

**COMPUTER BASED LEARNING FOR ISLAMIC EDUCATION
IN JUNIOR HIGH SCHOOL
OF MUHAMMADIYAH 1 PURWOKERTO**



**Submitted to the Faculty of Tarbiya and Teacher Training IAIN Purwokerto
To Fulfill One of The Requirements
To Obtain a Tittle of *Sarjana Pendidikan* Degree (S.Pd)**

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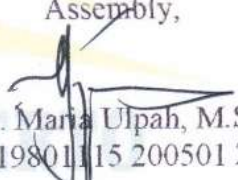
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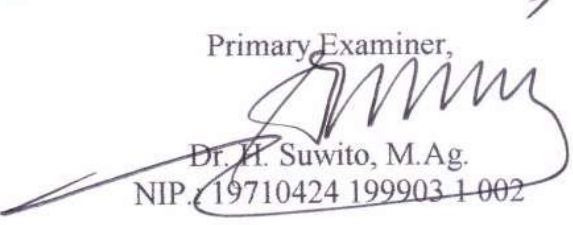
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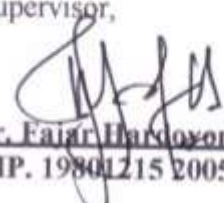
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MOTTO

..... إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

“Allah will not change the condition of people until they change what is in themselves” (Ar-Ra’d Surah, verses 11)

**COMPUTER BASED LEARNING FOR ISLAMIC EDUCATION
IN JUNIOR HIGH SCHOOL OF MUHAMMADIYAH 1
PURWOKERTO**

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ABSTRACT

The 21st century, is the era of globalization and information. Information become one of critical resources that determine global competences. The development of science and technology in particular the advancement of information and communication technology (ICT) has created new tradition and culture in civilization. The development of ICT gives the influence to various of life, especially in education sector. One of innovation to increase the quality of learning, is Computer Based Learning (CBL) in learning process.

This research is obtained to empowering for explaining, understanding, knowing, and describing the Computer base Learning in Islamic Education of Muhammadiyah 1 Purwokerto.

The implementation of Junior High School of Muhammadiyah 1 Purwokerto for data collection the research has conducted interview, observation and documentation. The interview to teacher and academic staff. The data analysis technique is Reduction data, Data display, verification and conclusion.

Base on analysis of it can be explain that implementation of CBL was focus on software utilization, strategy and model. There are 3 main software for supporting Islamic Religious Course i.e: Al-Qur'an online, Al-Qur'an In word and Quipper School. Collaboration base learning and Simulation base Learning are the main strategies in learning process. Meanwhile, drill and tutorial become the model of learning process.

Keywords: ICT, Computer Base Learning, Islamic Religious Course

DEDICATION

I dedicate this thesis to:

The first Allah SWT. Praise upon the God, the Lord of universe that has gifted this beautiful life through His unlimited knowledge. The most holy God that always best own all sustain love and affection to Your creatures.

The second, I dedicate this little work to my beloved mother Nisah and my beloved father Sumarsono that kept praying for their daughter and son in order to we get the smile at the very end of this struggle.

It's quite deserved that a grateful utterance must be addressed to brother Almuhasim because of your pray and your motivation, making me to always spirit and positif thinking, and some one beloved given motivates so I accomplish this and I can finish my thesis at IAIN Purwokerto.

My family in Boarding School AN-Nur Karangobar, Kyai H. Mustamir, and Also addressed for my family in Boarding School Al-Hidayah Purwokerto, Mrs. H. Nadhiroh Noeris and family that give a pray and support, and for all my friends in islamic boarding school Al-Hidayah and all friends, i can not call one by one, because of pray and support, motivation and smile, so I can finish my thesis. And for all of them who have helped me in accomplishing this thesis.

Jazakumullaahu Khairan Katsiir.

ACKNOWLEDGEMENT

All praises and grateful to Allah SWT that has bestowed His mercy and guidance until I can accomplish this Thesis punctually. Peace be upon Him, the noble Prophet Muhammad Saw and also to his family, companions and Moslem community in this world. Aameen.

This script is the Thesis that has been proposed to Education Department (*Tarbiya*) of State Institute of Islamic Studies Purwokerto as a partial fulfillment of the requirements for *Sarjana Pendidikan* Degree (S.Pd.I).

