

**THE DEVELOPMENT OF LESSON PLAN ON FIQH
IN GRADE X IN MA MAZRO'ATUL ULUM
PACIRAN LAMONGAN**

THESIS

By:

Alfi Laila Izzati

09110038



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

July, 2013

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

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APPROVAL SHEET

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DEDICATION

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

I would like to dedicate this work for special people who always support, love, give motivation and pray for me, they are:

- ❖ My beloved parent, my Mom (Lilik Mas'adah) and my Dad (Ali Syafi'i)
 - ❖ My beloved older brother (Zahroni Ahda Pratama) and younger sister (Jemmima Azmi Akmala)
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 - ❖ My big family
 - ❖ All of my friends, especially for my roommates since four years ago until now
 - ❖ All sides who give many contribution to help me to finish this thesis
- May Allah SWT give you all the goodness and the happiness. Amiin.

MOTTO

... يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ^ج

وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ^١

“... to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) Knowledge. And Allah is well-acquainted with all ye do ...”

(QS. Al-Mujadalah: 11)

¹ *Al-Qur'an dan Terjemahannya* (Bandung : CV Penerbit Diponegoro, 2010), p. 543.

Dr. H. M. Zainuddin, MA

The Lecture of Tarbiyah and Teaching Science Faculty
State Islamic University of Maulana Malik Ibrahim Malang

=====

ADVISOR OFFICIAL NOTE

Matter : Thesis of Alfi Laila Izzati

Malang, June 16th 2013

Appendixes : 4 (Four) Exemplar

Dear

Dean of Tarbiyah and Teaching Science Faculty
State Islamic University of Maulana Malik Ibrahim Malang
at
Malang

Assalamu 'alaikum Wr. Wb.

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

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As the advisor, we argue that the thesis has been proposed and tested decent. Therefore, please tolerate the presence.

Wassalamu 'alaikum Wr. Wb.

Advisor,

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STATEMENT

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

Malang, July 16th, 2013

Alfi Laila Izzati
09110038

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All praise to Allah SWT as a Lord of this universe who gave me mine and my life figure by His mercies and blessings, therefore I can finish this thesis entitled “The Development of Lesson Plan on *Fiqh* in Grade X in MA Mazro’atul Ulum Paciran Lamongan” well. Sholawat and Salam always be given for Prophet Muhammad SAW, without his guidance we never found the straight ways.

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11. And, all parties who help me to finish this thesis that cannot be mentioned all of them.

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

Malang, July 16th 2013

Author

DIRECTION OF ARABIC - LATIN transliteration

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

A. Letter

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

B. Long Vowel

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diphthong Vowel

أو = Aw

أي = Ay

أو = Ū

إي = Î

LIST OF TABLE

Table 4.1 Lesson Plans Development on *Fiqh* in Grades X Second Semester in terms of Learning Objective

Table 4.2 Lesson Plans Development on *Fiqh* in Grades X Second Semester in terms of Learning Method

Table 4.3 Lesson Plans Development on *Fiqh* in Grades X Second Semester in terms of Strategy/Learning Scenario

LIST OF APPENDIX

Appendix

1. Evidence of Consultation Sheet
2. Transcript of Interview
3. Letter of Research Permission
4. Letter of Evidence Research
5. Picture of learning process in X class in MA Mazro'atul Ulum Paciran
6. Data of Leader Personnel of MA Mazro'atul Ulum Paciran
7. Teacher and Staff data of MA Mazro'atul Ulum Paciran
8. Student's data of MA Mazro'atul Ulum Paciran
9. Data of rooms in MA Mazro'atul Ulum Paciran
10. Table of Lesson Plans Development on *Fiqh* in Grades X Second Semester in terms of Learning Objective, Learning Method, and Strategy/Learning Scenario
11. Lesson Plan of *Fiqh* in Academic Year 2011/2012
12. Lesson Plan of *Fiqh* in Academic Year 2012/2013
13. Syllabus of *Fiqh* in Academic Year 2011/2012
14. Syllabus of *Fiqh* in Academic Year 2012/2013

TABLE OF CONTENTS

COVER PAGE

TITLE PAGE	i
APPROVAL SHEET	ii
LEGITIMATION SHEET	iii
DEDICATION.....	iv
MOTTO	v
ADVISOR OFFICIAL NOTE	vi
STATEMENT.....	vii
ACKNOWLEDMENT.....	viii
DIRECTION OF ARABIC - LATIN TRANSLITERATION	x
LIST OF TABLE	xi
LIST OF APPENDIX	xii
TABLE OF CONTENT	xiii
ABSTRACT	xvii

CHAPTER I : INTRODUCTION

A. Background of The Study.....	1
B. Problems of The Study	8
C. Objectives of The Study	8
D. Significances of The Study.....	9
E. Limitation of The Study	9
F. Terms of The Study	10

G. Previous of The Study	11
H. Systematic of The Discussion	12

CHAPTER II : STUDY OF LITERATURES

A. Lesson Plan.....	14
1. Definition of Lesson Plan	14
2. Purpose and Function of Lesson Plan.....	17
3. Benefits of Lesson Plan	18
4. Components of Lesson Plan	19
5. Principles of Lesson Plan.....	21
6. Steps of Lesson Plan Arrangement.....	22
7. Steps of Lesson Plan Development	24
8. Developing a Learning Strategy	25
9. Assessment	31
B. <i>Fiqh</i>	38
1. Definition of <i>Fiqh</i>	38
2. Purpose of <i>Fiqh</i> in Islamic Senior High School	39

CHAPTER III : METHOD OF THE RESEARCH

A. Approach and Type of Research.....	41
B. Attendance of Researcher	42
C. Site of Research	42
D. Source of Data.....	43
E. Technique of Data Collection	43
F. Data Analysis	45

G. Validity of Data.....	46
H. Stages of Research	46

CHAPTER IV : RESEARCH FINDINGS

A. Research Object Description.....	48
1. History of MA Mazro’atul Ulum Paciran Lamongan	48
2. School Profile of MA Mazro’atul Ulum Paciran Lamongan.....	50
3. Vision, Mission, Goal and Motto of MA Mazro’atul Ulum Paciran Lamongan.....	51
4. Personnel Leaders List	53
5. Recap of Extracurricular Activities / Self Development.	54
B. Data Exposure	55
1. The Terms of Lesson Plan Developed by <i>Fiqh</i> ’s Teacher in Grade X in MA Mazro’atul Ulum Paciran Lamongan.....	55
2. The Development Process of the Lesson Plan of <i>Fiqh</i> in Grade X in MA Mazro’atul Ulum Paciran Lamongan....	68
3. The Implementation of Lesson Plan of <i>Fiqh</i> and its Evaluation in Grade X in MA Mazro’atul Ulum Paciran Lamongan.....	76

CHAPTER V : DISCUSSION

A. The Terms of Lesson Plan Developed by <i>Fiqh</i> ’s Teacher in Grade X in MA Mazro’atul Ulum Paciran Lamongan	82
--	----

1. Objective of Learning.....	83
2. Method of Learning.....	85
3. Strategies / Learning Scenarios	86
4. Character Value.....	89
B. The Development Process of the Lesson Plan on <i>Fiqh</i> in Grade X in MA Mazro'atul Ulum Paciran Lamongan	90
C. The Implementation of Lesson Plan of <i>Fiqh</i> and its Evaluation in Grade X in MA Mazro'atul Ulum Paciran Lamongan.....	93

CHAPTER VI : CLOSING

A. Conclusion	96
B. Suggestion.....	97

BIBLIOGRAPHY

APPENDIX

ABSTRACT

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Keyword: *Development, Lesson Plan, Fiqh*

Challenges faced by *Fiqh*'s teachers in Islamic schools (*madrasah*) is how to apply *Fiqh* in student's daily lives, in order to not only be a cursory knowledge in the minds of students, but how *Fiqh*'s teacher directs students to observe, practice and apply the norms of religion and Islamic law (*syari'at*) which has been described in *Fiqh*. So, the urgent conditions at this time is how the efforts made by teachers of *Fiqh* in order to achieve the learning objectives that have been defined, and one of his effort is to develop a learning program by arranging the Lesson Plan.

Based on the background above, this research focuses on the development of Lesson Plan on *Fiqh* in MA Mazro'atul Ulum Paciran Lamongan. This study aimed to describe (1) things that developed in Lesson Plan on *Fiqh* in grade X, (2) how the process of developing Lesson Plan on *Fiqh* in grade X, (3) and how the implementation of Lesson Plan and evaluation on *Fiqh* in grade X.

The research was conducted in MA Mazro'atul Ulum Paciran Lamongan using descriptive qualitative approach. The data collection is done by using the method of observation, documentation, and interviews. Then the data that has been collected in the form of words were analyzed with technique of qualitative descriptive analysis and using data reduction and making conclusions.

From the results of the discussion and research can be concluded as follows: The things that developed in the Lesson Plan on *Fiqh* in MA Mazro'atul Ulum Paciran Lamongan is the purpose of learning, teaching methods, strategies / learning scenarios, as well as the value of character. Implementation of the development of Lesson Plan in MA Mazro'atul Ulum Paciran Lamongan is starting from the making process of learning program, syllabus, preparing Lesson Plan format, making strategies / learning scenarios, and evaluation of learning, and making Lesson Plan done at the beginning of the semester by each teachers of *Fiqh*. The obstacles in the development of Lesson Plan on *Fiqh* in MA Mazro'atul Ulum Paciran Lamongan is inadequate facilities, readiness of students, time to make a Lesson Plan, the Lesson Plan that is less in accordance with learning and the variation of learners characteristics. To overcome the obstacles / barriers in the development of Lesson Plan in MA Mazro'atul Ulum Paciran Lamongan is through the understanding of learner's characteristics, classroom conditions, setting back the time allocation, and also by holding workshops to be conducted every year. And in the application of Lesson Plan in the classroom, teachers of *Fiqh* have implemented the learning according to the stated in Lesson Plan, but in the practice, teachers of *Fiqh* develop their own learning based on the conditions and situations that occur in the classroom during a lesson.

ABSTRAK

Izzati, Alfi Laila. 2013. Pengembangan Rencana Pelaksanaan Pembelajaran pada Mata Pelajaran Fiqh di Kelas X di MA Mazro'atul Ulum Paciran Lamongan. Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dr. H. M. Zainuddin, MA.

Kata Kunci: *Pengembangan, Rencana Pelaksanaan Pembelajaran, Fiqh*

Tantangan yang dihadapi oleh guru Fiqh di sekolah Islam (madrasah) adalah bagaimana menerapkan Fiqh dalam kehidupan sehari-hari siswa, agar tidak hanya menjadi pengetahuan sekilas saja dalam benak siswa, akan tetapi bagaimana guru Fiqh mengarahkan peserta didik agar menaati, mempraktekkan dan menerapkan norma-norma agama dan syariat Islam yang telah dijelaskan dalam Fiqh. Maka, kondisi yang mendesak saat ini adalah bagaimana usaha-usaha yang dilakukan oleh guru Fiqh agar tercapai tujuan pembelajaran yang telah ditentukan, dan salah satu usahanya adalah dengan mengembangkan program pembelajaran dengan cara menyusun Rencana Pelaksanaan Pembelajaran (RPP).

Berdasarkan latar belakang di atas, maka penelitian ini fokus pada pengembangan RPP pada mata pelajaran Fiqh di MA Mazro'atul Ulum Paciran Lamongan. Penelitian ini bertujuan untuk mendeskripsikan (1) hal-hal yang dikembangkan dalam RPP pada mata pelajaran Fiqh di kelas X, (2) bagaimana proses pengembangan RPP pada mata pelajaran Fiqh di kelas X, (3) dan bagaimana penerapan RPP pada mata pelajaran Fiqh dan evaluasinya di kelas X.

Penelitian ini dilakukan di MA Mazro'atul Ulum Paciran Lamongan dengan menggunakan pendekatan kualitatif deskriptif. Adapun pengumpulan data dilakukan dengan menggunakan metode observasi, dokumentasi, dan interview. Kemudian data yang telah terkumpul berupa kata-kata dianalisis dengan teknik analisis deskriptif kualitatif dan menggunakan reduksi data dan pengambilan kesimpulan.

Dari hasil pembahasan dan penelitian dapat disimpulkan sebagai berikut: Hal-hal yang dikembangkan dalam RPP pada mata pelajaran Fiqh di MA Mazro'atul Ulum Paciran Lamongan adalah tujuan pembelajaran, metode pembelajaran, strategi/skenario pembelajaran, serta nilai karakter. Pelaksanaan pengembangan RPP di MA Mazro'atul Ulum Paciran Lamongan adalah dimulai dari proses membuat program pembelajaran, silabus, menyiapkan format RPP, membuat strategi/skenario pembelajaran, dan evaluasi pembelajaran, dan pembuatan RPP dilakukan pada tiap awal semester oleh tiap guru Fiqh. Kendala-kendala dalam pengembangan RPP pada mata pelajaran Fiqh di MA Mazro'atul Ulum Paciran Lamongan adalah fasilitas yang kurang memadai, kesiapan peserta didik, waktu untuk membuat RPP, RPP yang kurang sesuai dengan pembelajaran serta bervariasi karakteristik peserta didik. Untuk mengatasi kendala/hambatan dalam pengembangan RPP di MA Mazro'atul Ulum Paciran Lamongan yang dilakukan adalah dengan memahami karakteristik peserta didik, kondisi kelas, pengaturan kembali alokasi waktu, dan juga dengan diadakannya

workshop yang dilaksanakan pada setiap tahun. Dan dalam penerapan RPP di kelas, guru Fiqh telah menerapkan pembelajaran yang sesuai dengan yang tertuang dalam RPP, namun dalam pelaksanaannya guru Fiqh melakukan pengembangan sendiri berdasarkan kondisi dan situasi kelas yang terjadi pada saat pembelajaran.

CHAPTER I

INTRODUCTION

A. Background of The Study

The goal of national education as written in the Law that is on paragraph 3 no. 20 years 2003 stated:

The national education functions to develop the capability and to create the nation's character and civilization in order to strengthen the intellectual life of the nation, and it is aimed also to develop the student's potentials, to make them pious, faithful, knowledgeable, creative, independent, democratic and responsible citizen.¹

To achieve the goal of national education, therefore, teachers play important roles in transferring knowledge to students, by teaching and learning processes. However, teachers do not simply give the material of study, but they have to also form and shape the attitudes and behaviors of students as expected in the law above. In respond to that, many schools, especially Islamic schools, provide religious lesson that is generally divided into three main areas, namely *Akidah* (creed), *Syariah* (Islamic law), and *Akhlak* (ethics). In the Islamic schools, the Islamic education materials are usually classified into five parts as their particularities to non-Islamic educational institutions. Those five parts are

¹See: Abdul Rachman Shaleh, *Pendidikan Agama & Pemebangunan Watak Bangsa* (Jakarta: PT Raja Grafindo Persada, 2006), p. 18. About The Law of National Educational System / UUSPN (*Undang-undang Sistem Pendidikan Nasional*), that goal in original language as follow: *Pendidikan Nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk mengembangkan potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga negara yang demokratis serta bertanggung jawab.*

Akidah akhlak (ethics), *Fiqh* (Islamic law), Quran and Hadith, Arabic and History of Islamic civilization.

One of Islamic subjects that are taught in Islamic Junior High School and Islamic Senior High School is *Fiqh*. The word of *Fiqh* is from Arabic فقه that is 'deep understanding.' *Fiqh* is related to the external attitudes of human being, and it is not worked through the belief or *Akidah*. Therefore, it can be said that *Fiqh* is the strong assumption reached by *mujtahid* to find the law of God.²

Fiqh is one of Islamic aspects that particularly focus on Islamic law that is derived from Al-Quran and Hadith. *Fiqh* concerns on the law that regulates the relationship between human and his God (*Ubudiyah*), between human and other humans (*Muamalah*), and between human being with the environment. Through this subject, it is expected that students will obey and practice the religious norms and Islamic regulation.

The objectives of *Fiqh* include three aspects namely; a) worship and its related aspects - from *thaharah* (purification), *wudlu* (take ablution), *ghusl* (take a bath), *tayammum*³, *shalat* (pray), *zakat* (charity), *shoum* (fasting) and hajj (pilgrimage), b) *muamalah* (social aspect), are *buyu'* (trade) and *nikah* (marriage), c) *jinayah* (criminal aspect), include sanction limitation and punishment and verification process by testimony. From those objectives of *Fiqh*, it is seen that *Fiqh* is very important in the daily life. Therefore, it needs the understanding on studying *Fiqh* highly.

² Amir Syarifuddin, *Garis-garis Besar Fiqih*, (Jakarta: Kencana, 2003), p. 7.

³ Tayammum is a form of purification when the water cannot be found; it is usually using the dust and other materials. For further information on Tayammum, see: Syaikh Hasan Ayyub, *Fikih Ibadah* (Jakarta: Pustaka Al-Kautsar, 2005), p. 80.

In this time, we see that many students in Islamic school did not understand *Fiqh*, their knowledge about *Fiqh* is still less. There are some assumptions that *Fiqh* is monotone lesson and boring until much of students dislike it. This is caused of the teachers give more material of *Fiqh* rather than practice or its implementation; moreover, they use expository method on delivering material. It makes students not too interest to study *Fiqh* deeply, because teacher just speak, explain and they do not give any variations and inovations in the learning process. Whereas, in the implementation of Islamic education, especially on *Fiqh* subject needs the practice in each part of material, in order teachers are not dominate the learning process, so Islamic educational teachers, especially teacher of *Fiqh* are expected to have knowledge and broad insight about a variation learning strategy. Education will not run effectively if the teacher did not apply any strategies on delivering material in the learning process. In the Islamic educational process, the effective education is education that has values appropriate with learning material and it can be used functionally to realize ideal values that are included on the objectives of Islamic education.⁴

Students in this time, in reality, they are preferred to practice or do field study immediately rather than implement discussion or tell learning material. If teachers want to achieve the educational goal effectively and efficiency, they should not give material only, but also they must master on some techniques, strategies or delivery methods in the learning process. Teachers must have

⁴Arif, *Pengantar Ilmu dan metodologi pendidikan islam*, (Jakarta: Ciputat Press, 2002), p. 99.

good innovation and variation on giving material to students. Therefore, in the technique and methods selection, they have to able to choose and implement good and appropriate methods. So, the problem is how their efforts to develop learning program, especially for *Fiqh* teachers, until the learning goal can be achieved as they expected, in order *Fiqh* is not just teaching subject that has broad material, but also how *Fiqh* can be implemented to student's self in their daily life.

One of learning program that must be prepared by teachers of Islamic education before implementing the learning process is Lesson Plan⁵ or in Indonesian *Bahasa* is *Rencana Pelaksanaan Pembelajaran* (RPP). To implement learning program that is laid on syllabus, teacher must arrange Lesson Plan that as one of professionalism competence of teacher to do his obligation.

Every teacher in the educational institutions must arrange the Lesson Plan completely in order the learning process can be done interactively, happy, inspirited, and motivate students to participate in the class, and develop their intelligence based on their skills, abilities, and their psychological development. Lesson Plan is the main part on the implementation of education in the school. Through this Lesson Plan, teacher will be easy to do learning and students will be helped and easy to study.

The Lesson Plan is developed accord with the needs and characteristic of students, school, subject of learning, and others. Therefore, by the Lesson Plan,

⁵Kunandar, *Guru Professional, Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Persiapan Menghadapi Sertifikasi Guru* (Jakarta: PT. Raja Grafindi Persada, 2007), p. 240.

teachers could teach systematically, and it can help them to organize the standard material, and anticipate students and some problems that may appear in the learning process. Between teachers and students, they can understand and know exactly about the goal expected and how to achieve it. So that, the teacher can defend the situation in order student can focus on the learning material that has been programmed. Otherwise, without Lesson Plan or any written and unwritten preparations, a teacher will find some difficulties in the learning process.

Related to the Lesson Plan, the researcher conducts the research in MA Mazro'atul Ulum Paciran Lamongan. MA Mazro'atul Ulum is one of units of Educational Institution of Mazro'atul Ulum Paciran which has vision to create ideal school that bring students to be able to deliver Islamic based on Ahlus Sunnah Wal Jama'ah.

MA Mazro'atul Ulum is one of Islamic private schools in Paciran, Lamongan that has been existed more about 50 years ago. The location of this school is so strategic; it is close with the societies whom the majorities are Muslims, because it is located in the Java Sea coast, where the character of its people still close with religious activities and Islamic boarding school (*Pesantren*) activities.

MA Mazro'atul Ulum is an Islamic school - which in the process of teaching - it implements *Pesantren* and a balanced public curriculum, collaborate between curriculum and *Pesantren* and also a mature academic science. In addition, students can acquire the religious sciences to life provision

in the world and in the Hereafter; students are also able to compete in a world that is more advanced.

MA Mazro'atul Ulum very loves theology (religion science). As the evidence, there are many religious lessons and local content (*muatan lokal*) taught in this school, for example: Quran and Hadith, *Akidah Akhlak*, *Fiqh*, Arabic language, Arabic literature including *Balaghoh* and *Manteq* Sciences. Then, local content, among others; *Nahwu*, *Ahlus sunnah wal jama'ah* (*Aswaja*), *Falak* Science, *Tafseer* Science, *Tafseer*, *Qowaidul Fiqhiyah*, *Ushul Fiqh*, *Bulughul Marom*, *Kifayatul Akhyar*, *Tarikhut Tasyri'*, *Akhlak* (*Ta'limul Muta'allim*) and *Tawheed* (*Husunul Humaidiyah*). The program of Local Content that selected is associated with the religious condition around the school that adopts the *Pesantren* curriculum which is identical to the book of the *Salaf* (the yellow book). Local Content is a local superior program of school, which aims to provide supplies to students by way of reading and understanding the *Salaf* book. In addition, in order the material content can be applied in the daily life.

To determine the student's ability to read and understand the contents of the yellow book that has been taught, MA Mazro'atul Ulum held the Reading Test of Yellow Book for the final grade on the agenda of the annual activities as a requisite of graduation students. And the book tested is a *Kifayatul Akhyar* book; it indicates that MA Mazro'atul Ulum considered that *Fiqh* science is very important to be understood by students, because through the reading examination of this book, the student is required to master the yellow book that

has been taught. This is an icon that became the excellence hallmark of MA Mazro'atul Ulum.

The surroundings of this school itself are also religious, because around it there are many Islamic boarding schools that support and cooperate well with this school. And along with its growth, this school gets several changes and progress, such as the progress of infrastructure, academic achievement, school quality, teacher's capability, etc. Seeing all of those progresses of the school, the important point of it is the teacher of this school has used and developed the Lesson Plan, especially for *Fiqh*, considering that Lesson Plan is one of important learning programs that benefit for teacher - especially *Fiqh*'s teacher - in the delivering materials to students.

Then, the researcher chooses *Fiqh* as object research, because *Fiqh* is one of the subjects given to students in order to support the ability of a person in terms of Islamic law. *Fiqh* serves as the foundation of a Muslim prior to perform the religious practices, because that *Fiqh* is important to get the great concern for children at an early age, so that they get used to run future of life in accordance with Islamic law there. *Fiqh* also helps students to improve adherence to school rules, because it is a way of life that is related to daily activities of people and relating to the daily law implementation, such as the law of prayer, fasting, and others. Therefore, the researcher choose X class, because the period of the age of students who were still in class X is the times that very urgent to establish their morality and foster their religious life based on *Fiqh* or Islamic law. From all of it, the researcher conduct the research in

this school (MA Mazro'atul Ulum Paciran Lamongan), because teachers here are so concern to develop and educate religion life of student based on *Fiqh*, either through learning in the class or through extracurricular activities outside of learning time.

Therefore, from the description above, the researcher conducts the research under the title **“The Development of Lesson Plan on *Fiqh* in Grade X in MA Mazro'atul Ulum Paciran Lamongan.”**

B. Problems of The Study

Based on the background of study above, the researcher want to focus this research in the some formulations as follows:

1. What are terms of Lesson Plan developed by *Fiqh*'s teacher in Grade X?
2. How is the development process of the Lesson Plan on *Fiqh* in Grade X?
3. How are the implementation of Lesson Plan on *Fiqh* and its evaluation in Grade X?

C. Objectives of The Study

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

1. To describe terms of Lesson Plan developed by *Fiqh*'s teacher in Grade X
2. To describe the development process of the Lesson Plan on *Fiqh* in Grade X
3. To describe the implementation of Lesson Plan on *Fiqh* and its evaluation in Grade X

D. Significances of The Study

The result of this research is expected to give contributions and benefits for all of parties especially for some parties as follows:

1. The Institution

This research is expected to be able to give contributions and information to the educational institution that become research object (MA Mazro'atul Ulum Paciran) and also to another educational institution as the material to repair and develop the learning process especially that related to learning program like Lesson Plan.

