaran dengan mengimplementasikan model pembelajaran kooperatif ketika di sekolah dan bimbingan intensif di luar sekolah. Dan hasil pembelajaran dengan konsep tersebut adalah sebagian besar siswa mendapat skor ulangan yang baik dan lebih tinggi dari skor minimal yang telah ditentukan.

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Teaching and learning of Islamic education is the conscious planned efforts to prepare and guide the students in understanding the Islamic religion from the main and second source of the Qur'an and Hadits through the activity of teaching and learning process, instruction, guiding by using the strategy, media and method of learning within to achieve the goal. Islamic education learning has many branches in formal education; it is containing Aqidah Akhlaq, Fiqh, Qur'an Hadits, and History of Islamic culture. Each branch of the Islamic education learning has their own content, begin from the simple lesson content until the complex one. So that is why teaching and learning process needs to consider the students ability or developmental psychology in order to achieve the goal well.

“Developmental psychology is the branch of psychology which studies about the change of behavior and ability for along proves of individual development since from conception period until passing away.” (Ross Vasta, dkk., 1992)¹

Well, developmental psychology level is the stages of every behavioral changes of the human being especially students in this context for developing the ability without any pressures or forces.

From these two definitions of the Islamic education teaching and learning and developmental psychology, it is very important to compare and apply in the learning process

¹Syamsul, Yusuf, *Psikologi Perkembangan Anak & Remaja*, Bandung: PT Remaja Rosdakarya, 2007, page on 3

to optimal the students ability development based on their levels, so that the educational development is without any pressures or forces.

In formal education we know that the education is going by the learning process, means that it has certain time to limit how long the learning process is available for each different lessons. A day the students have to study for some different lessons, in understanding, doing the assignment and et cetera. The important point here is that the learning is the process and rule of the formal education must be participated by all of the students.

Learning (pembelajaran) is the basic form of the word “study” (belajar), means studying process. Studying is the hardest work of the human being because of involving all of the internal potentials (physic, brain, heart).²

The brains of the students have their own parts which are containing the capacities to receive the information coming in, moreover have different capacity for each student. Let see one of the educational facts. Most of the people assume that the students who study in a short time are very intelligent and excellent. Yes, it is good when the students has high brain capacity, but if they have no this great capacity, it is not good. For example the student who has average brain capacity and be forced to join many additional courses, moreover must be joined in an acceleration class. This educational system is not really good for the student. Study hard is good and better if it based on the ability of the students. It can be looked and understood from the developmental psychology study to know how far the learning process must be going based on the student ability levels.

² Martiono, *Perencanaan Pembelajaran Suatu Pendekatan Praktis Berdasarkan KTSP Termasuk Model Tematik*, Yogyakarta: Aswaja Pressindo, page on 6

In this research, we will not discuss about acceleration students ability. This research is concerning how the implementation of the learning process is going based on the student developmental psychology levels. The researcher be inspired and interest to the Islamic education learning process which is going in the second year student in junior high school. In previous research is researching about the whole education based on the student development, it's not researching about the specific lesson of the learning process. The previous research on titled "Keselarasan Pendidikan Dengan Tingkat Pendidikan Anak" by SitiFarikhah is one of the researches as the example and proofs that implementation of the developmental psychology in learning process is very important. She specifies the research with the purpose to return the children education that is mostly being similar in any aspects belong to adult to be based on the children development levels. Siti Farikhah said in her research:

Children is not adult, therefore they are unable to be treated as adult. They are unable to work as hard as adult. If they do the law infraction or wrongness, they are unable to be punished as adult people. Children are they who have and need the cloth, game, book, specialist doctor for children. Such as well for the education, they need harmonious education based on their development levels in physic and also psychic.³

The researcher is inspired to do research in the same line but with the specification for the certain lesson. It is specified on Islamic education subject especially on Fiqh study because in the previous research just observe the whole educational learning process. Means there is no specific research for the certain learning process yet.

³http://www.google.com/Siti_Farikhah-KESELARASAN_PENDIDIKAN_DENGAN_TINGKAT_PERKEMBANGAN_ANAK.Pdf, (accessed on Friday, October 03, 2014, 2:02:30 PM)

In this research, the researcher interest to look for deep understanding related to the Islamic education learning which is based on the Psychological development. Because as the teacher, it is important to know the way of teaching based on the true way of students thinking ability. Such as said in Al Qur'an, Al A'raaf: 181.

وَمِمَّنْ خَلَقْنَا أُمَّةً يَهْدُونَ بِالْحَقِّ وَبِهِ يَعْدِلُونَ ١٨١

181. And of those whom We have created are a people who guide with the truth and thereby they do justice.

Based on the ayah of Al A'raaf 181 above, the researcher take understanding that the teacher is a part of ummah that Allah gave His mercies to them in order to use it for the fairness, especially in teaching and learning by do the responsibility of the teacher and temper the students fairly, it is by teaching based on the students development and way of thinking.

Therefore in this chance, the researcher wants to do research with the title **“The Implementation of Teaching and Learning For Islamic education Subject (Fiqh) Based on Cognitive Developmental Psychology Levels in MTs N Malang 1”**.

1.2 Research Questions

- a. How is the concept of teaching and learning for Islamic education subject based on cognitive developmental psychology levels in MTs N Malang 1?
- b. How is the result of teaching and learning for Islamic education subject based on cognitive developmental psychology levels in MTs N Malang 1?

1.3 Objective of the Research

- a. To know and describe the concept of implementation of teaching and learning on Islamic education subject based on cognitive developmental psychology levels in MTs N Malang
- b. To know and describe the result in implementation of the Islamic education learning based on the students cognitive developmental psychology levels in MTs N Malang 1.

1.4 The Significance of the research

a. Theoretical significance

This research is applied as the supply and information needed by the teacher and researcher to implement teaching and learning process to be based on cognitive developmental psychology, so that the students are able to study well without under pressure.

b. Practical significance

- For the educational institution

This research is giving positive benefit for the educational institution as institutional figure for the other educational institutions to follow or improve the teaching learning process better for the students based on the developmental psychology levels of the students.

- For the teacher

This research is giving positive benefit for the teacher to improve and evaluate the teaching learning process especially about the way how to explain the lesson

material based on the way of the students thinking and developmental psychology that makes the students to be progressed in intellectual, behavior and et cetera based on the educational goal well without any pressure for the students.

- For the student

This research is giving positive benefit and good feeling/mindset, because getting teaching and learning process based on their developmental psychology levels is true right and needs for each student to be developed well.

- For the researcher

This research is giving the experience and new insight about the field action in how to implement the learning process of Islamic education based on the students developmental psychology levels, and giving the opportunity to finish the research assignment of the related educational institution.

1.5 Limitation of the research

This research of “The Implementation of Teaching and Learning For Islamic Education Subject Based on Developmental Psychology Levels in MTs N Malang 1” is focused on observing the students in second level of the school exactly the students in class VIII who mostly in 14 years old. The researcher is observing the Islamic learning specifically for Fiqh study, and it needs to get the data by entering the class and look at how the learning process is going.

The point of the research here is that the way of teaching learning process is based on the student developmental psychology levels that will be specified on cognitive

developmental psychology levels of the students. If the teachers who are teaching in this second level are the same for some classes, so the researcher should be enough to do the research for one class. But if there are some different teachers for this second level, the research should do the research based on the number of the teachers.

1.6 Key Terms

This research is concerning on two key terms. First, teaching and learning for Islamic education subject. And the second, cognitive student developmental psychology levels. Such as we know and discussed in the earlier discussion of background that teaching and learning for Islamic education subject is the conscious effort and prepared plan to guide and direct the student understanding of Islamic education which is containing some lessons, Aqidah Akhlaq, Fiqh, Qur'an Hadits, and History of Islamic culture through the learning process which is containing media, strategy, method and teaching learning process.

Whereas the student developmental psychology levels is the ideal stages of every behavioral changes of human cognitive development especially students in this context for developing the ability and maturity without any pressures or forces.

1.7 The previous research

TABLE 1

No	Researcher	Focus of the research	Similarity	Difference
1.	Siti Farikhah	Keselarasan Pendidikan	Educational learning	1) This previous research is concerning to return the children education that is mostly being similar in

		Dengan Tingkat Pendidikan Anak	based on the psychologica 1 development	any aspects belong to adult to be based on the true of children development. 2) The new research is concerning on looking for the way how the implementation the certain learning based on the student developmental psychology levels. 3) The previous research is observing the whole scope of education, whereas the new research is specified on Fiqh study.
2.	Ani Rusilowati	Psikologi Kognitif Sebagai Dasar Tes Kemampuan Dasar Membaca Bidang sains	Using cognitive psychologica 1 development to teaching and learning process	1) Previous research is focusing to use cognitive psychological development to measure the student ability in reading. 2) Previous research is to increase the educational quality that cannot be stabilized by educational ministry. 3) The new research is using theory of cognitive developmental psychology to know and get the real way of teaching and learning for Fiqh study from qualified school that has many programs to develop the students' abilities, one of them is related to cognitive aspect.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Teaching and Learning of Islamic Education

2.1.1 The definition of Teaching and Learning

The way to understand the definition of these two words, teaching learning and Islam is by understanding one by one of the both. The word “teaching and learning” or in other term said “learning” in general understanding is the process of studying which is including the certain lesson in the certain time, which mostly already done in the classroom. In other reference says that there are definitions of teaching and learning according to some figures, they are:

Gagne defined the teaching and learning is a set of event embedded in purposeful activities that facilitate learning.¹

Another definition is offered by Patricia L. Smith and Tillman J. Ragan (1993), they offered that teaching and learning is developing and transferring the knowledge and activities which created for facilitating specific goal achievement.²

Yusuf HadiMiarso (2005, p.14) defined the term of teaching and learning as the activities or agendas which is focused on the condition and the importance of the learner (learner centered). The term of learning is used to

¹Benny A. Pribadi, *Model Desain sistem Pembelajaran*, Jakarta: Dian Rakyat, 2010, page on 9

²*Ibid.*

move the term of “instruction” which is mostly oriented to the activities of the teacher (teacher centered).³

From those three definitions we can understand that learning is a set of activities of the teacher and students in developing the ability to gain the student achievement based on their importance through instructional activities, teaching process by using the media and method/strategy of learning within.

2.1.2 The definition of Teaching and Learning of Islamic education

The definition of teaching and learning of Islamic education, the researcher takes from the previous research belongs to Siti Maskufah on titled “Pembelajaran Agama Islam Dalam Membentuk Kepribadian Siswa di SMP Diponegoro Batu”. In her thesis, she quoted the book of Abdul Majid & Dian Andatani by the title “Pendidikan Agama Islam Berbasis Kompetensi” which explained that the definition of Islamic Education is a certain effort to guide the students in order to be understood for Islamic religion at all. Then comprehend the goal of Islamic religion, and finally they able to practice and hold the Islam as guidance of life.

A lot of definition of Islamic Educations that can be learned as a view in understanding this term. In other reference, the researcher quotes the definition of Islamic education.

Islamic education is the conscious and planned effort in preparing the students to know, understand, and comprehend fully, until believing, do taqwa and good behavior in implementing the Islamic learning from the holy Qur'an and Hadits as the main source, through the activity of guiding,

³*Ibid* .

instruction, exercise and experiencing, including the pursuit to respect the other religions follower in society so that achieving the unity and nation fraternity.⁴

The researcher concludes that the definition of teaching and learning of Islamic education is the conscious and planned efforts to prepare and guide the students to be understood for the Islamic religion from the first and second source of the Islamic religion, Qur'an and Hadits through the activities of teaching learning process, instruction, guiding and including the strategy, media and method of learning itself to achieve the goal.

- The definition of Fiqh

Based on the limitation of the research, the researcher has limited that this research just discuss about teaching and learning of fiqh study. So, it is important to understand at least what fiqh is, how important it is for human being especially for the students in second grade of junior high school.

Based on titled book belongs to Majid Zakki Al Jaladi," *Tadris At Tarbiyah Al Islamiyah*", the researcher quotes the understanding and main idea related to the definition of fiqh, the importance of studying fiqh, and the goals of studying fiqh.

الفقه لغة: الفهم و الفطنة.⁵

⁴ Abdul Majid & Dian Andatani, *Pendidikan Agama Islam Berbasis Kompetensi*, Bandung: PT Remaja Rosdakarya, 2004, page on 7

⁵ Majid Zakki Al Jaladi, *Tadris At Tarbiyah Al Islamiyah*, 'Amman: Darul Maisirah Li An Nasyri wa At Taizi', 2004, page on 362

Etymologically, fiqh means two words. It means understand and smart.

There are some ayahs in Qur'an said this word, such as in ayah of At Taubah: 122.

﴿وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَافَّةً فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ﴾ ١٢٢

122. And it does not beseem the believers that they should go forth all together; why should not then a company from every party from among them go forth that they may apply themselves to obtain understanding in religion, and that they may warn their people when they come back to them that they may be cautious?

And in al hadits, it also being used in some prays or statements such as below:

قول رسول صلى الله عليه و سلم: من يرد الله به خيرا يفقه في الدين.⁶

Who Allah be wished in betterment, He will make understand in religion.

Whereas the definition of fiqh in terminology, the researcher takes from the book of Majid Zakki Al Jaladi by under the tittle *Tadris At Tarbiyah Al Islamiyah*.

العلم بالآحكام الشرعية العملية المكتسب من أدلتها التفصيلية, أو هو مجموعة الآحكام الشرعية المستفادة من أدلتها التفصيلية.⁷

⁶ Ibid.

⁷ Ibid.

Terminologically, fiqh means kinds of applicative sharia laws that have been explained specifically or in detail.

- The importance of studying Fiqh

In the same book belongs to Majid Zakki Al Jaladi, it discusses the importance of human being in studying fiqh in detail, which the researcher conclude them to be some points below.

- it is obligated to do everything based on sharia laws
- sharia laws are relating to the Islamic values
- perfect in obeying sharia laws is a proof of the true faith (Iman)
- deep understanding on Islamic fiqh is a relation of human being to the Qur'an and as Sunnah

- The goals of teaching and learning on fiqh study

In the same source of titled book of “*Tadris At Tarbiyah Al Islamiyah*”, There are the goals of all human being in studying fiqh. In educational environment, there are some specific goals for the students in joining teaching and learning fiqh study, those goals are specified to be three parts, they are:

- goal of knowing
 - a. Increasing of the students' knowledge in understanding fiqh which has possibility to do everything based on the true sharia laws.

- b. Knowing global fiqh books, some Fuqaha' and their thought (madzhab)
- c. Knowing maqashid of sharia which consists of five aspects, saving mind, saving soul, saving offspring, saving wealth and saving religion.
- d. Knowing the importance of ushul fiqh values
 - goal of emotion
 - a. Perfecting values and directions contained in sharia laws.
 - b. having deep understanding of the faith and feeling proud of Islamic sharia
 - c. Looking after the Islamic laws and sharia, without disputation
 - d. Evaluating jihad of ulama' and fuqaha'
 - goal of soul movement
 - a. skillful of worshipping and doing muamalah
 - b. skillful of reciting ayahs of qur'an and reading the great hadits
- c. creating kinds of the students skills related to thinking, deciding, and considering
- d. Building the ability of technique for learning assignment which is related to fiqh aspects.

2.1.3 The Component of Teaching and Learning Process

In educational environment, it is important to understand what the teaching and learning is, and the components within. Based on the titled book of Addison Wesley longman, “A Taxonomy of Learning, Teaching and Assessing”, these are the components of teaching and learning.

- Objective/Goal

Every teaching and learning process must have the goal for the students. According to Benjamin S. Bloom, there are three aspects of teaching and learning objective/goal, they are cognitive, affective and psychomotor objectives. Let we understand deeper about those three aspects of teaching and learning below:

- a. Cognitive aspect

This cognitive aspect is demanding on the students’ intellectual and making them to be able in finishing all of intellectual assignment. According to Benjamin S. Bloom and friends said that there are six abilities included in cognitive aspect, they know, understand, apply, analyze, synthesis, and evaluating.

- b. Affective aspect

Bloom defined that affective aspect is the educational goal includes behavior and emotion, or the appreciation of the norm, value or everything has been studied.

According to Krathwohl, there are five hierarchies in affective aspect. They are receiving, giving response, giving value, organizing, and giving character for the certain moral value.

Receiving is the ability to take care for the activity or event which is going. Giving response is giving reaction for the certain activity by taking a part or participating within. Giving value is very close to the action of receiving or avoiding the value or norm through positive or negative expression. Organizing is identifying, choosing, and deciding the value or norm that will be applied. Giving character of the value is being convinced, practicing, and showing consistent behavior for value and norms have been studied.⁸

c. Psychomotor aspect

This aspect of psychomotor is very close to the student ability in doing physical activities as practice of the related lesson content to be more understanding. Benny A. Pribadi said in his book that psychomotor aspect has four hierarchies within; they are imitation, manipulation, precision and articulation.

Imitation is the ability to practice the observed skill. Whereas manipulation is the ability to modify the certain skill. Precision is hierarchy of ability which shows the ability of doing activity with high accurate. Articulation is the ability to do the activity which is organized well and efficiently.⁹

⁸ Benny, A. Pribadi, *Model Desain Sistem pembelajaran*, Jakarta: Pt Dian rakyat, 2009, page on 17

⁹ *Ibid*, page on 18

Four hierarchies above can be used as principle to give the real experience of teaching and learning to measure the student skill in using the knowledge, especially fiqh study.

- Learning Model

Before going to the definition according to the figure, the researcher define the global definition of model, it is a pattern used as a hint for creating or doing something.

According to Mills Model is a form of accurate representation as actual process which enables a person or a group of people to try based on the model. Model is an interpretation of the observation result and measurement of some systems.¹⁰

Understanding the definition of learning model, the figures have some different language for defining the similar or same point of what the learning model is. Based on titled book of Benny A. Pribadi, “Model Desain Sistem Pembelajaran”, there are some definitions of learning model.

Learning model is the learning practical base as break down result of educational psychology and learning theory which is made based on analysis of implementing curriculum and implication of class operational levels. Learning model is also can be defined as a pattern used to arrange the curriculum, lesson content, and give a direction for the teachers in the classroom.¹¹

¹⁰ Agus, Suprijono, *Cooperative Learning: Teori dan Aplikasi PAIKEM*, Yogyakarta: Pustaka Pelajar, 2009, page on 45

¹¹ *Ibid*, page on 45-46

Learning model is a pattern used as principle for learning plan in the classroom or tutorial.¹²

Based on references of some resources, the researcher has a conclusion that in teaching and learning process, model is more general than strategy; it is general form that specified to be strategies. The examples of some models are like student centered learning, teacher centered learning, active learning, cooperative learning, project based learning et cetera. Then those kinds of model can be specified to be some method of learning, for example cooperative learning can be specified to be some methods such as jig saw, the power of two, running dictation, et cetera.

- Learning Media

Researcher view about media, it is the tool to help us in showing, transferring, giving the information to be received well to whom we want to tell. In educational environment is the tool that be used by the teacher to make understand the student about the certain lesson content.

Learning media is the tool which has function and used to transfer message in teaching and learning.¹³

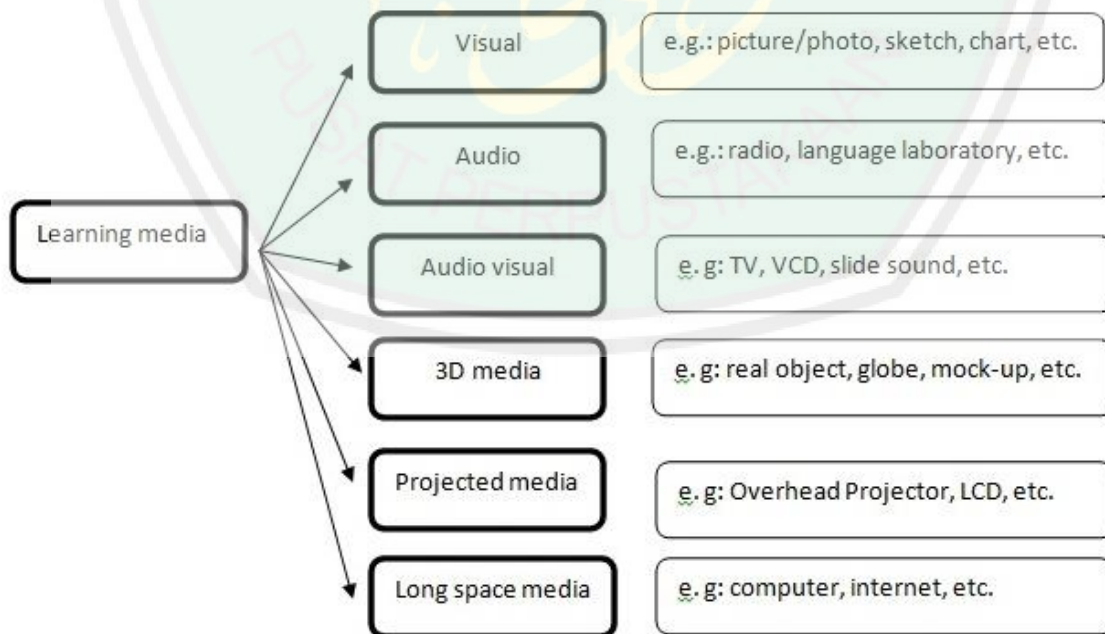
There are some goals of using the learning media in teaching and learning process, look at the following comings:

¹² *Ibid*,.