During the arrangement of this Thesis and as long as the author learns in Education Department of State Institute of Islamic Studies Purwokerto, the author has got many direction, motivation, aid and guidance from many side. Thus, in this chance the author will convey the gratefulness and award as high as possible to the honorable:

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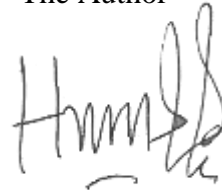
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The author only can say thank you very much for all. May the good deed will be relied by Allah SWT. The author also knows that still many weakness in arranging this Thesis. May this Thesis will give the good significances for reader commonly and for the author especially. Aameen.

Purwokerto, in 14th July 2017

The Author

A handwritten signature in black ink, appearing to read 'Hanifah', with a stylized flourish at the end.

Hanifah

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THE LIST OF ABBREVIATION

ICT	: Information Communication and Technology
CBL	: Computer Based Learning
CAI	: Computer Aided Instruction
CAL	: Computer Aided Learning
CBT	: Computer Base Test
CD	: Compact Disc
FLV	: Flash Video
SMS	: Short Message Service
BBM	: Blackberry Messenger
CPU	: Central Processing Unit
LCD	: Liquid Crystal Display

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CHAPTER I

INTRODUCTION

A. Introduction

In this era, development of technology and science especially can change life style of human interaction. The ICT strenght among nation and people. The ICT can be obtained quickly and easily. The Conventional media quickly replaced by electronic media such as e-mail and other electronic publications. Various transactions can be performed electronic simple.¹ the interaction between nations with other more incentives and very easy. In the 21st century is characterized as the era of information and communication technology (ICT) that allows a wide variety of information

Almost all daily activities can not be separated from ICT. for example, we are served to sent the message via SMS, e-mail, BBM, Whatsapp and etc. All these services are carried out base on computer. The development of ICT give the influence the people life style. ICT has been applied in many sectors. In the trade sector, ICT has important role in bullying for services as made for e- banking, e- commerce. In transportation sector, ICT is applied for E- ticketing. In government sector, ICT in government is applied for e- governance, e-office and e-budgeting. Moreover, in educational sector is applied for E-Learning, E-Tasking, E-mail and etc.

The Implementation of ICT in Education are widespread and are continually wordwide. Generally, ICT can empower teacher and students,

¹ B P. Sitepu. 2014, *Pengembangan Sumber Belajar* (Jakarta: PT Rajawali Pers), page. 2

making significant contribution to learning and achievement. Of the teachers interviewed on the effectiveness of ICT in education majority of them felt that introduction and use of adequately will be effective in students learning and achievement.²

In education, ICT have the important role. Because, ICT can helping and increasing the quality of education. The implementation of ICT in education has not been a priority trend of educational reform and the state paid little attention to it. Therefore, there should be an active participation, initiative and good will of the schools and the government institution to enhance ICT implementation at school.³

According to Eric Ashby, education conducted the fifth revolution. The first revolution occurs when the teacher explain directly to student (1955 until 1964 years). The second revolution is stimulated the teacher used writing for learning purpose (1965 until 1974). The third revolution occurs with the invention of the text book (1975 until 1984 years). The fourth revolution occurs when the use of electronic devices, such as radio and television (1985 until 1999 years). The fifth revolution is characterized in which the teacher begin to employed utilization ICT especially computers and internet. It happen for 2000 until now.⁴

Education is the development of individual according to his needs and demands for construction civilization society. According to Prof. Drever the

² Meenakshi, *Importance of ICT in Education IOSR Journal of Research & method in Education*. Volume 1, issue 4 (May-Jun.2013) ... p. 3

³ Meenakshi, *Importance of ICT in Education IOSR Journal...* p.3

⁴ Rusman, dkk. 2010. *Teknologi Informasi dan Komunikasi dalam Pembelajaran*, (Bandung: Universitas Pendidikan Indonesia) p. iii

education is a process in which and by which knowledge, character and behavior of the young shaped.⁵ Therefore, education is the most important key to improve the welfare of the human as an integral part of the global human being. With the improvement of education.⁶