2. The Development of Education

This research is expected to give the beneficial contribution for the science development, especially that related to education on the developing of leaning program.

3. The Researcher

This research is expected to able to give the insight for the researcher and also in order the researcher can understand about the importance of the development of Lesson Plan and how the development process of it.

E. Limitation of The Study

The researcher make the limitations of this research, those are:

1. The research is specified on the development of Lesson Plan in Grade X of MA Mazro'atul Ulum Paciran, Lamongan.

2. The development of Lesson Plan is implemented on *Fiqh* since 2011/2012 period until 2012/2013 period.
3. The development process of Lesson Plan.
4. The subject of Lesson Plan development on *Fiqh* is teacher of *Fiqh*.
5. The implementation and evaluation of Lesson Plan on *Fiqh*.
6. The obstacles that faced by teacher in the development of Lesson Plan.

F. Terms of The Study

There are some terms of study in this research to make the limitation of study is clearer, those are:

1. Development is something that develops; gradual and orderly development, and which leads to the desired target.⁶
2. Lesson Plan is a plan describes the procedure and instructional management to achieve one basic competence or more that has been describing in the syllabus.⁷
3. *Fiqh* is science of Allah's laws that discuss the things that are *amaliyah furu'iyah* based on *tafisili* theorems.⁸

⁶ Pusat Bahasa Departemen Pendidikan Nasional. *Kamus Bahasa Indonesia*. (Jakarta, 2008), p. 679.

⁷ Mulyasa, *Kurikulum Tingkat Satuan Pendidikan*, (Bandung: PT Remaja Rosdakarya, 2007), p. 212.

⁸ Amir Syarifuddin, *Garis-garis Besar Fiqh* (Jakarta: Kencana, 2003), p. 7.

G. Previous of The Study

The present research is inspired by the previous study done by Bambang Widayoko.⁹ The objective of the research are to find out the learning quality of Islamic Education in MTs Miftahun Najah, and the process to make Lesson Plan and also the role of it to improve the Islamic Education quality in MTs Miftahun Najah Tegalrejo Kecamatan Selopuro Kabupaten Blitar.

Another research that is inspired also by the researcher is the research done by Alif Mahsun.¹⁰ This thesis discusses the professionalism of Islamic Education's teacher, and the planning of learning of Islamic Education and also the role of it to improve the professionalism of Islamic Education's teacher in SMA Negeri 7 Malang.

The last previous study is used by the researcher as the study references is the research done by Yuyun Nailufah HM.¹¹ The objectives of the research are to find out the Syllabus development of History of Islamic civilization and the implementation of History of Islamic civilization learning and also the evaluation on developing syllabus of History of Islamic civilization in Madrasah Tsanawiyah Persiapan Negeri Batu.

⁹ Bambang Widayoko, *Peranan Rencana Pelaksanaan Pembelajaran dalam Meningkatkan Mutu Pendidikan Agama Islam di MTs Miftahun Najah Tegalrejo Kecamatan Selopuro Kabupaten Blitar*, (Malang: Tarbiyah Faculty State Islamic University of Maulana Malik Ibrahim Malang, 2008).

¹⁰ Alif Mahsun, *Peran Perencanaan Pembelajaran Dalam Meningkatkan Profesionalitas Guru PAI di SMA Negeri 7 Malang*, (Malang: Tarbiyah Faculty State Islamic University of Maulana Malik Ibrahim Malang, 2007).

¹¹ Yuyun Nailufah HM, *Pengembangan Silabus Pembelajaran Sejarah Kebudayaan Islam Kelas VII di Madrasah Tsanawiyah Persiapan Negeri Batu*, (Malang: Tarbiyah Faculty State Islamic University of Maulana Malik Ibrahim Malang, 2007).

Based on three previous studies above, the researcher takes some objectives of this research that developed from the objectives of those previous studies, namely; to find out the terms that have been developed by *Fiqh*'s teacher in the Lesson Plan of *Fiqh*, the development process and the implementation of Lesson Plan on *Fiqh* and its evaluation that is conducted in Grade X in MA Mazro'atul Ulum Paciran Lamongan.

H. Systematic of The Discussion

To give the clear description and comprehensive about the content of this research, so the systematic of discussion is arranged as follows:

- Chapter I** : An introduction. It consists of the background of study, the problems of study, the objectives of study, the significances of study, the limitation of study, the terms of study, the previous of study and the systematic of discussion
- Chapter II** : Study of literatures. In this chapter the researcher discusses about the definition of lesson plan, the purpose and function of lesson plan, components of lesson plan, steps of lesson plan arrangement, and steps of lesson plan development.
- Chapter III** : Discuss about the research method, includes approach and type of research, the attendance of researcher, the site of research, the source of data, technique of data collection, data analysis, validity of data and stages of research.

Chapter IV : The result of the research. In this discussion contains about the object of research that includes the general description of research site, profile of research sites includes the history of MA Mazro'atul Ulum Paciran, vision and mission of school, the goal of school, structure of organization, data of teacher and students, media and infrastructure, the implementation of lesson plan development in grade X in MA Mazro'atul Ulum Paciran and some programs that supported the implementation of lesson plan development in the school.

Chapter V : The analysis and discussion result of research, it means the discussion to the findings of research that is about lesson plan development of *Fiqh* in grade X in MA Mazro'atul Ulum Paciran.

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

CHAPTER II

STUDY OF LITERATURES

A. Lesson Plan

1. Definition of Lesson Plan

Plan is arranging the steps will be implemented to achieve the goals. The plan can be arranged based on the necessary in certain time accord with the desire of planning maker. Therefore, the main thing is the plan has been made must be able to be implemented easily and take the appropriate target.

In the learning context, plan can be interpreted as the arranging process of learning material, the utilization of teaching media, the utilization of approach and teaching methods, and the assessment of the time allocation that will be done to achieve the goal determined.¹

Accord with the Regulation of National Education Ministry (*Permendiknas*) Number 41/2007 of the Process Standard, it is explained:

- a. Planning of learning process includes syllabus and Lesson Plan that covered the identity of learning subject, Standard of Competence (*Standar Kompetensi/SK*), Basic Competence (*Kompetensi Dasar/KD*), indicator of competence achievement, learning goal, learning material, time allocation, learning method, learning activity, assessment of learning result, and learning resources.

¹Abdul Majid, *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru*, (Bandung: PT Remaja Rosdakarya, 2007), p. 17.

- b. Lesson Plan is described from syllabus to direct the learning activity of student to achieve Basic Competence (*Kompetensi Dasar/KD*).
- c. Every teacher in the unit of education must arrange Lesson Plan comprehensively and systematically.

To implement the learning program that has been laid on syllabus, teacher must arrange Lesson Plan. Lesson Plan is a reference manual for teacher to implement learning in the class, laboratory, or in the field based on Basic Competence.

In the Curriculum of Educational Level (*Kurikulum Tingkat Satuan Pendidikan/KTSP*), Lesson Plan is a plan describes the procedure and instructional management to achieve one basic competence or more that have been determined on the Standard of Content and described on the syllabus.² The scope of lesson plan includes one basic competence that consists of one indicator or some indicators for one meeting or more of it.³

Substantially, Lesson Plan is short-term planning to estimate or project what will be done in the learning. Therefore, Lesson Plan is the effort to estimate activity that will be done in the learning activity. Lesson Plan must be developed to coordinate learning components, such as basic competence, standard material, indicator of learning result, and assessment. The function of basic competence is developed student's potential; the function of standard material is giving interpretation of the basic

²Mulyasa, *Kurikulum Tingkat Satuan Pendidikan*, (Bandung: PT Remaja Rosdakarya, 2007), p. 212.

³Kunandar, *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*, (Jakarta: Rajawali Pers, 2009), p. 262.

competence; the function of learning result indicator is showing the success of student's competence formation; whereas the function of assessment is measuring the formation of competence, and determine activity that must be done if the standard competence has not formed or has not achieved yet.⁴

Then, the implementation of planning activities in the learning activity is an attempt to define the various activities to be carried out in connection with efforts to achieve the goals of the learning process. In the context of education based on competence, the objectives of the lesson is competency that must be owned by students, so the lesson plan is an attempt to determine the activities to be carried out in connection with efforts to achieve the competencies expected.⁵

Lesson Plan is a plan for teacher before teaching. The preparation here is interpreted as written or mental preparation, emotional situation that wanted to be constructed, productive learning environment, including convinces students to involve fully. Lesson plan has differences with syllabus; although in the certain things have similarity. Syllabus covered everything must be done by students to finish a competence entirety, it is mean that sometimes in a syllabus, some collateral competences will be united until the time estimation about how many meetings must be done is still unknown exactly. Meanwhile, Lesson Plan is activities that must be implemented by teacher for each meeting. It must be seen what kinds of

⁴Mulyasa. *Op.cit.* p. 213.

⁵ Sugeng Listyo Prabowo and Faridah Nurmaliyah, *Perencanaan Pembelajaran (Pada Bidang Studi, Bidang Studi Tematik, Muatan Lokal, Kecakapan Hidup, Bimbingan dan konseling)*, (Malang: UIN-MALIKI PRESS, 2010), p. 2.

activity that needed to be done by teacher to achieve completeness of competence and the next activity after finishing the meeting.⁶

2. Purpose and Function of Lesson Plan

The purpose of Lesson Plan is to: (1) easier, smooth and improve the result of learning and teaching process; (2) by compiling Lesson Plan professionally, systematically and have efficiency, so teacher will see, look, analyze, and predicate learning program as logic and planned framework.⁷

At least there are two functions of Lesson Plan in KTSP. Both of them are plan function and implementation function.

a. Planning Function

Planning function of Lesson Plan in KTSP is that learning plan should be able to encourage teacher to be more ready to do learning activity by mature or good planning. Therefore, teachers must have preparation when they will implement the learning, either written preparation or unwritten preparation.⁸

b. Implementation Function

In the development of KTSP, Lesson Plan must be arranged systemic and systematically, intact and comprehensive, through some adaptation probabilities on the actual learning situation. Therefore, Lesson Plan

⁶Kunandar. *Op.cit.* p. 263.

⁷*Ibid.* p. 263.

⁸Mulyasa. *Op.cit.* p. 217.

functioned to make learning process effectively accord with what has been determined.⁹

Lesson Plan can be interpreted as learning scenario, so that Lesson Plan should be flexible and adjusted with the condition of class and response of students.

3. Benefits of Lesson Plan

There are several benefits of the Lesson Plan, among others:

- a. Provide clarity to the achievement of learner's competence, and prerequisites required by learners to be able to follow the lessons in school or madrasa. This condition indicates that good planning will facilitate its implementation, even if the school is going on a variety of personal and leadership changes, it can still be carried out easily because of good planning. On the other hand the existence of planning can be used by the school management to determine the qualifications and other requirements needed by the students to follow the learning process.
- b. Increase efficiency in the implementation process. Lack of planning will provide an overview of the necessary resource requirements to achieve competency, either human or non-human resources. By knowing the various needs of the resource, the resource procurement process can be determined in advance. Besides it, the lack of planning can also specify the exact process to avoid the vague and repetitive process.

⁹*Ibid.* p. 218.

- c. Implement a sustainable development process. Lack of planning can determine the processes needed at a certain time. By considering the priorities to be achieved, then the plan at the moment is the basis of the subsequent planning, and the next planning is the basis of the next planning further, and so on will be continuity between the planning with subsequent planning, so the sustainable development will be done.
- d. Planning can be used to attract stakeholders. Often stakeholders will cooperate with the school ask the school to show the variety of things that will be carried out in the future. If the school has a clear learning plan, then the school can show and convince easily what will be achieved by graduates after attending the learning process at the school.¹⁰

4. Components of Lesson Plan

The arranging of learning program will be ended on the teaching preparation, as product of short-term learning program that include component of learning program and the process of program implementation. In order the teachers could make the effective learning preparation, they are claimed to understand some aspects related to the development of teaching preparation, either related to the essence, function, principle or development procedure of teaching preparation, and also measure the effectiveness of teaching.¹¹

¹⁰ Sugeng Listyo Prabowo and Faridah Nurmaliyah. *Op.cit.* p. 5.

¹¹ Abdul Majid. *Op.cit.* p. 95.

Lesson Plan was described from syllabus as direction of learning activity of students to achieve a Basic Competence. Every teacher on the educational unit obligate to arrange Lesson Plan comprehensively and systematically in order learning can run active, creative, happy, and effective and efficiency.

According to Gagne and Briggs, the good Lesson Plan should include three components that called anchor point are: 1) learning goal; 2) lesson material, approach and teaching method, teaching media and learning experience; and 3) the success evaluation. This case is accord with the opinion of Kenneth D. Moore that the format composition of Lesson Plan includes:

- a. Discussion topic
- b. Learning goal (competence and competence indicator)
- c. Learning material
- d. Learning activity
- e. Tool/media needed, and
- f. Evaluation of learning result¹²

According to Kunandar, the components of Lesson Plan consist of:

- a. The identity of learning subject
- b. Standard competence and basic competence
- c. Learning material
- d. Strategy or learning scenario

¹²*Ibid.* p. 96.

- e. Tool and learning resource
- f. Assessment and advance action¹³

5. Principles of Lesson Plan

Some of the principles of Lesson Plan, among others:

- a. Performed by appropriate and competent human resources. In carrying out the lesson plan should be done by the right people. To plan the process of mathematics learning, it can be executed by the one of the math department, to carry out the learning process of Islamic Education; it can be executed by the one of the Islamic Education department. If the planning process requires experts in other fields, such as media specialists, then there should be collaboration between specialist areas of study with media experts. In addition, people who will do the planning must understand how to make a good plan.
- b. Having visibility. In planning, it should be measured how the plan is implemented. Therefore it should be considered a process that will be passed in order to achieve competence planned earlier. In connection with the process, then the ability to provide resources must also be measured.
- c. Pointed to the future. Additional planning is what will be sought to be achieved in the coming period. Therefore, what will be accomplished in planning is something that will be achieved in the future.

¹³ Kunandar. *Op.cit.* p. 264.

- d. Rests on facts. Planning was made is measuring the realities and conditions in the school. Primarily, it related to the ability of students as stakeholders, and the ability of schools to provide resources.¹⁴

6. Steps of Lesson Plan Arrangement

Steps to arrange Lesson Plan include a few things as follows:

- a. Write the identity of lesson that includes the name of subject, class, semester, and time allocation.
- b. Write Standard of Competence (SK) and Basic Competence (KD) from syllabus of lesson that will be achieved on the certain learning activity.
- c. Write indicator. The development of indicator is done by some consideration as follows:
 - 1) Every KD is developed to be some indicators (more than two indicators).
 - 2) Indicator use operational verb that can be measured and observed.
 - 3) The level of verb in indicator is lower same with verb in KD or SK.
 - 4) The principle of indicator development is Urgent, Continuity, Relevance, and contextual.
 - 5) All of indicator in one KD is the sign, attitude, and other to achieve competence that as the ability to pose, think, and act consistence.
- d. Formulate or choose learning material. Something that must considered on the material arranging is the utilization, time allocation, suitability,

¹⁴ Sugeng Listyo Prabowo and Faridah Nurmaliyah. *Op.cit.* p. 6.

provision, situation and condition of social environment, teacher capability, development level of students, and facility.¹⁵

- e. Formulate Learning goal. In the learning goal is explained what the goal of that learning. Learning goal is taken from indicator.
- f. Strategy or learning scenario. Strategy or learning scenario is what strategy or scenario and how to deliver learning material to students directed, active, effective, have interpretation, and happy. Strategy or learning scenario includes some activities that must be done by teacher continuity to achieve learning goal.¹⁶
- g. Tool and learning resources. Learning tool in this description is emphasized on the tool as media or demonstrator tool. Tool functioned to easy the learning process. Meanwhile, learning resources are everything that can be sources on the learning and teaching process. The main learning resources for teacher are print tool, like book, brochure, magazine, poster, information sheets, map, photos, and surroundings, nature, system, or culture.¹⁷
- h. Determine assessment and advance action. Write the assessment system and procedures that is used to assess the learning achieving of student based on assessment system that has been developed it with syllabus development. The assessment is done through test and non-test in the

¹⁵Kunandar. *Op.cit.* p. 265.

¹⁶*Ibid.* p 267.

¹⁷*Ibid.* p. 271.

written or oral, work observation, attitude, assessment of work result like project, utilization of portfolio, and self-estimation.¹⁸

7. Steps of Lesson Plan Development

There are some steps to develop Lesson plan, as follows:

- a. The first step to develop Lesson Plan for teacher is identified and classified competences that want to be achieved after learning process. Competence that is developed must include the content that as be standard material, that can be identified based on the needs of students, social necessary, science, and philosophy.¹⁹
- b. The second step is developed the standard material. Standard material is curriculum that is given to student in learning process, and the formation of competence. Generally, standard material include three main components, are science, process, and values that can be detailed accord with basic competence, vision and mission of school. In the determination of standard material, it must be chosen accord with basic competence, and continued as the scope and sequence, and must be designed and organized in order can form the competence of students.²⁰
- c. The third step is determining methods. The determination of learning method is related to the choosing of efficiency and effective learning strategy on giving learning experience that needed to shape basic

¹⁸*Ibid.* p. 271.

¹⁹Mulyasa. *Op.cit.* p. 224.

²⁰*Ibid.* p. 225.

competence. In every learning and competence formation, teacher can use some variation of methods, and some Medias to achieve learning goal. In this case, teachers are expected to be able to choose and use some methods and learning Medias that can support the activity and creativity of students.

The last step to develop Lesson Plan is plan an assessment. In line with KTSP that base on assessment competence, it should be done based on what students do when the learning process and competence formation. Therefore, the assessment should be done based on Class (KBK), and examination is done based on School (school-based exam/SBE). So that, the assessment activity need assessment tool to achieve the goal, and teacher needs to determine assessment tool as competence that is assessed. In this case, the lesson is not only running in the class, but also it can be done outside of class, indeed outside of school. For example, students implement observation in the school environment, or hold excursion to form certain basic competence.

8. Developing a Learning Strategy

Learning strategy constitute a process which is very associated with the delivery of material in an effort to achieve the competence. In determining instructional strategies, it needs to observe two things, namely: 1) the type of competence and 2) the type of material that will be taught. To teach cognitive competence or psychomotor competence or affective

competence will inevitably require different learning strategies. Similarly if teach the material from the different material types definitely will require learning strategy that is also different.²¹

There are a variety of instructional strategies that can be developed in order to achieve competency. Learning strategies are basically used to achieve the competence of students appropriately in time and cost as efficiently as possible. In the cognitive learning process is an attempt to embed learning materials in memory in the brains of students. The materials on the competencies that are cognitive constitute material tiered of something concrete to something abstract. On the cognitive aspects of the learning process will attempt to make something abstract to something concrete. This process is certainly not an easy task, so it is developed the learning strategies. Thus learning strategies in cognitive basically is to facilitate the admission of students with a way to change from something abstract towards the concrete. That changes in hopes to facilitate students to understand and then store it in the memory for a long time.²²

On psychomotor aspects, learning strategies are used to instill skills to students of the skills to be mastered. Learning strategies on this aspect is used to create a simple variety of complex movement to be taught by the teacher to the student, so that then the students can do it more easily. For example, to teach the students an “install” or “unload” skill, the teacher should have the right strategy for engineering “install” or “unload” can be

²¹ Sugeng Listyo Prabowo and Faridah Nurmaliyah. *Op.cit.* p. 91

²² *Ibid.* p. 106

easily understood (more simply) by the students, and then can be imitated easily or modified become better skills.²³

While the affective aspects, learning strategies are used to make the aspects of value as a shaper of attitudes into something that is implemented in the daily life of students, become a way of life in the student's life. For example, to be able to teach students about caring fellow, then the students must internalized the value-that particular value or made aware importance of such values in daily life. To internalize the values, students should be shown examples of behavior that adopting such values and benefits to be gained with the implementation of those values.²⁴

As an example of behaviors can be assisted learning media, but it would very precise if giving examples through giving good example by teacher in the daily behavior. Through those examples, it is expected that students will imitate what teachers have been done.

On the other hand, the utilizing of learning strategies also would become very effective if adjusted with intelligence of students. There are several types of multiple intelligences of student, such as: linguistic intelligence, mathematical logic intelligence, visual-spatial intelligence, musical intelligence, kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence.

Strategy who precise with type of students intelligence will help effectiveness learning strategy which used. This is because each types of

²³ *Ibid.* p. 107

²⁴ *Ibid.*

intelligence would have the advantage in certain areas. Students with linguistic dominant intelligence are students who have the ability dominant in using languages both oral and the written effectively. Students with intelligence of linguistic prominent will have characteristics, sensitive to patterns, orderly, systematic, skills argued, like listening, reading, writing, playing the word, has a good memory for things that are trivial. With these traits were, students with linguistic intelligence will be very easy to study the material which conveyed through strategy, read / write stories, make reports, debates, discussion, and game which rely on memory.²⁵

Students with intelligence of logical mathematical predominantly are student who have the capacity to manipulate numbers or understand the causal system. Students with logical mathematical intelligence stand would have the traits, adept at abstract thinking, like accuracy, calculate, and organize, using the structure of logic, love computers, challenges, experimenting with the ways of logic. With these characteristics, students with logical mathematics intelligence would be very easy to learn the material presented through strategies, case studies, problem solving, project tasks, experiments, and other types of learning using logic and computation.²⁶

Students with intelligence of visual-spatial salient are students who have a pronounced ability to think on things related to images, shapes, and patterns. Students with visual-spatial intelligence has characteristics, easy

²⁵ *Ibid.* p. 115

²⁶ *Ibid.*

read a maps, chart or diagram, easy remembering with images, has a taste that good with color, using the figuratively, using imaging, liked the images, repainting and sculptured. With these traits were, students with visual-spatial intelligence will be very easy to study the material who conveyed through learning with images, maps, chart, poster and symbol-symbols that complicated, watching video / movies, learning with mapping.²⁷

Students with musical intelligence which protruding are students which have the ability to think in the music expression, listen and recognize patterns, distinguish inter-voice and creates music. Students with musical intelligence has a characteristic-hallmark, sensitive to tone, rhythm and timbre, sensitive against emotional touch real tone, sensitive to organization music that complex, sometimes-occasionally has a soul spiritual which inside. With these traits were, students with musical intelligence will be very easy to study the material that conveyed through learning with the song, rap, and using real tone.²⁸

Students with kinesthetic intelligence which protruding are students who has the ability using body, or parts of the body to solve the problem, create something or for dramatize something. Students with kinesthetic intelligence have characteristics, exceptional ability in controlling the body, objects, time, reflexes, and skilled craft, like training, think mechanically. With these traits were, students with kinesthetic intelligence will be very

²⁷ *Ibid.*

²⁸ *Ibid.*

easy to study the material that conveyed through learning with drama, game, models, practice / working on something outside the classroom.²⁹

Students with interpersonal intelligence which protruding are students which has the capacity for understand, communicate and relate with other people and the group. Students with interpersonal intelligence have the traits, good at negotiating, dealing / get along very well, able to read other people's desires, like jobs that deal with people, communicate well, happy with the group, like work, reading social situations well. With these traits were, students with intelligence interpersonal will be very easy to study the material that conveyed through group work, presentations, discussions, studies case, and types of cooperative learning.³⁰

Student with intrapersonal intelligence which stands out constitute students with the ability to understand their-own self and connects with personal experience. Students with intelligence intrapersonal have characteristics autodidact, sensitive against the values, sharpness feelings, sensitive to purpose of life, ability intuition, capable of motivate oneself, desire to differ with mainstream. With these traits were, students with intrapersonal intelligence will be very easy to study the material that conveyed through the moral reasoning, stand-alone studies, the individual task, contemplation.³¹

²⁹ *Ibid.* p. 116

³⁰ *Ibid.*

³¹ *Ibid.*

9. Assessment

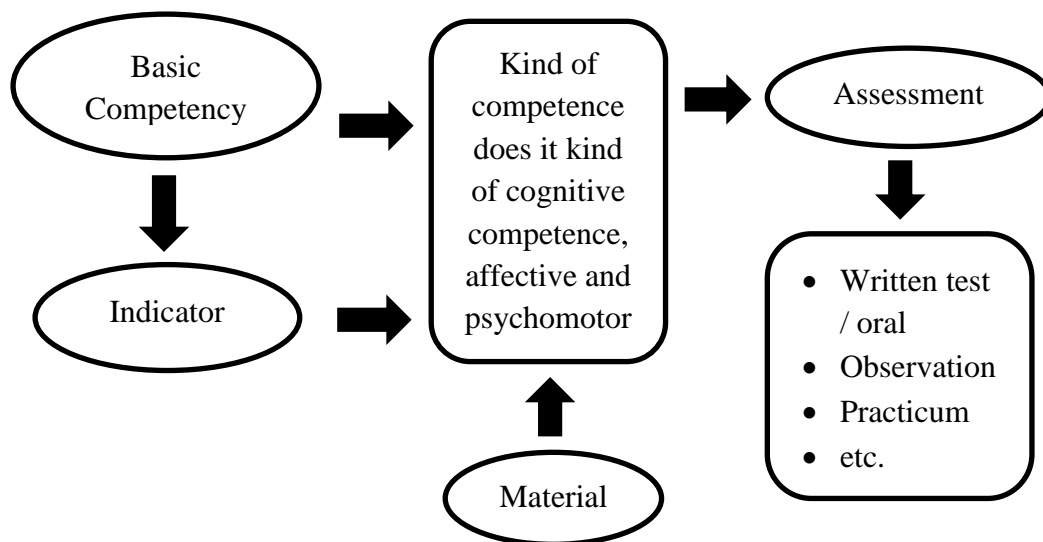
Assessment is an activity that aims to obtain information about student achievement and progress and make effective use of information utilizing to achieve educational goals.³²

Learning outcomes assessment process is strongly influenced by the type of competence measured. Oftentimes, the wrong measurement process would get the wrong data. Incorrect data will necessarily result in wrong conclusions. Measuring the cognitive aspect will be very different by measuring the psychomotor aspects, and also be very different when performing measurements on affective aspects. Measurements on cognitive and psychomotor aspects can be done with a clear timetable, but the measurements on the affective aspects of course can be fatal if it is done with a clear timetable. This is because measuring the affective aspect is to measure the “naturalness” of a person, thus requiring daily mood, which is where the atmosphere is an everyday activity. So, the assessment process was also to be done in the daily activities. That is why authentic assessment is defined as the process of collecting, reporting and use of information about student learning results by applying the principles of assessment, sustainable implementation, authentic evidence, accurate and consistent as public accountability.³³

The stages in the assessment process can be illustrated as Picture 2.1.