¹³ Hujair, AH. Sanaky, *Media Pembelajaran*, Yogyakarta: Safiria Insania Press, 2009, page on 3

- a. Making easier class room teaching and learning
- b. Increasing the efficiency and effectiveness of the teaching and learning process
- c. Keep saving relevance between lesson content and goal of teaching and learning
- d. Helping the student to concentrate in studying the certain lesson content of teaching and learning process.

In teaching and learning process, media is giving big enough of role important in helping the teacher to make understand the students. In titled book of “Media Pembelajaran” by Hujai A.H. Sanaky, classified kinds of the learning media based on the following schema.



- Learning Method

In some different references, the word method for teaching and learning process is quite close to the meaning of the word strategy, so that is why sometime these two words are used for the same case and context. It is kinds of the way or tips of the teacher to bring the students in understanding the lesson content, such as through the games, singing a song, and et cetera in order to make easier for them.

Based on KBBI method is systematic ways used to do the work in order to achieve the goal based on wish, or systematic work to make easier in implementing a certain agenda to achieve the organized goal. There are so many methods or strategies for teaching and learning process, such as the following examples:

a. Problem Based Learning

b. Contextual Teaching and Learning

c. Jig Saw

d. Mind Mapping

e. Role Playing

f. Debate

g. Make a Match

h. Snowball Throwing

i. Group Investigation

j. Scramble, et cetera.

- Learning Evaluation

Evaluation has three similar terms used in some different books; they are test, measurement and assessment. All of them have the same point, it is to know the result of learning that has been applied, and how far the students' understanding the lesson content is.

There are many definitions of evaluations. The different figure can be defining different idea. The researcher quotes the definition of evaluation such as written on titled book of "Evaluasi Program pembelajaran" by Eko Putro Widoyoko.

Evaluation is the process of delineating, obtaining, and providing descriptive and judgmental information about the worth and merit of some objects goals, design, implementation, and impact in order to guide decision making, serve needs for accountability, and promote understanding of phenomena.¹⁴

According to National Study Committee on Evaluation from UCLA, evaluation is the process of ascertaining the decision of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision makers in selecting among alternatives.¹⁵

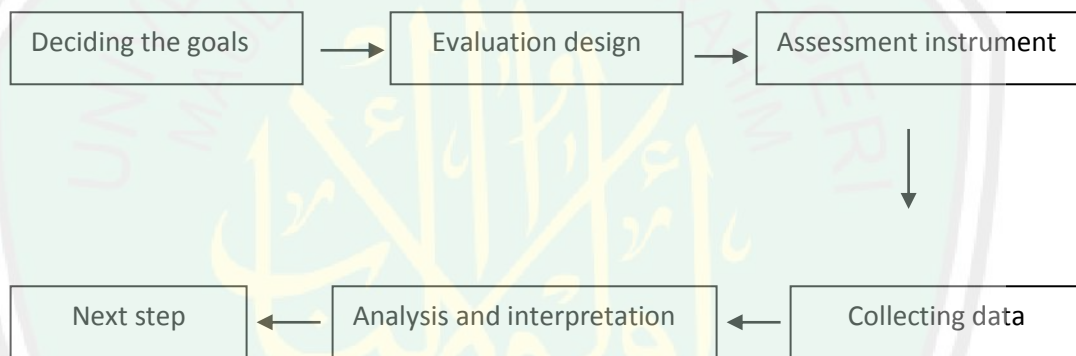
And according to Griffin and Nix (1991: 3) said that measurement, assessment and evaluation are hierarchical. The comparison of observation with the criteria is a measurement, the interpretation and description of a

¹⁴ Eko Putri Widoyoko, Evaluasi Program pembelajaran, Yogyakarta: Pustaka Pelajar, 2009, page on 3

¹⁵ *Ibid*, page on 4

evidence is an assessment and the judgment of the value or implication of the behavior is an evaluation.¹⁶

From three understandings above, the researcher concludes that the point that evaluation is the way to measure and assess how far is the goals of learning has been achieved by students. So that is why those three similar terms of measurement, assessment and evaluation are hierarchical in a process of teaching and learning. There are steps of evaluation that usually used in learning process, based on the following schema:



Based on the schema above, the researcher tries to explain that deciding the goals as the first step above means that the teacher formulates the learning goals, include model, media, and strategy of learning. Are those tools of learning has achieved and good for the student to make them understand? Evaluation design discusses about the plan and way of the teacher to measure the understanding of the students, in how is the system and concept of evaluation process. Assessment instrument includes the points of any aspects of lesson

¹⁶ *Ibid*,.

content that will be measured that must be answered by the students. Collecting data means that evaluation is done in every time in the end of the teaching and learning process. Analysis and interpretation is a process of knowing by understanding descriptive and interpretation of teaching and learning process through the result understands of the students. Next step means that the teacher needs to improve the weakness of the students in understanding the lesson content by remedial or another assignment. Teacher is also improving the way of teaching and learning to look at why the students did not understand the lesson content, so it can help the students and teacher to have a better class or teaching and learning process for the next meeting.

In evaluating the students' development in learning, there are some ways that the teacher can be using one of them:

a. Class Based Assessment

In learning evaluation book written by Drs. Zainal Arifin, M.Pd, main understanding of class based assessment is a process of collecting, reporting, the utilization of data and information about the students' result of study to decide how high they achieve and cover the goals of education that have been decided, containing competence standard, base competence, and indicator.

Based on the three aspects of assessment, this model of assessment is divided into three domains, those are cognitive domain, psychomotor and affective that can be explained as follows:

➤ Cognitive domain

This cognitive domain scopes the aspects as follows:

- Memorizing competence, it contains the ability to memorize verb or paraphrase the lesson content in fact, concept, principle and procedure.
- Understanding competence, it scopes the ability of comparing (showing the similarity and the contrary), identifying the characteristic, generalizing and concluding.
- Applying competence, containing the ability of utilizing the formulation, proof or principle for fact happens.
- Analyzing competence, scoping the ability of classifying, grouping, and interpreting the certain object.
- Synthesis competence, it contains the ability of combining some unsure or components, arranging, building, drawing, and et cetera.

➤ Psychomotor domain

This psychomotor aspect contains:

- The competence of early movement contains the students' competence in acting applying some body parts.
- The competence of semi routine movement containing the ability of doing or imitating full body movement.
- The competence of routine movement containing the ability of comprehensive movement perfectly until the level of automatic.

➤ Affective domain

This affective domain is containing some aspects as follow:

- Giving response reaction to the values given.

- Enjoying or accepting the value, norm, and ethic and esthetic within the object.
- Valuing based on good or bad, fair or unfair, ethical or unethical of the discussed object.
- Applying values norm, ethic, and esthetic in daily attitude.

Those three aspect of teaching assessment can be applied or presented for the students' in writing test, movement test, giving assignment, project assessment, product assessment, behavior assessment, and portfolio assessment,.

b. Portfolio Assessment

According to Drs. Zainal Arifin in his book "Learning Evaluation", the definition of portfolio in general is a set of document as assessment object of the certain person, group, organization, or office which has the goal to document and assess the development of process. Portfolio scopes not only in physical or real thing, but also related method/technique/strategy. There are some types of portfolio that can be applied by the teacher as follow:

- Portfolio of process, it shows the steps of students' in studying and presents the note of students' development along the time.
- Portfolio of product, it only concern on mastering the lesson content from the assignment that the teacher gives, based on the competence standard, base competence, indicators as a set of learning achievement, and only concern on the best evidence.

2.2 Student Cognitive developmental Psychology Levels

2.2.1 The Definition of Psychology

Before studying the meaning of psychology itself, generally what the researcher called by psychology is everything related to the soul. It is abstract thing which is cannot be found and understood from the appearance. It is the same has difference between soul and life-sustaining or we call *Ruh* in Arabic term.

The word psychology has two meanings, etymologically and terminologically. In etymology, it comes from Greek, *psyche* means soul and *logos* means science. So etymologically psychology means the science which study about soul, related to kinds of its indication, process and background.¹⁷

Life-sustaining is the power for physic (Jasmaniyyah), so if it has been taken by the Almighty God, human physical form cannot move or in other word we say that the human is dying. Whereas soul is the power for psychic (Rohaniyyah) which is abstract thing. Generally we can say that if you lose your life-sustaining, everything is finish for physic and psychic, and if you have a problem with the soul, part of your life is lose, you keep moving physically but it may make you not to have healthy in mental or psychic.

2.2.2 The Definition of Development

After the passage of time, human psychology must be developed based on their own ages and physical progressive. It is different with the growth which has the change of size, form, and everything can be looked from the eyes, whereas the

17 Abu Ahmadi, WidodoSupriyono, *PsikologiBelajar*, Jakarta:PTRinekaCipta, 2004, page on 1

development is mental progressive to get adult maturity which cannot be looked from the appearance. The researcher quotes from some books to define the word development.

Development is the changes of psycho-physic as the result of psychic and physic maturity for the child, which is supported by the factor of environment and studying process in the certain time, to be adult.¹⁸

Based on the Dictionary of Psychology (1972) And the Penguin of Psychology (1988), the meaning of development is the steps of progressive change which is happening in human life and the other organisms, without differentiate the aspects within themselves.¹⁹

Two definitions above are giving the representation that human psychological development is developed with the progressive of physic, these two parts of human existence told us that the both of physic and psychic is going contiguously and based on the ages steps.

2.2.3 The Definition of Developmental Psychology

In early discussion the researcher has explained that the term of “development” is different with “growth”, growth is the process of physical human progress by characteristic of additional size, length, high and everything can be looked with the eyes. Whereas the development is the psychical human progress, it is

¹⁸KartinKartono, *PsikologiAnak (PsikologiPerkembangan)*, Bandung: MandarMaju, 1990, page on 21

¹⁹MuhibbinSyah, *PsikologiPendidikanSuatuPendekatanBaru*, Bandung: PenerbitRemajaRosdakarya, 1995, page on 41

cannot be looked from the appearance or by the eyes, because it is containing the human maturity such as the character in every stages is different and has its own type. And human must be passing each stages if want to grow up and develop well in physic and psychic. In a certain reference, a titled book of “Perkembangan Anak & Remaja” written by Syamsul Yusuf defined the defininition of developmental psychology.

“Developmental psychology is the branch of psychology which studies processes of pre and post natal growth and maturation of behavior.” (J. P. Chaplin, 1997)²⁰

“Developmental psychology is the branch of psychology which studies about the change of behavior and ability for along proves of individual development since from conception period until passing away.” (Ross Vasta, dkk., 1992)²¹

In the general definition, the researcher concludes from the definitions above that developmental psychology is the stages of psychical human progressive. This development is based in the classification of the ages which has classified based on the theory of psychological development, so we can apply this understanding to give the temperament for the human being especially for the students in educational environment in order to develop them based on the portion of each levels or stages, so the students development and understanding is going based on the way of their

²⁰Syamsul, Yusuf, *Psikologi Perkembangan Anak & Remaja*, Bandung: PT RemajaRosdakarya, 2007

²¹*Ibid.*

thinking and ability, means they are growing and developing well without any pressures or delays.

2.2.4 The Definition of Cognitive developmental Psychology

In global view, one of the goals of learning is increasing cognitive competence achievement. Because cognitive is the higher taxonomy according to Gagne in teaching and learning or education. This competence is appeared in metacognitive that is showed in thinking competence about thinking process, means think how to think and learn how to learn.

In other definition, John W. Santrock wrote in his book “Child development” that cognitive development is how to make the students or children to develop their way of thinking actively. So in this case, the teacher guides the students based on developmental psychology levels in order to develop the way of thinking well.

2.2.5 Student Cognitive developmental psychology levels

In earlier discussion, the researcher limits that this research is just observe process of teaching and learning and emphasizes on student cognitive developmental psychology levels exactly only for the students who are in junior high school especially for the second year students or we call the students class VII. They have about 12-14 years old in this period. So the researcher will take the understanding about the levels of the students’ developmental psychology for these ages. In characteristic, the way of thinking, suitable way of learning et cetera.

In understanding the way of thinking and its characteristic of the students, the researcher takes the theory of two perspectives which is talking about the psychology needed for teaching and learning process. These two perspectives, one is taken from Islamic perspectives such as sourced from Rasulullah SAW, and one another is taken from western figure perspectives, it is according to Jean Piaget and Vygotsky, they have views based on their own expert and research related the development of human being ability.

1. Western Figures Perspective

These are some figures of developmental psychology and their own theories related to the students ages in 12-14 years old.

a) Jean Piaget

One of cognitive figure is Jean Piaget famous to call him Piaget, a figure of psychology from Swiss. Based on some sources and reference, he believes that human will understand the world by collecting and organizing the information, means that every single human being will get the maturity by thinking which has development in every level through the growth.

Before going to his cognitive theory, the researcher will discuss and understand the general or basic concept of his theory. His concept related to the human cognitive development is coming from his thought which is influenced by his early work, it is as biologist. A biologist believes that behavior and biological acts are adaptation acts, so in this concept of cognitive development, he also believes that it will be increase and develop

through the ability of adaptation, through this way the human being will be able to organize the environment. After going through this way of adaptation and organizing the environment, human being became increased their cognitive development.

To understand the process of adaptation, Piaget identified four processes. These four processes are showing how and why the cognitive development is occurred.

- Schema

Piaget uses this term of scheme means structure to call that human being is able to adapt to their environment. Plural word of this term is schemata. He believes this scheme in cognitive development just inspired from his expert before, if in biology for example body has its own physical structure, so does in mind or cognitive thinking of the human being has mental structure, it is through the new experience in their life of environment. Main point of scheme is that this term refers to the word structure; it is mental structure which is organizing human mind or develop their cognitive through finding their own new experience in daily life.

- Assimilation

Piaget defined the assimilation is the process of integrating new perceptual, motor, or conceptual material or experiences into an existing schema. He uses this term to explain that the process of the students

thinking way after organizing concept and information (schema) is going to the process of making sense the experience and perception, surely it is based on the previous establishing structure (schemata).

In this process, the children are going to understand what they are thinking and being concept before. For example the concept of family dog. Verbally they understand in their concept that the dog is identified as a “bow-wow”, but when they find the new experience, it will make them in a harder way of thinking. For example is finding similar animal, a small deer and Shetland pony. They think that those both animals are the same, because after finding new experience they are going to give some meaning out. Or finding the dogs in a difference preference, such as the dog have different head, sound and feather. Because of this is new experience, it makes them to assimilate harder or more difficult to do.

- Accommodation

Piaget continued to the next process is accommodation. It is the continuity of earlier stage of assimilation. If in the assimilation stage, the children are going to get the experience based on the first existing scheme, in this stage of accommodation is when the children modify the existing schemes as a result of a new experience or create new scheme when the earlier scheme is not suitable to the experienced data. And in other word we can say that accommodation is the process of reformulating the existing scheme based on the experience.

- Equilibration

John W. Santrock wrote in his book that Piaget defined fourth stage as process. It is the last stages of children concept development in making them to be understood their way of thinking.

Equilibration is part of the adaptation process proposed by Piaget, involving periodic restructuring of schemes to create a balance between assimilation and accommodation.²²

After going for three stages above, the researcher concludes that the children are trying to do the process of reformulation that has been found in accommodation stage. If the scheme in assimilation stage is handling or suitable with the experience, it is proving that the scheme is valid and the children convince to themselves, but if the scheme has contrary to the experience, it means that here is new scheme to reformulate the better and easy one. And this process of creating new schema is equilibration stage.

Those four stages of Piaget theory are the basic ideas to understand the concept of his thought in children cognitive development. Piaget's theory of cognitive development levels will be explained in detail based on the following table.

TABLE 2

²² Helen, Bee; Denise, Boyd, *The Developing Child*, Buston: Pearson education, 2007

Stages	Predicted ages	Characteristic
Sensory-motor	0-2 years	Begin to use imitation, memory and mind.
		Begin to believe that the objects are not lost when being hidden.
Pre-operations	2-7 years	Gradually try to develop to use language and ability to think symbolically.
		Able to think operations through one side logic.
		Have difficulty in seeing from another person perspective.
Concrete Operations	7-11 years	Able to solve concrete problems (hand-on) logically.
		Understand the conversation laws and able in classifying and seriating (arranging from big to small or reverse side).
		Understand the reversibility
formal Operations	Over 11 years – mature	Able to solve the abstract problems logically.
		More scientific in thinking.
		Develop social issues caring and identity.

After understanding the explanation above, the researcher concludes that the student level of developmental psychology especially for the students in junior high school, based on the table above they have way of thinking on formal operations exactly in early step of this level. Usually, the students in second grade of junior high school have 12-14 years old. In titled book of *Educational Psychology, Active Learning Edition* written by Anita Woolfolk, says that the students in junior high school are in concrete operations, so that is why the students are included in concrete operations level, which have the characteristic based on the following explanation.

- Concrete operations, psychic assignments related to the objects and concrete situations.

Piaget gives the term of concrete operation to describe thinking step of “hands on” (concrete, relating all direct touching—*peny.*).²³

In this way of thinking of the students, Piaget describe that everything abstract must be taught to be concrete, so the students are able to understand what the teacher is meant.

- Identity, it has principle that a person or the certain object is the same before and after the passage of time. Means in the learning process, if

²³ Anita Woolfolk, *Educational Psychology*, translated by Helly Prajitno Soetjipto and Sri Mulyantini Soetjipto, Yogyakarta: Pustaka Pelajar, 2009, page on 55

the students understand the identity of the certain material, they will understand to that if there is no addition or decrement, the material is as much as before.

- Compensation, it has principle that the change of the certain dimension is movable to another one. Means that the students understand the change of the certain object even though compensated to be another different appearance, but have the same substance, size, and much. For example, the water which in the flat glass and it was poured to the slimmer one, exactly it will be higher.

- Reversibility

Reversibility is one of Piagetian logical operation—it is the ability to think a series of steps, then turn them around mentality, going back to the beginning point, or called as reversible thinking.²⁴

According to Piaget, the last three points above are main characters of the students who are able to solve the problem or question especially conservative one. Those three characters are main bases of logical thinking, so after the students have those three characteristic of way thinking, they are predicted have the ability to solve the problems.

²⁴*Ibid*, page on 57

Conservation is the principle that total or a lot of the certain object is equal even though the structure and appearance are changed, as long as it is not being added or removed.²⁵

The researcher takes from the same reference of Woolfolk book, that the principles must be holding teaching concrete operations students are based on the following comings:

1. Keep using the concrete supporting tools and visual ones, especially in studying the difficult lesson contents. Example:

- Use time lines in studying about the history and three dimension (3D) models in studying sciences.
- Use the diagram to illustrate hierarchy such as the government branches and their lower group or agency below each branch.

2. Make a short learning instruction, do not relating many of steps in one time. Use the act and also words to instruct the students in order to be clearly. Example:

- Design scientific experiment, for example something which relates between the fire and oxygen. What will happen if you blow the fire from far distance? (if you did not blow the fire until die, so it will be bigger for a while, because it has more oxygen to set). What will happen if you put the pan on the fire?

²⁵*Ibid*, page on 54

3. Make sure that the presentation is using short or communicative language and organized well.

Example:

- Decide the story or books with the short and logic chapter, then just move to the longer reading if the students are ready.
 - Give the chance for the students in the middle time of the presentation to practice practical chapter or theory from the earlier step before continuing the next one.
4. Use the simple or familiar example to explain the complex ideas.

Example:

- Give the students some individual sentences and ask them to group to be a paragraph.
 - Compare the organ of human being to the other kinds of the systems in daily life. For example brain to the computer, heart to the pump, et cetera.
5. Present some point which need to the analytical and logical thinking.
- Use mind twister, brain teaser, and puzzle.
 - Use the question that can stimulate the students. Example: is it the same between brain and thinking? , how the city should control the wander animal?

- Use the sport picture or critic situation to stimulate the students in solving the problem. Example: show the picture of PMR/PMI in helping the sacrifice of the certain accident, poor society, over age people, et cetera.

b) Vygotsky

His full name is Lev Semenovich Vygotsky (1896-1934), famous to call Vygotsky. He has the same belief to Piaget that the children actively construct their knowledge, but the both Piaget and Vygotsky have different thought in how the children constructing their knowledge are. If Jean Piaget claims that the children construct their knowledge through the true cognitive ability, Vygotsky believes that the children construct their knowledge through the social environment.

Vygotsky's thought or ideas of cognitive was coming from three claims such as said by Tappan, 1998 and picked up by John W. Santrock in his book by the title "Educational Psychology" he said those three claims capture the heart of Vygotsky's view. They are based on the following explanation:

- The child's cognitive can be understood only when they are developmentally analyzed and interpreted
- Cognitive skills are mediated by words, language and forms of discourse, which serve as psychological tools for facilitating and transforming mental activity.

- Cognitive skills have their origin in social relations and are embedded in a sociocultural backdrop.

Vygotsky believes that the children cognitive are developed through the social life. In social life the human do the interaction between each other, so at least they will do the communication. He also believes that in the social life the human being cognitive is developed by influenced the socio-cultural within, because every social life has their own culture that makes them do the interaction and communication. We can analyze and interpret it to be more understand that his ideas are really giving the big influence in children development. And this development which is based on social life is shown through the way of the children in including themselves in their own social.