In globalization era, Information and communication technology (ICT) become special needs to determine quality and effectiveness in learning process. Thus, the concept of learning in the future is directed how to increase the spirit of students to learn. One of the approach used to increase the learning is utilization ICT in learning process. In providing study skills, educational institutions need to develop a variety of learning. ICT provides the opportunity for students to learn. It is expected the process of learning to be creative and innovative, not only conventional learning.⁷

Commonly, the learning process in Islamic Religious Course is needs improvement and innovation. Because, only used conventional learning. In fact, many teacher used one method or strategy in learning process. They opinion that used the one method more easy and simple. The result of learning is good enough. So that, the teacher not should many method and strategy. Many students who regard that Islamic Religious Course is easy, but make bored. Because, the course is much i.e: *Fiqh, Akidah*, Islamic History and Al-Qur'an Hadith and only used speech method. It make the learning should more effective and interest. From the fact, Islamic Religious Course is needs

⁵ Satish Kumar and Sajjad Ahmad. *Meaning, Aims and Process of Education*, pdf. p. 4

⁶ Azyumardi Azra, *Developing Global Welfare Improving The Education of The Ummah* (Purwokerto : International Seminar, 2013), p. 1.

⁷ B P. Sitepu. 2014, *Pengembangan Sumber Belajar...* p. v

innovation and improvement. One of them, utilization of computer in learning process. The implementation of Computer Base Learning (CBL). The computer can to support the learning process. With CBL the teacher was created many innovation learning. The teacher was applied the variety of strategy and model in CBL. So that, the CBL is important to increase the quality of teacher and students.

Computer Base Learning (CBL) is a learning model was used computer and peripheral. That have purpose to increase the quality of learning process. CBL has many advantages, including: Portable. Portable means easy to carry anywhere, meanwhile, Multi-language, we can access information in any language we want.

The implementation of CBL in Islamic Education or Islamic Religious Course in Junior High School of Muhammadiyah 1 Purwokerto is different with other school. Because, this school have particular class is ICT Class. ICT Class have some purpose is as strategy in learning. Which is more effective, attractive and efficient. Used the Implementation of CBL the student should understand the teach course and increase the active student in learning.

Teachers are required to be educators who can bridge the interests of the course through the efforts of real in education.⁸ Therefore, teachers should be able to make learning more enjoyable. Especially in Islamic Religious Course, it is not only use the speech method but also add the many method e.g. : Discussion method, drill method, and etc. The teacher also development many

⁸ Deni Darmawan. 2011. *Teknologi Pembelajaran*, (Bandung: PT Rosdakarya) p.7-8

strategy e.g.: Contextual Teaching Learning (CTL), Active Learning, Collaboration Base Learning and etc. It should be a motivation of teachers in order to create learning process more innovative, creative and up to date. Moreover, the teacher should development of learning in strategy and model based on the CBL.

Based on the results of preliminary interview with Mr. Badul Rifai on 29th September 2016 years. The learning process using computer base learning becomes interesting. Because this school not only use learning resources such as libraries, text books, LKS (student activity sheet) but also variety of Computer Base Learning (CBL) such as E-learning, Holly Qur'an, Quipper School and internet access.

Computer base learning (CBL) is one of Learning that empower the utilization uses of computer (software, hardware, brainware and network). To the researcher are trying to explore the CBL process in Junior High School of Muhammadiyah 1 Purwokerto.⁹

Based on the problems the researcher interested in conducting research is interested for conducting of research for undergraduate this thesis the title of Computer Based Learning For Islamic Education In Junior High School Of Muhammadiyah 1 Purwokerto".

⁹ The result of interview with Mr. bapak Badlul Rifai S.Pd. Kamis, 29th September 2016 years. 10.00 AM

B. Operational definition

To avoid misunderstandings of term and definition in this undergraduate of this thesis, the researcher needs to mention the operational definitions as follows:

1. Computer Based Learning

Computer Base Learning is the process of learning in which empower computer technology and their Peripheral such as: Laptop, LCD, and Internet access in Islamic Religious Course.

2. Islamic Education

Islamic education means the process of conducting Islamic Religious Course in the topic of: *Akidah, Fiqh, Al-Qur'an* and Hadith, and also Islamic History. Especially, The Law of *Tajwid Nun Mati and Mim Mati*, and The Law of *Sholat Jum'at*.