³² *Ibid.* p. 61

³³ *Ibid.* p. 62



Picture 2.1: The process of assessment development³⁴

As described above, to make an assessment of the most important to note is the competence to be assessed, indicators of achievement and the material being taught. Attention to its core competencies conducted to determine the type of competency assessment process that will be done, whether type of cognitive, affective, or psychomotor. Attention to the indicator to determine the extent to which the competencies to be mastered by students. While attention to the materials used to determine the material to be taught in order to achieve competence, so the contents of the assessment will be carried out is based on the material that has been taught to students.³⁵

As told by Mimin Haryati, that the learning outcomes can generally be grouped into three areas, namely: cognitive, psychomotor and affective. Explicitly third sphere cannot be separated each other's. Every subject that

³⁴ *Ibid.*

³⁵ *Ibid.* p. 63

always contains three domains, but the emphasis is always different. Practice subject is more emphasis on the psychomotor domains, while the subject of the concept understanding is emphasis on cognitive domain. However, the two realms contain the affective domain.³⁶

Type of competence is a major factor that must be considered related to the assessment. Important step in the assessment should be determined relating to the determination of the type of competence is assessment instrument. After determining the type of competence, then it is determined instrument, whether it is a test or non-test. If the test, is it right to do with writing or non-writing? And so on until the instrument making. Type of cognitive assessment in the majority will be done in accordance with the type of instrument written test, type of psychomotor aspects assessments in the majority will be done in accordance with non-writing tests, whereas affective aspects of assessment for the majority will be in accordance with the category of non-test instruments.³⁷

a. Test

Stages of preparation of the test include: 1) the determination of test objectives, 2) preparation of the test grille, 3) question writing, 4) review of a matter (validation problem), 5) a matter of assembling the test, 6) the question trial including analysis, 7) the presentation of the test

³⁶ Mimin Haryati, *Model & Teknik Penilaian Pada Tingkat Satuan Pendidikan* (Jakarta: Gaung Persada Press, 2009), p. 22

³⁷ Sugeng Listyo Prabowo and Faridah Nurmaliyah. *Op.cit.* p. 64

to students, 8) scoring, 9) reporting of test results, 10) the utilization of the results of the test.³⁸

Tests that use questions as a written test is divided into two kinds, namely: 1) an objective test, and 2) a subjective test.

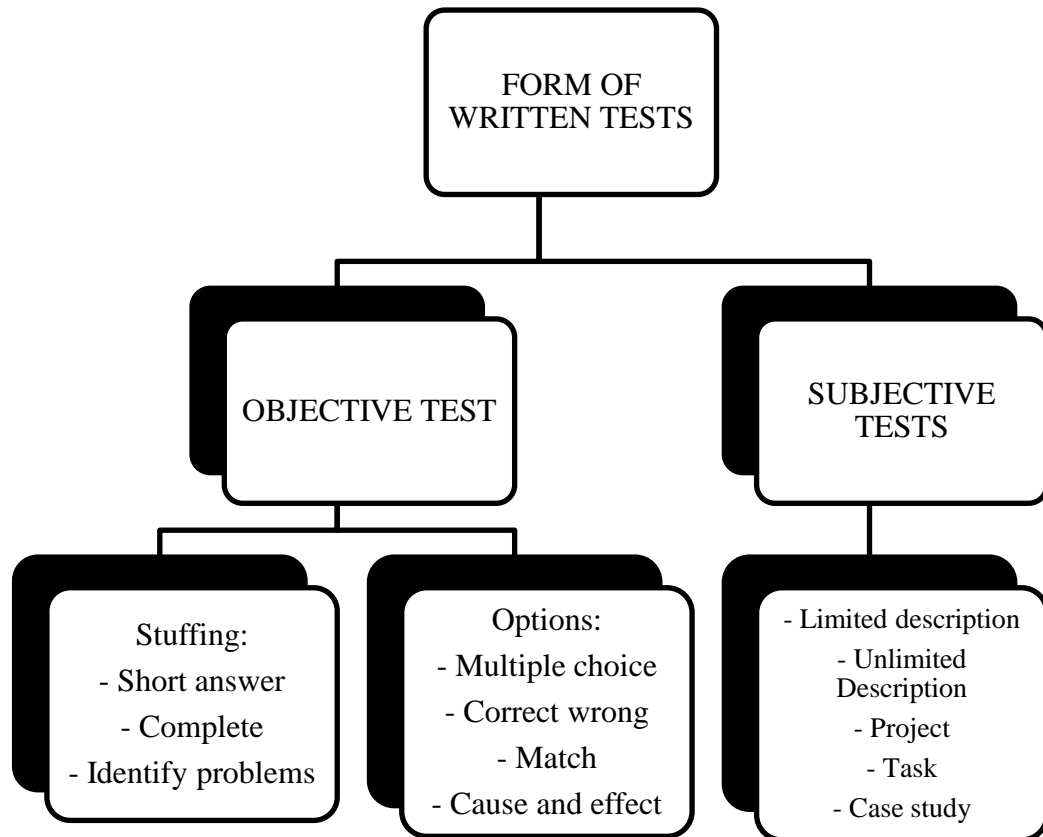
Objective tests include some forms, but generally can be classified into two parts, namely the students have to write down words or simple sentences and a test that requires student choose several possible answers provided. It called objective test for objective assessment, ie when the correct answer was given a score of 1, uncorrect was given a score of 0. Objective tests are often called dichotomous tests, the assessment 0-1 (dichotomously scored item).

Subjective tests are often called test politomous (polytomously scored item). Description of the test is divided into two kinds, namely extended response essay type and restricted response type. In the form of extended response type learners answer almost infinite, while the restricted response type, learners are required to answer a limited.³⁹

Both of these tests in the forms can be described below as Picture 2.2.

³⁸ *Ibid.*

³⁹ *Ibid.* p. 65



Picture 2.2: Forms of Writing Test Question ⁴⁰

Assessment practice is based on the assessment of the student's responses in the form of an act or practice. In the practice test is divided into three, namely: 1) performance, 2) assignment (project), and 3) the work (product).⁴¹

Performance test is an assessment that asks students to demonstrate and apply knowledge in a context that match with specified criteria.⁴²

Assignment assessment is an assessment that includes gathering, organizing, evaluating, and presenting data that must be completed by

⁴⁰ *Ibid.*

⁴¹ *Ibid.* p. 72

⁴² *Ibid.*

student (individual / group) within a specified time. The aspects assessed which include the ability to (1) management, (2) relevance, and (3) authenticity.⁴³

Assessment of the work is an assessment of the student's skills in making a product specific object, such as works of art, for example, paintings, drawings, sculptures, and others. Aspects assessed include: 1) preparation phase: selection and how to use tools, 2) stage process / production: work procedures, and 3) the final stage / outcome: the quality and the aesthetics of the work. This assessment is only focused on the process, but for the purposes of the competition, the emphasis is on results. Teachers can also provide an assessment on the manufacture of the product design / engineering of appropriate technology for example through: (1) adoption, (2) modification, or (3) diffusion.⁴⁴

b. Non test

The assessment of affective type is an assessment that is used to determine attitudes, espoused values and habits of students in everyday life. Affective assessment is the most difficult type of assessment to be done, because this type of assessment is a type of assessment that want to know the things that are often "invisible" but appeared in student behavior in everyday life.

If viewed from the components of competency that include cognitive, psychomotor, and affective, so cognitive and psychomotor

⁴³ *Ibid.* p. 73

⁴⁴ *Ibid.* p. 75

components those are components of a more “visible” than the affective component.⁴⁵

Affective assessment is an assessment that is used to assess the naturalness of learners; the assessment process must be able to know its naturalness. This condition is different from the assessment of cognitive and psychomotor aspects are used to determine scientific of students. To measure the scholarly learners assessed at the highest capability that could be shown. That is why when doing assessment on this aspect, and then the teacher should announce it publicly, so that students have time to prepare them-self as best as possible in the face of the exam process, so that when the assessment is that learners can demonstrate their full capabilities.⁴⁶

On affective assessment, the assessment conducted to determine the nature of students, so it should not be made public, as was done in the cognitive and psychomotor assessment.

In addition, because the affective activity is an activity performed on a child’s everyday life, then the affective assessment must be done in a relatively longer time. This condition will be very different from the cognitive and psychomotor assessment, the assessment process is usually done once, and then it will be known the results. Affective appraisal is done in a relatively long time and done repeatedly before the conclusion.

⁴⁵ *Ibid.* p. 78

⁴⁶ *Ibid.* p. 79

Thus, there are two main features of affective assessment, namely: 1) do not openly, and 2) done repeatedly within a relatively longer.⁴⁷

With the main features of the affective appraisal is not suitable when using test instruments, but more suited to use non-test instruments.

B. *Fiqh*

1. Definition of *Fiqh*

The word *fiqh* (فقه) etymologically is “deep understanding”. All word “*fa qa ha*” contained in Al-Quran have it means.⁴⁸

When the “understanding” can be used for things that are external, then *Fiqh* means understanding that convey external science to the inner science. That is why at-Tirmidhi mentions “*Fiqh* of something” means to know his mind to the depths.⁴⁹

In the *shar'ie* terminology, *Fiqh* is intended as a science of *shar'ie* amali laws (practically) that the establishment is pursued through a deep understanding of the detailed arguments in the theorems of Al-Quran and Hadith.

Fiqh is only concerned with the rules of law only. In contrast to the law which includes questions of faith and morals, jurisprudence studies

⁴⁷ *Ibid.* p. 80

⁴⁸ Amir Syarifuddin, *Garis-garis Besar Fiqh* (Jakarta: Kencana, 2003), p. 4

⁴⁹ *Ibid.* p. 5

more emphasis to the laws and legal search *ijtihadiah* with arguments (*istidlal*).⁵⁰

As for the essence of *Fiqh* were as follows:

- a. *Fiqh* is the science of God's law
- b. Talked about are things that are *amaliyah furu'iyah*
- c. Understanding of God's law was based on the *tafsili* proposition
- d. *Fiqh* was explored and discovered through reasoning and argument of *mujtahid* (individual interpretation and judgment) or *Faqih* (expert of *Fiqh*).

Thus, in summary we can say that *Fiqh* is “a strong presumption that achieved by *mujtahid* in his quest discover God's law.”⁵¹

Based on these opinions can be concluded that *Fiqh* is a science which discusses and explains about matters relating to the laws of Personality with detailed arguments were conceived through the ratio power or the ideas based on those arguments.

Fiqh discuss of the laws and also *kaifiat* (manner/method) of worship taught by Islamic law so someone can carry a fine and true worship in accordance with *Shari'ah* guidelines contained in Al-Qur'an and Hadith.

⁵⁰ Mun'im A. Sirry, *Sejarah Fiqih Islam: Sebuah Pengantar* (Jakarta: Risalah Gusti, 1995), p.

⁵¹ Amir Syarifuddin, *op.cit.*, p. 7

2. Purpose of *Fiqh* in Islamic Senior High School

The role and effectiveness of Islamic education in Islamic school as the foundation of spiritual development for the welfare of the community needs to be improved in order to create a better society. Islamic education in the Islamic Senior High School consists of five subjects, namely Al-Quran and Hadith, *Aqidah Akhlak*, *Fiqh*, Islamic Cultural History, and Arabic. Each of these subjects is essentially interrelated and complements each other's.

Fiqh subjects in Islamic Senior High School is one of the subjects of Islamic education is pointed to prepare students to recognize, understand, appreciate, and practice of Islamic law, which later became the basis of a way of life through guidance, teaching, practice and use experience. Enhancement and deepening of *Fiqh* done by studying, to deepen and enrich the study of *Fiqh* concerning both aspects of worship and *muamalah*, that is based on the principles and rules of *Ushul Fiqh* and digging purposes and wisdom as preparation for the continuing to pursue higher education and to live in a society.

Substantially, *Fiqh* has contributed in providing motivation for learners to practice and apply Islamic law as the embodiment daily harmony, and balance the human relationship with God, with human's own self, fellow human beings, other creatures or the environment.

CHAPTER III

METHOD OF THE RESEARCH

A. Approach and Type of Research

The research of this thesis is classified on the descriptive qualitative method. It use a qualitative approach, because the data that is got in the form of written words, oral, or behavior can be observed through interviews, observation, and documentation, so the authors analyze by qualitative methods.

According to Bogdan and Taylor, qualitative research is a research procedure result descriptive data such as written words or spoken from people and behavior that is observed then it is directed to a background of individual holistic (totality).¹ It is using the descriptive approach, because the data that is collected is words, pictures, and it is not numerals.²

Qualitative research is the research to understand the phenomenon about what experienced by the subject of research, like the attitude, perception, motivation, action and etc., holistically, and by the description way in the form of words and language, in the natural specific context and utilized some natural methods.³ In the qualitative research, the position of researcher becomes the key instrument in the process of research itself.

¹ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2007), p. 4.

² *Ibid.* p. 11.

³ *Ibid.* p. 6.

B. Attendance of Researcher

In the qualitative research, the researcher is the instrument (tool) to collect main data. The researcher's position of qualitative research also as planner, data collector, analyzer, data interpreter and at last is informer of research result.⁴ The attendance of researcher is so important in the research, because researcher itself is the planner, data collector, analyzer, data interpreter and also informer of research.

Based on statement above, in order the researcher get much data, so researcher will observe immediately in the field by dialogue to the concerned side.

C. Site of Research

Research location is a place where the research will be conducted to get data or information that related to research problem. Then the research location in MA Mazro'atul Ulum Paciran Lamongan that is located on Raya Deandles Street Paciran Lamongan east Java.

According to researcher, this school is appropriate to conduct research because in MA Mazro'atul Ulum paciran has implemented the Lesson Plan and has developed it.

⁴ *Ibid.* p. 168.

D. Source of Data

Data that will be used by researcher in this research is appropriate with the Lesson Plan development of *Fiqh* in MA Mazro'atul Ulum Paciran. The data that is collected by researcher is from school's citizen, word and action, photo, documents and others. The sources of data in this research are the subject where the data can be obtained. The main data sources of qualitative research are words and actions, and the rest are additional data such as document and others.⁵ In this research, words and actions of people observed or interviewed are the main data sources.

Some data sources in this research include:

1. Primary data source is data resources that are taken by researcher through interview and observation. For example: take interview to principal of school, vice-principals, teacher, student and also staff of school.
2. Additional data source (secondary) is data obtained from other parties, indirectly from research subject. Secondary data source is complement data sources that is required by primary data. For example: analyze documents, books, paper archives, syllabus, lesson plan, personal papers, etc.

E. Technique of Data Collection

Technique of data collection is the most strategic stage of research, because the main aim of research is obtaining data. Without knowing data

⁵ *Ibid*, p. 157.

collection technique, so the researcher will not obtain data that accordance with data standard that is determined.⁶

The methods are used to collect data in this research are:

1. Observation

In the observation method, the researcher mixed up with the daily activity of people observed or used as resource of research data.⁷ In this observation, the researcher observe what people do, listen what they say, and participate on their activities.⁸ It's mean that through this method, it is used to know about how *Fiqh*'s teacher develop and implement lesson plan of *Fiqh* in the class and how the activity of students during the learning.

2. Interview

Through this method, the researcher will ask immediately to the certain sides to get some data about the problem observed. This method is used to collect data through interview with the citizen of school, such as principal of school, vice-principal, staff, teacher and also student. Then, to obtain some information and data, the researcher takes interview to *Fiqh*'s teacher and principal of school.

3. Documentation

Documentation is a technique of data collection by accumulating and analyzing the related documents, either written document, picture or

⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R& D* (Bandung: Alfabeta, 2010), p. 224.

⁷ *Ibid*, p. 145.

⁸ *Ibid*, p. 227.

electronic.⁹ Documentation is the past chronicle, such as writing, picture, or monumental works from someone.¹⁰ Through this method, the researcher will obtain some data or information about the lesson plan development on *Fiqh* in grade X in MA Mazro'atul Ulum Paciran.

F. Data Analysis

Data analysis is the process of finding and arranging data systematically that is obtain from interview outcome, field note and documentation, by organizing data in category, describe into units, conduct synthesis, arrange into pattern, choose which one is important and will be studied, and make conclusion until easier to understand by himself and another person.¹¹

Miles and Huberman assert that the activity of qualitative data analysis is conducted interactively and continuity completely, until the data has saturated. The activities of data analysis are data reduction, data display, and conclusion drawing/verification.¹² The main principle of data analysis technique is processing and analyzing data collected to be systematic, organize, and structured data and also have meaning.

⁹ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung:PT. Remaja Rosdakarya, 2007), p. 221.

¹⁰ Sugiyono. *Op.cit.* p. 240.

¹¹ *Ibid*, p. 244.

¹² *Ibid*, p. 246.

G. Validity of Data

Checking the validity of data on qualitative research includes credibility (internal validity), transferability (external validity), dependability (reliability), and conformability (objectivity).¹³

- a. Credibility (Internal Validity) in qualitative research is conducted by extension of observation, improving persistence observation of research, triangulation, discussion with the colleague, and member check.
- b. Transferability (External Validity) is external validity of qualitative research. External validity show the level of accuracy or research result that is implemented into population where the sample is taken.
- c. Dependability (Reliability) is called by reliability. A reliability research is when another person can repeat/replicate the process of that research. The dependability checking is conducted through audit into the entire research process.
- d. Conformability (Objectivity) is defined as checking the research objectivity. A research is called as objective if the result of research is agreed by many people. Examine the conformability is examining the research result that is related to the process conducted.

H. Stages of Research

1. Pre-Research Stage

There are six stages that must be done by researcher in the pre-research stage, those are arrange the research design, choose the field of

¹³ *Ibid*, p. 270.

research, manage the time of permission, survey and assess the field of research, choose and utilize the informant and prepare the equipment of research.

2. The Field Work Stage

In this stage, the research of Lesson Plan Development of *Fiqh* that has been planned by *Fiqh*'s teacher can be conducted before the beginning of learning process, until the researcher can see immediately the process of implementing Lesson Plan development of *Fiqh* by following learning process in the class several times and find some data about Lesson Plan development of *Fiqh* and other supporting data.

3. Data Analysis Stage

Data that has been obtained by researcher will be analyzed until the researcher know everything developed and the implementation of Lesson Plan development of *Fiqh* in Grade X in MA Mazro'atul Ulum Paciran, in order the researcher know and understand about the obstacles faced by teacher on the development of Lesson Plan of *Fiqh*.

CHAPTER IV

RESEARCH FINDINGS

A. Research Object Description

1. History of MA Mazro'atul Ulum Paciran Lamongan

Paciran is a name of the village in Lamongan, East Java that has a very strategic geographical location - with a majority Muslim population. The only means to practice Islam to the younger generation as it is Islamic School (*Madrasah*). During its development, Islamic clerics and leaders of NU (*Nahdlatul Ulama*) started thinking about how to save the young generation of NU in the practice of Islam based on *Ahlu Sunnah Wal Jamaah*. Therefore on 30th April 1958 they found a school named Low School of NU (SRNU / Sekolah Rendah NU). On its way, the name of SRNU is better known by the public as Islamic Low School of NU (SRINU / Sekolah Rendah Islam NU). Along with the development of education, then in 1963 the name of SRNU was changed to MINU (Elementary School of NU).

In the year 1964/1965, school administrator that is chaired by Mr Muadhim has born Madrasah *Mu'allimin Mu'allimat* NU 6 Years Paciran. The name of Paciran's NU School coupled with a sentence that eventually turned into Elementary School / *Mu'allimin Mu'allimat Mazro'atul Ulum Paciran*. The name of Mazro'atul Ulum is inspired by the location of the

school which is located in the farm / field area on Mbohol as proposed by K. Husen Syarqowi.

Along with the wisdom of the Government of Indonesia, then in 1976 *Madrasah Mu'allimin Mu'allimat* NU 6 year is split to two units, i.e. Islamic Junior High School (MTs / *Madrasah Tsanawiyah*) that becomes MTs Mazro'atul Ulum and Islamic Senior High School (MA / *Madrasah Aliyah*) that becomes **MA Mazro'atul Ulum** with the prime Institution is Education Institutions of *Maarif NU Mazro'atul Ulum Paciran*, an educational unit with different levels and each with a 3-year study period.

In the school year 1991/1992, for the first time MA Mazro'atul Ulum Paciran follows accreditation program, and clarified as a school with recognized status is the result of accreditation in 1994. Because of the maximal effort of all components of school that is supported by available funds, then in 2006, precisely on March 7, 2006, the Chief of Religion Department of East Java determine MA Mazro'atul Ulum Paciran as the accreditation status of "A" (Superior) school by the Accreditation Charter Number A/Kw.13.4/MA/428 / 2006.¹

Then, the names of the teachers who had served as Principal of MA Mazro'atul Ulum Paciran Lamongan are as follows:

1. Drs. H. Maftuhin (1975-1980)
2. H. M. Hasyim, B.A. (1980-1985)
3. Drs. H. Nur Rohim (1985-1986)

¹ Source: Document of MA Mazro'atul Ulum Paciran Lamongan

4. Drs. H. Maftuhin (1986-1988)
5. Drs. H. Munawir (1988-1991)
6. Drs. As'ad (1991-1998)
7. H. Fathurrachman (1998-2000)
8. Drs. Ihsanuddin, M.M.Pd. (2000-2001)
9. Drs. Husnul Huda (2001-2003)
10. Drs. Nurul Huda (2003-2007)
11. Fatihul Ihsan, S.Pd.I. (2007-2011)
12. Farihi, S.Pd. (2011-Now)

2. School Profile of MA Mazro'atul Ulum Paciran Lamongan

In this part the researcher will give information about the condition of MA Mazro'atul Ulum Paciran Lamongan by providing school profile as the research of object globally. General description of school can be seen by information below:

School Profile

Name of School	: MA Mazro'atul Ulum Paciran
Statistic Number of School	: 131235240050
School Address	: Raya Deandless Street Number 214 Paciran
Subdistrict	: Paciran

Regency	: Lamongan
Post Code	: 62264
Email	: manumu.08@gmail.com almaz_pcr@yahoo.co.id.
Website	: ma.mazraatul ulum
Year Established	: 1964
Last Year Accredited	: 2005
Retrieved value	: Accredited “A”
Bank Account Number	: 0041-01-015095-50-5
Infrastructure conditions od School	: a. Land Status: Freehold b. Land Area: 2000 M2 c. Building area: 720 M2 ²

3. Vision, Mission, Goal and Motto of MA Mazro’atul Ulum Paciran Lamongan

a. Vision :

MA Mazro’atul Ulum Paciran as secondary education institutions based on *Pesantren* needs to consider the expectations of students, parents, graduates and community in formulating vision of school. MA Mazro’atul Ulum Paciran also expected to respond to developments and

² Source: Document of MA Mazro’atul Ulum Paciran Lamongan

future challenges in science and technology: the era of information and globalization are very fast. MA Mazro'atul Ulum Paciran wants to bring hope and a response in the following vision:

“Created the Craving School that is able to deliver students in order they have an Islamic Ahlus Sunnah Wal Jama’ah concept.”