Vygotsky's second claim that in understanding cognitive functioning is needing the tools, this very important tools is by using language.

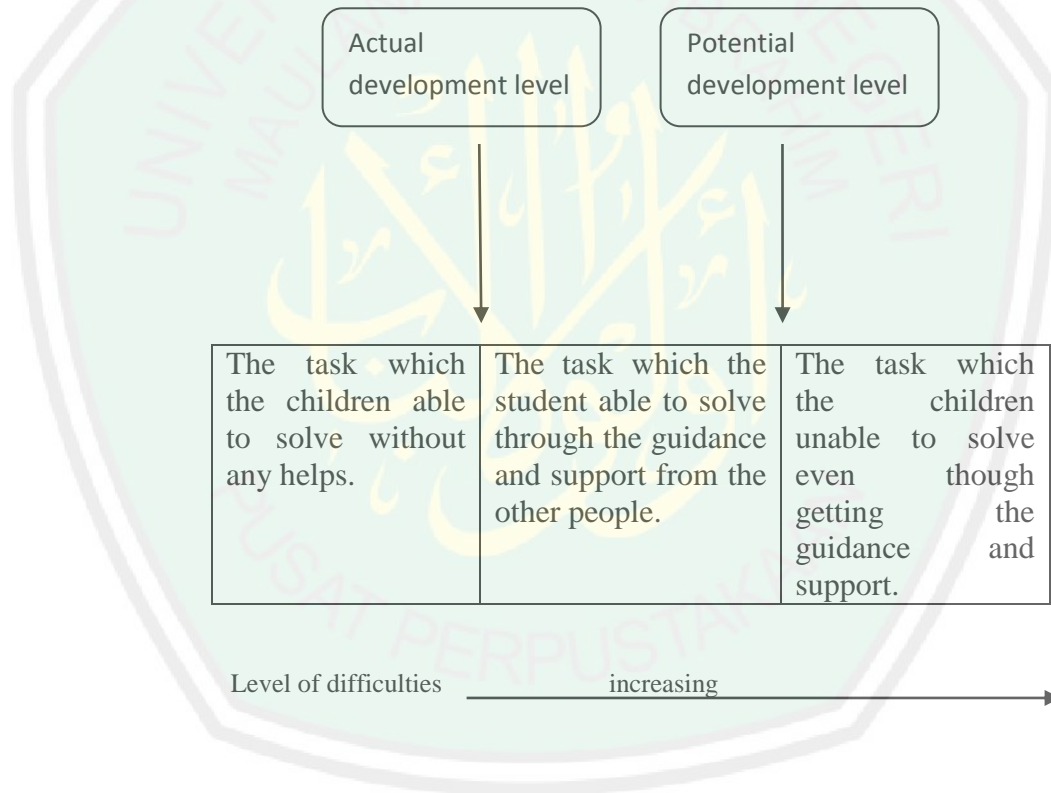
Vygotsky argued that in early childhood, language begins to be used as a tool that helps the child plans activities and solves problem.²⁶

The researcher takes from the same reference of Woolfolk and understand deeper about Vygotsky thought through the following base assumption of his thought about human cognitive development. He comes with his perception that we call socio-cultural as base of his thought that human being must be influenced by this socio-cultural perspective in their life. Before going to his main assumptions of human cognitive development,

²⁶ John W. Santrock, *Educational Psychology*, McGraw Hill, 2001

we are going to understand first about the process of children cognitive development based on the following comings:

- Zone of Proximal Development (ZPD), it is the zone of the children ability in solving the problem through the help of the other people to guide and support them. This zone of proximal development will be developed through the passage of time. If we draw to the simple map, the defeating the time based on children way thinking is based on the following picture:



- Scaffolding, it is the support to study and solve the problem. This support might be a guiding, reminding, supporting, defeating the problem to be small steps, giving the example, or anything that is available to help the children to grow independently.

- Language and interaction

Such as said in early paragraph that Vygotsky believes that the human do the interaction and communication, so the language is the tool for them to interact and communicate each other. If we are talking about the children developmental interaction especially for the student if we are in formal education, let we understand the following view of Vygotsky below:

According to Vygotsky, many of the learning for the students which is helped or mediated by the teacher and some tools in environment around them, and mostly the guidance is by using the language.²⁷

He has classified the stages of each level of the human language ability based on the class of formal school and gave the characteristic in order to be applied in educational environment.

TABLE 3

Level of class	Characteristic based on the age	Recommended strategy
2	- The knowledge of this 6 th years old is 8.000-14.000 words.	- Read the story book based on the students ages level as one

²⁷ Anita Woolfolk, *Educational Psychology Active Learning Edition*: translated by Helly Prajitno Soetjipto; Sri Mulyatini Soetjipto, *Educational Psychology Active Learning Edition*, Yogyakarta: Pustaka Pelajar, 2009 page on 82

	<ul style="list-style-type: none"> - Have the difficulty of the complex sentences, such as the sentences uses declarative sentence within. - Over dependence to the arrangement of the word and context (move change to the syntax) in interpreting message. - Low understanding in “being good listener”, such as by just sitting down and listen without any comments. - Understanding the words literally, such as misunderstanding that the statement “oh my God, this class is very noisy” means “silent please/be quiet”. - Increasing the ability of story telling - Mastering most of the voices, difficult to pronounce “r” and diphthong such as hey, appeal, tiger, sepoy, and difficult to pronounce “ny” such as “new”. 	<ul style="list-style-type: none"> of efforts to increase their words. - Give them corrective feedback when they use the words which is indicating to inaccurate understanding - Train the students ability in listening such as sitting down and calm, giving the attention, trying to understand and remember - Give the question systematically to convince that the students are understand about the important message accurately - Ask the students to write the narration related their experience just have already experienced
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	<ul style="list-style-type: none"> - Sometime using unsuitable suffix of sentences - Understanding base ethic in conversation, such as move speaking each other, and answer the question - Averse to begin first in doing conversation to adult 	
3-5	<ul style="list-style-type: none"> - Increasing the understanding of the words of time signal, such as “before”, “after” and comparison such as “more than” or “as same as” et cetera - Sometime feel confuse about suitable time in using the word “this”, “that”, “a for (animal, person, et cetera)” - Incomplete understanding about the level of polite and impolite of the word - Increasing the consciousness of the true or false about linguistic of the sentence 	<ul style="list-style-type: none"> - Teach them about politeness of the words, for example in saying “could I get some of milk?” is politer than saying “can I get some of milk?” - Begin to give lesson about parts of conversation or speech - Teach them by using the method of to get their deep understanding of the academic lesson - Ask the student to make short story that must be explain in a writing text or

	<ul style="list-style-type: none"> - Mastering all voices of mother language, it is achieved in 9 years old - Able to do long conversation about concrete topics - Increasing of the skill to consider the listener early knowledge in conversation - Construction of the story which has plot and cause-consequence - Creativity and the game of back turn words such as rhyme and words game 	<p>oral story telling</p> <ul style="list-style-type: none"> - When you find the articulation problem (pronunciation) of the end level students of elementary school, call the language pathologist - In making a joke or rhyme, use the word by double meaning and homonym, such as the word “keys” and “kiss”
6-8	<ul style="list-style-type: none"> - Knowing the words for about 50.000 words in 12 years old - Increasing the consciousness in terminologies which are used in any kinds of academic discipline - Feeling confuse about the suitable time in using conjunction word, such as “however”, “although”, “besides” and “moreover” - The ability of understanding 	<ul style="list-style-type: none"> - Give the reading task to introduce them to the new vocabularies or words - Introduce them to some terminologies of the figures in any academics discipline, such as the word “figurative” for linguistics and “molecule” for nature science

	<p>complex sentences which have declarative sentence</p> <ul style="list-style-type: none"> - Appearing the ability in understanding the sentence more than literal interpretation, more understanding for simple proverbs, and increasing of the ability of sarcasm - Appearing of the ability in longer conversation about the abstract topics - Increased growth about consciousness of significant meta linguistic 	<ul style="list-style-type: none"> - Do the structured debate competition to explore controversial issues - Give them the proverbs and ask them to think its meaning - Do the exploration of the essence of the word and language as the entity for themselves
9-12	<ul style="list-style-type: none"> - Mastering 80.000 words - Mastering many of vocabularies which specifically related to the academic discipline - Improving syntax, most of the words are from formal teaching learning - Mastering many of the conjunctions, such as moreover, although, therefore et cetera 	<ul style="list-style-type: none"> - Consistently use the terminologies which are related to the academic disciplines - Differentiate between two word have similar meaning, such as weather and climate, speed and acceleration - Analyzing the structures of

	<ul style="list-style-type: none"> - The ability of understanding the figural language, such as metaphor, proverb, and hyperbola 	<p>complex syntax, means the complex sentences uses some declarative sentences within</p> <ul style="list-style-type: none"> - Support them to understand the base meaning and message of the poetry and fiction - When the students use the different accent or dialect of the language standard, support them to use it in informal conversation or creative paper. In the contrary, support them to use better language based on the standard in more formal situation
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c) Islamic Perspective

After understanding the western figures perspective about cognitive developmental psychology, now the researcher is looking at the Islamic perspective. Islamic religion came with all brightness. It gives human being the better life through its' learning which Allah sent down to His Messenger Muhammad SAW. Prophet

Muhammad SAW has taught the human being in many aspects of life, from usual needs until the most important ones related to the faith (aqidah), behavior (akhlaq), daily needs (fiqh), and et cetera. In education aspect, Islam discusses and teaches the way how to teach and understand the children in detail. So it is considered to understand and apply it to the children or students.

In earlier explanation, it has been discussed about the way of the students thinking in some levels based on the observation and research of two great western figures of cognitive developmental psychology, while in this new coming discussion is for sure has appeared since Islamic religion was coming.

Islamic learning classified the development of the human being to be some parts. The certain recourse of Jalal Abdurrahman's book on titled "Cara Nabi Menyiapkan Generasi" classified the human development based on the following table.

TABLE 4

Age	Phase
0-2 years old	Early baby: it is period of breastfeeding and weaning.
3-5 years old	Late baby: pre-school period in play group.
6-8 years old	Childhood: period in elementary school.

9-12 years old	Transition: last period of elementary school.
12-15 years old	Adolescence/Baligh: growing parts of body and mature psychologically.
15-18 years old	Puberty: period of senior high school.
18-30 years old	Productive
30-60 years old	Maturity
> 60 years old	Manuela

Based on the limitation of the research has been explained before, the researcher takes the students' in second grade of junior high school period, which is about 12-14 years old and they are in adolescence period based on this Islamic classification of the human development.

Adolescence based on the table above is the point of human development, because it has change of body parts and psychological maturity. Al Qur'an said in Ar Ruum: 54.

﴿اللَّهُ الَّذِي خَلَقَكُمْ مِنْ ضَعْفٍ ثُمَّ جَعَلَ مِنْ بَعْدِ ضَعْفٍ قُوَّةً ثُمَّ جَعَلَ مِنْ بَعْدِ قُوَّةٍ ضَعْفًا وَشَيْبَةً يَخْلُقُ مَا يَشَاءُ وَهُوَ الْعَلِيمُ الْقَدِيرُ ٥٤﴾

54. Allah is He Who created you from a state of weakness then He gave strength after weakness, then ordained weakness and hoary hair after strength; He creates what He pleases, and He is the Knowing, the Powerful.

From the verse above, Allah classified human development to be three big parts. He created the human being in powerless condition then changed it to be strong, and next change human being will back to the powerless condition. It means, the powerless condition in early time is showing the period of since new born until childhood, then the strong period is started from adolescence period until maturity, and the last powerless condition is showing the period of over age and oldie.

In adolescence period, changes are going up to the physiological functions. It causes the confusion to the work and equilibrium of endocrine gland. It makes temperamental confusion is appeared. It can be happen because of the effect of physiological functions to the emotion and mind. In additional, the confusion can be happen when the physiological growth is faster than mind, or when physiological growth is not going normally. In these two conditions, there are causes for each confusion.²⁸

From quotation above, the researcher takes understanding that psychologically, in adolescence period students are going to be unbalance if the physiological growth is unbalance. It is different when it is growing up balance, it will be the perfect growth in physiology and psychology such as Allah said in Al Infithaar: 7-8.

²⁸ Muhammad sayyid MuhammadAz Za'balawi, Tarbiyatul Muraahiq bainal Islam wa Ilmin Nafs, Translated by Abdul hayyi Al Kattani, Jakarta: Gema Insani, 2007, page on 27

الَّذِي خَلَقَكَ فَسَوَّاكَ فَعَدَلَكَ ۖ فِي أَيِّ صُورَةٍ مَّا شَاءَ رَكَّبَكَ ۝۸

7. Who created you, then made you complete, then made you symmetrical?

8. Into whatever form He pleased He constituted you.

Adolescence is a period of renew born in mind thinking. It means, mind thinking is appeared in a new form which is unknown before. It is proved by a fact that takliif (imposition) if syariah Islamic laws and worshipping is started in baligh while its' characteristics are appeared, or when an adult has already in 15 years old. It is showed in all of Fiqh books.²⁹

In Islamic education, adolescence period is the change of individual to be baligh, it means that everybody has obligation, responsibility and consequence of each deeds based on the religion learning. In Fiqh, they have to be understood especially in worship independently. Let's see and understand how the Islamic learning recommends the teachers in teaching and learning process. Based on the table above, the students' in second grade of junior high school belong to adolescence period. These are the characteristic of adolescence students' based on Islamic perspective.

TABLE 5

The stages of thinking of adolescence (12-15 years old)	The characteristic of the stage

²⁹ Ibid, page on 70

Getting the problem	<ul style="list-style-type: none"> - Process of thinking about the problem which influences their life. - Feeling strong disposed to the ability of getting solution which can make satisfied and able to reach the goals. - Doing activities of thinking to solve the problem.
Deciding thinking object	<ul style="list-style-type: none"> - Getting true conclusion, sometimes unable to sort the different object, between two similar object/has close relation. - Understanding the scope of the problem.
Collecting relevant hypotheses	<ul style="list-style-type: none"> - Looking for the possibility related to the problem and data. - Removing the hypothesis has minimum possibility as the solution.
Sorting hypotheses	<ul style="list-style-type: none"> - Thinking deeply by researching and looking for the truth. - Showing intuition, dispose, and motivation.

From the classification of students' way thinking in second grade of junior high school in Islamic perspective above, these are the ways of teaching and learning which Rasulullah applied in history. These recommended strategies are taken from some different references which are combined by the researcher to be more complete strategies from Rasulullah SAW.

TABLE 6

Recommended method of Rasulullah for teaching and learning	Teaching and learning in this period
<ul style="list-style-type: none"> - Considering the students condition and situation before teaching and learning process. - Give the students a humor between teaching and learning process. 	Brainstorming and ice breaking
<ul style="list-style-type: none"> - Use method of drawing. - Use oral and body gesture. - Use a model tool. - Use text as the tool of teaching and learning. 	Visual media
<ul style="list-style-type: none"> - Teach the students based on their way of thinking. - Giving motivation to get experience. - Decreasing the burden for their limited competence. - Punishing the students with a great love and peace. - In any aspect of educating, Islam forbids us not to beat the students. But there are some ways when the teacher was angry and goes to beat the students: <ol style="list-style-type: none"> a. The students must be over of 10 years old and maximally for 10 times. b. Minimalize as possible. c. According to Ulama' Tafsir, beating the students using stick, it must only hit the skin, without making injury. d. The whip is not from a hard material or having a bound, 	Educational psychology

<p>because there is a history from Rasulullah forbade it.</p> <p>e. Stopping beating the students when they ask for Allah mercies.</p> <ul style="list-style-type: none"> - Method of Ibrah Mau'idhah - Not to beat on vital organs. - Use global explanation in early then classify/explain specifically to increase the ability of memorizing and understanding clearly in students spirit. - Correcting students' mistake with wisdom. - Helping the students' difficulties if they cannot finish by themselves. - Sometimes give the reward for students who are true in answering. - Hold the hand/shoulder of questioner students to increase the notice and interest. 	
<ul style="list-style-type: none"> - Use logic and rational questions. - Use the method of tamtsil (make analogy). - Use method of tasybih (take the similar of some different things). - Give the student reinforcement to make them get the point. - Increase the students' curiosity with saying unclear answer. 	Cognitive aspect
<ul style="list-style-type: none"> - Give opportunity for the students to ask questions and opinions. - Teach by using interactive questions and answers. - Method of hikmah, Mau'idzah hasanah and Mujadalah based on 	Interactive teaching and learning

an Nahl: 125	
<ul style="list-style-type: none"> - Method of Qur'anic story telling - Targhib method: convincing student to the truth and the power of Allah by reviewing in deed, memorizing and deep thinking without any theories before. - Method of uswah hasanah 	

The researcher takes understanding from the explanation above that the point of teaching and learning based on Islamic perspective is focusing on the ways of methods from Rasulullah, it is by teaching the children or students' based on their ages. And from students' in 12-15 years old, Rasulullah suggests teaching them by relating and combining theories and practice guiding to build their character, for example in this age is by teaching the true worship (shalat) based on Rasulullah did.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Approach and Type of the Research

In this research, the researcher is looking for the implementation of the Islamic education teaching and learning based on developmental psychology levels for the students. The researcher uses qualitative approach in doing the research, because the variable that will be searched is not talking about numbers, influence of two related variables, or another aspect of quantitative approach. But in this research, the variable that will be searched is combining different variables, implementing these two variables in teaching and learning process, and exploring the process of combining these two variables in detail.

The researcher specifies the research into a specific approach, because of there is specification of qualitative research. This researched is discussing and interpreting the data based on the reality and field research. The researcher specifies this research by understanding and quoting the theory of titled book, “Metodologi Penelitian Pendidikan” written by Sukardi.

Descriptive research is a method that tries to interpret the object based on the way is. This research is called as non-experiment research, because of the researcher does not add any controls and manipulate variable of the research.¹

It needs to deep description of the learning process, so that is why the researcher uses qualitative methodology and specified on descriptive in researching appropriate and supported data.

¹ Sukardi, *Metodologi Penelitian Pendidikan*, Jakarta: PT Bumi Aksara, 2005 page on 157

3.2 The Attendance of the Researcher

In this qualitative research, the existing of the researcher is absolutely very important in collecting data, because of the researcher needs to get the data through observing, interviewing and look at the field research, these are the important roles of the researcher which are unable to be put away and represented by another people. So the researcher has to know directly in getting and understanding relevant data related to the research.

Based on the earlier survey, teaching and learning of Fiqh study in MTs N Malang 1 especially for the second grade students is absolutely taught by two teachers for nine regular classes, it is consist of class VIII A-I and three specified class, consists of bilingual, Olympiad and acceleration class. So the observation here is that the researcher entering two classes of each teacher in teaching and learning process.

And in other hand, the researcher has role important as an interviewer, because one of the ways of collecting data is through interview to the teacher and student. There are two teachers who teach the second grade of MtsN Malang 1, Mr. Andik Bambang S. Pd. I and Mr. Mujiono, S. Ag. Getting more data is not only by interviewing the teachers, but also students' opinion is needed and can be helping the accurate of the data. There are four students' from different classes who the researcher asks to get deep data related to teaching and learning process of Fiqh subject.

3.3 Research Location

This research is need to the location of an excellent school, means the school that is applying the psychological development in learning process, or in other word the school as the figure in implementing psychological development levels in Islamic education learning. To fulfill the relevant data, the researcher take the excellent school

as the location of this research, it is MTsN Malang 1 on Bandung street number 7 which is integrated to some educational institution, from elementary, junior high and senior high school.

3.4 Data and Source of Data

This research is concerning on looking and observing the way how in implementing psychological development in Islamic education learning for the second year students or class VIII students of MTs N Malang 1 which is specified on Fiqh study.

Because of this research is to describe the real data, so the researcher looks for data by doing the interview for some samples, they are teachers who are holding and teaching the students class VIII, some students of class VIII.

Kind of the data of this research is primary and secondary. Primary is the data which is gotten from the direct field, such as data of interview, observation, documentation. Whereas the secondary is the data which is gotten from indirect way of the research, but it keep supporting to strength the research validity, such as data of the school or data of the teacher who teach the observed student, et cetera.

3.5 Collecting Data and Instrument of collecting data

In this research, the researcher is taking and collecting data by using three ways, observation, interview and documentation.

3.5.1 Observation

The first technique of collecting data is by doing observation by using the instrument of the research has been prepared before by the researcher which is containing some points of

the student practical psychological development levels or educational psychology that can be observed by the researcher in the field research.

According to Guba and Lincoln (1981:191-193), six reasons which make the observation are exploited in qualitative method:

- The observation is based on the real experience, and the experience is the best teacher by the principle of looking at the real sight to be believed and convince. It means that direct experience is the important and valid tool to validate the truth
- By doing the observation, it is available to look and observe directly then write the behavior and case based on the real condition
- Observation is available for the researcher to write the case in situation related to proportional knowledge or the direct one from the data
- Doubting the research for many times about the possibility in uncertain thing and refraction, this possibility of wrong is because of disremember about the case or the data of interview and moreover because of the researcher emotional in awhile
- Observation gives possibility for the researcher in understanding complex conditions
- For the certain condition that makes the researcher to do communication, the observation is very important and gives big influence for the research data

So in qualitative research, the method of observation is the important way to get the data. There are three kinds of observation such written in titled book of

“Memahami Penelitian Kualitatif” by Dr. Basrawi, M. Ed and Dr. Suwandi, M. Ed, they are participant observation, Nonparticipant observation, and unstructured observation. In this research, the researcher applies nonparticipant observation to get the data. It is observation when the researcher has role as observer without doing any observed activities.