3. Junior High School of Muhammadiyah 1 Purwokerto

The private Junior High School located at *Jalan Perintis Kemerdekaan Numb. 06 Purwokerto* Under the auspices of the Muhammadiyah's foundation.

C. Problem Statement

Base on the background of the problem, the researcher can express the problem as follows: How does the Implementation of Computer Based learning for an Islamic Education in Junior High School of Muhammadiyah 1 Purwokerto?

D. Objectives and Purpose of the Research

1. Objective of the Research

Base on the problem statement mentioned previously, the objective of this research is to know the implementation of Computer Based Learning (CBL) in Islamic Education in Junior High School of Muhammadiyah 1 Purwokerto.

2. Purpose of the Research

The expected Purpose are following:

- a. This research can improve the insight and knowledge of the research and reader about Computer Base Learning in Islamic Education.
- b. The researcher can help Teachers to keeping, improving, and developing an effective teaching.
- c. This research can be a reference for the next undergraduate the written by other student in IAIN Purwokerto or other Campus.

E. Literature review

Literature review is a description about the importance of the research conducted by the researcher. The researcher has obtained some books, Journal and thesis regard The Implementation of CBL. The researcher describe it as following:

In the research that conducted by Zaenal Muttaqin the title " *Pemanfaatan Sumber Belajar Berbasis Teknologi Informasi dan Komunikasi di MA Salafiyah Karangtengah Kedungpring Pemalang*" This study, the research discussed how did the teachers and students utilize of ICT as learning

resources, In Qur'an and Hadith course. Furthermore, Zaenal Muttaqin Research had similarity with this research in the utilization of ICT in learning process. The difference between this research and Zainal Muttaqin research located object of research. The researcher discussed about the implementation of Computer Base Learning in Islamic education or Islamic Religious Course. Meanwhile Zaenal Muttaqin discussed about the learning resources using ICT in Al-Qur'an Hadith.

Then, the research that conducted by Waris the title "*Implementasi Media Pembelajaran Berbasis Information and Communication Technology pada Mata Pelajaran PAI Di SMP Muhammadiyah 1 Purwokerto*". This study, the research discussed how did the teacher employment the learning media used ICT. Furthermore, Waris research had similarity with this research in the Utilization of ICT in learning process in Islamic Religious Course. Meanwhile, the difference of this research and Waris research located in the object of the research. The researcher discussed about the implementation Computer Base Learning in Learning Process. Meanwhile, Waris discussed about Utilization of Learning Media in learning process.

The research by Era Astrini the title "*Pemanfaatan Teknologi Informasi Berbasis Internet sebagai Sumber Belajar Pendidikan Agama Islam di SMP N 1 Paguyangan Kabupaten Brebes*". In this research explain about technology information is equipment or media to easier the learning process more easy and fast. The difference this research and Era research located in subject of the research. Ara Astrini discussed about utilization of internet in

learning process. Meanwhile, the researcher discussed about learning process used Computer and software. The similarity is focus to the course of Islamic Religious Course in Junior High School.

Then, the research by Isyqi Fikroti the title "*Implementasi Pembelajaran Berbasis Teknologi Informasi dan Komunikasi dalam Pembelajaran Sejarah Kebudayaan Islam di SMA Bustanul Ulum NU Bumiayu*". This thesis explain about the learning implementation about Technology Information and Communication in Islamic History course, is interface of computer and internet as the resources of study. Basically, the thesis has similarity with the Isyqi Fikroti research is a utilization ICT in Learning Process. Meanwhile, the different of this thesis research and Isyqi Fikroti research is located in object of this research. This thesis research in Junior High School of Muhammadiyah 1 Purwkerto and the Isyqi research in Senior High School of Bustanul Ulum NU Bumiayu. And this research focus of Islamic Religious Course. But, the Isyqi research only Islamic History Course.

Dwi priyanto wrote the paper in *Journal Insania* entitled "*Pengembangan Multimedia Pembelajaran Berbasis Komputer*" explain about the role of mutimedia base computer in the learning. The computer Multimedia created learning more efective, interactive and efficient.

F. The Structure of Written

To simplify the discussion of the research, the writer divides it into five chapters.