Vision indicator:

- 1) The realization of an aspiration school community in preparing cadres community that excels in academic and non-academic achievements as stock continues to higher education and or lives independently.
- 2) The realization of an aspiration school community in the fabric of society mutually beneficial cooperation with stakeholders.
- 3) The realization of the community cadres capable of running the whole religion according to the teachings of *Ahlu-Sunnah wal-Jama’ah An Nahdliyah*.

b. Mission :

- 1) Improve the quality and quantity of students.
- 2) Improve ideal management of School.
- 3) Enhance cooperation network with individuals, institutions, and businesses.

c. Goal :

- 1) Making school as school have a good image.
- 2) The formation of the professional academic community.

- 3) Created Students who have *Iman, Taqwa*, good behaviors, disciplined, intelligent, creative, innovative, self-contained, and good achievement.
- 4) Quality graduates who can be reliable and able to compete with other graduates for entry into Favorites University in Indonesia.
- 5) Created a harmonious and cooperative relationship of mutual benefit between the educational components; between school with agencies and businesses.

d. Motto :

- 1) Heart Organizing, Love Spreading and Achievement
- 2) Correct, Discipline, *Joss* Qualified...!!!³

4. Personnel Leaders List

Personnel Leader of MA Mazro'atul Ulum Paciran

No.	Nama	Jabatan
1	Farihi, S.Pd.	Principal of School
2	Asnan Khumaini, S.Pd.	Vice Principal of Student
3	Fatihul Ihsan, S.Pd.I.	Vice Principal of Curriculum
4	Drs. Abdullah	Vice Principal of Public Relation
5	Ahmad Nadjid, Am.Par.	Vice Principal of Facilities and Infrastructure
6	Faiz Khaibar, S.Psi.	BP/BK Teacher
7	Nasrulloh, S.Pd.I.	Chief of Administration / TU

³ Source: Document of MA Mazro'atul Ulum Paciran Lamongan

8	Haris Nofitasari, S.H.	Staff TU
9	Ferri Budi Irawan, S.E.	Staff Librarian TU ⁴

5. Recap of Extracurricular Activities / Self Development

a. Integrated Student Activity Unit

1) Obligatory Activity

- a) Obligate for all students, including memorizing *Amaliyah* of NU are summarized in the book *Al Mahfudhot, Ilmiah* work (paper), Reading *Salaf* Book, Morning Gymnastics and Sports together.
- b) Obligate for students who live in Paciran, covering *Muhadloroh*, *Diba'iyah*, *Tahlil*, *Istighotsah*, and recite *Salaf* Book.

2) Non-Obligatory Activity

- a) *Nahwu-Shorof* Course
- b) Arabic Language Course
- c) English Course
- d) Computer Course

b. Independent Student Activity Unit

- 1) *Sholawat* Activity (*Hadrah Al Banjari*)
- 2) Theater Activity
- 3) Tilawatil Qur'an Arts Activity
- 4) Choral Activity
- 5) Volleyball Sports Activity
- 6) Basketball Sports Activity

⁴ Source: Document of MA Mazro'atul Ulum Paciran Lamongan

- 7) Football Takraw Sports Activity
- 8) Futsal Sports Activity
- 9) Martial Arts Activity
- 10) Scout Activity⁵

B. Data Exposure

Based on field observation, interview with informants of the school community including: the principal, teachers (especially *Fiqh's* teacher) and employee, data from school's document and the implementation of this research, the researchers compiled research report as the following:

1. The Terms of Lesson Plan Developed by *Fiqh's* Teacher in Grade X in MA Mazro'atul Ulum Paciran Lamongan

MA Mazro'atul Ulum Paciran is a secondary education institutions based on *Pesantren* are considering the expectations of pupils, parents, graduates and community in formulating vision of school. And in its development, MA Mazro'atul Ulum Paciran also have responded to developments and future challenges in science and technology; era of information and globalization that are very fast.

MA Mazro'atul Ulum Paciran as secondary education unit within the Ministry of Religious Affairs should develop curriculum of MA Mazro'atul Ulum Paciran are based on standard of national education to ensure the achievement of national education goals. Education National standards as

⁵ Source: Document of MA Mazro'atul Ulum Paciran Lamongan

stipulated in Government Regulation No. 19 of 2005 consists of content standards, processes, competencies of graduates, staff, facilities and infrastructure, management, financing and educational assessment. Two of the eight national education standards, the Content Standard (Standar Isi/SI) and the Competency Standards (Standar Kompetensi Lulusan / SKL) is the main reference for the school in developing curriculum as contained in the Government Regulation of National Education No. 22 of 2006, concerning the content standards, No. 23 of 2006 concerning the graduate competency standards, and no. 24 of 2006 concerning the implementation of the content standards.

Through the curriculum of MA Mazro'atul Ulum Paciran is expected the implementation of educational programs in MA Mazro'atul Ulum Paciran according to the potential characteristics and needs of learners. To that end, the preparation should involve all citizens of school (Principal, Teacher, Employee, and Student) and other stakeholders (parents, society, and other institutions) in order to achieve the objective of education in this school. As stated by the Principal of MA Mazro'atul Ulum Paciran:

“Keberhasilan penyelenggaraan pendidikan di MA Mazro'atul Ulum Paciran dinyatakan tercapai apabila kegiatan belajar mampu membentuk pola tingkah laku peserta didik sesuai dengan tujuan pendidikan, serta dapat dievaluasi melalui pengukuran dengan menggunakan tes dan non tes. Proses pembelajaran akan efektif apabila dilakukan melalui persiapan yang cukup dan terencana dengan baik agar dapat diterima untuk: memenuhi kebutuhan masyarakat setempat dan masyarakat global, mempersiapkan peserta didik dalam menghadapi perkembangan dunia global dan melanjutkan ke jenjang

yang lebih tinggi dan/atau mengembangkan keterampilan untuk hidup mandiri.”⁶

“The success of education in MA Mazro’atul Ulum Paciran clarified achieved when learning is able to establish a pattern of behavior of learners in accordance with the purpose of education, and can be evaluated through measurements using tests and non-test. The learning process will be effective if done through adequate preparation and a well-planned in order to be accepted for: meet the needs of local communities and the global community, to prepare students in the face of the global world, and proceed to a higher level and / or develop skills to live independently.”

To ensure the curriculum implementation successful of this school, it takes a variety of requirements, among others:

- a. Support all education stakeholders
- b. Socialization, training, discussions and workshops of KTSP (Kurikulum Tingkat Satuan Pendidikan / Curriculum Education Unit)
- c. Fulfillment of the necessary documents for the preparation of KTSP
- d. Development of human resources in a sustainable manner
- e. Coordination and management of professional
- f. Expansion of the good cooperation with various parties, such as universities, LSM (Lembaga Swadaya Masyarakat / Non-Governmental Organization), government and private agencies, and others.

All parties need to: (1) understand KTSP, (2) have the supporting documents, (3) a commitment to develop and progress together, and (4) able and willing to carry it out properly. It is as expressed by the principal:

“Ada beberapa persyaratan untuk mencapai keberhasilan dalam menerapkan kurikulum madrasah ini, diantaranya: adanya dukungan dari semua stakeholder, diadakan sosialisasi, diskusi, dan pelatihan-

⁶ Interviewed with the Principal of MA Mazro’atul Ulum Paciran Lamongan, Mr. Farihi, S.Pd. on April 16, 2013 at 09.30 am.

pelatihan, pemenuhan dokumen-dokumen yang diperlukan dalam penyusunan KTSP, koordinasi dan pengelolaan yang professional, perluasan kerjasama yang baik dengan berbagai pihak, seperti Perguruan tinggi atau universitas, LSM, dan sebagainya.”⁷

“There are some requirements to achieve success in the implementing this school’s curriculum, including: the support of all stakeholders, held socialization, discussions, and training, the fulfillment of the required documents in the preparation of KTSP, coordination and management professionals, the expansion of good cooperation with various parties, such as colleges or universities, LSM, and so on.”

And to create and organize the educational process-oriented learning effectiveness of the achievement of the target, then the required participation from the principal and all teachers in the preparation and utilization of learning tools that include syllabus, lesson plan, student book, Teacher Handbook, Student Worksheet (LKS/ Lembar Kerja Siswa), and so forth.

The Implementation of good teaching is influenced by a good learning plan anyway. Learning plan or it called Lesson Plan (read in *Bahasa*: RPP) is a learning design subjects every unit which will be applied by teacher in the classroom. In order for the implementation of learning run effectively and efficiently will require planning arranged systematically, with the teaching-learning process more meaningful and enable students and is designed in a clear scenario. And on the other hand, through a Lesson Plan can be known levels of teacher skills in their profession. Therefore, the Lesson Plan is required to be prepared by the teacher before carrying out the

⁷ Interviewed with the Principal of MA Mazro’atul Ulum Paciran Lamongan, Mr. Farihi, S.Pd. on April 16, 2013 at 09.33 am.

teaching and learning process in the classroom. It is as described by Drs.

Abdullah as *Fiqh* teacher in MA Mazro'atul Ulum Paciran:

“Setiap guru harus membuat RPP, ini merupakan kewajiban bagi semua guru di madrasah ini, baik guru bidang studi umum, agama, maupun muatan lokal. Apabila terdapat guru yang tidak membuat atau menyusun RPP, akan dikenai sanksi dari kepala sekolah. Adapun sanksinya itu sendiri merupakan kebijakan dari kepala sekolah. Dan terdapat perwakilan pengawas dari DEPAG (Departemen Agama) kabupaten dari tim KKM (kelompok kerja madrasah) yang mengawasi dan membina guru-guru di setiap sekolah. Oleh karena itu, pembuatan RPP menjadi lebih terarah.”⁸

“Every teacher should make a lesson plan, it is imperative for all teachers in this school, both teachers of public lessons, religious lessons, or local charges lessons. If there are teachers who do not make or prepare lesson plans, will be subject to sanctions from the school principal. As for the sanctions is itself a policy from the principal. And there were representatives from the supervisory DEPAG (Department of Religion) of the district KKM team (kelompok kerja madrasah / school working group) that oversee and develop the teachers in each school. Therefore, making lesson plans to be more focused.”

Lesson plan according to *Fiqh* teacher in MA Mazro'atul Ulum

Paciran are as follows:

“Kalau menurut saya sendiri, Rencana Pelaksanaan Pembelajaran itu merupakan rencana jangka pendek yang di buat oleh guru sebelum melakukan pembelajaran di kelas. Setiap pertemuan, guru harus membuat RPP, agar pada saat proses belajar mengajar, kita dapat melakukan pembelajaran dengan perencanaan yang lebih matang dan supaya kita lebih siap dalam menghadapi murid, baik dari segi materi pembelajarannya ataupun dari strategi pengajaran yang akan kita terapkan.”⁹

“In my self-opinion, the lesson plan is a short-term plan that is made by the teacher before learning in the class. Each meeting, the teacher must make lesson plans, so that when the learning process, we can do the learning by planning a more mature and so we are better prepared

⁸ Interviewed with the *Fiqh*'s Teacher of MA Mazro'atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 10.25 am.

⁹ Interviewed with the *Fiqh*'s Teacher of MA Mazro'atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 10.30 am.

to face the student, both in terms of the learning material or of teaching strategies will we apply.”

The above statement, as revealed by Mulyasa, that the lesson plan should be prepared to encourage teacher be more ready in implementing learning activities with careful planning. Therefore, every teacher who will make learning, they must have preparation, either written or oral preparations.¹⁰

The lesson plan development is an ongoing process, from planning to teaching, learning implementation, and evaluation of learning.

In the planning process of Lesson Plan in MA Mazro'atul Ulum Paciran also begins with the planning, the principal idea or subject teachers always hold *Fiqh* for learning innovation, so that the principal role in the development of lesson plans on *Fiqh* is a manager, and supervisor. It is as expressed by Drs. Abdullah:

“Selain guru, kepala sekolah juga mempunyai peran yang sangat penting dalam pembuatan dan pengembangan RPP pada mata pelajaran *Fiqh* di MA Mazro'atul Ulum Paciran, diantaranya: kepala sekolah sebagai manajer, pengawas, pembimbing, memeriksa RPP pada saat meminta persetujuan/ttd, sebagai supervisor bawahannya dalam menjalankan tugasnya; selain itu kepala sekolah juga memantau guru-guru dalam pembuatan dan penyusunan RPP, karena apabila terdapat guru yang tidak membuat RPP, maka kepala sekolah akan memberi sanksi, hukuman, atau setidak-tidaknya teguran dan peringatan dari beliau.”¹¹

“In addition to teachers, principals also have a very important role in the creation and development of lesson plans on the *Fiqh* in MA Mazro'atul Ulum Paciran, including: principals as managers, supervisors, mentors, check out the lesson plan when asking for approval / signed, as a supervisor subordinates in carrying out their

¹⁰ Mulyasa. *Op.cit.* p. 217.

¹¹ Interviewed with the *Fiqh*'s Teacher of MA Mazro'atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 10.33 am.

duties; besides the principals also monitor teachers in the manufacture and preparation of lesson plans, because if there are teachers who do not make the lesson plans, the principal would impose sanctions, penalties, or at least from his reprimand and warning.”

In the KTSP book of Mulyasa, he is citing Joseph and Leonard’s declaration who suggested that: *“Teaching without adequate written planning is sloppy and almost always ineffective, because the teacher has not thought out exactly what to do and how to do it.”*¹² This is reinforced by the statement of the Principal of MA Mazro’atul Ulum Paciran:

“Manfaat membuat RPP itu sendiri agar pembelajaran di kelas lebih terarah dan lebih terkonsep, karena sebelumnya telah kita persiapkan terlebih dahulu berbagai materi dan metode pembelajarannya.”¹³

“The benefits to make lesson plans for learning in the classroom more focused and more conceptualized, because previously we have prepared in advance a variety of materials and methods of learning.”

It is also revealed by the Fiqh teacher, Mr. Drs. Abdullah:

“Dulu, sebelum ada kewajiban untuk membuat RPP, kami mengajar hanya sekedar memberi materi atau menjelaskan saja. Kalau memang dibutuhkan metode lain seperti diskusi atau yang lainnya, ya baru kami terapkan itu. Dan terkadang, kalau sudah asyik mengajar, penjelasan akan lebih melebar, keluar daripada indikator yang diharapkan. Oleh karena itu, RPP itu sendiri sebagai pengingat saya pada khususnya, mengenai indikator dan tujuan pembelajaran yang harus dicapai murid.”¹⁴

“In the past, before there is an obligation to make lesson plans, we just give the material taught or explained away. If it takes other methods such as discussions or the other, we have just applied it. And sometimes, when it’s fun to teach, an explanation will be widened, exit indicator than expected. Therefore, lesson plan itself as my reminder in particular, the indicators and objectives to be achieved student learning.”

¹² Mulyasa. *Op.cit.* p. 221.

¹³ Interviewed with the Principal of MA Mazro’atul Ulum Paciran Lamongan, Mr. Farihi, S.Pd. on April 16, 2013 at 09.37 am.

¹⁴ Interviewed with the *Fiqh*’s Teacher of MA Mazro’atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 10.39 am.

The above statement confirmed the importance of lesson plans for successful learning in school. With optimal lesson plan, teachers can organize basic competencies to be achieved in learning more purposeful.

The development of the lesson plan should pay attention to the interest and characteristics of learners against the standard material used as study materials. In this regard, it should be noted that teachers should not only act as a transformer, but it should act as a motivator that can evoke passion and desire to learn, and to encourage students to learn, using a variety of media, and appropriate learning resources, and to support the establishment of standards of competence and basic competences.¹⁵

“Hal-hal yang harus diperhatikan dalam pengembangan RPP, diantaranya adalah kita harus memperhatikan karakteristik siswa, karena sifat dan karakter siswa yang satu dan lainnya itu kan berbeda-beda, agar nantinya kita juga bisa membuat dan menentukan materi standar yang akan kita ajarkan, biar ada kesamaan pencapaian indicator.”¹⁶

“The things that must be considered in the development of lesson plans, such as we have to pay attention to the characteristics of students, due to the nature and character of the students and the other one tha’s different, so that later we can also create and define standard materials that will we teach, though there are similarities achievement of indicator.”

Development of lesson plans on *Fiqh* also requires teachers to be creative in developing components that exist in the lesson plan. In developing components, *Fiqh*’s teachers also have to consider several issues related to MA Mazro’atul Ulum Paciran, for instance related competencies,

¹⁵ Mulyasa. *Op.cit.* p. 218.

¹⁶ Interviewed with the *Fiqh*’s Teacher of MA Mazro’atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 10.43 am.

indicators of learning achievement, learning objectives, excavation materials, methods or learning strategies. As revealed by Drs. Abdullah:

“Selain karakteristik siswa, beberapa hal lain yang juga menjadi pertimbangan dalam mengembangkan RPP pada mata pelajaran Fiqh di MA Mazro’atul Ulum Paciran, antara lain: landasan utamanya adalah merumuskan indikator pencapaian pembelajaran, tujuan pembelajaran, penggalian materi, metode pembelajaran, skenario ataupun strategi pembelajaran.”¹⁷

“In addition to the characteristics of the students, some other things are also taken into consideration in developing lesson plans on the *Fiqh* in MA Mazro’atul Ulum Paciran, among others: the main runway is to formulate indicators of learning achievement, learning objectives, materials excavation, learning methods, scenarios or learning strategies.”

The planning and development of lesson plans on *Fiqh* that is developed by *Fiqh* teachers in MA Mazro’atul Ulum Paciran - which in this case is done by Drs. Abdullah - are:

a. Objective of Learning

The purpose of learning is one aspect that needs to be considered in planning lessons, because of all learning activities estuary at achieving a particular goal. This is consistent with the expression of Drs. Abdullah:

“Hal-hal yang dikembangkan dalam RPP pada mata pelajaran Fiqh di MA Mazro’atul Ulum Paciran Lamongan antara lain seperti: strategi pembelajaran, nilai karakter, metode, dan juga tujuan pembelajaran.”¹⁸

“The terms developed in Lesson Plan on Fiqh subjects in MA Mazro'atul Ulum Paciran Lamongan such as: learning strategy, the value of the character, methods, and learning objectives.”

¹⁷ Interviewed with the *Fiqh*'s Teacher of MA Mazro’atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 10.45 am.

¹⁸ Interviewed with the *Fiqh*'s Teacher of MA Mazro’atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 10.46 am.

Lesson Plan development of *Fiqh* in grade X in MA Mazro'atul Ulum Paciran Lamongan in terms of learning objectives developed from indicators of competencies achievement. Lesson Plan development of *Fiqh* in grade X in MA Mazro'atul Ulum Paciran Lamongan in terms of Learning Objectives can be seen in Table 4.1.

b. Methods of Learning

Teaching and learning activities are complex activities. Therefore, it is almost impossible to conclude that a particular method is superior to other methods in order to achieve the competencies to be achieved for a particular subject. In the teaching and learning activities, MA Mazro'atul Ulum Paciran uses a variety of methods that are tailored to the learning materials and competencies to be achieved by learners.

“Metode yang kami gunakan dalam pembelajaran di kelas, sebenarnya cenderung banyak menggunakan metode ceramah ataupun diskusi siswa. Akan tetapi, semenjak diadakannya workshop guru-guru di setiap awal semester yang dilaksanakan di Kabupaten, kami mendapat banyak pengetahuan (informasi) mengenai metode-metode atau strategi lain yang bisa diterapkan di kelas yang bisa menambah semangat siswa untuk mengikuti pembelajaran di kelas. Penentuan metode ini juga disesuaikan dengan kemampuan dan pengetahuan murid.”¹⁹

“The method that we use in the classroom, actually tend to use a lot of discussion or lecture of students. However, since teachers workshop held at the beginning of each semester are held in the District, we got a lot of knowledge (information) about the methods or other strategies that can be implemented in a class that can add to the spirit of the students to follow the learning in the classroom. Determination of the method is well adapted to the abilities and knowledge of students.”

¹⁹ Interviewed with the *Fiqh*'s Teacher of MA Mazro'atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 10.48 am.

“Metode yang digunakan pastinya juga harus disesuaikan dengan materi yang sedang dibahas. Akan tetapi tidak sepenuhnya pembelajaran di kelas hanya menggunakan metode-metode itu, karena guru juga memberi penjelasan atau ceramah tentang materi yang dibahas dalam bentuk klarifikasi atau penekanan, biar tidak ada kekeliruan atau kesalahpahaman dalam menerapkannya dalam kehidupan sehari-hari.”²⁰

“The method used must also be adapted to the material being discussed. But not entirely classroom use only those methods, because teachers explain or talk about the subject matter in the form of clarification or emphasis, let no mistake or misunderstanding in applying it in everyday life.”

Principal of MA Mazro’atul Ulum Paciran also authorizes all teachers to develop lesson plans. As revealed by Drs. Abdullah:

“RPP itu sebagai patokan selama pembelajaran di kelas yang dikembangkan sendiri oleh guru mata pelajaran itu.”²¹

“Lesson plan is as the benchmark for learning in the classroom which is independently developed by teachers of the subject.”

Lesson Plan development of *Fiqh* in grade X in MA Mazro’atul Ulum Paciran Lamongan in terms of Learning Methods can be seen in Table 4.2.

c. Strategies / Learning Scenarios

In making strategies or learning scenarios should be based on competence-based learning is designed to explore the potential and experience to be able to fulfill the student’s achievement of competencies that have been established, and use the learning approach or method that

²⁰ Interviewed with the *Fiqh*’s Teacher of MA Mazro’atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 10.50 am.

²¹ Interviewed with the *Fiqh*’s Teacher of MA Mazro’atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 10.34 am.

can attract students to learn actively, creative, self-motivated and able to learn.

Lesson Plan development of *Fiqh* in grade X in MA Mazro'atul Ulum Paciran Lamongan in terms of Learning Strategies can be seen in Table 4.3.

d. Character Value

In the Lesson plan of *Fiqh* academic year 2011/2012, not included the value of the character that should be imparted to students, because at that time MA Mazro'atul Ulum Paciran still not using the Character Lesson Plan (*RPP Berkarakter*) with concept of EEK (Elaboration, Exploration, and Confirmation). However, beginning in the academic year 2012/2013, MA Mazro'atul Ulum Paciran been using the Lesson Plan Character that outlines the values that students need to have character. Mr. Drs. Abdullah described as:

“Dimulai tahun ini (TP. 2012/2013, red) kami menggunakan dan menerapkan RPP berkarakter. Memang tahun-tahun sebelumnya kami hanya membuat RPP biasa yang tidak mencantumkan nilai-nilai karakter yang harus dimiliki siswa. Jadi, sekarang kami juga harus bekerja keras untuk mencoba menerapkan nilai-nilai ini pada diri siswa, ya jadi kami juga tidak hanya sekedar mengajar, akan tetapi bagaimana caranya agar siswa mengetahui karakter-karakter ini dan menerapkannya dalam kehidupan sehari-hari. Memang sekarang, menjadi agak rumit.”²²

“Starting this year (Academic Year 2012/2013, red) we use and implement the Lesson Plan Character. Indeed, in previous years we only make regular lesson plans that do not include the values of character that should be owned by students. So, now we also have to work hard to try to apply these values on students, yes so we do not just teach, but how do you get students to know these

²² Interviewed with the *Fiqh*'s Teacher of MA Mazro'atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 10.36 am.

characters and apply them in everyday life. Indeed now, be a bit tricky.”

The value of the character that is expected to be held and applied to students in everyday life includes: Religious, Honest, Tolerance, Discipline, Hard Work, Creative, Stand Alone, Democratic, Curiosity, Nationality Spirit, Homeland Love, Appreciate achievement, Friendly / communicative, Love Peace, Fond of reading, Cares environment, Cares social, Responsibility.

The Lesson Plan Character is a lesson plan that requires cultivation of character in students such as Discipline, Respect and Attention, Responsibility as well as other characters are expected to be held by students during the learning process takes place and after the learning takes place.

There are 3 very important aspects in applying the Lesson Plan Character to students, among others, as follows:

1) Exploration

Learning process takes place when a teacher should explore the knowledge of their students by presenting experiences and new knowledge to the learners. It is called the Exploration.

2) Elaboration

In the Elaboration Activities expected teachers to gain knowledge and insight from a wide range of students and reference books as well as cooperation with other students present.