3.5.2 Interview

The second technique of the research is by doing the interview. This interview is concerned for some informants of the research, such as the teachers who are holding or teaching for class VIII students. This interview is done by taking and giving question and answer for face to face between the researcher and the informant. And the other informant of the research is by doing the interview for some students in class VIII, and asks them related to the research.

Kinds of the interview method that the researcher applied in this research are more than one. The researcher does the interview based on who becomes the interviewee. There are three kinds of interview according to Prof. DR. Lexi J. Moleong, M.A in his book by the title “Metodologi Penelitian Kualitatif”, formal interview, informal interview, and general direction of interview. In this research the researcher would like to apply the formal and informal interview in interviewing the different interviewees, such as formal interview is for the teacher and the other school committees and the informal one is for the students or learners in the observed school.

Formal interview, this kind of interview is the one which is using a set of formal or standard questions.²

²Lexi J. Moleong, *Metodologi Penelitian Kualitatif*, Bandung: PT RemajaRosdakarya, 2007 page on 188

Informal interview, the relationship between the interviewer and interviewee is in usual situation, natural, while the question and answer are going such as in daily conversation only.³

By using the both of kinds of interview above, the researcher would get the data through appropriate way based on the interviewees.

3.5.3 Documentation

The third way of getting data in this research is through documentation. Any kind of documents are able to help the researcher especially as a proof of the other field data.

Documentation is looking for data related to variable in written data, transcript, book, news, magazine, epigraphy, proximate data, agenda, and et cetera.⁴

In this research, the research look for the data from agenda, means that the learning process in the class and finding the data related to the result of Fiqh study of the classes be observed to show and proof the implementation of Islamic education learning result which is based on the cognitive developmental psychology.

Whereas the instrument to collect the data, the researcher is using the instrument of check list which is containing the points of two theories according to figures, Piaget and Vygotsky of developmental psychology.

³*Ibid*, page on 187

⁴Suharsismi, Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT RinekaCipta, 2010, page on 274

Check list is draft of variable to collect the data. In this side, the researcher is only giving the check or tally for every indication appeared.⁵

In constructing the instrument of research, the researcher makes some point which are containing and comparing two theores have been discussed in earlier discussion and fill this check list based on the field data, means in the classroom where the learning process of Islamic education is going.

We can look the research instrument related to cognitive developmental psychology at the following:

⁵*Ibid*, page on 202

RESEARCH INSTRUMENT

TEACHING AND LEARNING FOR ISLAMIC EDUCATION (FIQIH) SUBJECT

BASED ON COGNITIVE DEVELOPMENTAL PSYCHOLOGY LEVELS IN MTs N MALANG 1

TABLE 7

No	Cognitive theory source	Teaching learning based on cognitive theory for junior high school students' (12 th -14 th years old)	Components of Teaching and Learning Check (√)/(-)				Field note
			Model	Media	Method	Evaluation	
1.	Piaget	<p>- Continue to use concrete props and visual aids, especially when dealing with sophisticated material. Example:</p> <p>a. Use time lines in history and three dimensional models in science.</p> <p>b. Use diagram to illustrate hierarchical relationship such as branches of government and the agencies under each branch.</p> <p>c. Use the method of role-playing in educating characters or emotions.</p>					

2.	Piaget	- Continue to give students a chance to manipulate and test object.					
3.	Piaget	- Make sure presentations and readings are brief and well organized. Example: a. Assign stories or book with short logical chapters, moving to longer reading assignment only when the students are ready. b. Break up a presentation with a chance to practice the first steps before introducing the next.					
4.	Piaget	- Use familiar example to explain more complex ideas. Example: a. Compare students' lives with those of character in a story.					
5.	Piaget	- Give opportunities to classify and group objects and ideas on increasingly complex levels. example: a. Give students slips of paper with individual sentences written on each paper and ask the students to group the					

		sentences into paragraph.					
6.	Piaget	<ul style="list-style-type: none"> - Present problems that require logical, analytical thinking. Example: <ul style="list-style-type: none"> a. Discuss open-ended questions that stimulate thinking. 					
7.	Piaget	<ul style="list-style-type: none"> - Use students' interaction to access their present levels of development and expose them to advanced students. Example: <ul style="list-style-type: none"> a. Give the students pretest, and group the students for cooperative learning project that require control of variable and proportional thinking. 					
8.	Piaget	<ul style="list-style-type: none"> - Provide the students with developmentally appropriate practice in reasoning. 					
9.	Piaget	<ul style="list-style-type: none"> - Take a constructivist approach. <ul style="list-style-type: none"> a. Children learn best when they are active and seek solution for themselves. It by making discoveries, reflecting on them, and discussion. (E.g.: problem based learning, contextual teaching and learning) 					

10.	Piaget	<ul style="list-style-type: none"> - Facilitate rather than direct learning. <ul style="list-style-type: none"> a. Effective teachers allow the students to learn by doing. b. Teachers just listen, watch, and question the students to help them gain better understanding. 					
11.	Piaget	<ul style="list-style-type: none"> - Consider the child's knowledge and level of thinking. <ul style="list-style-type: none"> a. Students do not come to class with empty heads. 					
12.	Piaget	<ul style="list-style-type: none"> - Use ongoing assessment; individually constructed meanings cannot be measured by standardized tests. <ul style="list-style-type: none"> a. Evaluate students' progress with such tools as math and language portfolios. b. Students' written and verbal explanations of their reasoning also can be used to evaluate progress. 					
13.	Piaget	<ul style="list-style-type: none"> - Promote students intellectual health. <ul style="list-style-type: none"> a. Children's learning should occur naturally b. Children should not be pushed and 					

		pressured into achieving too much too early in their development, before they are ready in maturation.					
14.	Piaget	- Turn the classroom into a setting of exploration and discovery.					
15.	Vygotsky	- Tailor scaffolding to the needs of students. Example: a. When students are beginning new tasks and topics, provide models, prompts, sentence starters, coaching, and feedback. b. As the students grow in competence, give less support and more opportunities for independent work. c. Give students choices about the level of difficulty or degree of independence in projects; encourage them to challenge to seek help when they are really stuck. Example:					
16.	Vygotsky	- Make sure students have access to powerful tools that supporting thinking. Example: a. Teach students to use learning and					

		organizational strategies, research tools, language tools (dictionary or computer searches), et cetera.					
17.	Vygotsky	<ul style="list-style-type: none"> - Capitalized on dialogue and group learning. <ul style="list-style-type: none"> a. Experiment with tutoring, teach students how to ask good questions and give helpful explanations. b. Experiment with cooperative learning strategies. 					
18.	Vygotsky	<ul style="list-style-type: none"> - Embed learning activities in a context that is culturally authentic. 					
19.	Vygotsky	<ul style="list-style-type: none"> - Create learning activities that involve students in social interactions. 					
20.	Vygotsky	<ul style="list-style-type: none"> - Encourage students to use language to describe their developing understandings. 					
21.	Vygotsky	<ul style="list-style-type: none"> - Use child's zone of proximal development in teaching. <ul style="list-style-type: none"> a. Make a close collaboration with the instructor. b. Teacher reduces the explanations, hints and demonstration until the student is able 					

		to perform the skill alone.					
22.	Vygotsky	<ul style="list-style-type: none"> - Use scaffolding <ul style="list-style-type: none"> a. By asking them “what can I do to help you” when the students need help. b. When the children hesitate, support them, offer encouragement and motivation. 					
23.	Vygotsky	<ul style="list-style-type: none"> - Monitor and encourage the students’ use of private speech. 					
24.	Vygotsky	<ul style="list-style-type: none"> - Asses the child’s ZPD, not IQ. 					
25.	Vygotsky	<ul style="list-style-type: none"> - Transform the classroom with Vygotskian ideas. <ul style="list-style-type: none"> a. Children might read a reading text and then interpret its meaning. b. Take place in a small group. c. Teachers ask questions to the students. d. Teachers respond the students’ queries/questions. 					

TABLE 8

Recommended method of Rasulullah for teaching and learning based on Qur'an and Hadits	Theoretical Teaching and learning	Implementation (√)	Field note
<ul style="list-style-type: none"> - Considering the students condition and situation before teaching and learning process. - Give the students a humor between teaching and learning process. 	Brainstorming and ice breaking		
<ul style="list-style-type: none"> - Use method of drawing. - Use oral and body gesture. - Use a model tool. - Use text as the tool of teaching and learning. 	Visual media		
<ul style="list-style-type: none"> - Teach the students based on their way of thinking. - Giving motivation to get experience. - Decreasing the burden for their limited competence. - Punishing the students with a great love and peace. - In any aspect of educating, Islam forbids us not to beat the 	Educational psychology		

<p>students. But there are some ways when the teacher was angry and goes to beat the students:</p> <ol style="list-style-type: none"> The students must be over of 10 years old and maximally for 10 times. Minimalize as possible. According to Ulama' Tafsir, beating the students using stick, it must only hit the skin, without making injury. The whip is not from a hard material or having a bound, because there is a history from Rasulullah forbade it. Stopping beating the students when they ask for Allah mercies. <ul style="list-style-type: none"> - Method of Ibrah Mau'idhah - Not to beat on vital organs. - Use global explanation in early then classify/explain specifically to increase the ability of memorizing and 			
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<p>understanding clearly in students spirit.</p> <ul style="list-style-type: none"> - Correcting students' mistake with wisdom. - Helping the students' difficulties if they cannot finish by themselves. - Sometimes give the reward for students who are true in answering. - Hold the hand/shoulder of questioner students to increase the notice and interest. 			
<ul style="list-style-type: none"> - Use logic and rational questions. - Use the method of tamtsil (make analogy). - Use method of tasybih (take the similar of some different things). - Give the student reinforcement to make them get the point. - Increase the students' curiosity with saying unclear answer. 	Cognitive aspect		
<ul style="list-style-type: none"> - Give opportunity for the students to ask questions and 	Interactive teaching		

<p>opinions.</p> <ul style="list-style-type: none"> - Teach by using interactive questions and answers. - Method of hikmah, Mau'idzah hasanah and Mujadalah based on an Nahl: 125 	and learning		
<ul style="list-style-type: none"> - Method of Qur'anic story telling - Targhib method: convincing student to the truth and the power of Allah by reviewing in deed, memorizing and deep thinking without any theories before. - Method of uswah hasanah 			

3.6 Data Analysis

Qualitative data analysis (Bogdan & Biklen, 1982) is the effort which is going by working through data, in organizing, sorting to be processed data, synthesizing, looking and finding the model/pattern, finding the important thing and being studied, and giving decision about what to tell to the other people.⁶

The step that researcher will be doing in data analysis is based on the following researcher views:

- a. Writing the field data, so that will be able to do proved
- b. Collecting, sorting, classifying, synthesizing, and making resume
- c. Thinking, through the way to make and find the pattern and relations, then make the general founds.

In analyzing data, the researcher must have already understood between main or primary data and the secondary one, so that can make the generalization of the data and find the pattern of the research, this step is famous to called as triangulation of the data.

According to Denzin (1978), there are for types of triangulation. Theory triangulation, methodological triangulation, data triangulation and observer triangulation. In this research, two types of triangulation that will be applied; they are data triangulation and methodology triangulation.

⁶*Ioc. Cit.* , page on 248

3.7 Verifying Research Validity

This new research needs to some data based on the field and observation, and then it would be verified through some methodologies of qualitative research. Based on Sukardi's book on titled "Metodologi Penelitian Pendidikan", the explanations of verifying data are:

- a. Demonstrating the true values,
- b. Preparing the principle or base in order to be available to apply,
- c. Allowing outside decision to keep consistent to the procedure and neutrality from found decisions.

In global understanding, data of qualitative research has high possibility to be composed and modified based on the researcher wish and perspective, it means that the research is less valid because of looked from the subjective perspective, so that in this step of verifying data there are some reasons and principles must be held to keep the consistent of the research procedures.

There are three criteria of data validity based on the Moleong's book on title "Metodologi Penelitian Kualitatif" based on the following explanation.

1. Credibility

For the general concept, it is similar and replacing the internal validity of non-qualitative research.

Internal validity is the variation which happens to the bundled variable for along that the released variable is under control.⁷

The utilization of credibility in this research is doing the inquiry and has high level to be trusted, showing and proving the data through the other valid field data.

2. Transferability

It is validating data by looking for the similar or the same context of empirical events, so these empirical data are advocating the validity of this research, so the researcher is able to reason existing research now by reasoning the earlier data which has the same context.

3. Dependability

It is similar to term reliability in non-qualitative research. Reliability means that the study is being saturated or it has been replayed for more than two times and it results the same data in the same condition. In this step of the research, the suitable way is by applying human as the participant to do what the researcher has done in the same time and condition, and if it has the same result means that the data is reliable. Usually this step is blocked because of the difference of the human ability especially in remembering, so it gives the possibility to be wrong.

4. Confirmable

The concept of objectivity of non-qualitative research is able to call similar to this step of confirmable. And this objectivity is going by looking at the agreement or

⁷*Ibid*, page on 322

the same perspective of some subjects. Objective data can be gotten from the same perspective of some subjective data.

3.8 Steps of the Research

The researcher does two steps as the way how the research is going. These two steps are pre-field working and field working.

a. Pre-field working

In pre-field working of the research, the researcher needs to prepare everything related to the research, in finishing proposal of the research which is containing the introduction and review related literature of the thesis to get understanding theoretically before going the field research/working. This step is also containing consultation to the expert lecturer as the guider of this research, and preparing the field research in making the permission letter for the educational institution that will be used as the place of the research.

b. Field working

The second step of research is field working. It is the practical working of the theory which has been discussed in early step, starting from getting permission of the religious ministry and the educational institution (MTs N Malang 1) to do research and observe this excellent school. The field research here is by doing the observation through entering the class where the learning process of Islamic education is going, and continued to the interview process to the Islamic teacher in second grade or class

VIII and some students in this class. These two steps of field research are going by making schedule and agreement to the related teachers and students as the interviewee or source of the field data in this research.

c. Post-field working

In this finishing step, the researcher has gotten all of the field data that will be interpreted in detail. After classifying data based primary and secondary ones, it is important to interpret and describe one by one of each data. From field note, interview data, score data, school profile and et cetera. So, it can be clear and the researcher able to take the conclusion based on the data to be reported.

3.9 Systematic of the Discussion

In this research, there are some discussions as the theoretical provisions to go to the field research. There are three parts of thesis that discussed in this discussion. These three parts are

1. Review of related literature

The first part is review of related literature which is containing the definition of learning and Islamic learning, definition of development, definition of psychology, definition of developmental psychology, and the developmental psychology levels of the students.

2. Research methodology

Whereas the second part of theoretical provisions is the research methodology which is containing the research approach and type of the research, the attendance of the

researcher, research location, data and source of data, technique of collecting data, data analysis, verifying the research validity, the steps of the research, systematic of the research, and reference.



CHAPTER IV

RESEARCH RESULT

1.1 Profile of Madrasah Tsanawiyah Negeri Malang 1

1.1.1 The History of MTs N Malang 1

Madrasah Tsanawiyah Negeri (MTsN) Malang 1 is located on Bandung Street number 7 of Malang. This Islamic school is integrated with two other Islamic schools; they are Madrasah Ibtidaiyyah Negeri (MIN) Malang 1 and Madrasah Aliyah Negeri (MAN) 3 Malang.

These three schools are being integrated because of based on SK (Surat Keputusan)/ official judgment of religion ministry number 15/19978, 16/19978, and 17/1978. It has decided that 6 years of SD Latihan PGAN became MIN Malang 1, and separated other PGAN 6 years to be two parts, from the 1st until the 3rd grade became MTs N Malang 1, and from 4th until 6th grade became MAN 3 Malang. After the passage of time, school development was increased, begun from MIN Malang 1 who has tried to build up the quality in for teaching and learning process, and all of facilities. It was looked from the period of Drs. H. Abdul Djalil. In his leadership period MIN Malang 1 has good increased development, and for the next period he was changed to lead in MTs N Malang 1 which still less developed.

In his leadership period in MTs N Malang 1, he tried to appear the positive progress, and it was the time of the first golden age of MTs N Malang which left behind to MIN Malang 1 before. With the similar treatment to MIN Malang 1, Mr. H. Abdul Djalil developed MTs N Malang 1 by evaluating and

increasing the quality of teaching and learning process, and also the facilities. So, it is the early time of the progress in MTs N Malang 1 to be excellent school. MTs N Malang 1 has achieved its' progresses by some leaders as head master below:

- a. First period, Drs. H. Muh. Muhdi (1979–1991)
- b. Second period, Drs. H. Untung Saleh (1991-1992)
- c. Third period, Drs. Ridwan Adnan (1992–1994)
- d. Fourth period, Drs. H. Abdul Djalil, M.Ag. (1994 – 2000)
- e. Fifth period, Dra. Hj. Sri Istuti Mamik, M.Ag. (2000 - 2008)
- f. Sixth period, Dra. Hj. Binti Maqsudah, M.Pd (2008 –2014)
- g. Seventh period, Drs. Samsudin, M.Ag (2014- now)

1.1.2 Vision, Mission and objective of Madrasah Tsanawiyah Negeri (MTs N) Malang 1

a. Vision of MTs N Malang 1

Based on the document of the school, MTsN Malang 1 has a vision:

“Be an excellent school in IMTAQ and IPTEK for international standard”

b. Mission of MTsN Malang 1

- Applying the education based on National education System and international standard.
- Applying the education based on religious value and national culture within.

- Increasing the competence of educator and education based on national and international standard.
- Applying qualified teaching and learning based on ICT using English instruction.
- Developing the institution based on Quality Management for Madrasah (Managemen Peningkatan Mutu Berbasis Madrasah / MPMBM).
- Increasing healthy life culture to achieve competitive generation.
- Actualizing alumnus who has good behavior, qualification and global insight.
- Actualizing Madrasah has ISO accreditation.

c. Objective of MTsN Malang 1

- Actualization of educational development and service based on Islamic value.
- Actualization of excellent and competitive school resource.
- Actualization of institution development based on Management of Quality Development for Madrasah (Manajemen Peningkatan Mutu Berbasis Madrasah / MPMBM).
- Actualization of competitive alumnus who has good behavior and global insight (international).

1.1.3 Curriculum of Madrasah Tsanawiyah (MTsN) Malang 1

MTsN Malang implements two curriculums, KTSP (Kurikulum Satuan Tingkat Pendidikan) and curriculum of 2013. KTSP was implemented for the first grade students' (class 7) and acceleration class who has high speed system of teaching and learning. Whereas two other higher grades (class 8 and 9) were implementing the newest curriculum, it is curriculum of 2013.

Based on interview data of curriculum vice, the students' of MTsN Malang 1 were directed to be excellent in intelligent and have international insight. This goal was supported by organizing some programs, such as corporation with English course and obligating the students' to follow it and corporation with international educational institution. Any kinds of program were organized to increase the students' intelligent, for sure through communication and corporation between school committees and parents.

1.1.4 Tools and Infrastructures of Madrasah Tsanawiyah Negeri (MTsN) Malang 1

- a. Center official room, used for organizing school agenda by officials who has responsibility.
- b. Teacher room for 60 people capacities and teacher computer room, as the center of the teachers in preparing and organizing teaching and learning before the class, and doing coordination between a peer of teachers or headmaster.
- c. Teacher watchman and guest room, used for organizing agenda related to the schedule of each teacher. Some obligations as watchman are giving information related the schedule of teaching and learning, organizing bell

for each learning time (40 minutes), receiving any entrusts for the students', et cetera.

- d. 31 locals of Teaching and learning room, used for organizing indoor class of teaching and learning with some facilities, such as determining a computer for each room, television, et cetera.
- e. Language laboratory 40 booths within, used for practical teaching and learning of language.
- f. Computer laboratory 30 units and internet program within, used for practical teaching and learning of information and communication subject.
- g. General Psychological laboratory
- h. Laboratory of FARA (Fajar Radio), as the facilitation for the students' who join broad casting.
- i. Laboratory of Science (physic and Biology), used for practical teaching and learning of physic and biology subjects.
- j. Library used as teaching and learning source to facilitate the students' in gaining and increasing the understanding, and sometimes to organize teaching and learning process.
- k. Experiment garden and kinds of orchid, as facility in caring environment.
- l. Hall room, used for organizing the agenda followed by the big family of MTsN Malang 1.