The main part of the thesis is composed by certain systematic. It consists of several chapters, because the writer did a qualitative research, the contents includes:

Chapter I contains Introduction and Problem Statement, Operational Definition, Objective and Purpose of Study, Literature Review, and Structure of Written.

Chapter II contain the theoretical background for the research. It includes: the General definition of ICT, CBL in Islamic Religious Course, model and strategy of CBL for Islamic Religious Course, the implementation CBL in Learning Process.

Chapter III contains the methods of research, that include: Type of Research, Location and Time of Study, Research Instruments, Data Collection Technique and Data Analysis Technique.

Chapter IV contain the result and discussion about research that include: general description of Junior High School of Muhammadiyah 1 Purwokerto, Data Presentation of CBL in Islamic Religious Course. Data Analysis of CBL in Islamic Religious Course.

Chapter V is the closing. It consist of research conclusion and suggestion.

CHAPTER II

COMPUTER BASED LEARNING FOR ISLAMIC EDUCATION IN JUNIOR HIGH SCHOOL OF MUHAMMADIYAH 1 PURWOKERTO

A. The General Definition of ICT

1. Definition of ICT

ICT is displaying of information by using computer technology. In other definition of ICT comes from United Nations Educational, Scientific, and Culture Organization (UNESCO), which is “the combination of information technology with other, related technologies, specifically communication technology”.¹⁰ ICT are defined as a diverse set of technological tools and resources used to communicate, and to create disseminate, store and manage information.¹¹ Thus, ICT is Technology that supports activities involving information. Activities include gathering, processing, storing and presenting data.¹²

ICT people facilities to transfer of knowledge around the world and the integration of multinational and transnational corporation. ICT has also been cited as encompassing potential innovations within and among organization by enabling the use and sharing information. This prevalence of ICT in everyday life can be noted in the following picture from international telecommunication Union, in Figure 1. This demonstrates the

¹⁰Ina Freeman and Amir Hasnaoui, *Information and Communication Technologies (ICT): A tool to implement and drive Corporate Social Responsibility (CSR)*.Journal p. 3

¹¹ Meenakshi, *Importance of ICT in Education IOSR Journal of Research & Method in Education (IOSR-JRME) Volume 1, Issue 4 (May. –Jun. 2013), p.2*

¹²Mrs. Megha Gokhe .*Information and Communication Technology: Concept of ICT, journal. p. 1*

development of the various components of ICT over the span of 2000 until 2015.

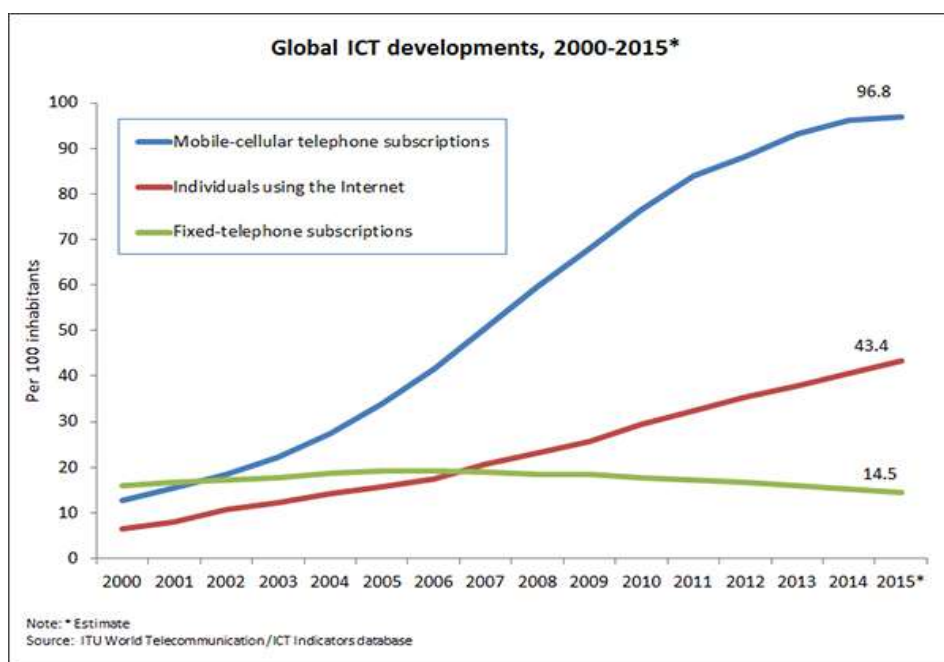


Figure 2.1: Global ICT Developments, 2000 to 2015 (International Telecommunication Union, 2010).¹³