This can be done by applying various models of student learning in order to be more visible cooperation, either use Jigsaw Cooperative Learning Model Types, Drill methods, Team Teaching, and other Cooperative Learning Model.

3) Confirmation

In the Event Confirmation expected teachers to summarize all course materials and other things that are considered necessary for reflection. Teachers can engage students in summarizing and giving conclusions of the subject matter that has been discussed.

2. The Development Process of the Lesson Plan of *Fiqh* in Grade X in MA Mazro'atul Ulum Paciran Lamongan

a. Implementation of Lesson Plan Development

In the process of lesson plan development, *Fiqh*'s teachers are required to creative and innovative in order to arrange learning scenarios set out in the lesson plan. Before the lesson begins, the teacher should make preparations and also designing learning activities so that the expected competencies can be achieved by students. The process of preparation and design of learning activities is started by creating learning programs, syllabus, and lesson plans. This is consistent with the expression of Drs. Abdullah:

”Dalam proses pembuatan dan pengembangan RPP pada mata pelajaran *Fiqh* di MA Mazro'atul Ulum Paciran itu dimulai dengan pembuatan silabus kemudian membuat RPP yang berpatokan pada kompetensi dasar dan indicator pada silabus atau kita

merencanakan bagaimana pembelajaran yang akan dilaksanakan di kelas.”²³

“In the process of creation and development of lesson plans on the *Fiqh* in MA Mazro’atul Ulum Paciran it starts with making the syllabus then create lesson plans based on the basic competencies and indicators on the syllabus or learning how we plan to be implemented in the classroom.”

Development and making process of lesson plans on *Fiqh* in MA Mazro’atul Ulum Paciran conducted in every semester is done at the beginning of each semester or school year by each *Fiqh* teacher in the school.

“Memang pada setiap pertemuan di kelas, kita diwajibkan untuk membuat RPP. Akan tetapi, kita tidak membuatnya pada setiap sebelum pembelajaran. Sebenarnya, penyusunan dan pembuatan RPP itu sendiri dilakukan pada setiap awal semester. Ibaratnya, kita membuat RPP itu sekaligus dalam satu waktu gitu, tidak nyicil tiap pertemuan, biar nantinya juga lebih mudah dan tidak memberatkan.”²⁴

“Indeed, at every meeting in the classroom, we are obliged to make a lesson plan. However, we did not make it on any prior learning. Actually, the preparation and making of lesson plan itself is done at the beginning of each semester. Supposing, we create lesson plans that once in a while like that, not credit each meeting, so that will also be easy and not burdensome.”

Each year the district also held workshops in the region or a forum that gathers teachers from each school in the district. In the workshop, teachers are given an idea how to create lesson plans, after which they made a lesson plan for some SK / KD (standard competence/basic

²³ Interviewed with the *Fiqh*'s Teacher of MA Mazro’atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 10.52 am.

²⁴ Interviewed with the *Fiqh*'s Teacher of MA Mazro’atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 10.53 am.

competence) - as an example - and corrected if they make it right. This is according to what is said by Drs. Abdullah:

”Pelaksanaan pengembangan RPP pada mata pelajaran Fiqh di MA Mazro’atul Ulum Paciran itu dilaksanakan pada setiap tahun ajaran. Ada workshop yang diikuti oleh semua guru atau forum yang mengumpulkan semua guru dari berbagai sekolah yang ada di kabupaten. Dalam *workshop* tersebut guru diberikan arahan dan bimbingan untuk membuat RPP yang baik dan benar.”²⁵

“Implementation of the development of lesson plans on *Fiqh* in MA Mazro’atul Paciran Ulum was implemented in each school year. There is a workshop which was attended by all teachers or forum gathers all teachers from various schools in the district. In the workshop, teachers are given direction and guidance to create a lesson plan that is good and right.”

Making lesson plans on *Fiqh* in MA Mazro’atul Ulum Paciran implemented at the beginning of each semester and at every basic competency should make a lesson plan. Nonetheless, it is possible in a single session using two lesson plans or spends two basic competencies compressed and applied in a single meeting. As the expression of Principal of MA Mazro’atul Ulum Paciran:

“RPP yang kami buat dan yang kami susun itu disesuaikan dengan banyaknya kompetensi dasar dalam tiap-tiap standar kompetensi. Jadi, apabila dalam satu semester terdapat tiga SK atau tiga bab, dan dalam setiap bab nya terdapat masing-masing empat kompetensi, maka RPP yang kami buat juga sebanyak Kompetensi dasarnya itu, atau dalam hal ini jumlahnya ada 12 RPP.”²⁶

“Lesson plans that we made and that we set up was adjusted to the number of basic competencies in each competency standards. So, if in one semester there are three Standards Competence or three chapters, and in each of its chapters are each of the four

²⁵ Interviewed with the *Fiqh*'s Teacher of MA Mazro’atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 10.55 am.

²⁶ Interviewed with the Principal of MA Mazro’atul Ulum Paciran Lamongan, Mr. Farihi, S.Pd. on April 16, 2013 at 09.40 am.

competencies, the lesson plan that we create as well as the basic competence, or in this case the numbers there are 12 lesson plans.”

In the process of developing lesson plans on *Fiqh* in MA Mazro’atul Ulum Paciran, sometimes *Fiqh* fellow teachers also make sharing or discussion to develop lesson plans of *Fiqh*. As revealed Drs. Abdullah:

”Terkadang kami sesama Guru Fiqh juga saling membantu dalam pengembangan RPP. Kita berdiskusi atau saling sharing lah untuk merumuskan RPP biar tidak seperti itu-itu saja, biar ada perubahan atau perkembangan.”²⁷

“Sometimes our fellows Master *Fiqh* also help each other in the development of lesson plans. We discuss or share with each other was to formulate lesson plans let me not like it-that’s it, let no change or development.”

Lesson Plan is a plan that describes the procedures and organization of learning in order to achieve a basic competence defined and described in the syllabus should be done by the teacher before teaching. Everything has been planned and outlined in the lesson plan in learning activities may not fit reality, because in practice there may be barriers or obstacles to be faced. Therefore, teachers need to be creative and innovative in developing lesson plans.

Development of lesson plans on *Fiqh* in MA Mazro’atul Ulum Paciran contained on learning objectives, learning methods, strategies or learning scenarios, and character value. This can be seen in Table 4.1, Table 4.2 and Table 4.3.

²⁷ Interviewed with the *Fiqh*’s Teacher of MA Mazro’atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 10.52 am.

b. Constraints / Barriers

Lesson Plan is a plan describes teaching and learning activities that will be implemented in the classroom in order to achieve a predetermined competency. So, everything has been planned not necessarily be implemented as a whole because of the teaching and learning activities must be faced obstacles. The constraints in the development of lesson plans on *Fiqh* in MA Mazro'atul Ulum Paciran, as expressed by Drs. Abdullah:

”Dalam pengembangan RPP pada mata pelajaran Fiqh di MA Mazro'atul Ulum Paciran terdapat beberapa Kendala/hambatan, diantaranya: fasilitas yang kurang memadai, dan siswa yang kurang persiapan, misalnya ada siswa yang tidak mempunyai buku Fiqh, dan lain sebagainya.”²⁸

“In the development of lesson plans on *Fiqh* in MA Mazro'atul Ulum Paciran there are some obstacles / barriers, including: inadequate facilities, and students are ill-prepared, for example, there are students who do not have the book of *Fiqh*, etc.”

Another obstacle in making lesson plans is a matter of time. Each teacher was given a predetermined time teaching. For *Fiqh* in each week there is a meeting with the allocation of 45 minutes x 2 hour lessons or a 90-minute meeting. However, sometimes things happen that are not in accordance with the schedule of learning. For example, on that day there was a meeting of teachers, or school agendas that take up time and learning in the classroom. Therefore, the basic competencies to be achieved by the end of the day had to be postponed teaching and suspended the following week. As expressed by Mr. Drs. Abdullah:

²⁸ Interviewed with the *Fiqh*'s Teacher of MA Mazro'atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 10.56 am.

“Hambatan yang lain misalnya mengenai waktu. Kita sudah mendapat jatah mengajar *Fiqh* di kelas X pada hari Minggu dengan alokasi waktu 45 menit x 2 jam pelajaran. Akan tetapi terkadang di luar jadwal kita, ada kegiatan-kegiatan sekolah yang tidak bisa ditinggalkan yang dilakukan pada jam itu. Jadi, kita hari itu ya tidak mengajar, dan diganti minggu depannya, sehingga kita harus pintar-pintar membagi waktu untuk menyelesaikan 2 kompetensi dasar dalam satu pertemuan pada minggu depannya itu.”²⁹

“Another barrier is such as the time. We’ve got to teach *Fiqh* ration in class X on Sunday with a time allocation of 45 minutes x 2 hour lessons. But sometimes outside our schedule, there are activities of school that cannot be abandoned conducted at that. So, yes we are not teaching that day, and were replaced the following week, so we have to be smart to devote time to complete two basic competences in one meeting in the next week.”

Lesson plan development is not an easy thing, but we must do so with a serious, earnest, diligent, thorough, and patient, so that the development of lesson plans on *Fiqh* in MA Mazro’atul Ulum Paciran can be implemented with either though many constraints faced. As revealed by Drs. Abdullah:

”Proses mengembangkan RPP itu memang bukan hal yang mudah, karena sangat menghabiskan banyak waktu, tenaga dan juga kesabaran kita. Ya oleh karena itu, kita harus merencanakan itu dengan penuh kesungguhan, ketekunan, dan kesabaran atau kita bisa sharing dengan guru lain untuk merumuskan ini, biar kita tidak pusing sendiri, dan kalau diniati dengan sungguh-sungguh juga pasti bisa diatasi.”³⁰

“The process of developing a lesson plan that is not an easy thing, because it spends a lot of time, effort and also our patience. Yes, therefore, we have to plan it with full sincerity, perseverance, and patience or we can share with other teachers to formulate this, let us not dizzy own, and if intentional earnestly certainly also be addressed.”

²⁹ Interviewed with the *Fiqh*'s Teacher of MA Mazro'atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 10.57 am.

³⁰ Interviewed with the *Fiqh*'s Teacher of MA Mazro'atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 10.59 am.

Another obstacle faced by *Fiqh* teachers in developing lesson plans is the typology of the characteristics of students in a diverse classroom. A difficulty faced is to match or customize lessons with students. In that sense, adapt methods or strategies implemented in the classroom with students of different character types vary so the material can be delivered and well received by students. Teachers are required to be innovative and creative in asking questions in class, therefore the teacher must also be able to choose and determine the appropriate method to be applied in the classroom that are tailored to the indicators to be achieved.

“Kendala yang lain itu dari siswanya. Karakter siswa kan bermacam-macam dan berbeda-beda satu sama lain. Dan kesulitannya adalah dalam mencocokkan dan memilih strategi yang tepat yang sesuai dengan tipologi siswa itu, agar pembelajaran di kelas bisa berjalan lancar.”³¹

“Another obstacle is from the students. Students characters are assortment and different from each other. And the difficulty is in matching and choosing the right strategy in accordance with the typology of the students, so that the learning in the classroom to run smoothly.”

The steps taken to overcome obstacles such proficiency level is to understand the characteristics of learners, and classroom conditions. As disclosed by Drs. Abdullah:

”Langkah yang diambil untuk mengatasi kendala dalam pengembangan RPP pada mata pelajaran *Fiqh* di MA Mazro’atul Ulum Paciran, yaitu: guru harus bisa memahami tipologi dan kondisi kelas, karena ada siswa yang nakal dan juga ada siswa yang

³¹ Interviewed with the *Fiqh*'s Teacher of MA Mazro'atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 11.00 am.

tidak nakal. Adapun mengenai fasilitas, diusahakan agar bisa merata karena jumlah siswanya lebih banyak.”³²

“Steps taken to overcome the obstacles in the development of lesson plans on *Fiqh* in MA Mazro’atul Ulum Paciran, namely: the teacher should be able to understand the typology and condition class, because there are students who are unruly and there are also students who are not naughty. As for the facilities, it is arranged to be evenly because the number of students more.”

And the learning time for other activities are used to complete the Basic Competencies are pending at the time of the next meeting. As expressed by Drs. Abdullah for the steps taken to overcome the obstacles that exist when developing lesson plans on *Fiqh* in MA Mazro’atul Ulum Paciran:

“Akan tetapi terkadang di luar jadwal kita, ada kegiatan-kegiatan sekolah yang tidak bisa ditinggalkan yang dilakukan pada jam itu. Jadi, kita hari itu ya tidak mengajar, dan diganti minggu depannya, sehingga kita harus pintar-pintar membagi waktu untuk menyelesaikan 2 kompetensi dasar dalam satu pertemuan pada minggu depannya itu. Kita harus bisa mensiasati dengan mempercepat durasi yang aslinya 45 menit menjadi 25 menit.”³³

“But sometimes out of our schedule, there are activities of school that cannot be abandoned that performed at that time. So, yes we are not teaching that day, and were replaced the following week, so we have to be smart to devote time to complete two basic competences in one meeting in the next week. We must be able to anticipate the duration of the original speeding 45 minutes to 25 minutes.”

Workshop to be conducted every year also serves to refresh the teacher in making the school program. As revealed by Drs. Abdullah:

“Dan untuk mengatasi kendala-kendala itu kan ada workshop yang dilakukan tiap tahun, itu fungsinya untuk menyegarkan kita

³² Interviewed with the *Fiqh*'s Teacher of MA Mazro’atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 11.02 am.

³³ Interviewed with the *Fiqh*'s Teacher of MA Mazro’atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 11.05 am.

kembali dalam membuat dan mengembangkan RPP, dan di sana kita juga akan sharing dengan guru-guru lain agar bisa saling membantu dalam melengkapi RPP yang sudah ada sehingga bisa disempurnakan berdasarkan evaluasi sebelumnya.”³⁴

“To overcome the obstacles there is a workshop conducted each year, its function is to refresh us back in making and developing lesson plans, and there we will also be sharing with other teachers in order to help each other in a complementary existing lesson plans that can be refined based on previous evaluations.”

3. The Implementation of Lesson Plan on *Fiqh* and its Evaluation in Grade X in MA Mazro’atul Ulum Paciran Lamongan

a. Implementation

Based on a study conducted by researchers of *Fiqh*'s teachers who teach in grade X on April 21, 2013 were teaching carried out by the *Fiqh* teacher in class, largely based on the lesson plans that have been prepared. However, in practice there is a development undertaken by *Fiqh* teachers during teaching in the classroom. Elaboration can be seen in the table below:

No.	Activity	Achievement Completeness	
		Yes	No
I.	Introduction		
	Apperception and Motivation		
1.	Provide greetings and start lessons with basmalah and checking students who do not attend	✓	
2.	Provide apperception / materials in connection with the material being taught and provide motivation	✓	
3.	Delivering competency of the material to be taught	✓	
4.	Explaining the objectives of the material to be taught and usefulness in life	✓	

³⁴ Interviewed with the *Fiqh*'s Teacher of MA Mazro’atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 11.07 am.

II.	Core Activities		
A.	Exploration		
1.	Introduction of the topic to be discussed	✓	
2.	Teacher asks what students know about Wakalah	✓	
3.	Teacher appoint one of the students to explain the meaning wakalah	✓	
4.	Teachers give students another opportunity to ask students to explain the meaning wakalah earlier	✓	
5.	Students open the Quran to find the arguments relating to the material (exploration)	✓	
B.	Elaboration		
1.	Indicated student's argument naqli of wakalah provisions	✓	
2.	Students read the Naqli arguments relating to the material / ie wakalah	✓	
3.	Teacher pointed to another student to explain wakalah		✓
C.	Confirmation		
1.	Teacher pointed to some students to undertake socio-drama-related themes wakalah (practice wakalah)	✓	
2.	Teacher asks students about wakalah		✓
3.	Students identify wakalah		✓
III.	Closing Activities		
1.	Conducting debriefing about wakalah	✓	
2.	Together with students, teacher conclude that the new material is taught	✓	
3.	Teacher assigned to students to find naqli theorem of wakalah	✓	
4.	Closing the lesson by reading and reading greeting hamdalah	✓	
5.	Teachers motivate students so that students can be more active in learning		✓

There are several sides that involved on the implementation process of Lesson Plan on *Fiqh* in X class, they are: teacher of *Fiqh*, student in X class, and also representatives from the supervisory DEPAG (Department of Religion) of the district KKM team (kelompok kerja madrasah / school working group) that oversee and develop the teachers in each schools.

Teacher of *Fiqh* has the important role on implementing Lesson Plan of *Fiqh*, because he has made and developed the lesson plan of *Fiqh* before teaching in the class. Then, students in X class as the object of *Fiqh*'s teacher on the implementing of lesson plan, and this is for knowing is the lesson plan of *Fiqh* has been implemented by *Fiqh*'s teacher well in the class and also to know whether the students can achieve the learning goal as expected.

During the learning process and the implementation of the lesson plan is done by the teacher of *Fiqh* in class X, KKM (*kelompok kerja madrasah* / school working group) team district carry out supervising and monitoring to teacher of *Fiqh*, to see and perform related assessment of teacher competence in teaching in the classroom and in implementing and using the lesson plan. As previously, the teachers of all the schools in the district have participated in workshops to create and develop a lesson plan. Therefore, in this case, is *Fiqh*'s teacher has really applied all of it well.

Then, principals also have a very important role in the creation and development of lesson plans on *Fiqh* in MA Mazro'atul Ulum Paciran, including: as the managers, supervisors, mentors, check out the lesson plan when asking for approval / signed, as a supervisor subordinates in carrying out their duties; besides the principals also monitor teachers in the manufacture and preparation of lesson plans, because if there are

teachers who do not make the lesson plans, the principal would impose sanctions, penalties, or at least get reprimand and warning.

Broadly speaking, *Fiqh* teacher has applied the method or strategy set out in the lesson plan, as well as reaching the target learning objectives to be achieved. For example:

In order to achieve the learning objectives Students are able to: Understand and explain the meaning and the law of wakalah, assessing the concept of wakalah, reflecting the rules of wakalah, the teacher uses a question and answer (debrief) and discussion methods, according to the learning scenario outlined in the following table:

Core activities (Exploration)	Student Actions
<ul style="list-style-type: none"> • The teacher asks what students know about Wakalah. • The teacher pointed to one of the students to explain the meaning Wakalah. • Teachers give students another opportunity to ask students to explain the meaning Wakalah earlier 	<ul style="list-style-type: none"> • Students answer the teacher's questions. • Students stand up and explain the meaning of Wakalah. • Another student asked the students who had stood related to Wakalah terms • And so on

In order to achieve the learning objectives Students are able to:

Practicing wakalah concept, teachers using socio-drama:

Core activities (Confirmation)	Student Actions
<ul style="list-style-type: none"> • The teacher pointed to some students to undertake socio-drama-related themes wakalah 	<ul style="list-style-type: none"> • Students who are designated by the teacher came forward and prepare to carry out socio-drama related

<p>(wakalah practice).</p> <ul style="list-style-type: none"> • The teacher asks the students about wakalah. 	<p>concepts wakalah</p> <ul style="list-style-type: none"> • Students play the role of concept to demonstrate the concept of wakalah that contained in the terms of wakalah's definition
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b. Evaluation

Evaluation means assessment of the success rate of students achieving the goals determined in a program.³⁵ Purpose of the evaluation itself is to determine the level of progress made by students in a certain period of time learning process. This means that the evaluation of teachers can know the progress of student's behavior changes as a result of the process of learning and teaching involving him as a mentor and helper of learning activities of the student.³⁶

The form of assessment by *Fiqh* teachers in MA Mazro'atul Ulum Paciran is a classroom assessment that are done daily tests, middle tests (UTS/*Ujian Tengah Semester*), final examination (UAS/*Ujian Akhir Semester*) and assessment of learning which includes cognitive, psychomotor, and affective. It is as expressed by Drs. Abdullah:

“Penilaian yang saya lakukan di kelas X pada mata pelajaran Fiqh adalah penilaian dalam bentuk ulangan harian atau dengan mengerjakan LKS (Lembar Kerja Siswa), kemudian UTS (*Ujian Tengah Semester*), UAS (*Ujian Akhir Semester*), penilaian kelas dalam bentuk sikap (afektif), keaktifan siswa dalam mengikuti

³⁵ Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru*, (Bandung: PT Remaja Rosdakarya, 2010), p. 139.

³⁶ *Ibid.* p. 140.

pelajaran / diskusi di kelas dan juga kedisiplinan (sering membolos atau tidak.”³⁷

“The assessment that I did in class X on *Fiqh* is assessment in the form of daily tests or by doing LKS (Lembar Kerja Siswa/Student Worksheet), then UTS (middle test/*Ujian Tengah Semester*), UAS (final examination/*Ujian Akhir Semester*), assessment class in the form of attitude (affective), active students in the following subjects / discussions in class and also discipline (often skipped or not.”

Then Drs. Abdullah added the explanation related to the assessment of the students who are active in the classroom:

“Penilaian terhadap siswa juga dilihat dari keaktifannya di kelas. Yang aktif diberi nilai sekian, yang kurang aktif sekian. Apakah siswa berperan aktif dalam mengikuti diskusi di kelas, memberi atau menjawab pertanyaan, itu juga harus diperhatikan.”³⁸

“Assessment of the students is also seen from the activeness in class. Umpteen rated current, so less active. Do students play an active role in participating in class discussions, give or answer questions, it also must be considered.”

So, it can be concluded that *Fiqh* teachers in MA Mazro’atul Ulum Paciran in developing lesson plans also make an evaluation of learning and very attentive to the assessment given to students from some exam or test is given. Moreover, evaluation of student’s learning outcomes to monitor the process, progress, and improvement of student’s learning outcomes on an ongoing basis. Therefore, the evaluation of learning should be done by teacher continuously in various ways, not only at scheduled times or when the test.³⁹

³⁷ Interviewed with the *Fiqh*’s Teacher of MA Mazro’atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 11.09 am.

³⁸ Interviewed with the *Fiqh*’s Teacher of MA Mazro’atul Ulum Paciran Lamongan, Mr. Drs. Abdullah, on April 16, 2013 at 11.08 am.

³⁹ Muhibbin Syah. *Op.cit.* p. 141.

CHAPTER V

DISCUSSION

The study conducted by researchers in MA Mazro'atul Ulum Paciran Lamongan produce results, as follows:

A. The Terms of Lesson Plan Developed by *Fiqh*'s Teacher in Grade X in MA Mazro'atul Ulum Paciran Lamongan

Lesson Plan is a short-term plan for estimating or projecting what will the teachers do in the classroom. Therefore lesson plan need to be developed to coordinate the learning components that include: basic competencies that serve to develop the potential of learners, standard material that serves to give meaning to the basic competences, learning outcomes indicator function indicates the success of the establishment of competence students, while the function measuring the formation of competence assessment and determine what actions to take if the standard of competence has not been reached.

Lesson Plan is a manual for teachers in implementing or applying the learning in the classroom, or outside of class for every basic competence. So the lesson plan outlines what will be done by teachers and learners during the learning process, both for one session or multiple sessions.

Mulyasa revealed that the lesson plan should be prepared to encourage teacher learning activities with careful planning. Therefore, each will make learning teachers must have preparation, either written or oral preparations.¹

In MA Mazro'atul Ulum Paciran, Lesson plans are the tools to be prepared by the teacher before carrying out the teaching and learning process in the classroom. In every meeting, teacher of MA Mazro'atul Ulum Paciran, including the teacher of *Fiqh* required to create lesson plans, in order when the learning process teachers can do a good and mature learning in the classroom.

In the development of lesson plans on *Fiqh* in MA Mazro'atul Ulum Paciran under consideration are the characteristics of different students and also formulation of indicators of learning achievement, learning objectives, material excavation, teaching methods, and scenarios or learning strategies.

In MA Mazro'atul Ulum Paciran, planning process and development of lesson plans on *Fiqh* developed by teachers in this field of study, Drs. Abdullah under the supervision of the principal of MA Mazro'atul Paciran Ulum, Mr. Farihi, S.Pd is:

1. Objective of Learning

As planners, teachers should be able to diagnose the needs of the students as a subject of study, formulate learning objectives and activities

¹ Mulyasa. *Op.cit.* p. 217.

set teaching strategies adopted to realize the goals that have been formulated.²

Learning objectives is a formulation of behavioral changes obtained after the learning process. If the goal of teaching is known, then the students are motivated to learn. To achieve the easily known, it must be specifically formulated.³

The purpose of learning is one of the aspects that need to be considered in planning lessons. Because each learning activity estuary on the achievement of certain goals.

As for the learning objectives are explained what the purpose of the study, because learning objectives are taken from the indicator.⁴ Based on these descriptions, the formulation of learning objectives in MA Mazro'atul Ulum Paciran on Basic Competence 9.1, which explaining the Islamic provisions of *Wakalah* and its wisdom.