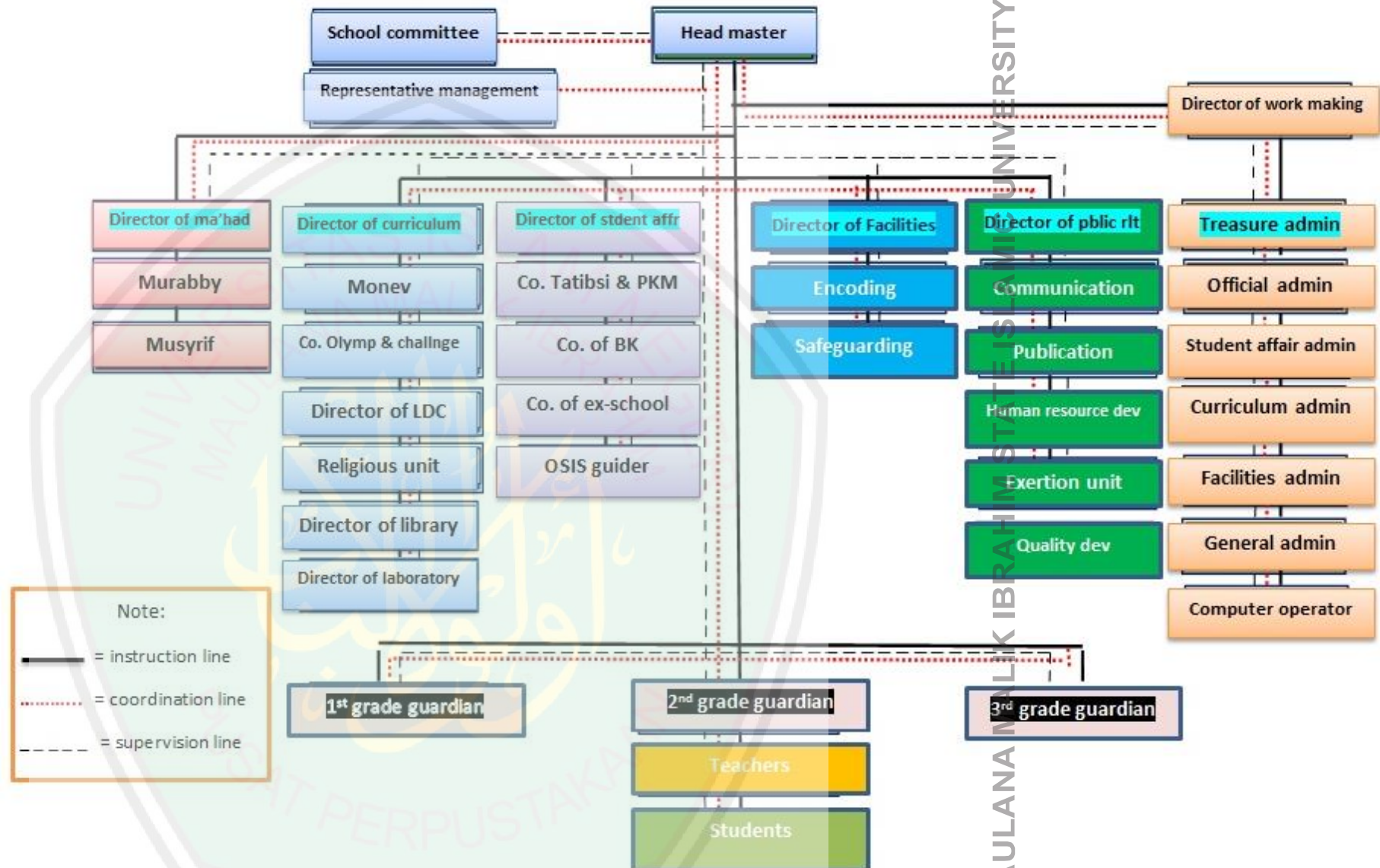
- m. Guiding and counseling room used for students' consultation and solving kinds of students' problems.
- n. Healthy room (UKS) and a doctor, as facility to serve healthy needs for the big family of MTsN Malang 1.
- o. Ceremonial students' (TATIBSI) and students' intra organization (OSIS) rooms, as facility for the students' to organize the certain agenda.
- p. School committee room, used as receptionist room who organize the needs from outer part, such as receiving permission letter of observation or research.
- q. Cooperation room, as facility for the big family of MTsN Malang 1 to organize some needs, such as photocopy, snacks, soft drinks, et cetera.
- r. Mosque, as facility to organize religious activity such as, praying and doing intensive guiding in reading Qur'an which is organized through students' extra.
- s. Basketball, ping pong and volleyball yards, used for practical teaching and learning of sport, or facility for the big family of MTsN Malang 1 to increase and save healthy trough sports.
- t. Gazebo, used for outdoor class as facility of interesting teaching and learning.
- u. Wartel, used for communication for the big family of MTsN Malang 1 between the certain room to the other one, and as facility to communicate the students' to their parents' for some needs.

- v. Ma'had Madani, as facility for the students' who wants to stay in MTsN Malang 1 dormitory, usually the student who comes from outer island or another far place of Java.
- w. Experiment bird garden, as facility of caring some animal which habitat less in environment.

1.1.5 Organizational structure of MTs N Malang 1



Organizational Structure of MTs N Malang 1



1.1.6 Teachers of MTs N Malang 1

Based on valid source data, the classifications of the teachers of MTsN Malang 1 can be understood based on the following table.

a. Gender Based Classification in 2015

TABLE 8

Gender	Male	Female	Total
Teacher	32	25	57
Official	20	8	28
Total	52	33	85

Based on gender data classification above, the employees of MTsN Malang 1 has 57 teachers consist of 32 for male and 25 for female, then 28 officials consist of 20 for male and 8 for female. So that total of all employees in MTsN Malang 1 are 85 consist of 52 for male and 33 for female.

b. Civilian Based Classification in 2015

TABLE 9

Status	Governmental employee	Non-Governmental employee	Total
Teacher	50	7	57
Official	17	11	28

Total	67	18	85
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Based on civilian data classification above, the employees of MTsN Malang 1 has 57 teachers consist of 50 for civil and 7 for non-civil, and 28 officials consist of 17 for civil and 11 for non-civil. So that total of all employees in MTsN Malang 1 are 85 consist of 67 for civil and 18 for non-civil.

1.1.7 Students of MTs N Malang 1 in 2015

TABLE 10

Class	Male	Female	Total
7	124	170	294
8	115	139	254
9	143	162	305
Total	382	471	853

Based on table above, the students in MTsN Malang 1 has three levels of the class, they are the first grade or class 7 consist of 124 for male and 170 for female, then the second grade or class 8 consist of 115 for male and 139 for female, and the third grade or class 9 consist of 143 for male and 162 for female. So that total of the students in MTsN Malang 1 are 853 consist of 382 for male and 471 for female or consist of 294 for the first grade, 254 for the second grade and 305 for the third grade.

The student class of MTsN Malang 1 has classified to be four types; they are regular class, Bilingual, Olympiad and Acceleration one. Regular class is the

dominant for common students, bilingual class is the students who are getting the facilities of international language in their teaching and learning process, Olympiad class is the students who are mostly prepared for following any kind of challenges, and acceleration class is the students who are passing their study for a year faster than common time of study in junior high school.

1.2 Teachers Competence of Madrasah Tsanawiyah Negeri Malang 1

Based on the interview to curriculum vice of MTsN Malang 1, there are procedures for acceptance of being teacher. Firstly, for governmental teacher (civil) is automatically accepted based on governmental decision. And for the teacher who is joining through registration has to fulfill some requirements. Those requirements are fulfilling some files and curriculum vitae within, joining interview, solving the learning problem given as case study, fulfilling essay, et cetera. In MTsN Malang 1, all of the teachers get guidance related learning through workshop, monthly evaluation, et cetera in order to increase and measure the ability of teaching and learning.

1.3 Teaching and Learning of Fiqh in Madrasah Tsanawiyah Negeri (MTsN) Malang 1

1.3.1 Learning Preparation of Fiqh Subject in Madrasah Tsanawiyah Negeri (MTsN) Malang 1

Based on interview process to curriculum vice and teachers of Fiqh subject, it is important for each teacher to do preparation before teaching and learning process. According to curriculum vice, in ideal proportion the preparation of teaching and learning (RPP/Rencana Pelaksanaan Pembelajaran) must be organized in phases for each class teaching and learning.

In MTsN Malang 1, learning plan (RPP) was finished in early time of the academic year. Every single teacher finished the learning plan of their each subject, and this learning plan will be implemented for a year ahead.

1.3.2 Learning Method of Fiqh Subject in Madrasah Tsanawiyah Negeri (MTsN) Malang 1

a. Mr. Andik, S. Pd. I

In Mr. Andik perception, students in Junior high school MTs especially in the second grade are mostly looking for the true of self-existence, it influences many things for the students. So in teaching and learning process, in their labile period teachers need to use more interactive and interesting way to make their students achieve the learning goals.

Mr. Andik tries to teach the students by implementing the lesson content to be combined in suitable IT for teaching and learning process, it is auto play and quiz creator. Some important lesson contents are included in these media such as goals of learning, point of lesson contents, video and case study which has relevant relation to the lesson content. And in the middle of teaching and learning process, it is needed for the teacher to give more spirit or ice breaking for the students' burdened thinking in order to re-increase their concentration.

After increase the students' creativities, Mr. Andik gives individual and group assignments related the lesson content which are discussed. These assignments are recommended for out class, besides for increasing the students' responsibility, it is better to let the students' to do useful exercise for

their society. Through these strategies of teaching and learning, Mr. Andik sure that the students' will be easier to understand the lesson content in theoretical and practical aspects.

b. Mr. Mujiono, S. Ag

In teaching and learning of Fiqh subject, Mr. Mujiono has different way to Mr. Andik. After classifying the students' on three different levels from high, middle and low; he takes the middle one as principle in giving explanation to the students'. And adds the time of question-answer session for the students' who want to ask about lesson content.

Learning model that is implemented by Mr. Mujiono for Fiqh subject is quiet close to cooperative learning, which is considering to the social interaction in a group. He tries to teach the students' by implementing the strategy of grouped presentation and mind mapping. In this grouped presentation, Mr. Mujiono sets the group based on the combination of three different levels of students' with lower competence are able to do cooperating by taking more understanding from the other students' with higher competence. And Mr. Mujiono has belief that some of the students' can be more understood through their own friends' explanation. In some different case, Mr. Mujiono choses the student with lower competence to be a leader of the group, because by giving the responsibility, the student with lower competence will take more efforts to develop the abilities as responsible leader. Mr. Mujiono declares that this strategy is working.

1.3.3 Teaching and Learning Process of Fiqh Subject in Madrasah Tsanawiyah Negeri (MTsN) Malang 1

a. Mr. Andik Bambang, S.Pd.I

Teaching and learning process for Fiqh subject of Mr. Andik class on Friday, 16 January 2015 was held in class 8B at 7th-8th of learning time, it is teaching and learning that was held after Dhuhur.

Mr. Andik said that in this teaching and learning especially the class has already had sport class before, it needed more interactive learning to increase the students' interest. He implemented teaching and learning through auto play and interesting contents within, such as not only lesson material, but also video and pictures related to the lesson content to make easier the students' in understanding it. It contained some Islamic songs used as ice breaking or in early time to help the students' get more attention and concentration.

The class was begun with singing Islamic song, the students' followed and enjoyed it. After that, Mr. Andik was going to give brainstorming and followed by explanation through lesson material about Hibah, Hadiah and Shadaqah, video analysis, and related pictures of the chapter. The next part is question and answer, then followed with giving assignments. These assignments consist of individual and group ones. Individual assignment was organized by giving inquiry and group assignment was organized by analyzing the environment around them, and then collecting the result of the assignment by fulfilling form that has been up loaded in web (etmodo).

Before ending the class, Mr. Andik gave impression of the learning content and evaluated the students' understanding through some questions in quiz creator presented into auto play.

b. Mr. Mujiono, S.Ag

Learning process in Mr. Muji class was started on steps. In the first meeting he classified the students' to be some group with the member about six students' for each, then gave each group with the lesson content that will be presented. In this first meeting of the second semester, he used this chance for the students' to look for the source of each lesson content to the school library.

The second meeting, it is the appropriate time to continue the preparation of presentation, it is by making mind mapping and power point contained each lesson content of group that has been defeated in earlier meeting before. This teaching and learning was going through corporation of the members for each group. Besides, the students' used the sources that they got in meeting before; in this chance they were able to look for additional sources such as from the internet that is able to be accessed through the class computers which the school gave as facility. This teaching and learning process was ended by collecting all of mind mapping and power point to Mr. Muji, means that the next meeting the presentation would be ready and started.

The next meeting was still in same class of 8H. Teaching and learning process was going by starting the first group of presentation. Mr. Muji gave the

students' explanation first how the presentation should be going. The first group was ready to present their lesson content of "Hibah, Hadiah and Shadaqah" with the moderator from the second group. Each member has their own role in explaining the lesson content, of course they have defeated the lesson content and got their own chance to explain and show up their ability. And the next session was question and answer which led by the moderator. Even though this lesson content was not too difficult, in fact many of the students' rise their hands up to ask the questions. It was so amazing for the students' in this level, they throw up the different questions to the presenters. In this chance, Mr. Muji was able to know how far is the understanding of the whole ability of the students' through the activeness of the audiences and how the presenters answer those questions. It can be appropriate way to measure and give the students' score. After question and answer session, Mr. Muji gave the additional answer of the questions before, and gave them reinforcement of the whole lesson content that has been discussed in this meeting.

The class was ended by giving comments and advice from Mr. Muji about the way of presentation in order to improve the perfect less part of the students' ability.

1.3.4 Learning Evaluation of Fiqh Subject in Madrasah Tsanawiyah Negeri (MTsN)

Malang 1

Learning evaluation of the whole subjects is common through daily exam for evaluating each lesson content or more, so that is the way how Mr. Andik and Mr. Muji evaluate their students' ability of understanding the lesson content. Besides,

each of them have additional way to evaluate and know how far their students' was understand.

Mr. Andik has his own way to evaluate the learning of lesson content such as said in earlier explanation; it is by entering some questions into quiz creator and making it as quiz for the students'. Whereas Mr. Muji has different way, he was able to know how far his students' understanding is, through the activeness of questioning for audiences and the ability of answer for presenter. He assumed that this is clear and easy enough to evaluate the students' understanding. Even for the certain chance, if Mr. Muji knows that the certain student shows the ability through the activeness in questioning, answering or giving addition in class, it means that this certain student has ore score and sometimes Mr. Muji allows this special student not to join daily exam as evaluation.

CHAPTER V

DISCUSSION

5.1 Concept of Teaching and Learning for Islamic Education Subject Based on Developmental Psychology in Madrasah Tsanawiyah (MTsN) Malang 1

In global understanding, every single people have their own mind of thinking. This difference influences the human being act for what they should do to achieve the certain wish and goal. It is the same in teaching and learning process. Every single teacher has their own way to let their students to be understood and achieve the goal of learning.

Based on the observation in MTs N Malang 1, there are two teachers who teach Fiqh subject for the second grade or the students' class 8. They are Mr. Andik Bambang, S. Pd. I and Mr. H. Mujiono, S. Ag. Second grade class in MTs N Malang 1 is divided to be nine regular classes, class 8 A-I and two additional classes, class J and K as bilingual and acceleration classes. For this teaching and learning of fiqh subject, Mr. Andik and Mr. Mujiono were assigned to teach part of them. Mr. Andik responsible to teach the students' class 8 A, B, C, J, and K. Whereas Mr. Mujiono responsible to teach the students' class 8 D-H.

As the teacher of MTs N Malang 1, Mr. Andik and Mr. Mujiono have their own way in teaching and learning for the students' to achieve the same goal of learning. In Mr. Andik class, he prefers to teach the students through the concept of interactive learning and IT media within. He assumes that in his global era, most of the students were alive with the development of technology, so teaching and learning process would

be easier though IT media. While Mr. Mujiono concepts his class through cooperative learning model. After classifying the students' competence, cooperative learning would be helping each student to increase the understanding and giving difference opinion or view to get the better understanding. This difference is variation to make the students' be understood the lesson content.

5.1.1 Classification of the Students Based on Cognitive Developmental Psychology in MTs N Malang 1

a. Mr. Andik Bambang, S. Pd. I

Based on the interview to Mr. Andik, he said that actually the lesson content of Fiqh subject is not difficult for the students', because it is applicative or practical lesson for human daily life.

In Mr. Andik classification of students' cognitive development, for the first way, he classifies them based on the students' earlier education, means the background of the students' education such as they graduated from General Elementary School or Islamic Elementary School (Madratsah Ibtida'iyyah).

Mr. Andik percepts that this difference system of education gives different result too. The students' who graduated from Madratsah Ibtidaiyyah have more ability for Islamic education than the students' who graduated from general elementary school.

The second way, Mr. Andik knows the students' abilities based on input or intake of the students' after comprehensive test to decide the minimal score standard. It helps the teachers to measure the students competent and support them to teach based on the students' competent or ability.

The third way, Mr. Andik understand that the students' in second grade of junior high school is in period of puberty, so most of them have labile condition based on developmental psychology. In this case, Mr. Andik percepts that they need to intensive or extra guidance of the teacher and parent. So, the students are able to keep being controlled in study while they look for the true of self-existence in unbalance condition.

b. Mr. Mujiono, S. Ag

Mr. Mujiono, S. Ag has simpler way to classify the students based on cognitive developmental psychology. He classifies the students through understand them in level of high, middle or low ability. And he knows the students ability to be classified based on rank or score exam in each class. In Mr. Mujiono views, students' abilities are not only classified based on rank or score, but it is more important to classify them based on their wish and true spirit in teaching and learning process.

Mr. Mujiono percepts that the most important thing in teaching and learning Fiqh subject is not just achieving cognitive goal, but also character especially in applying everything based on the value of Fiqh or Islamic religion, such as do teaching and learning process in discipline and

responsible. If the Islamic value be included for the students, so understand the lesson content of fiqh subject is not difficult.

5.1.2 Field Data Analysis Based on Recommended Strategies of Cognitive Developmental Psychology

Cognitive figures, Jean Piaget and Lev Vygotsky has recommended some learning strategies which are appropriate and based on their each theory of cognitive developmental psychology levels. After following and observing sample of class teaching and learning of Fiqh subject in MTsN Malang 1 for second grade students', the researcher got field data that can be interpreted such as attached in appendix.

Based on the instrument table of teaching and learning process that is in appendix part, the concept of teaching and learning based on cognitive developmental psychology levels can be concluded that for every teacher of Fiqh subject in MTsN Malang 1 implement mostly parts of recommended learning strategies of two theories belong to cognitive development figures. From analysis table above, it can be concluded that Mr. Andik applied 15 points of 25 strategies, media and evaluation of learning which are recommended by two cognitive figures theories, besides most way recommended learning strategies of Islamic concept was implemented well in teaching and learning process of Fiqh subject.

While Mr. Mujiono class is quiet the same to Mr. Andik class, most of the learning strategies, media and evaluation way are implemented in each class. Mr. Mujiono class applied 21 points of learning components recommended by two cognitive figures and most of the Islamic concept was implemented well.

In Madrasah Tsanawiyah Negeri (MTsN) Malang 1 especially for Fiqh subject for second grade level was mostly implementing teaching and learning method, media and evaluation based on recommended ways according to Jean Piaget and Lev Vygotsky as expert figures in cognitive developmental psychology.

5.2 Result of Teaching and Learning for Islamic Education Subject in MTsN Malang 1

5.2.1 Interview data

a. Mr. Andik Bambang, S. Pd. I

Based on the interview, the researcher got some points of teaching and learning process. Mr. Andik perspective, in this modern era, teaching and learning process must be more interactive and interesting for the students, such as by using better IT within to get more attention in the class. Any kinds of the students' character to be attend in the class; the teachers' have to educate them with full wisdom and patient even though some of them do wrongness or block the rules. Educational system gives the newest rule that there is no physical punishment can be implemented for the students'.

Teaching and learning process is not always run well based on the plan. One of block factor in Mr. Andik perspective is when planning the class to use information and technology tools, such as laptop that must be brought and used by the students', it is not at all implemented because of one of the school rules that must be attended by the teacher is that the students unable to utilize too many laptop in the class in order to keep

their learning time especially out of teaching and learning time. Some unexpected things when all of the students' bring their laptop in the class are using laptop in inappropriate time, contents of laptop that need to be controlled, et cetera. So, this rule is functioned to help the students to keep concentration and not to be over in gadget.

b. Mr. Mujiono, S. Ag

After interview process, in Mr. Mujiono perspective about teaching and learning process for Fiqh subject is that the teacher is not only exist and teach the students' in the class, but also need to create supported environment to stimulate them be better. Mr. Mujiono said that even though the students' are educated in Islamic educational institution, it is not guarantee that all of them able to do based on Islamic character as the teachers' taught. Crime things are available and possible in every chance they have. In this case is, the teachers' have more role and big responsibility in creating supported environment for the students' betterment. The teachers' have to cooperate not only in school environment, but also in family and environment around them. So, it will be work to realize positive thing.

In interview process, Mr. Mujiono did not give block factor within class teaching and learning, but he gave the example of block factors out of the class as case study. One of bloc factor in Fiqh subject is unsupported environment outside of the school. The real example, in

school environment the students' are taught to do fasting, in fact one of their parents is not fasting. This is big problem and must be discussed seriously between school family and students' parent that they have to give positive thing to the students' based on Islamic learning. It is a consequence for all of related side especially parents' to put their children in Islamic school, so it is an obligation to do as the rule of Islamic institution has been decided.

c. Fabian Hafizh Kurniawardana (Class 8F)

In Fabian's view, teaching and learning of Fiqh subject is appropriate at all, even in method, media and strategy used by Mr. Mujiono. He likes the method of discussion and presentation, so interaction and social relationship to all friends is conducted well through teaching and learning process because of this full day school spends much of their time every day.¹

d. Ainan Salsabil (Class 8H)

In Abil's view, teaching and learning of Fiqh subject in the class is fun and enjoyable because of her interest in Arabic. Most of Fiqh source is coming from Arabic source such as Qur'an, hadist, et cetera. She said that teaching and learning of Fiqh subject in Mr. Mujiono class is appropriate, in media, strategy and model. Fiqh is not difficult because most of its

¹ Based on interview on Monday, January, 26 2015

contents are practical / applicative for daily life, such as sholat, zakat, fasting, et cetera.²

e. Nasya Ramania Ramadhani (Class 8B)

Based on interview data, Nasya as one of the students in class 8B has opinion that teaching and learning of Fiqh subject in Mr. Andik class mostly enjoyable. She prefers Mr. Andik way in coordinating the class and teaching learning through autoplay and many interesting contents within, such as Islamic song, pictures, video, lesson content and quizzes.