2. ICT Component

ICT is the science to manage all information in order to can be access information easily and accurately.¹⁴ Therefore to help ICT process, ICT have 4 component, include:

a. Hardware

Hardware is an instrument used to collect, and saved data information. Hardware consist of input, process, and output.¹⁵ Input unit is tool used data into computer. For example keyboard, digital camera, mouse, camera video, scanner and touch screen. Process unit analysis and

¹³ Ina Freeman and Amir Hasnaoui, *Information and Communication...* p. 9

¹⁴ Deni Darmawan, *Pendidikan Teknologi Informasidan Komunikasi:Teori Dan Aplikasi* (Bandung: Remaja Rosdakarya,2012), p. 46

¹⁵Deni Darmawan, *Pendidikan teknologi informasi dan...* p.14-80

management which are conducted in processing unit. To support work of data analysis and management processing unit must be equipped by Central Processing Unit (CPU). Output unit displayed the result of data information on processing unit. Output unit consist of LCD, projector, monitor etc.

b. Software

The software is general term for the various kinds of programs used to operate computers and related devices.¹⁶ Software is programs for directing the operation of computer or processing electronic data.¹⁷ So, software is the programs that contains to instruct the perform data processing. Base on the function of software can be divide into 4 categorize i.e: operation system, language program, application program, and utility program. The function of software in learning process have 3 function i.e : managing input or output from computer system, ordering the running able hardware and the operate to order input instruction from hardware and brainware.¹⁸

c. Brainware

Brainware is the operator of computer. The qualification of brainware can be divides into 3 categorized i.e : operator is human who operate the programs. Programmer is human make the programs who appropriate the specification in computer. And system Analyst, this

¹⁶<http://searchmicroservices.techtarget.com/definition/software> acces on 16th June 2017.

¹⁷Dictionary.online acces on 17th June 2017

¹⁸ Lantip Diat Prasojjo & Riyanto, *Teknologi Informasi Pendidikan* (Yogyakarta: Gava Media, 2011), p.31

system has to design and analyst the new program or reparation of system in computer.¹⁹

d. Computer Network

Computer network is a protocol allowed interconnection between computer to other. Interconnection of computer sometimes called computer network based on the number of computer in network space, computer network device into 4 types, i.e:

Local Area Network (LAN), Metropolitan Area Network (MAN), Wide Area Network (WAN), Word Area Network (Word Wide Web). ICT has been applying in many public sectors, e.g trade, transformation, government and also education.

- 1) In the trade sector ICT has important role in bullying for services transmitting of funds or data used the internet network.²⁰
- 2) In transportation sector, the using of ICT in transportation is applied for E-ticketing.
- 3) In government sector the using of ICT in government is applied for e-governance, e-office and e-budgeting.²¹

3. ICT In Education

The Use of ICT in education empowers teacher and student, it also make significant contribution for learning and achievement. The use of ICT

¹⁹Deni Darmawan, *Pendidikan Teknologi Informasi dan...* p. 86

²⁰ Searchcio.techtarget.com/definition/e-commerce. Acces on 17th June 2017

²¹ Flak,L.S., Olsen,d.H. and Wolcott, P (2005).” *Local E-Government in Norway*”, Scandinavian Jornal of Information System. Vol.17,No.2, p.41-48

in education make the more effective when learning.²² ICT in education has twice two i.e:

a. Administration

Academic administration is information management system in education. The using of ICT in academic administrator is applied for managing of SIA (System Information Academic).

b. Learning Process

The learning is the process of transfer knowledge from teacher to students. Howard L. Kingsley said that learning is the process by which behavior is originated or change through practice or training.²³ In learning Process used Computer have 4 categorized. i.e :

1) Computer Base Test (CBT)

CBT is the computer that used in learning process. The utilization of CBT for evaluation and give a test when learning finish.

2) Computer Aided Learning (CAL)

CAL is the computer technologies that assist the teaching and learning process. CAL used as resources, module, text book, or other resources.