The examples of lesson plan development in terms of learning objectives is the lesson plan of the school year 2011/2012, the learning goals, namely: Explain about how the implementation of *waqaf*, *hibah*, charity and gifts, Assessing the concept of *wakalah*, Reflecting the rules of *wakalah*, Formulate the conclusions of works that can be represented and not, Discuss about *wakalah*, Translating and Reading theorems of *wakalah*, Concluded on *wakalah*. While the learning objectives in the year 2012/2013, namely: Understand and explain the meaning and the law of

² Abdul Majid. *Op.cit.* p. 91.

³ Hamzah B. Uno. *Op.cit.* p. 7.

⁴ Kunandar. *Op.cit.* p. 267.

wakalah, Assessing the concept of *wakalah*, Reflecting the rules of *wakalah*, Formulate the conclusions of the jobs that can be delegated and not, Discuss about *wakalah*, Translating and Read the theorems about the *wakalah*, Practicing concepts of *wakalah*, Concluded on *wakalah*.⁵

2. Method of Learning

Teaching and learning activities are complex activities. Considering the learning and teaching is a complex activity, it is virtually impossible to demonstrate and conclude that a particular method is superior to other methods in order to achieve all the goals, all the teachers, for all students, for all subjects, in all circumstances, and for good.

In every learning and competence building, teachers can use a variety of methods, and a variety of media to achieve the learning objectives. In this case the teacher is expected to select and use a variety of methods and media activities to foster learning and creativity of learners.⁶

In terms of the process of learning and developing lesson plans, then the variable learning methods used in MA Mazro'atul Ulum Paciran in grade X is a processing strategy, the method of discussion, question and answer. While in practice learning methods experienced development beyond what was planned in the previous lesson. For example in the lesson plan of the school year 2011/2012 on the Basic Competence 9.1, the learning method, i.e. Lecture, Questions and Answers and Discussion. In the Lesson Plan in 2012/2013 learning methods, namely lectures, question

⁵ Lesson Plan development at MA Mazro'atul Ulum Paciran in terms of Learning Objectives can be seen in table 4.1.

⁶ Mulyasa. *Op.cit.* p. 226.

and answer, discussion, socio-drama, assignments and observations. While in practice using question and answer (debriefing), discussion, socio-drama, and administration tasks.⁷

3. Strategies / Learning Scenarios

In determining the method of learning is closely related to the selection of the most efficient learning strategy and effective in providing the necessary learning experiences to form the basis of competence. In this case, learning strategies is an activity of teachers in the learning process and the establishment of competence, which can make it easier for learners to achieve the goal.⁸

Strategies or learning scenario includes a series of activities that must be performed by students in order to achieve the learning objectives. Teaching and learning activities in MA Mazro'atul Ulum Paciran in grade X when viewed from lesson plan consists of three stages, namely introduction, core activities (exploration, elaboration, confirmation), and closing activity. In the lesson plan of academic year 2011/2012 on the Basic Competence 9.1, its learning scenario is:

A. Introduction

1. Provide greetings and start lessons with *basmalah* and checking students who do not attend.
2. Provide apperception / materials in connection with the material being taught and provide motivation.

⁷ Lesson Plan development at MA Mazro'atul Ulum Paciran in terms of Learning Methods can be seen in table 4.2.

⁸ Mulyasa. *Op.cit.* p. 225.

3. Delivering competency of the material to be taught
4. Explaining the objectives of the material to be taught

B. Core activities

1. Teacher ask one of students to explain the meaning of *wakalah*
2. Students open the Quran to find the arguments relating to the material (exploration)
3. Indicated student's argument *naqli* of provisions *wakalah*
4. Students read the *Naqli* arguments relating to the material / i.e. *wakalah*
5. Teacher pointed to another student to explain *wakalah*
6. Teacher asks the students about *wakalah*

C. Closing Activities

1. Conducting debriefing about *wakalah*
2. Together with the students, the teacher summarizes the new material taught
3. Closing the lesson by reading and reading greeting *hamdalah*

While the Lesson Plan in the academic year 2012/2013 learning scenarios, namely:

A. Introduction

1. Provide greetings and start lessons with *basmalah* and checking students who do not attend
2. Provide apperception / materials in connection with the material being taught and provide motivation

3. Delivering competency of the material to be taught
4. Explaining the objectives of the material to be taught and usefulness in life

B. Core Activities

Exploration

1. Introduction of the topic to be discussed
2. Teacher asks what students know about *Wakalah*
3. Teacher one of the students to explain the meaning *wakalah*
4. Teachers give students another opportunity to ask students to explain the meaning *wakalah* earlier
5. Students open the Quran to find the arguments relating to the material (exploration)

Elaboration

1. Indicated student's argument *naqli* provisions *wakalah*
2. Students read the *Naqli* arguments relating to the material / i.e. *wakalah*
3. Teacher pointed to another student to explain *wakalah*

Confirmation

1. Teacher pointed to some students to undertake socio-drama-related themes *wakalah* (practice *wakalah*)
2. Teacher asks the students about *wakalah*
3. Students identify *wakalah*

C. Closing Activities

1. Conducting debriefing about *wakalah*
2. Together with students, teachers, concluding that the new material is taught
3. Teacher assigned to students for *naqli* theorem relating to *wakalah*
4. Closing the lesson by reading and reading greeting *hamdalah*
5. Teachers motivate students so that students can be more active in learning⁹

In the development of lesson plans on *Fiqh* in class X in MA Mazro'atul Ulum Paciran there is change or development of the academic year 2011/2012 until the academic year 2012/2013, in which the academic year 2012/2013 has been prepared lesson plan using the concept of EEK (Exploration, Elaboration, and Confirmation).

4. Character Value

In the lesson plan of *Fiqh* academic year 2011/2012, not included the value of the character that should be imparted to students, because at that time MA Mazro'atul Ulum Paciran still not using the concept of Lesson Plan character of EEK (Elaboration, Exploration, and Confirmation). However, beginning in the academic year 2012/2013, MA Mazro'atul Ulum Paciran been using lesson plan character that outlines the values that students need to have character.

⁹ Lesson Plan development at MA Mazro'atul Ulum Paciran in terms of strategy/Learning scenario can be seen in table 4.3.

In the Lesson Plan of *Fiqh* academic year 2012/2013 second semester, has included the expected value of the nation's character, such as: love of knowledge, love reading, creative, disciplined, independent, and curious and cooperation. And in actual value achieved character pupil is fond of reading, curious, creative, and cooperation.¹⁰

B. The Development Process of the Lesson Plan on *Fiqh* in Grade X in MA Mazro'atul Ulum Paciran Lamongan

1. Implementation of Lesson Plan Development

Lesson Plan is a short-term planning to assess whether the measures to be taken in learning, either by a teacher or student participants to achieve a predefined competence. In the lesson plan should clear basic competencies to be achieved by learners, learning goals, what to do, what to learn and how to learn, and how teachers know that students have mastered certain competencies. Those aspects are a key element that must be present in every lesson.

The process of developing lesson plans on *Fiqh* is a long process that starts from creating learning programs, syllabus, then prepares a lesson plan format, preparing learning materials, making learning scenarios, and evaluation of learning / assessment.

In the process of developing lesson plans on *Fiqh*, teachers of study design / setting up teaching and learning activities that will be implemented in the classroom in the form fill format so that teachers live

¹⁰ Lesson Plan can be seen on Appendix

alone. Format used in MA Mazro'atul Ulum Paciran can be seen in the appendix, the appendix can be seen in the difference between the formats of lesson plans used in the school year 2011/2012 with the lesson plan in the year 2012/2013.

Process development and manufacture of lesson plans on *Fiqh* in MA Mazro'atul Ulum Paciran conducted in every semester is done at the beginning of each semester or school year by each teacher in the school of *Fiqh*. And the workshop was also held annually in the district or region that collects forums teachers from each school in the district. In the workshop, teachers are given an idea how to create lesson plans, after which they made a lesson plan for some SK / KD - as an example - and corrected if they make it right.

Making lesson plans on *Fiqh* in MA Mazro'atul Ulum Paciran implemented at the beginning of each semester and at every basic competency should make a lesson plan. Nonetheless, it is possible in a single session using two Lesson plans or spends two basic competencies compressed and applied in a single meeting. And to develop teachers in MA Mazro'atul Ulum Paciran, including *Fiqh* teacher, also make sharing or discussions with other teachers in developing lesson plans.

2. Constraints / Barriers

The teachers are expected to always have a breakthrough or to make innovations in learning so that students do not get bored in receiving lessons. With the holding of revisions in each new school year, it is

expected there will always creative ideas that can be applied in teaching and learning activities that support the development of lesson plans on *Fiqh* in MA Mazro'atul Ulum Paciran Lamongan.

However, concurrently with the execution of the development of lesson plans on *Fiqh* in MA Mazro'atul Paciran Ulum, appeared several constraints. The constraints in developing of lesson plans on *Fiqh* in MA Mazro'atul Ulum Paciran are inadequate facilities, readiness of students, time to make lesson plan, the lesson plan that was not relevant to the study. Another obstacle is the wide range of learner's characteristics. Difficulties faced by the adjusting methods or strategies implemented in the classroom with students of different character types vary so the material can be delivered and well received by students. But with earnestness, perseverance, and patience, then in the development of lesson plans on *Fiqh* in MA Mazro'atul Ulum Paciran is carried out despite the constraints faced.

Having in mind the constraints facing the development of lesson plans on *Fiqh* in MA Mazro'atul Paciran Ulum, the steps taken to overcome obstacles such proficiency level is to understand the characteristics of learners, classroom conditions, setting back allocation of time, and also by holding workshops to be conducted every year to give back to the teachers' refresher in making the school program.

C. The Implementation of Lesson Plan on *Fiqh* and its Evaluation in Grade X in MA Mazro'atul Ulum Paciran Lamongan

1. Implementation

Lesson Plan is a plan created by the teacher before carrying out the teaching and learning process in the classroom. After teachers create lesson plans, teachers implement the learning in the classroom based on the plans that had been developed in the Lesson plan, both in terms of basic competencies, learning objectives, learning materials, methods, or learning strategies. In this case the teacher must be able to properly implement lesson plans that have been made. Although in practice it is possible the emergence of constraints during the learning takes place in the classroom or prior learning.

As at the time of learning in the classroom, teachers generally *Fiqh* teacher in MA Mazro'atul Ulum Paciran based on the lesson plan that had been developed. However, in practice there is a development undertaken by teachers *Fiqh* during teaching in the classroom.

On core activities, while the teacher asks what students know about the power of attorney, students answer a teacher's question. And then students designated by the teacher to explain the meaning *wakalah* stand and explain the meaning. By the time the teacher allowed students to ask other students previously designated, many students who take advantage of this opportunity to ask the students related terms and concepts *wakalah*.

At the time of learning, *Fiqh* teacher is not much to explain and prioritize the students to be more active in the classroom, since the previous meeting before reaching chapter *Wakalah* and *Sulhu*, teachers have been reminding students to study this chapter. Teachers is give more chance to students to implement question and answer (debriefing) and discussion. And at the end of the meeting the teacher invites students to undertake socio-drama so that students do not get bored and tired in class. The teacher pointed to a few students to practice the concepts associated with the notion of *wakalah* that is “*the devolution of power by a person as the first party to others as the second party in the things represented (in this case the second party) just implement something limited power or authority given by the first party, but if the power has been implemented as required, then all risk and responsibility for the command is fully implemented into the first or the authorizer.*” So, here students are encouraged to think about *wakalah*, and in any case of *wakalah* (a representative).

From here, the learning in the classroom based on the lesson plan was created, by using the method of question and answer, discussion, and also socio-drama. However, in practice there are some things that are developed by teachers of *Fiqh*, such as when the teacher activities that should cover gives conclusions together with the students about the material that has been discussed, but the teacher will add to the explanation a little bit wide of the material.

2. Evaluation

Evaluation is an assessment of the success rate of students achieving the goals set in a program.¹¹ Assessment is conducted to determine performers of individual or a group containing information gathering, analyzing, and interpreting that information to make decisions.

Forms of assessment by *Fiqh* teachers in MA Mazro'atul Ulum Paciran is classroom assessments that are done daily tests, middle tests (UTS), final examination (UAS) and assessment of learning which includes cognitive, psychomotor, and affective .

Assessment conducted by *Fiqh* teachers in MA Mazro'atul Ulum Paciran during learning process is active students in following classroom, cooperation and discussion with his friend, class attendance, discipline, politeness attitude, daily tests, doing LKS (Student Worksheet), UTS (Mid-Semester Exam), and UAS (Final Examination).

¹¹ Muhibbin Syah. *Op.cit.* p. 139.

CHAPTER VI

CLOSING

A. Conclusion

During the research, the authors tried to obtain the data as much as possible about the development of lesson plan on *Fiqh* in MA Mazro'atul Ulum Paciran Lamongan, especially in the second semester of grade X in the school year 2012/2013. The authors conclude that the conclusions are as follows:

1. Things developed in the Lesson Plan (RPP) on *Fiqh* in MA Mazro'atul Ulum Paciran Lamongan are: purpose of learning, methods of learning, strategies of learning, and character value.
2. Process of developing lesson plans on *Fiqh* is started from making learning program, syllabus, then prepare a lesson plan format, preparing learning materials, making learning scenarios, and evaluation of learning/assessment. Then, the constraints in the development of lesson plans on *Fiqh* at MA Mazro'atul Ulum Paciran such as inadequate facilities, student's readiness, the time to make the lesson plan, the lesson plan that was not relevant to the study, and the various of learners characteristics.
3. The Implementation of Lesson Plan on *Fiqh* is based on the lesson plan that had been developed. However, in practice there is a development undertaken by teachers *Fiqh* during teaching in the classroom. And the form of assessment by *Fiqh* teachers is a classroom assessment that are done by

daily tests, middle tests (*UTS/Ujian Tengah Semester*), final examination (*UAS/Ujian Akhir Semester*) and assessment of learning which includes cognitive, psychomotor, and affective.

B. Suggestion

1. Process of developing lesson plans in MA Mazro'atul Ulum Paciran Lamongan can be done well if the team is good cooperation, between the principal, part of vice principal, and teacher field study. Therefore, such cooperation should continue to be preserved in order to attain the objectives to be achieved.
2. Principals of MA Mazro'atul Ulum Paciran Lamongan should continue to motivate and nurture, and improve teacher competence not only in the development of lesson plans alone but other competencies of teaching and learning activities to be effective, efficient, and fun. By way of monitoring done by the principal or the superintendent of the Department of Religious Affairs, and post-inservice teachers to take refresher courses or coaching organized by the Department of Education or other agencies.
3. In preparing and develop lesson plans, teachers should make observations on the characteristics of learners, their learning styles, their needs, and the environment. So that teaching and learning activities to be effective, efficient, enjoy, and learning is not monotonous because it uses a variety of methods, and they are not easily saturated in following learning process.

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**MINISTRY OF RELIGION
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EVIDENCE OF CONSULTATION

Name : Alfi Laila Izzati
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Department : Islamic Education
Thesis Title : The Development of Lesson Plan on *Fiqh* in Grade X in MA
Mazro'atul Ulum Paciran Lamongan
Advisor : Dr. H. M. Zainuddin, MA.

No.	Date	Consultation	Signature
1.	April, 25 th 2013	Revision Chapter I, II, and III	1.
2.	May, 21 st 2013	Consultation Chapter IV	2.
3.	June, 12 nd 2013	Consultation Chapter I - VI	3.
4.	June, 17 th 2013	Consultation Chapter IV	4.
5.	June, 20 th 2013	Consultation Chapter V	5.
6.	June, 24 th 2013	Consultation Chapter VI	6.
7.	June, 27 th 2013	Revision Chapter I - VI	7.
8.	July, 1 st 2013	ACC overall	8.

**Malang, June 16th 2013
Acknowledged by,
Dean of Faculty of Tarbiyah
and Teaching Science**

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

TRANSCRIPT OF INTERVIEW

Informant	Question
Principal	<ol style="list-style-type: none"> 1. How is the role of Principal on making and developing Lesson Plan on <i>Fiqh</i>? 2. Who have role to make and develop Lesson Plan on <i>Fiqh</i>? 3. How the process of making and developing Lesson Plan on <i>Fiqh</i>? 4. What are the vision, mission and motto of MA Mazro'atul Ulum Paciran?
FiqhTeacher	<ol style="list-style-type: none"> 1. In your opinion, what is Lesson Plan? 2. What is the benefit of Lesson Plan? 3. Who have role to make and develop Lesson Plan on <i>Fiqh</i>? 4. How is the role of Principal on making and developing Lesson Plan on <i>Fiqh</i>? 5. What are the purpose and function of making and developing Lesson Plan on <i>Fiqh</i> in MA Mazro'atul Ulum Paciran? 6. What are things developed in Lesson Plan on <i>Fiqh</i>? 7. How is the assessment that is done by <i>Fiqh</i>'s teacher? 8. How the process of making and developing Lesson Plan on <i>Fiqh</i>? 9. What are things prepared and observed in developing

processes of Lesson Plan on *Fiqh*?

10. What are obstacles faced by *Fiqh*'s teacher on developing and implementing the Lesson Plan?

DOCUMENTATION



**Teacher of *Fiqh* teach in class X
in MA Mazro'atul Ulum Paciran Lamongan**

**LEADERSHIP PERSONNEL OF MA MAZRO'ATUL ULUM
PACIRAN LAMONGAN**

No.	Nama	Jabatan
1	Farihi, S.Pd.	Kepala Madrasah
2	Asnan Khumaini, S.Pd.	Wakaur. Kesiswaan
3	Fatihul Ihsan, S.Pd.I.	Wakaur. Kurikulum
4	Drs. Abdullah	Wakaur. Humas
5	Ahmad Nadjid, Am.Par.	Wakaur. Sarpras
6	Faiz Khaibar, S.Psi.	Guru BP/BK
7	Nasrulloh, S.Pd.I.	Kepala Tata Usaha
8	Haris Nofitasari, S.H.	Staf Tata Usaha
9	Ferri Budi Irawan, S.E.	Staf TU Pustakawan

**TEACHER AND STAFF PERSONNEL OF MA MAZRO'ATUL ULUM PACIRAN
LAMONGAN**

No	Nama	Tempat Lahir	Tanggal Lahir	Pendidikan Terakhir	Matpel yang diampu	TMT
1	Farihi, S.Pd.	Lamongan	12-02-1981	S1 PBSID	B.Indonesia	2004
2	Asnan Khumaini, S.Pd.	Lamongan	15-11-1979	S1 Pend. Geografi	Geografi	2004
3	Fatihul Ihsan, S.Pd.I.	Lamongan	02-04-1974	S1 PAI	Aqidah Akhlaq	1994
4	Drs. Abdullah	Lamongan	05-10-1965	S1 PAI	Feqih	1993
5	Ahmad Najid, Am.Par.	Lamongan	13-02-1964	D3 Perhotelan	PKn	1998
6	Abdul Ghoni	Lamongan	11-09-1966	S1 PAI	Quran Hadits	1992
7	Khoim Khoirul A, Drs.	Lamongan	16-07-	S1 Pend.	B.Ingggris	2001

No	Nama	Tempat Lahir	Tanggal Lahir	Pendidikan Terakhir	Matpel yang diampu	TMT
			1968	B.Ingggris		
8	K.H. Abdul Wahab	Lamongan	11-11-1939	Ponpes	SKI	1969
9	Aisyun Ni'mah, S.T.	Lamongan	18-02-1984	S1 Teknik Kimia	Kimia	2006
10	As'ad, Drs.	Lamongan	30-09-1965	S1 Matematika	Matematika	1985
11	K.H. A. Suhamdi, S.H.M.Pd.	Lamongan	28-07-1946	S2 Pend. IPS	Qur'an Hadits	1968
12	K.H. Salim Azhar	Lamongan	23-11-1952	Ponpes	B.Arab	1979
13	K.H. Moh. Zahidin, M.A.	Lamongan	13-02-1958	Ponpes	Ke-NU-an	1988
14	Ihsanuddin, Drs.	Lamongan	06-09-1966	S1 Biologi	Biologi	1990
15	H. Fauzi Aly, Drs.M.Pd.	Lamongan	08-06-1960	S2 Pend. IPS	Sosiologi	1983
16	H. Sa'diyin	Lamongan	06-02-1952	MAAIN	Akhlaq	1973
17	Waras. SE	Lamongan	10-01-1971	S1 Akuntansi	Ekonomi	1995
18	Eko Hadi Sutrisno, S.Pd.	Lamongan		S1 Penjas	Penjasorkes	2010
19	Drs. Taufiqurrahman	Lamongan	06-12-1964	S1 PBSID	B.Indonesia	1998
20	H. Ihlal Fauqi, S.T.	Lamongan	16-04-1974	S1 T.Industri	Seni Budaya	2009
21	M. Fauzul Abid, S.E.	Lamongan	25-10-1983	S1 Akuntansi	TIK	2008

No	Nama	Tempat Lahir	Tanggal Lahir	Pendidikan Terakhir	Matpel yang diampu	TMT
22	Arif Saifuddin, S.Pd.	Lamongan	27-10-1978	S1 Pend. B.Ingggris	B.Ingggris	2010
23	Yahya Nur Kholis, S.Pd.	Lamongan	31-07-1982	S1 Matematika	Matematika	2005
24	Haris Nofitasari, S.H.	Lamongan	12-10-1983	S1 Hukum	Sejarah	2002
25	Khazib, S.Pd.	Lamongan	23-10-1967	S1 Matematika	Fisika	1990
26	Abdul Ghofur, S.Pd.I.	Lamongan		S1 PAI	B.Arab	2010
27	Faiz Khaibar, S.Psi.	Lamongan	30-05-1983	S1 Psikologi	BK	2008
28	Nashrullah, S.Pd.I	Lamongan	08-03-1987	S1 PBA	Ka.TU	2007
29	Feri Budi Irawan, S.E.	Lamongan	23-11-1988	S1 Ekonomi	Pustakawan	2007
30	Aang Andriyono	Lamongan	30-08-1984	S1 Ekonomi	Koperasi	2004
31	Wiwid Handayani	Lamongan	27-06-1985	SMA	Kantin	2006
32	Azizurrohimi	Lamongan	22-12-1985	SMA	Satpam	2006
33	Hariq Arisoni	Lamongan	10-08-1990	MAN	Lab. Komputer	2010
34	Syarif Hidayatullah	Lamongan	27-01-1994	MTS	Kebersihan	2009
35	M. Zamharil Athour Rohman	Lamongan	19-08-1993	MTS	Kebersihan	2009
36	Lathiful Khuluq	Lamongan	08-12-1994	MTS	Tukang Kebun	2009

**STUDENT DATA OF MA MAZRO'ATUL ULUM
PACIRAN LAMONGAN**

Kelas	Rombel	Siswa		
		Lk	Pr	Jumlah
X	2	36	43	79
XI	3	37	61	98
XII	3	48	40	88
Jumlah	8	121	144	265

ROOM DATA OF MA MAZRO'ATUL ULUM PACIRAN LAMONGAN

No	Jenis Ruang	Jml	Luas (M ²)	Kondisi			Keterangan
				Baik	Sedang	Rusak	
1	Ruang Kelas	7	448	√			Milik Sendiri
2	Ruang Kepala Madrasah	1	18	√			Milik Sendiri
3	Ruang Tata Usaha	1	9	√			Milik Sendiri
4	Ruang BK	1	8		√		Milik Sendiri
5	Ruang UKS	1	8		√		Milik Sendiri
6	Ruang OSIS	1	7,5	√			Milik Sendiri
7	Ruang Perpustakaan	1	28	√			Milik Sendiri
8	Ruang Lab. IPA Terpadu	1	68	√			Pinjam
9	Ruang Lab. Bahasa	1	72	√			Pinjam
10	Ruang Lab. Komputer	1	28	√			Milik Sendiri
11	Musholla	1	120	√			Milik Bersama

No	Jenis Ruang	Jml	Luas (M ²)	Kondisi			Keterangan
				Baik	Sedang	Rusak	
12	Lapangan Olahraga	1	493	√			Milik Sendiri
13	MCK Guru	1	3,5	√			Milik Sendiri
14	MCK Siswa	4	14	√			Milik Sendiri
15	Koperasi	1	16	√			Milik Bersama
16	Kantin	1	9	√			Milik Bersama
17	Gudang	1	9			√	Milik Sendiri
	Jumlah	26	1359				

Table 4.1: Lesson Plans Development on *Fiqh* in Grades X Second Semester in terms of **Learning Objective** with the Competency Standards: Understanding of Islamic law of *wakalah* and *sulhu* with its wisdom.