The other way of teaching and learning strategy that she prefers and expects to be implemented is puzzle or the other interactive game. It may help the students to keep spirit and interest teaching and learning of Fiqh subject that usually implemented after sport class, exactly the time when most of the students feel tired and bored. Kind of interactive games can be helping them in understanding and keep focusing to the lesson content of fiqh subject.

The researcher views about this class 8B, most of the students expect the games in teaching and learning process because of the earlier lesson, sport class asks them to do physical activities and make their energy to be depleted and tired. Most of the students in this class expect the game in order to be concentrating and keep focusing for teaching and learning process.

² Based on interview on Monday, January, 26 2015

f. Arini Nur Fauziah (Class 8B)

In Arini's view as the member of 8B class, teaching and learning of Fiqh subject that directed by Mr. Andik was little bit uninteresting. She has opinion that kinds of media and strategies that be implemented in her class are inappropriate for her. She expects the class that implements more of questions from the book as training for her ability.

In other hand, she expect more explicit teacher that directs the students not to come into the class with empty head, so in the last meeting the teacher obligates and asks the students to read the lesson content that will be discussed in the next meeting. So, teaching and learning process can be going not just based on transfer of knowledge from the teacher to the students, but also there is interaction and feedback from the students to the teacher. That is the way if teaching and learning that be expected by Arina.

In researcher view, based on learning theory there are kind of types of study, means every students can be different to study comfortably based on their own type of study. Some students have the type of study in visual, audio or kinesthetic. These kinds of types can be supporting them to study in different way. Some of them prefer to study by reading or writing, study by listening, and the other one prefer to do study through more physical act of teaching and learning process. There is no fault for the teacher to implement kinds of media based on those kinds of the student's type of study to create fair teaching and learning, but it is needed to understand and accommodate teaching and learning based on the most of students' character and their way of

thinking. So, with this implementation in teaching and learning can be helping the teacher in achieving learning goal.

5.2.2 Evaluation of teaching and learning

Evaluation of teaching and learning for Fiqh subject organized by Mr. Andik and Mr. Mujiono is quiet the same, it is by implementing class based assessment. The teacher evaluated the students' through writing test that was organized based on each schedule after finishing the lesson content in first chapter.

In other way, each teacher was not only implemented writing test to assess the students' competence, but also gave additional assignment or the other process shows that the students' competence. In Mr. Andik class, additional assessment was going by giving portfolio assignment about observation or implementation of the chapter that has been discussed to the environment, and reporting it into edmodo as the class group of learning.

While Mr. Mujiono has his own way in giving additional assessment, besides writing test, he also assess the students' while the presentation of each group was going. The students' who are active in giving question or giving additional answer for the other questioner was getting additional plus score, because by showing those all Mr. Mujiono believed that the students' would not ask the questions as their critical thinking in understanding the lesson content if they did not understand first the content of presentation, or they would not answer

the question from the other questioner if they did not understand what the presenters explain in front of the class.

After applying writing test assessment, below are the interpretations of each class exam score.

- a. The result of the first exam for some classes organized by Mr. Andik consist of class 8 A-C

The table of exam scores of class 8A shows all of the score result of the first daily exam of Fiqh subject for class 8A. Fiqh subject has 80 as minimal standard that must be achieved by the students' to pass the exam. Based on the result score of daily exam, there are two students' under standard. In this case, the teacher has to take role and help the students' to be pass the exam, it is by giving re-guiding and more explanation before doing re-test or giving the assignment for the students' where this assignment has lower standard in order to help the students' under standard to be passed in this daily exam.

Based on the exam score of class 8B, it shows there is no students' under minimal standard, means that all of students' in class 8B are passing the exam well and interpreted they understand what they have studied.

The first exam score of Fiqh subject in class 8C shows that a student has under standard score, means that this student has to follow remedial session to improve the ability in understanding tested lesson content and passes the exam by achieving minimal standard score.

- b. The result of the first exam for some classes organized by Mr. Mujiono consist of class 8 D-I

The result of Fiqh subject in the first daily exam in class 8D shows that there are two students' have under standard score. These two students' can be passed of the exam by fulfilling the assignment given by Mr. Mujiono as the teacher of Fiqh subject or they can be helped with score of teaching and learning process to show how active they are. Through this way, the students' with under standard score can be passed and achieve the minimal standard.

The table of exam result of class 8E shows that there is no scores under standard, means that for the students' who have followed the exam are passed. Besides, there are two students' who did not follow the exam because of some reasons. In this case, the teacher is able to give the opportunity for the students' that did not follow the exam yet, and guide them to do re-exam based on the rules as the other students' do.

Based on the table of exam result score for class 8F, it shows there is no members has under standard score for the students' who have followed the exam session that means all of the students' have good understanding about the lesson content which has been studied, there is only a student who did not follow the exam, so it is obligated to do continual exam in order to pass the first daily exam of Fiqh subject.

The result score of Fiqh subject exam in class 8G shows there are four students' have under standard score. It means that they have to join remedial

session to improve their under standard score to be upper standard score. This remedial session depends on the teacher of Fiqh subject to decide how they will be going.

Based on the table of exam score, class 8H shows no students' has under standard score. This class has 27 members and all of them have passed the exam of Fiqh subject, it can be interpreted that all of students' in class 8H understand the lesson content that has been studied, so they have been ready to do exam of Fiqh subject well.

From the table of the result score of Fiqh subject in class 8I shows there is only a student has under standard score, most of them have passed the exam of Fiqh subject. It means that most of them have good understanding for the lesson content that has been tested.

c. The conclusion of result of the research data

TABLE 11

Teacher of Fiqh subject	Learning model	Learning strategy	Learning evaluation
Mr. Andik	Interactive	Explanation	<ul style="list-style-type: none"> - Interactive quiz (Quiz creator). - Group assignment - Individual assignment

			- Daily Exam
Mr. Mujiono	Cooperative	<ul style="list-style-type: none"> - Group discussion - Mind mapping - Group Presentation 	<ul style="list-style-type: none"> - Question and answer ability in presentation - Daily exam

The result score of the second grade students' in first daily exam

TABLE 13

Student class	Average score	Student class	Average score
Class 8A	88,03	Class 8E	88,44
Class 8B	85,03	Class 8F	88,18
Class 8C	85,24	Class 8G	86,42
Class 8D	84,46	Class 8H	86,19
		Class 8I	88,86

CHAPTER VI

CONCLUSION

6.1 Conclusion

1. There are two concepts of teaching and learning of Fiqh subject which is implemented for second grade students' in MTsN Malang 1. The first is interactive model that mostly implementing recommended strategies of Jean Pieaget for using a lot of visual media in teaching and learning process. While the second is cooperative model that mostly implementing recommended strategies of Vygotsky for increasing the students' understanding through language development such as group presentation, mind mapping and group discussion.
2. The results of teaching and learning for Islamic education subject (Fiqh) based on cognitive developmental psychology in Madrasah Tsanawiyah (MTsN) Malang 1 are:
 - a. The whole statement of interviewees

Fiqh discusses about Islamic daily activities. It is not difficult because of daily habit and daily habit makes it to be easy.
 - b. Score result of Fiqh subject daily exam

Most of the second grade students' in MTsN Malang 1 got excellent score or higher than minimal standard score has been decided.

6.2 Suggestion

After process of research, the researcher expects teaching and learning process based on developmental psychology of the students, and suggests some point related the research as follow:

a. For Teachers of Madrasah Tsanawiyah Negeri (MTsN) Malang 1

For all of teachers in Madrasah Tsanawiyah Negeri (MTsN) Malang 1, as the researcher we expect and suggest to keep implementing teaching and learning based on the student cognitive developmental psychology, this is one of the ways to maximize and achieve the goal of teaching and learning process, besides that is more important, there is no student feels under pressure in thinking of lesson content because of they are comfortable for how the teacher cares of them.

b. For educational institution (Madrasah Tsanawiyah Negeri Malang 1)

Supported infrastructures are very important in teaching and learning especially for students' in developmental level of concrete operations. Students' would give their attention when teaching and learning is interesting, one of the ways to get their attention is using interesting media. For the students' who are in concrete operations level need to the learning media that can help them to think concretely, visual and practical tools can be helping the students' to understand clear and concretely.

c. For the students' parent

Children understanding about Fiqh are not coming only from educational institution, but also it needs habitual practice because most of Fiqh contents are applicative and practical activities for daily life based on Islamic learning. To achieve and maximize this goal of education, it will be better for all parents to create supported environment

especially in family environment. It can be supported by keep caring and controlling what the children do and directing them when sometimes their labile period forces them to do bad things.



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Thesis title : The Implementation of Teaching and learning for Islamic Education
Subject (Fiqh) Based on Cognitive developmental Psychology Levels in
MTsN Malang 1

No.	Date	Consultation	Signature
1.	January, 6 th 2015	Consultation of chapter I, II, III	1. 
2.	January, 20 th 2015	Revision of chapter I, II, III	2. 
3.	February, 3 rd 2015	Revision of chapter I, II, III	3. 
4.	April, 1 st 2015	Consultation of chapter IV, V	4. 
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6.	May, 22 nd 2015	Revision of Chapter IV, V, VI	6. 
7.	May, 23 rd 2015	Consultation of bilingual abstracts	7. 

Malang, May 25th 2015
The Dean of Tarbiyah and Teaching Training Faculty



Dr. H. M. Nur ali, M.Pd

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Picture 1

Front office building of MTsN Malang 1



Picture 2

Interior building of MTsN Malang 1



Picture 3

Learning discussion to prepare presentation in Mr. Mujiono class (1)



Picture 4

Learning discussion to prepare presentation in Mr. Mujiono class (2)



Picture 5

Learning discussion to prepare presentation in Mr. Mujiono class (3)



Picture 6

Learning discussion to prepare presentation in Mr. Mujiono class (4)



Picture 7
Process of presentation 1



Picture 8
Class discussion of presentation 1



Picture 9

Process of teaching and learning in Mr. Andik class (1)



Picture 10

Process of teaching and learning in Mr. Andik class (2)

OBSERVATION APENDIX 1.1

Research Object	Setting	Activity	Researcher Statement
Mr. Andik Bambang, S.Pd.I	January, 14 th 2015 In Class 8B	<p>Learning plan has already prepared. Teacher of Fiqh subject, Mr. Andik started the learning process by supporting the students' concentration before going to the lesson content. Singing is appropriate for the students in this modern era according to Mr. Andik, for sure it is modern Islamic song.</p> <p>After the condition of the class is ready, Mr. Andik started to let the students understanding what must be achieved on this meeting. He arranged the lesson content within one of multimedia, auto play that is expected to increase the students' interest. It is true; students' need the learning innovation to increase their interest and spirit. Kinds of facilities and technologies determined in MTsN Malang 1 can be helping the teachers in realizing their innovation in teaching and learning.</p> <p>Before ending the class, Mr Andik let the students' to evaluate what the students' studied today. Through innovation of quiz creator application they measure their ability, and giving assignment is needed. Mr. Andik gave two kinds of assignment for the students', individual and grouped assignments. These kinds of assignment are expected the students' to explore self-ability and social ability in utilizing their knowledge.</p>	<p>The learning process was running well. Utilizing technology and innovation in teaching and learning process are interesting and able to increase students' spirit in achieving the learning goal.</p>

OBSERVATION APENDIX 1.2

Research Object	Setting	Activities	Researcher Statement
Mr. Mujiono, S. Ag	January, 19 th 2015 In Class 8H	<p>After deciding the learning method, it is mind mapping, making power point, discussion and presentation which are following cooperative learning model. Mr. Mujiono was trying to coordinate the class by dividing the students' to be six groups. Then gave the opportunity to discuss for finishing power point and mind map of each group based on the lesson content has been divided before as preparation of presentation.</p> <p>After finishing mind map and power point, Mr. Mujiono gave guideline for the students' about the way how to do the expected presentation. And presentation would be going in the next meeting.</p>	<p>Social interaction of the students' is important to create communicative environment at school. In other way, the method of group discussion can be appearing many ideas and helping the students' to understand the lesson content easily.</p>

OBSERVATION APENDIX 2.2

Research Object	Setting	Activity	Researcher Statement
Mr. Mujiono, S.Ag	January, 26 th 2015 In Class 8H	<p>In 2nd observation of Mr. Mujiono class was coordinated as well that each group have to present their power point and group discussion result in front of the class. And the other groups pay attention, criticize and give comment or question of the related lesson content.</p> <p>Many of the students' be active even struggle each other to do participation because of this kind of participation might be plus point for the students' as evaluation score.</p> <p>The class was running well and ended by addition, reinforcement and comment of the teacher by showing the goodness and weakness of group performance in front of the class in order to improve the way of good presentation especially for the next group.</p>	<p>Method of students' presentation is appropriate in learning process to increase the students' ability in communication and performance in front of the audience.</p> <p>This method is appropriate as Vygotsky theory that one of the most influenced way to increase the students' cognitive is through language.</p>

INTERVIEW APENDIX 1

Interviewee and setting	Short description	Researcher Statement
<p>Mr. Andik bambang, S. Pd. I</p> <p>On 17th January 2015</p> <p>At school library</p>	<p>Mr. Andik was teaching the students' in a second grade of MTsN Malang for some classes, in class 8 A-C and acceleration class consists of class J and K. as the teacher of Fiqh study who teach the students' based on their capability and capacity, he classified the students' ability by doing test. This test to know how high intake or input which shows the students' ability in understanding Fiqh briefly.</p> <p>In other way, Mr. Andik looked at the students' educational background. He assumed that the students' who were from Islamic institution such as Madrasah Ibtidaiyyah have different understanding on religion rather than the students' who were from general institution.</p> <p>The important point that cannot be put away is in what step the students' development are. Mr. Andik said that the students' in junior high school are going to develop from childhood to adulthood period, moreover the students' who are in second grade have more special character in their labile period. As the teacher, it is important to teach them by attending in how their way of thinking is.</p> <p>In teaching and learning process, besides that Fiqh study has suffix time, the students' way of thinking is needed to be attended. Mr. Andik conducted teaching and learning process through interactive and interesting learning by utilizing IT as the strategy in order to make the students' is interest. It is by using auto play and quiz creator applications which are added not only lesson contents, but also video, songs, paper analysis and et cetera. Through this way, Mr. Andik expects active learning process and students' interest.</p> <p>Finding trouble students', Mr. Andik advised to care and attend the students' without violence, besides it is forbidden by the educational rule, our messenger as the best teacher was not recommend to use this way in education.</p>	<p>Understanding the students' ability is important, and it is needed to classify them based on their ability and choose the appropriate strategy to teach the students' in order to be understood well.</p> <p>Caring and attending the students' is more recommended in understanding the students' problem, besides the educational rule forbids, since far along time ago our Messenger has taught us not to use violence in education.</p>

INTERVIEW APENDIX 2

Interviewee and setting	Short Description	Researcher Statement
<p>Mr. Andik Bambang, S.Pd.I</p> <p>On 18th April 2015</p> <p>At watchman room</p>	<p>Developmental psychologies for the students' who are in second grade or class 8 are mostly labile. Teaching and learning must be based on their thinking abilities development. Curriculum has arranged the lesson content as well, so it must be based on the students' thinking development.</p> <p>The obligation of the teacher for these labile students' is teaching them through more interesting method. Mr. Andik concepts his class to be interesting and interactive through combining the lesson content with IT to get more attention of the students'. Teaching and learning process can be started after the students' are ready and attend to the new lesson content that will be discussed, of they are not ready yet, teacher able to do ice breaking first as refreshing students' thinking from the earlier lesson in order to get new concentration.</p> <p>Teaching and learning are not always implementing the same method; it will be more interesting when the teacher implements the different or new method. The other ways which are implemented by Mr. Andik is by giving the students' inquiry, creating new creation, drilling and reinforcement, et cetera.</p> <p>Teaching and learning need to the preparation and plan as well in order to be run well. One of planning for teaching and learning is making lesson plan (RPP). Every teacher are obligated to create the lesson plan in early year of academic, do evaluation of teaching and learning for once in a week through microteaching improved by the other teacher in the same expertize.</p>	<p>As the teacher, it is need to understand the students' way of thinking as well; through this way the teacher able to prepare the learning method and media with the probability can be increasing the students' interest and concentration.</p> <p>Learning evaluation is not only applied for the students', it important as well for the teacher to do evaluation for learning process in order to improve the quality of teaching as profession.</p>

INTERVIEW APENDIX 3

Interviewee and setting	Short description	Researcher Statement
<p>Mr. Mujiono, S.Ag</p> <p>On 27th January 2015</p> <p>At school library</p>	<p>Mr. Mujiono, S.Ag is a teacher who responsible to teach Fiqh subject for second grade students in class 8D-8I. In teaching and learning concept, he classifies the students' cognitive in three levels, high, middle and low. From these three levels, Mr. Mujiono takes the lowest level as principle to teach the students', so all of them can be understand the lesson content.</p> <p>One of the learning model that mostly used by Mr. Mujiono is cooperative learning, with the method of discussion and presentation; he believes that the students' will be increasing cognitive ability well. In teaching and learning of cooperative, students' are defeated to be some groups, and for some cases Mr. Mujiono chooses the lower ability student as a leader in group. He assumes by giving this responsibility, this pointed student will take more effort and give the best in group.</p> <p>Besides, as the teacher educate the students' is not only increasing cognitive ability, but also it is very important to consider and build good character for the students'. Mr. Mujiono said, to build good character to be habit is needed to do cooperation between educational institution and students' family environment. It is nonsense when educational institution has taught the students' but in family environment they have no supported environment to realize or practice what the students' have studied and gotten. So that is why the cooperation between educational institution and students' family is needed and has role important to support the built of good habit.</p>	<p>Every single teacher has role important to increase the student' ability, but the aspect that cannot be put away is caring and educating the students' character in order to utilize the science for positive thing.</p> <p>Inside education, teacher has responsible to educate the students' mostly in cognitive, and outside one, teacher has responsible to take care of what the students' do. And recommended way to give this intensive care is by doing cooperation to the students' parent and informs each other.</p>

INTERVIEW APENDIX 4

Interviewee and setting	Short description	Researcher statement
<p>Mr. Mujiono, S.Ag</p> <p>On 20th April 2015</p> <p>At watchman room</p>	<p>The second grade students' mostly in 13 years old are in period of transition to be baligh, but not all are in period of baligh. So most of them are in way thinking of baligh. As the teacher, it is important to let them to have front minded. It is by giving the responsibility to the students'.</p> <p>Teaching and learning in Mr. Mujiono class is running well by implementing cooperative learning. In this kind of learning model, the students' are getting the responsibility based on the teacher guidance. Some methods of cooperative learning that be implemented in Mr. Mujiono class are mind mapping, presentation, making paper, role playing for appropriate lesson content and the other methods that is concerned to applied learning. With giving responsibility to the students', Mr. Mujiono believes that the students' will do more effort and do their best in teaching and learning.</p> <p>The learning that is implemented by Mr. Mujiono is not only inside of the school, but also it is needed to guide the students' while outside of the school. As the teacher of religion, creating good character through students' habit is important, that is way Mr. Mujiono feels responsible and do the participation to educate the students' inside or outside of the school.</p> <p>One of outside program that is utilized by Mr. Mujiono to educate the students' is Palang Merah Remaja (PMR), it is by visiting one of Islamic boarding school in Malang that is affected dangerous illness caused by drugs. Through this way, students' understand directly how dangerous the drugs are.</p> <p>Lesson plan of teaching and learning is important, so that all of teachers must have their own lesson plan (RPP) as preparation for teaching and learning process. Mr. Mujinono said that creating RPP is done in early year of academic, and what the curriculum as arranged is based on the students' developmental psychology. In this teaching and learning, the most important point is how the teachers understand to implement learning method and media based on the context and condition of the students'.</p>	<p>Teacher has big role in teaching and educating the students', especially Islamic teacher. It is so hard and difficult to create and built good character such as taught by Prophet Muhammad SAW.</p> <p>Teachers have their own way to educate the students', but the most important point is that the teacher is not only educating the students' inside of the school, but also outside. Students' need to be cared, moreover they are shown their pure character while outside of the educational institution.</p>