3) Computer Aided Instruction (CAI)

CAI is the computer technologies that assist the instruction. CAI applications include guided drill and practice exercises,

²²Meenakshi, *Importance of ICT in education: IOSR Journal of Research & method in Education*. Volume 1, issue 4 (May-Jun.2013) p. 4

²³ Rusman, *Belajar dan Pembelajaran Berbasis*, p. 86

computer visualization of complex objects, and tool or equipment to help the learning process.²⁴

4) Computer Base Learning (CBL)

CBL is learning process that employer base on computer. Computer system can delivered instruction by allowing them to interact with the lesson programmed into the system, this is referred to Computer Base Learning (CBL).²⁵ So, CBL is learning activities in the class that employer computer in the learning process. The connected between CBT, CAI, CAL, can be seen in the table 2.2

Table. 2.1
The List of CBL Connected CBT, CAI and CAL

CBL	
1. CAI	tool and media in Learning Process
2. CAL	Learning of Resources
3. CBT	Test and Evaluation when learning Finish

From table above, The CBL conducted from 3 type i.e: CAI, CAL, and CBT. So that, the implementation of CBL can be maximal if used the 3 kind (CAI, CAL and CBT) of learning process. To increase the goal of learning CBL have a principles how the CBL used, include: the orientation of learning Goal, individual learning, independent learning, and mastery learning.²⁶

The development of CBL have some of the benefits are as follows:
for students, there are: created active learning for development student

²⁴ Douglas N. Arnold, *Computer Aided Instruction, Journal* (Distinguished: Pennsylvania state university, 2000), p.3

²⁵ Rusman, *Belajar dan Pembelajaran berbasis Komputer: mengembangkan profesionalisme guru abad 21*.(Bandung: Alfabeta, 2013), p. 153

²⁶ Rusman, *Belajar dan Pembelajaran berbasis Komputer...* p. 156

skill. Increase the effectiveness of learning. Increase the efectivity of learning so that they can optimize. The interest of media so that student can improve of learning. The alternative resources to study which motivational and situational for students. For teachers, there are: media that effective to managing learning of students, classical or individual. Effective overcome the limited time with many subject was explained. The interest to display the material. For Educational Institutions, Development the computer to effort the quality of learning in education, so to integrated the CBL in curriculum will reflect an educational institution with adaptive, modernization and globalization.²⁷

4. E-Learning

E-Learning consist of two part “E” is electronic and “learning” is activity between teacher and student to explain the material. E-learning is a generic term for all technology supported learning using of teaching and learning tools as phone, audio and satellite transmission referred to as online course.²⁸. So, E-Learning is education process used electronic device, especially used computer with all program and software in computer.

E-Learning has 3 important things, i.e: 1) learning activity doing to utilization LAN or WLAN network 2) available services to learn can used

²⁷ Dwi Priyanto, *Pengembangan Multimedia Pembelajaran Berbasis Komputer. Jurnal Insania*. Vol. 14, No. 1, Januari-April 2009, p. 11

²⁸Deni Darmawan, *Pengembangan E-Learning teori dan desain* (Bandung: Remaja Rosda Karya, 2014), p. 24-25.

by students. Example: CD-ROM, CD-Learning. 3) Available tutor services that helps the Learning process.²⁹

The function of E-learning in education activity is a: first, as supplements i.e. have a chance to choose material from E-learning or not. Second, as supplement the material programmed to equip material. Third, substitution is learning used online system.³⁰ So, the concept of e-Learning is the leaning activities of students which the electronic tool. E-learning was connect to the internet access a variety of information or material used in learning.

B. CBL for Islamic Religious Course in Junior High School

Islamic Religious Course is an attempt to cultivate and educate students to always be able to understand the religion of Islamic as comprehensif, understand the purpose, which the finish can be practised and make Islam as a view of life.³¹ Meanwhile, Junior High School is educate level for teenager.

Globalization, has been penetration the ICT in many sector. Especially in education. In Islamic Religious Studies the teacher must understand the student ability, because the ability is different. Therefore, teacher should effort to give motivation to students. Example: used ICT that interest and modern, and introducing learning, use the variety strategy and method.