No	Second Semester Academic Year 2011/2012		Second Semester Academic Year 2012/2013	
	Basic Competency	Learning Objectives	Basic Competency	Learning Objectives
1.	9.1 Explaining the Islamic provisions of <i>wakalah</i> and its wisdom	<ol style="list-style-type: none"> 1. Explain about how the implementation of <i>waqaf, hibah, charity</i> and gifts. 2. Reviewing the concept of <i>wakalah</i>. 3. Reflecting rules <i>wakalah</i> 4. Formulate conclusions about pekedaan-work that can be delegated and no. 5. Discuss about <i>wakalah</i>. 6. Translating Reading arguments and arguments about the <i>wakalah</i> 7. Concluded on <i>wakalah</i>. 	9.1 Explaining the Islamic provisions of <i>wakalah</i> and its wisdom	<ol style="list-style-type: none"> 1. Understand and explain the meaning and the law of <i>wakalah</i>. 2. Reviewing the concept of <i>wakalah</i>. 3. Reflecting <i>wakalah</i> rules. 4. Formulate conclusions about the jobs that can be delegated and no. 5. Discuss about <i>wakalah</i>. 6. Translating and Reading arguments about <i>wakalah</i>. 7. Practising the concept of <i>wakalah</i>. 8. Concluded on <i>wakalah</i>.
2.	9.2 Explaining the Islamic provisions of <i>Sulhu</i> and its wisdom	<ol style="list-style-type: none"> 1. Explaining and understanding about <i>Sulhu</i> and its wisdom. 2. Assessing concepts about <i>Sulhu</i>. 3. Reflecting rules <i>Sulhu</i> 4. Formulate conclusions about the various <i>Sulhu</i> and the wisdom. 	9.2. Explaining the Islamic provisions of <i>Sulhu</i> and its wisdom	<ol style="list-style-type: none"> 1. Explaining and understanding about <i>Sulhu</i> and its wisdom. 2. Assessing concepts about <i>Sulhu</i>. 3. Reflecting rules <i>Sulhu</i> 4. Formulate conclusions about the various <i>Sulhu</i> and the wisdom. 5. Discuss about <i>wakalah</i>. 6. Translating and

		<ol style="list-style-type: none"> 5. Discuss about <i>sulhu</i>. 6. Translating and reading the arguments about <i>Sulhu</i> and wisdom 		<p>reading the arguments about <i>Sulhu</i> and wisdom.</p> <ol style="list-style-type: none"> 7. Concluded on <i>Sulhu</i> and wisdom
3.	9.3. Applying the way of <i>wakalah</i> and <i>sulhu</i>	<ol style="list-style-type: none"> 1. Explain about Implementation principles of <i>wakalah</i> and <i>sulhu</i>. 2. Assessing Implementation of the concept of principles of <i>wakalah</i> and <i>sulhu</i>. 3. Analyzing power of attorney, and several events in the community <i>sulhu</i> 4. Discuss the suitability of the practice of <i>wakalah</i> and <i>sulhu</i> with principle in Islam. 5. Translating and Reading arguments about the application of the principles <i>wakalah</i> and <i>sulhu</i> 	9.3. . Applying the way of <i>wakalah</i> and <i>sulhu</i>	<ol style="list-style-type: none"> 1. Explain about the implementation of the principles <i>wakalah</i> and <i>sulhu</i>. 2. Assessing Implementation of the concept of principles and <i>sulhu wakalah</i>. 3. Analyzing power of attorney, and several events in the community <i>sulhu</i> 4. Discuss the suitability and <i>sulhu wakalah</i> practice with the principles of Islam. 5. Translate, read and interpret the arguments about the application of the principles of <i>wakalah</i> and <i>sulhu</i> 6. Concluded on the Application of the principles <i>wakalah</i> and <i>sulhu</i>

Table 4.2: Lesson Plans Development on *Fiqh* in Grades X Second Semester in terms of **Learning Method** with the Competency Standards: Understanding of Islamic law of *wakalah* and *sulhu* with its wisdom.

No	Second Semester Academic Year 2011/2012		Second Semester Academic Year 2012/2013	
	Basic Competency	Learning Method	Basic Competency	Learning Method
1.	9.1 Explaining the Islamic	<ol style="list-style-type: none"> 1. Lectures 2. Debriefing 	9.1 Explaining the Islamic	<ol style="list-style-type: none"> 1. Lectures

	provisions of <i>wakalah</i> and its wisdom	3. Discussion	provisions of <i>wakalah</i> and its wisdom	2. Debriefing 3. Discussion 4. Socio – Drama 5. Granting Task 6. Observations
2.	9.2 Explaining the Islamic provisions of <i>Sulhu</i> and its wisdom	1. Lectures 2. Debriefing 3. Discussion 4. Granting Task	9.2 Explaining the Islamic provisions of <i>Sulhu</i> and its wisdom	1. Lectures 2. Debriefing 3. Student Group 4. Granting Task 5. Observations
3.	9.3. Applying the way of <i>wakalah</i> and <i>sulhu</i>	1. Lectures 2. Debriefing 3. Granting Task	9.3. Applying the way of <i>wakalah</i> and <i>sulhu</i>	1. Lectures 2. Debriefing 3. Discussion 4. Granting Task 5. Observations

Table 4.3: Lesson Plans Development on *Fiqh* in Grades X Second Semester in terms of **Strategy/Learning Scenario** with the Competency Standards: Understanding of Islamic law of *wakalah* and *sulhu* with its wisdom.

No.	Competency Basic	Strategy / Scenario Learning	
		Second Semester Academic Year 2011/2012	Second Semester Academic Year 2012/2013
1.	9.1 Explaining the Islamic provisions of <i>wakalah</i> and its wisdom	1. Introduction: Apperception dan Motivation: <ul style="list-style-type: none"> • Provide lessons begin with greetings and <i>basmalah</i> and checking students who do not attend. • Provide apersepsi / materials in connection with the material being taught and provide motivation. 	1. Introduction : Apperception dan Motivation: <ul style="list-style-type: none"> • Provide lessons begin with greetings and <i>basmalah</i> and checking students who do not attend. • Provide apersepsi / materials in connection with the material being taught and provide motivation. • Delivering competency of the material to be taught

		<ul style="list-style-type: none"> • Delivering competency of the material to be taught • explain the objectives of the material to be taught <p>2. Core Activity</p> <ul style="list-style-type: none"> • The teacher pointed to one of the students to explain the meaning <i>Wakalah</i> • Students open the Quran to find the arguments relating to the material (exploration) • Students indicated <i>naqli</i> arguments of provisions <i>wakalah</i> • Students read <i>naqli</i> arguments relating to the material / ie <i>wakalah</i> • The teacher pointed to another student to explain <i>wakalah</i> • The teacher asks the students about <i>wakalah</i> <p>3. Closing Activities</p> <ul style="list-style-type: none"> • Hold a debriefing about <i>wakalah</i> • Together with the students, the teacher summarizes the new material taught • Close the lesson by reading and reading greeting <i>hamdalah</i> 	<ul style="list-style-type: none"> • explain the objectives of the material to be taught and usefulness in life <p>2. Core Activity</p> <p><u>Exploration</u></p> <ul style="list-style-type: none"> • Introduction of the topic to be discussed • The teacher asks what students know about <i>Wakalah</i> • The teacher pointed to one of the students to explain the meaning <i>wakalah</i>. • Teachers give students another opportunity to ask students to explain the meaning <i>wakalah</i> earlier. • Students open the Quran to find the arguments relating to the material (exploration) <p><u>Elaboration</u></p> <ul style="list-style-type: none"> • Students indicated arguments <i>naqli wakalah</i> provisions. • Students read <i>naqli</i> arguments regarding the content / <i>wakalah</i>. • The teacher pointed to another student to explain <i>wakalah</i>. <p><u>Confirmation</u></p> <ul style="list-style-type: none"> • The teacher pointed to some students to undertake socio-drama-related themes <i>wakalah (wakalah practice)</i>. • The teacher asks the students about <i>wakalah</i>.
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			<ul style="list-style-type: none"> • Students identify <i>wakalah</i>. <p>3. Closing Activity</p> <ul style="list-style-type: none"> • Hold a debriefing about <i>wakalah</i>. • Together with the students, teachers, concluding that the new material is taught. • Teachers assigned to students for dail-related <i>naqli wakalah</i>. • Close the lesson by reading and reading greeting <i>hamdalah</i> • Teachers motivate students so that students can be more active in learning
2.	9.2 Explaining the Islamic provisions of <i>Sulhu</i> and its wisdom	<p>1. Introduction:</p> <p>Apperception dan Motivation:</p> <ul style="list-style-type: none"> • Provide lessons begin with greetings and <i>basmalah</i> and checking students who do not attend. • Provide apersepsi / materials in connection with the material being taught and provide motivation. • Delivering competency of the material to be taught • explain the objectives of the material to be taught <p>2. Core Activity</p> <ul style="list-style-type: none"> • The teacher pointed to one of the students to explain the meaning and lesson <i>Sulhu</i> 	<p>1. Introduction:</p> <p>Apperception and Motivation:</p> <ul style="list-style-type: none"> • Provide lessons begin with greetings and <i>basmalah</i> and checking students who do not attend. • Provide apersepsi / materials in connection with the material being taught and provide motivation. • Delivering competency of the material to be taught • explain the objectives of the material to be taught <p>2. Core Activity</p> <p><u>Exploration</u></p> <ul style="list-style-type: none"> • Introduction of the topic to be discussed • The teacher asks what students know about and understanding <i>Sulhu</i> lesson. • The teacher divides the

		<ul style="list-style-type: none"> • Students open the Quran to find the arguments relating to the material (exploration) • Students indicated arguments naqli <i>Sulhu</i> provisions and lesson • Students read naqli arguments relating to the material / <i>Sulhu</i> and the wisdom • The teacher pointed to another student to explain <i>sulhu</i> and the wisdom • The teacher asks the students about <i>sulhu</i> and wisdom <p>3. Closing Activities</p> <ul style="list-style-type: none"> • Hold a debriefing about <i>sulhu</i> and silver lining • Teacher summarizes the new material taught • Assign teachers to students looking for arguments related <i>Nakli Sulhu</i> and wisdom • Closing learning with regards reading and reading <i>hamdalah</i> 	<p>students into four groups</p> <ul style="list-style-type: none"> • Teacher gives textual materials to each group <p><u>Elaboration</u></p> <ul style="list-style-type: none"> • Each group to discuss and explore the material that has been given the teacher • After the deepening of the material is completed, a representative from each group presented the results of the discussion, which starts from the first group. • After the first group finished the presentation, the teacher gives an explanation and give other groups a chance to ask. • Then followed the second group, and so on. <p><u>Confirmation</u></p> <ul style="list-style-type: none"> • Upon completion, students are asked to make inferences about the material. • Students identify <i>Sulhu</i> and wisdom. <p>3. Closing Activities</p> <ul style="list-style-type: none"> • Teacher explains again what has been discussed so that students better understand • Together with the student's teachers provide conclusions about the material that has been described. • Teachers assigned to students for dail <i>Nakli</i> related <i>Sulhu</i> and wisdom. • Close the lesson by reading and reading greeting
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			<i>hamdalah</i>
3.	9.3. Applying the way of <i>wakalah</i> and <i>sulhu</i>	<p>1. Introduction:</p> <p>Appreciation and Motivation:</p> <ul style="list-style-type: none"> • Provide lessons begin with greetings and <i>basmalah</i> and checking students who do not attend. • Provide apperception / materials in connection with the material being taught and provide motivation. • Delivering competency of the material to be taught • explain the objectives of the material to be taught <p>2. Core Activity</p> <ul style="list-style-type: none"> • The teacher pointed to one of the students to explain the application of the principles of understanding <i>wakalah</i> and <i>sulhu</i>. • Students open the Quran to find the arguments relating to the material (exploration) • Students demonstrated the application of the provisions of proposition <i>naqli wakalah</i> principles and <i>sulhu</i> • Students read naqli arguments regarding the content / the application 	<p>1. Introduction:</p> <p>Appreciation and Motivation:</p> <ul style="list-style-type: none"> • Provide greetings and start lessons with <i>basmalah</i> and check the students who do not attend. • Provide apperception / materials in connection with the material being taught and provide motivation. • Delivering competency of the material to be taught • explain the objectives of the material to be taught <p>2. Core Activity</p> <p><u>Exploration</u></p> <ul style="list-style-type: none"> • The teacher pointed to one of the students to explain the application of the principles of understanding <i>wakalah</i> and <i>sulhu</i>. • Students open the Quran to find the arguments relating to the material (exploration) <p><u>Elaboration</u></p> <ul style="list-style-type: none"> • Students demonstrated application of the provisions of proposition <i>Nakli wakalah</i> principles and <i>sulhu</i>. • Students read <i>Nakli</i> arguments regarding the content / application of the principles of <i>wakalah</i>, and <i>sulhu</i>. • The teacher pointed to another student to explain

		<p>of the principles of <i>wakalah</i> and <i>sulhu</i>.</p> <ul style="list-style-type: none"> • The teacher pointed to another student to explain the application of the principles of <i>wakalah</i> and <i>sulhu</i> • The teacher asks the students about the application of the principles of <i>wakalah</i> and <i>sulhu</i> <p>3. Closing Activities</p> <ul style="list-style-type: none"> • Hold a frequently asked questions about the application of the principles of <i>wakalah</i> and <i>sulhu</i> • Teacher Just summarize the material taught • Teachers assign students to look for arguments <i>Nakli</i> circumstances relating to the application of the principles <i>wakalah</i> and <i>sulhu</i> • Closing peajaran with regards reading and reading <i>hamdalah</i> 	<p>the application of the principles of <i>wakalah</i> and <i>sulhu</i>.</p> <ul style="list-style-type: none"> • Teacher gives students another chance to ask their friends who explained previously, and so on. <p><u>Confirmation</u></p> <ul style="list-style-type: none"> • The teacher asks the students about the application of the principles of <i>wakalah</i> and <i>sulhu</i>. • Students identify the application of the principles of <i>wakalah</i> and <i>sulhu</i>. <p>3. Closing Activities</p> <ul style="list-style-type: none"> • Hold a debriefing on the Application of the principles of <i>wakalah</i> and <i>sulhu</i>. • Teacher summarizes the material that has just taught. • Teacher assigns students seeking <i>Nakli</i> theorem circumstances relating Application of these principles <i>wakalah</i> and <i>sulhu</i>. • Close the lesson by reading and reading greeting <i>hamdalah</i>.
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
TAHUN AJARAN 2011/2012

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Pendidikan : MA Mazro'atul Ulum Paciran
Semester : X / Genap
Mata Pelajaran : Fiqih
Standar kompetensi : 9. Memahami hukum Islam tentang wakalah dan sulhu beserta hikmahnya
Kompetensi Dasar : 9.1. Menjelaskan ketentuan Islam tentang wakalah dan hikmahnya
Alokasi Waktu : 2 jam pelajaran (2 x 45 menit)

A. Tujuan Pembelajaran :

Siswa mampu:

8. Menjelaskan pengertian tentang Cara pelaksanaan waqaf, hibah, shadaqah dan hadiah.
9. Mengkaji konsep tentang wakalah.
10. Merefleksikan aturan wakalah
11. Merumuskan kesimpulan tentang pekedaan-pekerjaan yang bisa diwakilkan dan tidak.
12. Mendiskusikan tentang wakalah.
13. Menterjemahkan dalil dan Membaca dalil-dalil tentang wakalah
14. Menyimpulkan tentang wakalah.

B. Materi Ajar : ketentuan islam tentang wakalah dan hikmahnya

C. Metode :

- Ceramah
- Tanya Jawab
- Diskusi

D. Langkah-langkah pembelajaran :

Kegiatan	Waktu	Aspek life skill yang dikembangkan
<p>4. Pendahuluan: Apersepsi dan Motivasi</p> <ul style="list-style-type: none"> • Memberikan salam dan memulai pelajaran dengan basmalah serta mengecek siswa yang tidak masuk. • Memberikan apersepsi/ materi yang ada hubungan dengan materi yang diajarkan serta memberikan motivasi. • Menyampaikan kompetensi dari materi yang akan diajarkan • Menjelaskan tujuan yang ingin dicapai dari materi akan diajarkan 	90 menit	Pemahaman konsep
<p>5. Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru menunjuk salah seorang siswa untuk menjelaskan pengertian Wakalah • Siswa membuka Al-Qur'an untuk mencari dalil yang berkaitan dengan materi (eksplorasi) • Siswa ditunjukkan dalil naqli ketentuan wakalah • Siswa membaca dalil naqli yang berkaitan dengan materi/ yaitu wakalah • Guru menunjuk siswa lain untuk menjelaskan wakalah • Guru bertanya kepada siswa tentang wakalah 		
<p>6. Kegiatan Penutup</p> <ul style="list-style-type: none"> • Mengadakan tanya jawab tentang wakalah • Bersama-sama dengan siswa, guru merangkum materi yang baru diajarkan • Menutup pelajaran dengan membaca salam dan membaca hamdalah 		

E. Sumber Belajar

- Internet dan Intranet
- Buku buku yang relevan dengan materi yang diajarkan
- Buku paket Fiqih kelas X
- LKS Fiqih
- LCD
- Al-Quran dan terjemahannya
- DII .

F. Penilaian

INDIKATOR PENCAPAIAN KOMPETENSI	TEKNIK PENILAIAN	BENTUK PENILAIAN	CONTOH INSTRUMEN
➤ Menjelaskan pengertian dan hukum wakalah	Tes tulis	Uraian	➤ Jelaskan pengertian dan hukum wakalah !
➤ Menyebutkan syarat dan rukun Wakalah	Tes tulis	Jawab Singkat	➤ Sebutkan syarat dan hukum wakalah !
➤ Menyebutkan jenis pekerjaan yang dapat diwakilkan	Tes tulis	Jawab Singkat	➤ Sebutkan jenis pekerjaan yang dapat diwakilkan !
➤ Menjelaskan habisnya aqad wakalah	Tes tulis	Uraian	➤ Jelaskan habisnya aqad wakalah !
➤ Menjelaskan hikmah wakalah	Tes tulis	Uraian	➤ Jelaskan hikmah wakalah !

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Pendidikan : MA Mazro'atul Ulum Paciran
Semester : X / Ganap
Mata Pelajaran : Fiqih
Standar kompetensi : 9. Memahami hukum Islam tentang wakalah dan sulhu beserta hikmahnya
Kompetensi Dasar : 9.2. Menjelaskan ketentuan Islam tentang Sulhu dan hikmahnya
Alokasi Waktu : 2 jam pelajaran (2 x 45 menit)

A. Tujuan Pembelajaran :

Siswa mampu:

7. Menjelaskan pengertian tentang Sulhu dan hikmahnya.
8. Mengkaji konsep tentang Sulhu.
9. Merefleksikan aturan Sulhu
10. Merumuskan kesimpulan tentang macam-macam Sulhu dan hikmahnya.
11. Mendiskusikan tentang wakalah.
12. Menterjemahkan dalil dan Membaca dalil-dalil tentang Sulhu dan hikmahnya

B. Materi Ajar : ketentuan islam tentang sulhu dan hikmahnya

C. Metode :

- Ceramah
- Tanya Jawab
- Diskusi
- Pemberian tugas

D. Langkah-langkah pembelajaran :

<i>Kegiatan</i>	Waktu	Aspek life skill yang dikembangkan
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<p>1. Pendahuluan: Apresiasi dan Motivasi</p> <ul style="list-style-type: none"> • Memberikan salam dan memulai pelajaran dengan basmalah serta mengecek siswa yang tidak masuk. • Memberikan apersepsi/ materi yang ada hubungan dengan materi yang diajarkan serta memberikan motivasi. • Menyampaikan kompetensi dari materi yang akan diajarkan • Menjelaskan tujuan yang ingin dicapai dari materi akan diajarkan 	90 menit	Pemahaman konsep
<p>2. Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru menunjuk salah seorang siswa untuk menjelaskan pengertian Sulhu dan hikmahnya • Siswa membuka Al-Qur'an untuk mencari dalil yang berkaitan dengan materi (eksplorasi) • Siswa ditunjukkan dalil naqli ketentuan Sulhu dan Hikmahnya • Siswa membaca dalil naqli yang berkaitan dengan materi/ yaitu Sulhu dan hikmahnya • Guru menunjuk siswa lain untuk menjelaskan sulhu dan hikmahnya • Guru bertanya kepada siswa tentang sulhu dan hikmahnya 		
<p>3. Kegiatan Penutup</p> <ul style="list-style-type: none"> • Mengadakan tanya jawab tentang sulhu dan hikmahnya • Guru merangkum materi yang baru diajarkan • Guru Menugaskan keada siswa mencari dalil nakli yang berhubungan dengan ibadah • Menutup peajaran dengan membaca salam dan membaca hamdalah 		

E. Sumber Belajar

- Internet dan Intranet
- Buku paket Pendidikan Agama Islam kelas X
- Buku buku yang relevan dengan materi yang diajarkan
- LKS Fiqih
- LCD
- Al-Quran dan terjemahannya
- DII .

F. Penilaian

INDIKATOR PENCAPAIAN KOMPETENSI	TEKNIK PENILAIAN	BENTUK PENILAIAN	CONTOH INSTRUMEN
➤ Menjelaskan pengertian dan hukum sulhu	Tes tulis	Uraian	➤ Jelaskan pengertian dan hukum wakalah !
➤ Menyebutkan syarat dan rukun Sulhu	Tes tulis	Jawab Singkat	➤ Sebutkan syarat dan hukum wakalah !
➤ Menyebutkan macam-macam Sulhu	Tes tulis	Jawab Singkat	➤ Sebutkan jenis pekerjaan yang dapat diwakilkan !
➤ Menjelaskan hikmah sulhu	Tes tulis	Uraian	➤ Jelaskan habisnya aqad wakalah !

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Pendidikan : MA Mazro'atul Ulum Paciran
Semester : X / Ganap
Mata Pelajaran : Fiqih
Standar kompetensi : 9. Memahami hukum Islam tentang wakalah dan sulhu beserta hikmahnya
Kompetensi Dasar : 9.3. Menerapkan cara wakalah dan sulhu
Alokasi Waktu : 2 jam pelajaran (2 x 45 menit)

A. Tujuan Pembelajaran :

Siswa mampu:

6. Menjelaskan pengertian tentang Penerapan prinsip-prinsip wakalah dan sulhu.
7. Mengkaji konsep tentang Penerapan prinsip-prinsip wakalah dan sulhu.
8. Menganalisis beberapa peristiwa wakalah dan sulhu dalam masyarakat
9. Mendiskusikan kesesuaian praktek wakalah dan sulhu dengan prinsip-prinsipnya dalam Islam.
10. Menterjemahkan dalil dan Membaca dalil-dalil tentang Penerapan prinsip-prinsip wakalah dan sulhu

B. Materi Ajar : Penerapan prinsip-prinsip wakalah dan sulhu

C. Metode :

- Ceramah
- Tanya Jawab
- Pemberian tugas

D. Langkah-langkah Pembelajaran :

Kegiatan	Waktu	Aspek life skill yang dikembangkan
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<p>4. Pendahuluan: Apresiasi dan Motivasi</p> <ul style="list-style-type: none"> • Memberikan salam dan memulai pelajaran dengan basmalah serta mengecek siswa yang tidak masuk. • Memberikan apersepsi/ materi yang ada hubungan dengan materi yang diajarkan serta memberikan motivasi. • Menyampaikan kompetensi dari materi yang akan diajarkan • Menjelaskan tujuan yang ingin dicapai dari materi akan diajarkan 	90 menit	Pemahaman konsep
<p>5. Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru menunjuk salah seorang siswa untuk menjelaskan pengertian penerapan prinsip-prinsip wakalah dan sulhu • Siswa membuka Al-Qur'an untuk mencari dalil yang berkaitan dengan materi (eksplorasi) • Siswa ditunjukkan dalil naqli ketentuan penerapan prinsip-prinsip wakalah dan sulhu • Siswa membaca dalil naqli yang berkaitan dengan materi/ yaitu penerapan prinsip-prinsip wakalah dan sulhu. • Guru menunjuk siswa lain untuk menjelaskan penerapan prinsip-prinsip wakalah dan sulhu • Guru bertanya kepada siswa tentang penerapan prinsip-prinsip wakalah dan sulhu 		

<p>6. Kegiatan Penutup</p> <ul style="list-style-type: none"> • Mengadakan tanya jawab tentang penerapan prinsip-prinsip wakalah dan sulhu • Guru merangkum materi Baru saja diajarkan • Guru Menugaskan keada siswa mencari dalil nakli yang berhubungan dengan penerapan prinsip-prinsip wakalah dan sulhu • Menutup peajaran dengan membaca salam dan membaca hamdalah 		
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E. Sumber Belajar

- Internet dan Intranet
- Buku paket Pendidikan Agama Islam kelas X
- Buku buku yang relevan dengan materi yang diajarkan
- LKS Fiqih
- LCD
- Al-Quran dan terjemahannya
- DII.