INTERVIEW APENDIX 5

Interviewee and setting	Short description	Researcher statement
<p>Mr. Mujtahid</p> <p>On 18th April 2015</p> <p>In Vice room</p>	<p>Mr. Mujtahid is a curriculum vice in MtsN Malang 1. Students' of MTsN Malang 1 is classified to be three parts of the class levels. Regular, for mostly students', bilingual for the class that implements two languages, it is Bahasa and English within the teaching and learning, and acceleration class, for the students' who follow accelerated system and finish the study for two years. There is an assumption that acceleration class would be removed for the next year 2016, and changed to be PDCI (Peserta Didik Cerdas Intelektual).</p> <p>Related teaching and learning concept, the curriculum vice informed that all of teachers in MTsN Malang 1 must have the learning plan, in this educational institution the learning plan was finished in early time of academic year. Although the ideal one is making learning plan for each meeting of teaching and learning, this way is not decreasing the originality of learning, besides there are some programs of teacher to increase the quality of teaching and learning such as workshop for all teachers related how to create and prepare the learning process well. The ability of teaching is also being controlled by school supervision in order to be evaluated and known the strength and weakness.</p> <p>Students' of MTsN Malang 1 was being directed to be excellent in intellectual and having international insight. One of programs of MTsN Malang 1 is cooperation to Malaysia. Besides, there are some programs of English course to improve the students' international language, such as TBI and EFB.</p>	<p>Teaching and learning preparation was organized well, and doing evaluation for teacher concept of teaching and learning is important, such as through control of supervision and et cetera in order to improve the strength and weakness of teaching and learning ability.</p>

INTERVIEW APENDIX 6

Interviewee and setting	Short description	Researcher statement
<p>Fabian Hafizh Kurniawardana</p> <p>On 27th January 2015</p> <p>At school library</p>	<p>Fabian is one of the students' in Mr. Mujiono class. His favorite lesson is social subject. Because of like the socialization and have communication, he told that the class of Fiqh subject in Mr. Mujiono class is fun and enjoyable. Most of learning method of this subject need to do communication and socialization such as group discussion for creating power point, maturing understanding of the certain lesson content that will be discussed, making impression or mind map, et cetera. Besides, with implementing these learning methods all of the students' can be participating in presentation process. so that is why this kind of learning method is suitable in Fabian's view.</p>	<p>Every single students' have their own learning type. Some of them prefer the learning process to be full game, discussion, quiz or et cetera. Therefore, it is needed for the teacher to varied teaching and learning method in order to be fair for all of students'.</p>

INTERVIEW APENDIX 7

Interviewee and setting	Short description	Researcher statement
<p>Ainan salsabila</p> <p>On 27th January 2015</p> <p>At school library</p>	<p>Ainan salsabila famous to call her Abil, is one of the students' in Mr. Mujiono class. Her favorite lesson is Arabic. It has close relation to religious subject such as Fiqh. In her view of teaching and learning of Fiqh subject in Mr. Mujiono class is enjoyable as Fabian view, but she has different reason for interesting to Fiqh subject is because of interesting to Arabic, besides Fabian is because of the appropriate of learning method. Most of Fiqh discussion is not far from the Arabic, because it has main source as foundation, al Qur'an and as Sunnah. Not only these two source which is using the Arabic, but mostly even all of Islamic religion source was coming from Arabic.</p> <p>Besides, in Abil view about Fiqh is not really difficult because it is applied learning that she understands it as habitual activities such as in worship and et cetera.</p>	<p>The students' will be easier to understand Fiqh through the understanding of Arabic, because most of sources are in Arabic.</p> <p>Besides, it is success teacher when able to build Fiqh subject as habitual activities for the students for their daily life, because it is absolutely the goal of Fiqh.</p>

INTERVIEW APENDIX 8

Interviewee and setting	Short description	Researcher statement
<p>Nasya Rahmania Ramadhani</p> <p>On 4th February 2015</p> <p>In LDC (Language Development Center) room</p>	<p>Nasya is one of students' in Mr. Andik class of Fiqh subject. She has English subject as her favorite lesson. In interview process, she opined that teaching and learning of Fiqh subject organized by Mr. Andik is mostly interesting. Such as explained in discussion of teaching and learning process in Mr. Andik class, she prefer to understand the lesson content through interesting learning media, such as Autoplay, power point, and grouped assignment. She also expects that this teaching and learning process will be more interesting by creating puzzle. She opines that this way will be more interesting in Fiqh time for 2 learning hours with 40 minutes for each.</p>	<p>Varieties of learning process are needed for the students' interest; for sure it must be appropriate for the lesson content that will be discussed in order to make them easier.</p>

INTERVIEW APENDIX 9

Interviewee and setting	Short description	Researcher statement
<p>Anni Nur Fauziah</p> <p>On 4th February 2015</p> <p>In LDC (Language Development Center) room</p>	<p>Anni is one of students' in Mr. Andik class of Fiqh subject. She has the same favorite lesson as Nasya, it is English. In interview process, about teaching and learning that she expects is that all of the students' are not entering the class with empty head, means that the teacher need to organized them to read or look for related lesson content that will be discussed for the next meeting, so it will give more information and create active class through discussion and completing the students' different thinking and information that they got before the class is going.</p> <p>She prefers teaching and learning process by doing quizzes or questions within. This way can be making her to be more active and thinking what must be thought as a student. One of the obstacles in Fiqh subject is that the class be organized after sport class, so it makes this interesting teaching and learning to be decreased in concentration and interest of the students'. And the teacher need to be more discipline in organized</p>	<p>Every teaching and learning process is needed to be evaluated, to know the strength and also the weakness that need to be improved in order to be better for the next meeting of teaching and learning.</p> <p>Understanding the students' condition before learning is important, because it decides the concentration of the students' and achievement of the learning goal.</p> <p>Mr. Andik organized the class and increased the students' concentration through some ice breaking such as by singing a song, et cetera.</p>

RESEARCH INSTRUMENT

TEACHING AND LEARNING FOR ISLAMIC EDUCATION (FIQIH) SUBJECT

BASED ON COGNITIVE DEVELOPMENTAL PSYCHOLOGY LEVELS IN MTs N MALANG 1

Mr. Andik Bambang, S.Pd.I in Class 8B

No	Cognitive theory source	Teaching learning based on cognitive theory for junior high school students' (12 th -14 th years old)	Components of Teaching and Learning				Field note
			Check (√)/(-)				
			Model	Media	Method	Evaluation	
1.	Piaget	- Continue to use concrete props and visual aids, especially when dealing with sophisticated material. Example: a. Use time lines in history and three dimensional models in science. b. Use diagram to illustrate hierarchical relationship such as branches of government and the agencies under each branch. c. Use the method of role-playing in educating characters or emotions.		√			Teaching and learning of Mr. Andik class was implementing auto play (flash media) which is contained: a. Point of lesson content b. Related pictures and videos c. Evaluation/quiz test d. Religious song
2.	Piaget	- Continue to give students a chance to					

		manipulate and test object.					
3.	Piaget	<ul style="list-style-type: none"> - Make sure presentations and readings are brief and well organized. Example: <ul style="list-style-type: none"> a. Assign stories or book with short logical chapters, moving to longer reading assignment only when the students are ready. b. Break up a presentation with a chance to practice the first steps before introducing the next. 		√			Teaching and learning was ready and well prepared in interesting media through learning technology (auto play).
4.	Piaget	<ul style="list-style-type: none"> - Use familiar example to explain more complex ideas. Example: <ul style="list-style-type: none"> a. Compare students' lives with those of character in a story. 			√		Differentiate the real dhuafa' in environment around them, in order to be easier to help or practice shadaqah and hadiah (gift).
5.	Piaget	<ul style="list-style-type: none"> - Give opportunities to classify and group objects and ideas on increasingly complex levels. example: <ul style="list-style-type: none"> a. Give students slips of paper with individual sentences written on each paper and ask the students to group the sentences into paragraph. 			√		Giving Porto folio as practical assignment of shadaqah, hibah, and hadiah in their environment.

6.	Piaget	<ul style="list-style-type: none"> - Present problems that require logical, analytical thinking. Example: <ul style="list-style-type: none"> a. Discuss open-ended questions that stimulate thinking. 			√		Presenting some questions to differentiate shadaqah, hibah and hadiah
7.	Piaget	<ul style="list-style-type: none"> - Use students' interaction to access their present levels of development and expose them to advanced students. Example: <ul style="list-style-type: none"> a. Give the students pretest, and group the students for cooperative learning project that require control of variable and proportional thinking. 				√	Evaluation in quiz creator in ending of the class and giving individual and grouped assignment.
8.	Piaget	<ul style="list-style-type: none"> - Provide the students with developmentally appropriate practice in reasoning. 			√		In early learning, teacher gave the pictures related the lesson content that would be discussed, and asked them to analyze not only the pictures, but also video.
9.	Piaget	<ul style="list-style-type: none"> - Take a constructivist approach. <ul style="list-style-type: none"> a. Children learn best when they are active and seek solution for themselves. It by making discoveries, reflecting on them, and discussion. (E.g.: problem based learning, contextual teaching and 			√		One of group assignment that was organized by Mr. Andik was practicing shadaqah, hibah or hadiah to whom needs in their environment.

		learning)					
10.	Piaget	<ul style="list-style-type: none"> - Facilitate rather than direct learning. <ul style="list-style-type: none"> a. Effective teachers allow the students to learn by doing. b. Teachers just listen, watch, and question the students to help them gain better understanding. 			√		One of practical teaching and learning is by giving the students' group assignment to do shadaqah for who needs in their environment or around the school.
11.	Piaget	<ul style="list-style-type: none"> - Consider the child's knowledge and level of thinking. <ul style="list-style-type: none"> a. Students do not come to class with empty heads. 					
12.	Piaget	<ul style="list-style-type: none"> - Use ongoing assessment; individually constructed meanings cannot be measured by standardized tests. <ul style="list-style-type: none"> a. Evaluate students' progress with such tools as math and language portfolios. b. Students' written and verbal explanations of their reasoning also can be used to evaluate progress. 					
13.	Piaget	<ul style="list-style-type: none"> - Promote students intellectual health. <ul style="list-style-type: none"> a. Children's learning should occur naturally b. Children should not be pushed and 					

		pressured into achieving too much too early in their development, before they are ready in maturation.					
14.	Piaget	- Turn the classroom into a setting of exploration and discovery.					
15.	Vygotsky	- Tailor scaffolding to the needs of students. Example: a. When students are beginning new tasks and topics, provide models, prompts, sentence starters, coaching, and feedback. b. As the students grow in competence, give less support and more opportunities for independent work. c. Give students choices about the level of difficulty or degree of independence in projects; encourage them to challenge to seek help when they are really stuck. Example:					
16.	Vygotsky	- Make sure students have access to powerful tools that supporting thinking. Example: a. Teach students to use learning and organizational strategies, research tools,		√			Giving assignment to the students' and asking them to collect it through e-learning (edmodo) and giving the additional source for the students

		language tools (dictionary or computer searches), et cetera.					through teacher blog that has the lesson content within. One of class facilities is using two or three of the computers and internet in each class.
17.	Vygotsky	<ul style="list-style-type: none"> - Capitalized on dialogue and group learning. <ul style="list-style-type: none"> a. Experiment with tutoring, teach students how to ask good questions and give helpful explanations. b. Experiment with cooperative learning strategies. 	√				Cooperative learning was implemented through group assignment of practical teaching and learning.
18.	Vygotsky	<ul style="list-style-type: none"> - Embed learning activities in a context that is culturally authentic. 					
19.	Vygotsky	<ul style="list-style-type: none"> - Create learning activities that involve students in social interactions. 			√		Students' organize their assignment and look for the appropriate people to accept shadaqah as their practical learning.

20.	Vygotsky	- Encourage students to use language to describe their developing understandings.			√		Theoretically, teacher asked the students' randomly about their understanding in lesson content has been discussed.
21.	Vygotsky	- Use child's zone of proximal development in teaching. a. Make a close collaboration with the instructor. b. Teacher reduces the explanations, hints and demonstration until the student is able to perform the skill alone.					
22.	Vygotsky	- Use scaffolding a. By asking them "what can I do to help you" when the students need help. b. When the children hesitate, support them, offer encouragement and motivation.			√		Mr. Andik directed and organizing the report assignment through e-learning.
23.	Vygotsky	- Monitor and encourage the students' use of private speech.					
24.	Vygotsky	- Asses the child's ZPD, not IQ.					
25.	Vygotsky	- Transform the classroom with Vygotskian ideas.					

		<p>a. Children might read a reading text and then interpret its meaning.</p> <p>b. Take place in a small group.</p> <p>c. Teachers ask questions to the students.</p> <p>d. Teachers respond the students' queries/questions.</p>			<p>√</p> <p>√</p> <p>√</p>		<p>Group assignment</p> <p>Quiz and evaluation session</p> <p>Question and answer session</p>
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Recommended method of Rasulullah for teaching and learning based on Qur'an and Hadits	Theoretical Teaching and learning	Implementation (√)	Field note
<ul style="list-style-type: none"> - Considering the students condition and situation before teaching and learning process. - Give the students a humor between teaching and learning process. 	Brainstorming and ice breaking	√	Singing enjoyable Islamic song

<ul style="list-style-type: none"> - Use method of drawing. - Use oral and body gesture. - Use a model tool. - Use text as the tool of teaching and learning. 	Visual media	√ Using auto play as learning media
<ul style="list-style-type: none"> - Teach the students based on their way of thinking. - Giving motivation to get experience. - Decreasing the burden for their limited competence. - Punishing the students with a great love and peace. - In any aspect of educating, Islam forbids us not to beat the students. But there are some ways when the teacher was angry and goes to beat the students: <ul style="list-style-type: none"> a. The students must be over of 10 years old and maximally for 10 times. b. Minimalize as possible. c. According to Ulama' Tafsir, beating the students using stick, it must only hit the skin, without making injury. d. The whip is not from a hard material or having a bound, because there is a history from Rasulullah forbade it. e. Stopping beating the students when they ask for Allah 	Educational psychology	√ <ul style="list-style-type: none"> - The curriculum has arranged the lesson content for each subject to be based on the students' development levels. - There is no physical punishment in teaching and learning

<p>mercies.</p> <ul style="list-style-type: none"> - Method of Ibrah Mau'idhah - Not to beat on vital organs. - Use global explanation in early then classify/explain specifically to increase the ability of memorizing and understanding clearly in students spirit. - Correcting students' mistake with wisdom. - Helping the students' difficulties if they cannot finish by themselves. - Sometimes give the reward for students who are true in answering. - Hold the hand/shoulder of questioner students to increase the notice and interest. 		<p>Teacher explained kinds of amal shalihah, and then classified it in shadaqah, gift, and hibah.</p> <p>Teacher helped the students' when sometimes they cannot differentiate between shadaqah, hibah and hadiah though giving reinforcement of the lesson content.</p>
<ul style="list-style-type: none"> - Use logic and rational questions. - Use the method of tamtsil (make analogy). 	Cognitive aspect	<p>√ Mr. andik asked the questions of the students understanding</p>

<ul style="list-style-type: none"> - Use method of tasybih (take the similar of some different things). - Give the student reinforcement to make them get the point. - Increase the students' curiosity with saying unclear answer. 		<p>√</p> <p>through the method of drilling.</p> <p>In ending of the class, Mr. Andik gave the students' reinforcement about the point of shadaqah, hibah and hadiah.</p>
<ul style="list-style-type: none"> - Give opportunity for the students to ask questions and opinions. - Teach by using interactive questions and answers. - Method of hikmah, Mau'idzah hasanah and Mujadalah based on an Nahl: 125 	Interactive teaching and learning	<p>√</p> <p>After explaining the lesson content, Mr. Andik opened question and answer session to give the students' chance to ask everything they did not understand yet.</p>
<ul style="list-style-type: none"> - Method of Qur'anic story telling - Targhib method: convincing student to the truth and the power of Allah by reviewing in deed, memorizing and deep thinking without any theories before. - Method of uswah hasanah 		

RESEARCH INSTRUMENT

TEACHING AND LEARNING FOR ISLAMIC EDUCATION (FIQIH) SUBJECT

BASED ON COGNITIVE DEVELOPMENTAL PSYCHOLOGY LEVELS IN MTs N MALANG 1

Mr. Mujiono, S.Ag in Class 8H

No	Cognitive theory source	Teaching learning based on cognitive theory for junior high school students' (12 th -14 th years old)	Components of Teaching and Learning				Field note
			Check (√)/(-)				
			Model	Media	Method	Evaluation	
1.	Piaget	- Continue to use concrete props and visual aids, especially when dealing with sophisticated material. Example: d. Use time lines in history and three dimensional models in science. e. Use diagram to illustrate hierarchical relationship such as branches of government and the agencies under each branch. f. Use the method of role-playing in educating characters or emotions.			√		Teaching and learning of Mr. Mujiono class was implementing mind mapping and power point as method to help the students' to prepare the discussion well.
2.	Piaget	- Continue to give students a chance to					

		manipulate and test object.					
3.	Piaget	<ul style="list-style-type: none"> - Make sure presentations and readings are brief and well organized. Example: <ul style="list-style-type: none"> c. Assign stories or book with short logical chapters, moving to longer reading assignment only when the students are ready. d. Break up a presentation with a chance to practice the first steps before introducing the next. 			√		Teaching and learning was ready through preparation opportunity in the first meeting of teaching and learning, it is by making summary to be entered in power point and understand deeply.
4.	Piaget	<ul style="list-style-type: none"> - Use familiar example to explain more complex ideas. Example: <ul style="list-style-type: none"> a. Compare students' lives with those of character in a story. 					
5.	Piaget	<ul style="list-style-type: none"> - Give opportunities to classify and group objects and ideas on increasingly complex levels. example: <ul style="list-style-type: none"> a. Give students slips of paper with individual sentences written on each paper and ask the students to group the sentences into paragraph. 			√		Mr. Mujiono gave the opportunity for the students' to organize what they understand of each lesson content has been defeated for group in mind mapping.
6.	Piaget	<ul style="list-style-type: none"> - Present problems that require logical, 			√		In the end of group presentation, it is

		<p>analytical thinking. Example:</p> <p>a. Discuss open-ended questions that stimulate thinking.</p>					<p>chance for the students' as audience to ask the question related to the lesson content has been discussed.</p>
7.	Piaget	<p>- Use students' interaction to access their present levels of development and expose them to advanced students. Example:</p> <p>a. Give the students pretest, and group the students for cooperative learning project that require control of variable and proportional thinking.</p>			√	√	<p>Question and answer session was able to measure and test the students' understanding. As the presenters students', Mr. Muji knew their understanding through the way and ability of answering the question from the other students' as audience. And as audience students', Mr. Muji knew how high their activeness is, it shows that they are attending the lesson content and understand it well while presentation of the presenters.</p>
8.	Piaget	<p>- Provide the students with developmentally appropriate practice in reasoning.</p>			√		<p>Mr. Muji gave the assignment for the students' after the presentation of the lesson content about shadaqah, hibah and hadiah, and asked them to differentiate who appropriate to accept those three kinds of amal shalih in their</p>

							environment/real life.
9.	Piaget	<ul style="list-style-type: none"> - Take a constructivist approach. <ul style="list-style-type: none"> a. Children learn best when they are active and seek solution for themselves. It by making discoveries, reflecting on them, and discussion. (E.g.: problem based learning, contextual teaching and learning) 			√		In practicing shadaqah, the students' have to understand correctly whom will accept it. Such as there are many people confess and act like dhu'afa', but not all of them are true dhu'afa. So, it is point to differentiate them correctly.
10.	Piaget	<ul style="list-style-type: none"> - Facilitate rather than direct learning. <ul style="list-style-type: none"> a. Effective teachers allow the students to learn by doing. b. Teachers just listen, watch, and question the students to help them gain better understanding. 			√		<p>Teacher: Mr. Muji organized the assignment as practical teaching and learning, and then asked the students to report the result as well.</p> <p>Students': organized the role for each individual to do the assignment. Such as buy different thing to practice shadaqah.</p>
11.	Piaget	<ul style="list-style-type: none"> - Consider the child's knowledge and level of thinking. <ul style="list-style-type: none"> a. Students do not come to class with empty heads. 			√		Before the chance of each group presentation is coming, the students' was already done to prepare their each lesson content. So for the presenters must have studied and full understand

							their role well.
12.	Piaget	<ul style="list-style-type: none"> - Use ongoing assessment; individually constructed meanings cannot be measured by standardized tests. a. Evaluate students' progress with such tools as math and language portfolios. b. Students' written and verbal explanations of their reasoning also can be used to evaluate progress. 			√		Part of the assessment was taken while the presentation. In this group performance, the teacher is able to know the way how the students' present their lesson content, answer the question from the audience and finish the assignment of the teacher as a home work.
13.	Piaget	<ul style="list-style-type: none"> - Promote students intellectual health. c. Children's learning should occur naturally d. Children should not be pushed and pressured into achieving too much too early in their development, before they are ready in maturation. 			√		Students' group presentation was going based on their ability, of course after any preparation, guiding and direction of the teacher. There is no pressure of their assignment; the curriculum has arranged well the portion of lesson content to be appropriate for the students development levels.
14.	Piaget	<ul style="list-style-type: none"> - Turn the classroom into a setting of exploration and discovery. 			√		Teaching and learning process is not always going in door, but sometimes it is going out door based on what the

							appropriate lesson content is.
15.	Vygotsky	<p>- Tailor scaffolding to the needs of students.</p> <p>Example:</p> <ol style="list-style-type: none"> When students are beginning new tasks and topics, provide models, prompts, sentence starters, coaching, and feedback. As the students grow in competence, give less support and more opportunities for independent work. Give students choices about the level of difficulty or degree of independence in projects; encourage them to challenge to seek help when they are really stuck. <p>Example:</p>			√		<p>Besides group assignment, the teacher gave opportunity for the students' to choose individual assignment based on their wish, they choose to make mind map or summary. The both are able to help them in doing preparation before presentation.</p>
16.	Vygotsky	<p>- Make sure students have access to powerful tools that supporting thinking. Example:</p> <ol style="list-style-type: none"> Teach students to use learning and organizational strategies, research tools, language tools (dictionary or computer searches), et cetera. 			√		<p>One of class facilities is using two or three of the computers and internet in each class.</p> <p>Or the students' are able to bring their own laptop to support their learning process.</p>

17.	Vygotsky	<ul style="list-style-type: none"> - Capitalized on dialogue and group learning. <ul style="list-style-type: none"> a. Experiment with tutoring, teach students how to ask good questions and give helpful explanations. b. Experiment with cooperative learning strategies. 	√		√		Before going to group presentation, the teacher directed and guided the students' how to present well, in moderating such as say "welcome to this international seminar" as motivation and habit for the students', present and explain the lesson content in order to be understood by the other audience students'.
18.	Vygotsky	<ul style="list-style-type: none"> - Embed learning activities in a context that is culturally authentic. 					
19.	Vygotsky	<ul style="list-style-type: none"> - Create learning activities that involve students in social interactions. 			√		Through group presentation, the students' defeat their role individually to present the lesson content has been defeated. They organize and discuss to get well presentation.
20.	Vygotsky	<ul style="list-style-type: none"> - Encourage students to use language to describe their developing understandings. 			√		Question and answer session gave them chance to think and show their opinion based on what they understand theoretically.