F. Penilaian

INDIKATOR PENCAPAIAN KOMPETENSI	TEKNIK PENILAIAN	BENTUK PENILAIAN	CONTOH INSTRUMEN
<p>➤ Mempraktekkan tata cara wakalah dan sulhu yang sesuai dengan syari'at</p>	<p>Tes tulis</p>	<p>Praktek</p>	<p>➤ Praktekkan tata cara wakalah dan sulhu yang sesuai dengan syari'at !</p>
<p>➤ Menganalisis praktek wakalah dan sulhu yang tidak sesuai dengan aturan islam</p>	<p>Tes tulis</p>	<p>Uraian</p>	<p>➤ Jelaskan cara menganalisis praktek wakalah dan sulhu yang tidak sesuai dengan aturan islam !</p>

➤ Menjelaskan dampak pelaksanaan sulhu dan wakalah yang tidak sesuai dengan syari'at islam	Tes tulis	Uraian	➤ Jelaskan dampak pelaksanaan sulhu dan wakalah yang tidak sesuai dengan syari'at Islam !
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) **TAHUN AJARAN 2012/2013**

RENCANA PELAKSANAAN PEMBELAJARAN (R P P)

Status Pendidikan	: MA Mazro'atul Ulum Paciran Lamongan
Kelas / Semester	: X / Genap
Mata pelajaran	: Fiqih
Standar kompetensi	: 9. Memahami hukum Islam tentang wakalah dan sulhu beserta hikmahnya
Kompetensi Dasar	: 9.1 Menjelaskan ketentuan Islam tentang wakalah dan hikmahnya
Alokasi Waktu	: 2 jam pelajaran (2 x 45 menit)

A. Tujuan Pembelajaran :

Siswa mampu :

9. Memahami dan menjelaskan pengertian dan hukum wakalah
10. Mengkaji konsep tentang wakalah.
11. Merefleksikan aturan wakalah.
12. Merumuskan kesimpulan tentang pekerjaan-pekerjaan yang bisa diwakilkan dan tidak.
13. Mendiskusikan tentang wakalah.
14. Menterjemahkan dalil dan Membaca dalil-dalil tentang wakalah.
15. Mempraktekkan konsep wakalah.
16. Menyimpulkan tentang wakalah.

Nilai Karakter bangsa yang diharapkan :

17. Cinta ilmu, gemar membaca, kreatif, disiplin, mandiri, ingin tahu, kerja sama

Kewirausahaan / Ekonomi Kreatif :

18. Percaya diri, berorientasi tugas dan hasil, mampu mencari sumber belajar sendiri, mendiskripsikan konsep dengan kata-kata sendiri

B. Materi Ajar :

Ketentuan Islam tentang wakalah dan hikmahnya.

C. Metode :

19. Ceramah
20. Tanya Jawab
21. Diskusi
22. Socio - Drama
23. Pemberian Tugas
24. Pengamatan

D. Langkah-langkah pembelajaran :

Kegiatan	Nilai Karakter	Aspek life skill yang dikembangkan	Waktu
<p>1. Pendahuluan : Apersepsi dan Motivasi :</p> <ul style="list-style-type: none"> • Memberikan salam dan memulai pelajaran dengan basmalah serta mengecek siswa yang tidak masuk. • Memberikan apersepsi/ materi yang ada hubungan dengan materi yang diajarkan serta memberikan motivasi. • Menyampaikan kompetensi dari materi yang akan diajarkan. • Menjelaskan tujuan yang ingin dicapai dari materi yang akan diajarkan dan manfaatnya dalam kehidupan. <p>2. Kegiatan inti <u>Eksplorasi</u></p> <ul style="list-style-type: none"> • Pengenalan topik yang akan dibahas. • Guru menanyakan apa yang siswa ketahui tentang Wakalah. • Guru menunjuk salah seorang siswa untuk menjelaskan pengertian wakalah. • Guru memberi kesempatan siswa lain untuk bertanya kepada siswa 	<p>Gemar membaca, ingin tahu, kerja sama</p>	<p>Pemahaman Konsep</p>	<p>90 menit</p>

<p>yang menjelaskan pengertian wakalah tadi.</p> <ul style="list-style-type: none"> • Siswa membuka Al-Qur'an untuk mencari dalil yang berkaitan dengan materi (eksplorasi) <p><u>Elaborasi</u></p> <ul style="list-style-type: none"> • Siswa ditunjukkan dalil naqli ketentuan wakalah. • Siswa membaca dalil naqli yang berkaitan dengan materi/yaitu wakalah. • Guru menunjuk siswa lain untuk menjelaskan wakalah. <p><u>Konfirmasi</u></p> <ul style="list-style-type: none"> • Guru menunjuk beberapa siswa untuk melakukan socio-drama terkait tema wakalah (mempraktekkan wakalah). • Guru bertanya kepada siswa tentang wakalah. • Siswa mengidentifikasi wakalah. 			
<p>3. Kegiatan penutup.</p> <ul style="list-style-type: none"> • Mengadakan tanya jawab tentang wakalah. • Bersama-sama dengan siswa, guru memberikan kesimpulan tentang materi yang baru diajarkan. • Guru menugaskan kepada siswa mencari dalil naqli yang berhubungan dengan wakalah. • Menutup pelajaran dengan membaca salam dan membaca hamdalah • Guru memotivasi siswa agar siswa bisa lebih giat dalam belajar 			

E. Sumber Belajar :

25. Internet dan Intranet
26. Buku paket Pendidikan Agama Islam kelas X

27. Buku buku yang relevan dengan materi yang diajarkan
28. Buku paket Fiqih kelas X
29. LKS Fiqih
30. LCD
31. Al-Qur'an dan terjemahannya
32. Dll

F. Penilaian :

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Contoh Instrumen
➤ Menjelaskan pengertian dan hukum Wakalah	Tes tulis	Uraian	➤ Jelaskan pengertian dan hukum Wakalah ?
➤ Menyebutkan syarat dan rukun Wakalah	Tes tulis	Jawab Singkat	➤ Sebutkan syarat dan rukun Wakalah ?
➤ Menyebutkan jenis pekerjaan yang dapat diwakilkan	Tes tulis	Jawab Singkat	➤ Sebutkan jenis pekerjaan yang dapat diwakilkan ?
➤ Menjelaskan habisnya aqad Wakalah	Tes tulis	Uraian	➤ Jelaskan habisnya aqad Wakalah ?
➤ Menjelaskan hikmah Wakalah	Tes tulis	Uraian	➤ Jelaskan hikmah Wakalah ?

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Status Pendidikan	: MA Mazro'atul Ulum Paciran Lamongan
Kelas / Semester	: X / Genap
Mata pelajaran	: Fiqih
Standar kompetensi	: 9. Memahami hukum Islam tentang wakalah dan sulhu beserta hikmahnya
Kompetensi Dasar	: 9.2 Menjelaskan ketentuan Islam tentang sulhu dan hikmahnya
Alokasi Waktu	: 2 jam pelajaran (2 x 45 menit)

A. Tujuan Pembelajaran :

33. Siswa mampu :
34. Menjelaskan pengertian tentang Sulhu dan hikmahnya.
35. Mengkaji konsep tentang Sulhu.
36. Merefleksikan aturan Sulhu
37. Merumuskan kesimpulan tentang macam-macam Sulhu dan hikmahnya.
38. Mendiskusikan tentang wakalah.
39. Menterjemahkan dalil dan Membaca dalil-dalil tentang Sulhu dan hikmahnya
40. Menyimpulkan tentang Sulhu dan hikmahnya.

Nilai Karakter bangsa yang diharapkan :

41. Cinta ilmu, gemar membaca, kreatif, disiplin, mandiri, ingin tahu, kerja sama

Kewirausahaan / Ekonomi Kreatif :

42. Percaya diri, berorientasi tugas dan hasil, mampu mencari sumber belajar sendiri, mendiskripsikan konsep dengan kata-kata sendiri

B. Materi Ajar : ketentuan Islam tentang sulhu dan hikmahnya.

C. Metode :

43. Ceramah
44. Tanya Jawab
45. Student Group

46. Pemberian Tugas

47. Pengamatan

D. Langkah-langkah pembelajaran :

Kegiatan	Nilai Karakter	Aspek life skill yang dikembangkan	Waktu
<p>1. Pendahuluan : Apersepsi dan Motivasi :</p> <ul style="list-style-type: none">• Memberikan salam dan memulai pelajaran dengan basma- lah serta mengecek siswa yang tidak masuk.• Memberikan apersepsi/ materi yang ada hubungan dengan materi yang diajarkan serta memberikan motivasi.• Menyampaikan kompetensi dari materi yang akan diajarkan• Menjelaskan tujuan yang ingin dicapai dari materi yang akan diajarkan <p>2. Kegiatan inti</p> <p><u>Eksplorasi</u></p> <ul style="list-style-type: none">• Pengenalan topik yang akan dibahas• Guru menanyakan apa yang siswa ketahui tentang pengertian Sulhu dan hikmahnya.• Guru membagi siswa menjadi empat kelompok• Guru membagikan materi tekstual kepada masing-masing kelompok <p><u>Elaborasi</u></p> <ul style="list-style-type: none">• Setiap kelompok mendiskusikan dan mendalami materi yang telah diberikan guru• Setelah pendalaman materi selesai, perwakilan dari masing-masing kelompok mempresentasikan hasil diskusi,	Gemar membaca, ingin tahu, kerja sama	Pemahaman Konsep	90 menit

<p>yang dimulai dari kelompok pertama.</p> <ul style="list-style-type: none"> • Setelah kelompok pertama selesai presentasi, guru memberi penjelasan dan memberi kesempatan kelompok lain untuk bertanya. • Kemudian dilanjutkan kelompok kedua, dan begitu seterusnya. <p><u>Konfirmasi</u></p> <ul style="list-style-type: none"> • Setelah selesai, siswa diminta membuat kesimpulan tentang materi tersebut. • Siswa mengidentifikasi Sulhu dan hikmahnya. 			
<p>3. Kegiatan penutup.</p> <ul style="list-style-type: none"> • Guru menjelaskan kembali apa yang sudah didiskusikan oleh siswa agar siswa lebih memahami • Bersama-sama dengan siswa guru memberikan kesimpulan tentang materi yang sudah dijelaskan. • Guru menugaskan kepada siswa mencari dalil nakli yang berhubungan Sulhu dan hikmahnya. • Menutup pelajaran dengan membaca salam dan membaca hamdalah 			

E. Sumber Belajar :

48. Internet dan Intranet
49. Buku paket Pendidikan Agama Islam kelas X
50. Buku buku yang relevan dengan materi yang diajarkan
51. LKS Fiqih
52. LCD
53. Al-Qur'an dan terjemahannya
54. Dll

F. Penilaian :

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Contoh Instrumen
➤ Menjelaskan pengertian dan hukum Sulhu	Tes tulis	Uraian	➤ Jelaskan pengertian dan hukum Sulhu?
➤ Menyebutkan syarat dan rukun Sulhu	Tes tulis	Jawab Singkat	➤ Sebutkan syarat dan rukun Sulhu ?
➤ Menyebutkan macam-macam Sulhu	Tes tulis	Jawab Singkat	➤ Sebutkan macam-macam Sulhu ?
➤ Menjelaskan hikmah Sulhu	Tes tulis	Uraian	➤ Jelaskan hikmah Sulhu ?

RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)

Status Pendidikan : MA Mazro'atul Ulum Paciran Lamongan
Kelas / Semester : X / Genap
Mata pelajaran : Fiqih
Standar kompetensi : 9. Memahami hukum Islam tentang wakalah dan sulhu beserta hikmahnya
Kompetensi Dasar : 9.3 Menerapkan cara wakalah dan sulhu
Alokasi Waktu : 1 jam pelajaran (1 x 45 menit)

A. Tujuan Pembelajaran :

55. Siswa mampu :
56. Menjelaskan pengertian tentang Penerapan prinsip-prinsip wakalah dan sulhu.
57. Mengkaji konsep tentang Penerapan prinsip-prinsip wakalah dan sulhu.
58. Menganalisis beberapa peristiwa wakalah dan sulhu dalam masyarakat
59. Mendiskusikan kesesuaian praktek wakalah dan sulhu dengan prinsip-prinsipnya dalam Islam.
60. Menterjemahkan, membaca dan menafsirkan dalil-dalil tentang Penerapan prinsip-prinsip wakalah dan sulhu
61. Menyimpulkan tentang Penerapan prinsip-prinsip wakalah dan sulhu.

Nilai Karakter bangsa yang diharapkan :

62. Cinta ilmu, gemar membaca, kreatif, disiplin, mandiri, ingin tahu, kerja sama

Kewirausahaan / Ekonomi Kreatif :

63. Percaya diri, berorientasi tugas dan hasil, mampu mencari sumber belajar sendiri, mendiskripsikan konsep dengan kata-kata sendiri

B. Materi Ajar : Penerapan prinsip-prinsip wakalah dan sulhu.

C. Metode :

64. Ceramah
65. Tanya Jawab
66. Diskusi
67. Pemberian Tugas

68. Pengamatan

D. Langkah-langkah pembelajaran :

Kegiatan	Nilai Karakter	Aspek life skill yang dikembangkan	Waktu
<p>1. Pendahuluan : Apersepsi dan Motivasi :</p> <ul style="list-style-type: none">• Memberikan salam dan memulai pelajaran dengan basma- lah serta mengecek siswa yang tidak masuk.• Memberikan apersepsi/ materi yang ada hubungan dengan materi yang diajarkan serta memberikan motivasi.• Menyampaikan kompetensi dari materi yang akan diajarkan• Menjelaskan tujuan yang ingin dicapai dari materi yang akan diajarkan <p>2. Kegiatan inti <u>Eksplorasi</u></p> <ul style="list-style-type: none">• Guru menunjuk salah seorang siswa untuk menjelaskan pengertian Penerapan prinsip-prinsip wakalah dan sulhu.• Siswa membuka Al-Qur'an untuk mencari dalil yang berkaitan dengan materi (eksplorasi) <p><u>Elaborasi</u></p> <ul style="list-style-type: none">• Siswa ditunjukkan dalil nakli ketentuan Penerapan prinsip-prinsip wakalah dan sulhu.• Siswa membaca dalil nakli yang berkaitan dengan materi/yaitu Penerapan prinsip-prinsip wakalah dan sulhu.• Guru menunjuk siswa lain untuk menjelaskan Penerapan prinsip-prinsip wakalah dan sulhu.	Gemar membaca, ingin tahu, kerja sama	Pemahaman Konsep	90 menit

<ul style="list-style-type: none"> Guru memberi kesempatan siswa lain untuk bertanya kepada temannya yang menjelaskan sebelumnya dan begitu seterusnya. <p><u>Konfirmasi</u></p> <ul style="list-style-type: none"> Guru bertanya kepada siswa tentang Penerapan prinsip-prinsip wakalah dan sulhu. Siswa mengidentifikasi Penerapan prinsip-prinsip wakalah dan sulhu. 			
<p>3. Kegiatan penutup.</p> <ul style="list-style-type: none"> Mengadakan tanya jawab tentang Penerapan prinsip-prinsip wakalah dan sulhu. Guru merangkum materi yang baru saja diajarkan. Guru menugaskan keada siswa mencari dail nakli yang berhubungan Penerapan prinsip-prinsip wakalah dan sulhu. Menutup pelajaran dengan membaca salam dan membaca hamdalah 			

E. Sumber Belajar :

69. Internet dan Intranet
70. Buku paket Pendidikan Agama Islam kelas X
71. Buku buku yang relevan dengan materi yang diajarkan
72. LKS Fiqih
73. LCD
74. Al-Qur'an dan terjemahannya
75. Dll

F. Penilaian :

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Contoh Instrumen
➤ Mempraktekkan tata cara wakalah dan sulhu yang sesuai dengan syari'at	Tes tulis	Praktek	➤ Praktekkan tata cara wakalah dan sulhu yang sesuai dengan syari'at
➤ Menganalisis praktek wakalah dan sulhu	Tes tulis	Uraian	➤ Jelaskan cara Menganalisis

yang tidak sesuai dengan aturan Islam			praktek wakalah dan sulhu yang tidak sesuai dengan aturan Islam ?
➤ Menjelaskan dampak pelaksanaan sulhu dan wakalah yang tidak sesuai dengan syari'at Islam	Tes tulis	Uraian	➤ Jelaskan dampak pelaksanaan sulhu dan wakalah yang tidak sesuai dengan syari'at Islam ?

SILABUS PEMBELAJARAN TAHUN AJARAN 2011/2012

SILABUS PEMBELAJARAN

Standar Kompetensi : 9. Memahami hukum Islam tentang wakalah dan sulhu beserta hikmahnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		Alokasi Waktu	Sumber/ Bahan/ Alat
				Teknik Penilaian	Bentuk Instrumen		
9.1. Menjelaskan ketentuan Islam tentang wakalah dan hikmahnya	Ketentuan Islam tentang wakalah dan hikmahnya	<ul style="list-style-type: none"> ▪ Mengkaji konsep tentang wakalah ▪ Merumuskan kesimpulan tentang pekerjaan-pekerjaan yang bisa diwakilkan dan tidak ▪ Merefleksikan aturan wakalah 	<ul style="list-style-type: none"> ▪ Menjelaskan pengertian dan hukum Wakalah ▪ Menyebutkan syarat dan rukun Wakalah ▪ Menyebutkan jenis pekerjaan yang dapat diwakilkan ▪ Menjelaskan habisnya aqad Wakalah ▪ Menjelaskan hikmah Wakalah 	Tes tulis	Isian	2 x 45'	<ul style="list-style-type: none"> ▪ Buku Fiqih untuk Madrasah Aliyah
9.2. Menjelaskan	Ketentuan Islam	<ul style="list-style-type: none"> ▪ Mengkaji konsep 	<ul style="list-style-type: none"> ▪ Menjelaskan pengertian 	Tes tulis	Isian	2 x	<ul style="list-style-type: none"> ▪ Buku

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		Alokasi Waktu	Sumber/ Bahan/ Alat
				Teknik Penilaian	Bentuk Instrumen		
ketentuan Islam tentang sulhu dan hikmahnya	tentang sulhu dan hikmahnya	<p>tentang sulhu</p> <ul style="list-style-type: none"> ▪ Merumuskan kesimpulan tentang macam-macam sulhu ▪ Merefleksikan aturan sulhu 	<p>dan hukum Sulhu</p> <ul style="list-style-type: none"> ▪ Menyebutkan syarat dan rukun Sulhu ▪ Menyebutkan macam-macam Sulhu ▪ Menjelaskan hikmah Sulhu 			45'	Fiqih untuk Madrasah Aliyah
9.3. Menerapkan cara wakalah dan sulhu	Penerapan prinsip-prinsip wakalah dan sulhu	<ul style="list-style-type: none"> ▪ Menganalisis beberapa peristiwa wakalah dan sulhu dalam masyarakat ▪ Mendiskusikan kesesuaian praktek wakalah dan sulhu dengan prinsip-prinsipnya dalam Islam 	<ul style="list-style-type: none"> ▪ Mempraktekkan tata cara wakalah dan sulhu yang sesuai dengan syari'at ▪ Menganalisis praktek wakalah dan sulhu yang tidak sesuai dengan aturan Islam ▪ Menjelaskan dampak pelaksanaan sulhu dan wakalah yang tidak sesuai dengan syari'at Islam 	Tes tulis	Isian	1 x 45'	<ul style="list-style-type: none"> ▪ Buku Fiqih untuk Madrasah Aliyah

SILABUS PEMBELAJARAN TAHUN AJARAN 2012/2013

SILABUS PEMBELAJARAN

Standar Kompetensi : 9. Memahami hukum Islam tentang wakalah dan sulhu beserta hikmahnya

Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
9.1. Menjelaskan ketentuan Islam tentang wakalah dan hikmahnya	Ketentuan Islam tentang wakalah dan hikmahnya	<ul style="list-style-type: none"> ▪ Cinta ilmu ▪ Gemar Membaca ▪ Kreatif ▪ Disiplin ▪ Mandiri ▪ Ingin tahu ▪ Kerja sama 	<ul style="list-style-type: none"> ▪ Percaya diri ▪ Berorientasi tugas dan hasil ▪ Mampu men-cari sumber belajar sendiri ▪ Mendiskripsi-kan konsep dengan kata-kata sendiri 	<ul style="list-style-type: none"> ▪ Mengkaji konsep tentang wakalah ▪ Merumuskan kesimpulan tentang pekerjaan-pekerjaan yang bisa diwakilkan dan tidak ▪ Merefleksikan aturan wakalah 	<ul style="list-style-type: none"> ▪ Menjelaskan pengertian dan hukum Wakalah ▪ Menyebutkan syarat dan rukun Wakalah ▪ Menyebutkan jenis pekerjaan yang dapat diwakilkan ▪ Menjelaskan habisnya aqad Wakalah ▪ Menjelaskan hikmah Wakalah 	Tes tulis	2 x 45'	<ul style="list-style-type: none"> ▪ Buku Fiqih untuk Madrasah Aliyah
9.2. Menjelaskan ketentuan Islam tentang sulhu dan hikmahnya	Ketentuan Islam tentang sulhu dan hikmahnya	<ul style="list-style-type: none"> ▪ Cinta ilmu ▪ Gemar Membaca ▪ Kreatif 	<ul style="list-style-type: none"> ▪ Percaya diri ▪ Berorientasi tugas dan hasil ▪ Mampu men-cari sumber belajar 	<ul style="list-style-type: none"> ▪ Mengkaji konsep tentang sulhu ▪ Merumuskan kesimpulan 	<ul style="list-style-type: none"> ▪ Menjelaskan pengertian dan hukum Sulhu ▪ Menyebutkan syarat dan rukun Sulhu 	Tes tulis	2 x 45'	<ul style="list-style-type: none"> ▪ Buku Fiqih untuk Madrasah Aliyah

Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sulhu dan hikmahnya</p>		<ul style="list-style-type: none"> ▪ Disiplin ▪ Mandiri ▪ Ingin tahu ▪ Kerja sama 	<p>sendiri</p> <ul style="list-style-type: none"> ▪ Mendiskripsi-kan konsep dengan kata-kata sendiri 	<p>tentang macam-macam sulhu</p> <ul style="list-style-type: none"> ▪ Merefleksikan aturan sulhu 	<ul style="list-style-type: none"> ▪ Menyebutkan macam-macam Sulhu ▪ Menjelaskan hikmah Sulhu 			
<p>9.3. Menerapkan cara wakalah dan sulhu</p>	<p>Penerapan prinsip-prinsip wakalah dan sulhu</p>	<ul style="list-style-type: none"> ▪ Cinta ilmu ▪ Gemar Membaca ▪ Kreatif ▪ Disiplin ▪ Mandiri ▪ Ingin tahu ▪ Kerja sama 	<ul style="list-style-type: none"> ▪ Percaya diri ▪ Berorientasi tugas dan hasil ▪ Mampu men-cari sumber belajar sendiri ▪ Mendiskripsi-kan konsep dengan kata-kata sendiri 	<ul style="list-style-type: none"> ▪ Menganalisis beberapa peristiwa wakalah dan sulhu dalam masyarakat ▪ Mendiskusikan kesesuaian praktek wakalah dan sulhu dengan prinsip-prinsipnya dalam Islam 	<ul style="list-style-type: none"> ▪ Mempraktekkan tata cara wakalah dan sulhu yang sesuai dengan syari'at ▪ Menganalisis praktek wakalah dan sulhu yang tidak sesuai dengan aturan Islam ▪ Menjelaskan dampak pelaksanaan sulhu dan wakalah yang tidak sesuai dengan syari'at Islam 	<p>Tes tulis</p>	<p>1 x 45'</p>	<ul style="list-style-type: none"> ▪ Buku Fiqih untuk Madrasah Aliyah

CURRICULUM VITAE

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- Educational Background:

- a. Formal Education

MI Mazro'atul Ulum Paciran Lamongan (1997-2003)

MTs Mazro'atul Ulum Paciran Lamongan (2003-2006)

MAN Denanyar Jombang (2006-2009)

UIN Maulana Malik Ibrahim Malang (2009-2013)

- b. Non-Formal Education

Rhima English Course (REC) Pare Kediri (2010-2011)

Ma'had Sunan Ampel Al-'Ali (2009-2012)

Malang, July 16th 2013

(Alfi Laila Izzati)