21.	Vygotsky	<ul style="list-style-type: none"> - Use child's zone of proximal development in teaching. a. Make a close collaboration with the instructor. b. Teacher reduces the explanations, hints and demonstration until the student is able to perform the skill alone. 			√		<p>Presentation method makes the students' to be brave in performance, they defeat the role and speak or present based on their each role.</p>
22.	Vygotsky	<ul style="list-style-type: none"> - Use scaffolding c. By asking them "what can I do to help you" when the students need help. d. When the children hesitate, support them, offer encouragement and motivation. 			√		<p>In moderating, the teacher let the students' to speak such as in a big seminar as positive habit and increase the character of brave, it is by saying "welcome to this international seminar with the topic... or "thank you for all audiences in this international seminar, ..."</p>

23.	Vygotsky	- Monitor and encourage the students' use of private speech.					
24.	Vygotsky	- Asses the child's ZPD, not IQ.				√	Assessment is starting while the presentation, of course the presentation is going after direction, guiding from the teacher, so the students' are able to prepare well based on the direction and guidance.
25.	Vygotsky	- Transform the classroom with Vygotskian ideas. a. Children might read a reading text and then interpret its meaning. b. Take place in a small group. c. Teachers ask questions to the students. d. Teachers respond the students' queries/questions.			√ √ √		Giving the opportunity to the students' to prepare the presentation by showing kinds of the source. Presentation was already done in a group Teacher gave the additional answer for the perfect less answer in the end of the presentation.

Recommended method of Rasulullah for teaching and learning based on Qur'an and Hadits	Theoretical Teaching and learning	Implementation (√)	Field note
<ul style="list-style-type: none"> - Considering the students condition and situation before teaching and learning process. - Give the students a humor between teaching and learning process. 	Brainstorming and ice breaking		
<ul style="list-style-type: none"> - Use method of drawing. - Use oral and body gesture. - Use a model tool. - Use text as the tool of teaching and learning. 	Visual media	√	Implementing power point and mind mapping from some textual sources.
<ul style="list-style-type: none"> - Teach the students based on their way of thinking. - Giving motivation to get experience. - Decreasing the burden for their limited competence. - Punishing the students with a great love and peace. - In any aspect of educating, Islam forbids us not to beat the students. But there are some ways when the teacher was angry and goes to beat the students: A. The students must be over of 10 years old and maximally for 10 times. B. Minimalize as possible. 	Educational psychology	√	<p>The curriculum has arranged the lesson content for each subject to be based on the students' development levels.</p> <p>There is no physical punishment in teaching and learning.</p> <p>Building positive language habit as future motivation, it is by saying "welcome to the</p>

<p>C. According to Ulama' Tafsir, beating the students using stick, it must only hit the skin, without making injury.</p> <p>D. The whip is not from a hard material or having a bound, because there is a history from Rasulullah forbade it.</p> <p>E. Stopping beating the students when they ask for Allah mercies.</p> <ul style="list-style-type: none"> - Method of Ibrah Mau'idhah - Not to beat on vital organs. - Use global explanation in early then classify/explain specifically to increase the ability of memorizing and understanding clearly in students spirit. - Correcting students' mistake with wisdom. - Helping the students' difficulties if they cannot finish by themselves. - Sometimes give the reward for students who are true in answering. - Hold the hand/shoulder of questioner students to increase the notice and interest. 			<p>national seminar/thanks for the participation in this national seminar”.</p> <p>Teacher reinforced kinds of amal shalihah, and then classified it in shadaqah, gift, and hibah.</p> <p>Teacher helped the students' perfect less answer while the question is too difficult in presentation.</p>
<ul style="list-style-type: none"> - Use logic and rational questions. - Use the method of tamtsil (make analogy). - Use method of tasybih (take the similar of some different things). 	Cognitive aspect		

<ul style="list-style-type: none"> - Give the student reinforcement to make them get the point. - Increase the students' curiosity with saying unclear answer. 		√	In ending of the class, Mr. Mujiono gave the students' reinforcement about the point of shadaqah, hibah and hadiah.
<ul style="list-style-type: none"> - Give opportunity for the students to ask questions and opinions. - Teach by using interactive questions and answers. - Method of hikmah, Mau'idzah hasanah and Mujadalah based on an Nahl: 125 	Interactive teaching and learning	√	After the presentation process, it is time for question and answer session for the audience students' to the presenters related the lesson content has been presented.
<ul style="list-style-type: none"> - Method of Qur'anic story telling - Targhib method: convincing student to the truth and the power of Allah by reviewing in deed, memorizing and deep thinking without any theories before. - Method of uswah hasanah 			

Educational institution : Madrasah Tsanawiyah Negeri (MTsN) Malang 1

Head master : Drs. Samsudin, M.Pd

Official number : NIP.19670423 199403 1 002

Teacher : Andik Bambang, S. Pd. I

Official number : 11110008

Expertize : Fiqh

Minimum score standard : 80

Semester : even

Academic year : 2014/2015

Class 8A at the 1 st exam with guardian class Mrs. Anna Tri Rusmiati, S.Pd				
No.	Students' Name	Exam 1	Remedial 1	Average
1	Abier Nailin Ni'am	90		90
2	Abyan Virgantara Prasojo	86		86
3	Adinda Annisa Arifah Putri	82		82
4	Ahmad Musthafa Shabirin	91		91
5	Aisyah Kamila Altaf	83		83
6	Aura Adinda	90		90
7	Ayavie Dania Anjani	90		90
8	Diva Rifda Nabila	93		93
9	Fatihah Firdausi Nuzula	82		82
10	Fitri Adisti Apta Waranggani	91		91
11	Flona Faisol Batis	87		87

12	Hanin Renda Rabbaniyah	84		84
13	Maulana Ramadhan Raffie Wijaya	87		87
14	Mochammad Rifqi Fadhla Zamzami	93		93
15	Muchammad Alif Ravizky	97		97
16	Muhammad Dimas Sulthan Arief	91		91
17	Muhammad Naufal Atthoriq	78	94	86
18	Nabilhilmi Hamzah Mahenz	91		91
19	Nabila Nurjehan	96		96
20	Obyarta Neo Omandi	81		81
21	Ramadhan Santoso	80		80
22	Rifqi Arisfani Ramadhan	68	98	83
23	Salsabila Mumtazah	97		97
24	Salsabila Oktavia Adi Tisar	86		86
25	Satrio Mukti Imawan	97		97
26	Sultan Muhammad Jihandar Muda	74	100	87
27	Zahrona Witomoni	82		82
28	Zulkarnain Usman	82		82

Class 8B at the 1 st exam with guardian class Mrs. Sumiati sujono, S. Pd.				
No.	Students' name	Exam 1	Remedial 1	Average
1	Abidah Hana Kamilah	91		91

2	Adhirajasa Mahardhika Djuanda	82		82
3	Adhyatma Ismu Reihan	88		88
4	Adzra Zhafira	81		81
5	Agha Asfa Zahirulhaq	90		90
6	Anggi Rachmawati	80		80
7	Annasai Irza Zulkarnaen	91		91
8	Annisa Putri Salsabila	91		91
9	Arini Nur Fauziah	92		92
10	Athiyya Kamilah Rozi	80		80
11	Brillianti Irza Nindhita	93		93
12	Faradiba Azzahro	80		80
13	Hafiz Azharruddin	90		90
14	Maulana Ramadhan Reyhan Wijaya	80		80
15	Mochamad Abdul Chalim Faudzi	80		80
16	Muhammad Hafidz Naufarizal	90		90
17	Nabila Tiara Farhani	92		92
18	Nadya Yumna Ulayya	86		86
19	Nasya Rahmania Ramadhani	80		80
20	Naufal Ilham Prasetyo	82		82
21	Navira Rahma Salsabila	83		83
22	Nourma Cendika Annufusy	80		80
23	Nur Taufiq Ardiansyah Ahmad	80		80

24	Rafi Athaya Pandega	80		80
25	Salsabila Putri Erlita	87		87
26	Satrio Arif Budiman	88		88
27	Yudha Sectio Raharjo	80		80
28	Lestari Islamiati	86		86
29	Denisa Meilinda Sari	83		83

Class 8C at the 1 st exam with guardian class Mrs. Fitri Hari Jatmiko, S. Ag				
No.	Students' name	Exam 1	Remedial 1	Average
1	Abdullah	80		80
2	Adham Adyatma	80		80
3	Ahmad Faiq Fashihul Umam	80		80
4	Amanda Berlian Dewi	87		87
5	Andira Olivia Yasmin Zulistianto	90		90
6	Anshar Fariz Zulhilmi	90		90
7	Ardy Wicaksono	80		80
8	Ayu Najmi Andjani	87		87
9	Chanaria B. Frisyanza Sakti	90		90
10	Dimassaid Chandra Purnama	90		90
11	Divanie Charmaineta Ardhiningrum	87		87
12	Faqiha Salma Achmada	86		86
13	Firman Fernanda Agung Putra	90		90

14	Firmandi Surya Trinanda	88		88
15	Mar'a Qonitatillah	88		88
16	Masnu'atul Khuluqy	87		87
17	Mochammad Fikri Ulumuddin	90		90
18	Mohammad Fadel Alief	80		80
19	Muhammad Ziyad Alfai Azizi	90		90
20	Mutiara Kharisma Firdaus	88		88
21	Naura Fahima	82		82
22	Rafi Saifudin	80		80
23	Rafif Nayottama	80		80
24	Ravi Abdillah Mochtar	80		80
25	Safina Fadia Almaghfiroh	80		80
26	Salsabila Samsudin	71	90	81
27	Salwa Kusumaningtyas	88		88
28	Wildan Alvan Afqary	86		86
29	Zafira Islamay Junaedi	87		87

Educational institution : Madrasah Tsanawiyah Negeri (MTsN) Malang 1

Head master : Drs. Samsudin, M.Pd

Official number : NIP.19670423 199403 1 002

Teacher : Mujiono, S. Ag

Expertize : Fiqh

Minimum score standard : 80

Semester : even

Academic year : 2014/2015

No.	Student Name in Class 8D	Exam Score
1.	Afif Abdillah	88
2.	Ahfan Ghifari	85
3.	Aldilla Anjani Cita Adashi	88
4.	Alfito Fernanda	67
5.	Anita Nur Azizah	88
6.	Ashfi Shubhaniyah	85
7.	Audio Ferdiansyah Wirawan	85
8.	Azar Alifatullah	85
9.	Denisa Fredella	88
10.	Dhika Rachmad Julyanda	85
11.	Dian Putra Madani	85
12.	Fairuza 'Alima Fardindaputri	-

13.	Fikri Febrian Firmansyah	83
14.	Hasanah Putri Romadhona	84
15.	Laily Yutniika Assawwa	83
16.	Ludzna Yus'ida Naafila	93
17.	Muhammad Izzan Satriawan	85
18.	Nadya Shava Salsabila	88
19.	Nibrasqa Aditya	90
20.	Noer nadia Maulidiyah	85
21.	Pradipa Arinal Haq Joewono	85
22.	Rendy Prasetya Kurniawan	55
23.	Rizal Rahagi Adhiyatma	85
24.	Roihatul Jannah	95
25.	Sabrina Indramega Ayu	83
26.	Vira Rahma Setyaningrum	85
27.	Zain Jannat Erriza	88

No.	Student Name in class 8E	Exam score
1.	Adinda Zulfaati rahmah	90
2.	Agga Shaskia Dewanti	95
3.	Ahmad Septian Brilliantino	90
4.	Akhiroel Mohammad Effendi	90
5.	Alfian Firmansyah Tri Putra Andayanana	90

6.	Athallah Muhammad Zaidan	95
7.	Azkia Laila Azra	100
8.	Bagas Wisesa Satrio	85
9.	Faiz aulia Farisi	80
10.	Fani Afifaturrohmah	80
11.	Fikry Zainul Umam	85
12.	Firman Hardinata	90
13.	Izzulhaq Nur Fauzi	80
14.	Khaula Fathia Humaira	100
15.	Lasykar Farrel Tegar Aulia	90
16.	Muhammad Daffa Firmansayah	85
17.	Mochammad Shalahudin Firqi	-
18.	Mochamad Iqbal Roudlotus Salam	90
19.	Muhammad Andika Gymnastiar	-
20.	Muhammad Daffa adhitama	95
21.	Muhammad Hafiz Azhar	90
22.	Muhammad Rafi Sdrajad	85
23.	Nabila Intan Milania	90
24.	Orchidea Putri Firdausia	80
25.	Ramadani Nurfitri Utami	90
26.	Rashif Almas	100
27.	Rifqy Azza Firmansyah	90

28.	ST. Ahmad Abdi Raja Semesta Alam	90
29.	Zidan Fatihul Mizan	90

No.	Student name in class 8F	Exam score
1.	Achmad Fikry	93
2.	Andriy Athalla Alrasheed	92
3.	Aldimas Rosmaulana Suha	90
4.	Alifia Ariatna Fadila	90
5.	Alizza Iman Radin	90
6.	Anis Amalia Toyiba	92
7.	Batrisyia Zawa Afza	100
8.	Bianda Mauly Adya	91
9.	Fabian Hafidz Kurniawardana	88
10.	Fikri Holly Jihadi Al Hasan	80
11.	Iga Fierda Rahmayanti	99
12.	Ihsan Firmansyah Jauhari	90
13.	Inas gama Putri Hertian	89
14.	Iola Marsha Pramitha Wijaya	80
15.	Kamila Cahyaningrum	87
16.	Larasati Fauzia Rahmi	80
17.	Mahira Charmi Ainaya	-
18.	Mitha Rahmawati Putri	90

19.	Mutiara Shabila Sandy	87
20.	Nadia Amanda Putri Ahmad	89
21.	Raisa Zahra Fadila	90
22.	Sabrina Amalia	87
23.	Saralyza Sigi Permata Jatmiko	80
24.	Sari Firti Safira	85
25.	Silmi kaaffah	90
26.	Syamsu Imam Wahyudi	86
27.	Szahira Yona Mutiara	80
28.	M. Andi Fazrial Fahrezi	86

No.	Student Name in class 8G	Exam score
1.	Adinda Nabila	80
2.	Aisya Farah Mashudi	90
3.	Alifiandi Syahdewa	71
4.	Alluvia Ayu Wardani	88
5.	Alvin Annayya Habibah	83
6.	Amira Salsabila	95
7.	Ananda Kukuh Wicaksono	78
8.	Astrid Hanan Nabila	95
9.	Auriella Shiva Ardhani	90
10.	Daffa Yoganugraha	74

11.	Daniswara Irvianhika	95
12.	Hanun Sabihis Nainnainme	88
13.	k. Faza Fauzan Nurrahman	93
14.	Kartika Nanda Alifia	85
15.	Larassanti Defina Rizka Faza	89
16.	m. Iqbal Blesstanza Akbar	82
17.	Marsha Andriana Meta P.	78
18.	Muhammad Rafi Ramadhan	87
19.	Nuraini Zalma Mutia	90
20.	Puja Rania Taj Nacia	85
21.	Rif'ah Rafidah	90
22.	Risky Anugerahanni	89
23.	Safitri	82
24.	Salsabil Umsy Alfarabyn	85
25.	Salsabiella Fawziah Kamilah	84
26.	Sekar Alifia Rahma	90
27.	Shava Luvena Pradantya	91
28.	Syahira Adristi Nabiha	93

No.	Student Name in Class 8H	Exam score
1.	Adrian Hafizh Aryaputra	80
2.	Ahmad Azza Maulan	80

3.	Ainan Salsabila	95
4.	Ainurrahmi Respati Putri	90
5.	Ajeng Dadilah Rakhmadiani	90
6.	Almira Nur Haifah	85
7.	Anindita Ayu Ramadhani	80
8.	Anistya Pebriani Widoastoro	90
9.	Annisa Syafia Anindita	80
10.	Annisafirda Nagano Iseko	90
11.	Aras Aimanusa Sakti	85
12.	Azalea Ridha Dwika	93
13.	Azzahra Nadine Nabila	83
14.	Damateja Andika Daniswara	90
15.	Harris Hudan Firmansyah S.	80
16.	Maida Azalia Yurianti	85
17.	Mochamad Iqbal	85
18.	Mochamad Rheznanda Alfian Prasetyo	90
19.	Muhammad Bhuwana Putra	85
20.	Muhammad Khoirul Rizal	90
21.	Muhammad Zulfikar Mahfudz	95
22.	Rasyadan Zufar	90
23.	Rifqy Majid	80
24.	Risma Mila Maulidya	90

25.	Salma Nabila Pradnya Pribadi	85
26.	Shafira Nabila Iftinan	80
27.	Shalsabila Naura Sakinah	80

No.	Student Name in Class 8I	Exam score
1.	Afif Eka Rahma Setiyanto	88
2.	Ahmad Rizal Syarif	95
3.	Ahmad saifuddin	85
4.	Amila Fadhila Rahmaniati	95
5.	Anissa amoretta Hidayah	88
6.	Annisa Fairuz Zahira	90
7.	Annisa Salsabila Dwi Nugrahani	85
8.	Aula Faridatuz Zahro'	93
9.	Disma Rizqy Samodra	90
10.	Dwi Anjar Fitriyah Kusuma W.	90
11.	Fadhil Rahmawan Fuiz	95
12.	Fathina Zahrani Rahmaniar	88
13.	Firaz Quthbi Sidqi	90
14.	Fransiska Rimelda	78
15.	Hanif Ardiansyah Sulistya	88
16.	Itsnaini Fadlul Mardiyah	90
17.	Jasmine Adjani	88

18.	Khanza Fairuzah Akmanullah	88
19.	Kirana Zea Sachoania Mayz	90
20.	Magastria A.	88
21.	Muhammad Cendekia Airlangga	88
22.	Okta Alif fadillah	90
23.	Qathrunnada Gusti Nadhifah	88
24.	Risky Maulana Hakim	90
25.	Rofi'ah Nafi'ah	88
26.	Saniyyah Wiji Wulandari	88
27.	Shafira Gita Eka Pritayanti	90
28.	Hudzaifah Afif Al Fatih Nasution	90
29.	Tafany Geis Bawazier	83

CURRICULUM VITAE



Name : Rohana Dwi Kartikawati
Born : Bojonegoro, April 16th 1993
Address : Sendangrejo, Tambakrejo, Bojonegoro
Address in Malang : Gajayana Street Number 50 of Malang
Father's Name : Drs. Suhadi
Mother's Name : Sulisti
Email : rohanakartika@ymail.com
Phone : 087753440992

- Educational Background

a. Formal Education

No.	School alma mater	Graduation year
1.	TK Sendangrejo	1999
2.	SDN Sendangrejo	2005
3.	SMP N 1 Ngambon	2008
4.	MAN 1 Model Bojonegoro	2011

b. Non Formal Education

No.	Institution alma mater	Graduation year
1.	TPQ Desa Kacangan	2005
2.	PP. Al Falah, Pacul, Bojonegoro	2011
3.	Ma'had Sunan Ampel Al 'Aly	2012

- Achievement

- a. 1st winner of English Debate Contest in 2011 organized by ADC UIN Maulana Malik Ibrahim Malang.
- b. 2nd winner of English Debate Contest in 2011 organized by MSAA UIN Maulana Malik Ibrahim Malang.
- c. Top five of Language Princess Contest organized in 2011 by Ummu Salamah Dormitory UIN Maulana Malik Ibrahim Malang.

- Organization

- a. Member of Qiro'ah division in 2011 organized by JDFI UIN Maulana Malik Ibrahim Malang.
- b. Member of AICS (Association of International Class Student) in 2011-2013 organized by ICP students of Tarbiyah and Teaching Training Faculty of UIN Maulana Malik Ibrahim Malang.
- c. Member of supervisors (Musyrifah) of MSAA UIN Maulana Malik Ibrahim Malang in 2012-2015.