²⁹ Deni Darmawan, *Pengembangan E-Learning teori...* , p.26

³⁰ Deni Darmawan, *Pengembangan E-Learning teori...* ,p. 29-31

³¹ Zakiah, Darajat 2011. *Metodik Khusus Pengajaran Agama Islam*. (Jakarta: Bumi Aksara), p. 86

1. Software in general Course

Software is programs that contains the instruction of data. Base on the function of software it can be divided into 4 categorizes. There are explain in the Table below:

Table 2. 2
The list of categorize and function of software

No	The Categorize software
1	<i>Operation system</i> . Operation program is the software that serves to organize all the components in computer ³²
2	<i>Programming Language</i> is used to communicate directly with other software. ³³
3	<i>application program</i> The application program is software was ready to help carry out the users work. ³⁴
4	<i>The utility program</i> is a program to assist in the function of the operating system. ³⁵

There are many kinds software was used for supporting Islamic Religious Course such as: Word Processing Software, Presentation Software, E-Mail, E-Learning, Internet Browser, Al -Qur'an in word, Al-Qur'an online, Hadith online, *Winamp*, *Quipper School*, FLV Player, remember time to prayer and etc.³⁶

2. Model and Strategy CBL for Islamic Religious Course

a. Model of CBL in Islamic Religious Education

³² Deni Darmawan, *Pendidikan Teknologi Informasi dan....*, p. 81

³³ Deni Darmawan, *Pendidikan Teknologi Informasi dan....* , p. 83

³⁴ Lantip Diat Prasajo & Riyanto, *Teknologi Informasi Pendidikan* (Yogyakarta: Gava Media, 2011), p.34

³⁵ <http://tkjrika.blogspot.co.id/2013/06/jenis-jenis-software-beserta-contoh-dan.html>.

Acces on 18 June 2017

³⁶ Tamrin, *Program Aplikasi dalam Pendidikan* . blogspot acces on 22th june 2017

A model is a pattern (for example, diversity) of something is created or generated.³⁷ Where in fact learning is the process of interaction among students with learning environment so that changing behaviour towards the better.³⁸

Model of learning in Indonesian dictionary expressed that model is the pattern be example, reference and variety.³⁹ An instructional model is a step by step procedure that leads to specific learning outcomes.⁴⁰ Arends (1997:7) said the term teaching model refers to a particular approach to instruction that includes its goals, syntax, environment and management system.⁴¹ Dewey in Joyce and Weil (1986) say that definition of instructional model is a plan or pattern that we can use to design face to face teaching in the classroom or tutorial setting and to shape instructional material.⁴² Is different with model of teaching. Because model of teaching can be defined as an instructional design which describes the process of specifying and producing particular environmental situations which cause of students to in interact such a way that specific change occur in behavior.⁴³

³⁷Departemen Agama RI. 2007. *Kurikulum Tingkat Satuan Pendidikan (KTSP) untuk Madrasah Tsanawiyah (MTs)*. Jakarta: PT Bintama Raya. p. 75

³⁸Mulyasa, E. 2002. *kurikulum Berbasis Kompetensi Konsep, Karakteristik & Implementasi*. Bandung: Remaja Rosda Karya, p.100

³⁹ Novan Ardy Wiyani, *Desain Pembelajaran Pendidikan: Tata Rancang Pembelajaran Menuju Pencapaian Kompetensi* (Yogyakarta: Ar-Ruz Media, 2013),P. 35

⁴⁰ Mohammad Syarif Sumantri, *Strategi Pembelajaran: teori praktik di tingkat pendidikan dasar* (Jakarta: Raja Grafindo Persada, 2015), P.37

⁴¹ Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif : konsep, landasan dan implementasinya pada kurikulum tingkat satuan Pendidikan* (Jakarta: Prenada Media group, 2011) P. 22

⁴² Abdul Majid, *Strategi Pembelajaran* (Bandung: Remaja Rosdakarya, 2013), P.13

⁴³ Moh. Syarif S. *Strategi Pembelajaran...* p. 40

Model as an object or concept used to present something.⁴⁴ According to Sagala, model can be understood as conceptual used a guide to do activity.⁴⁵ Model also can be understood as a type or design, a description of used to assisted with the visualize something that directly observed.⁴⁶

Model of Learning have 4 characteristic that are different from strategy, method or procedure, include: rational theoretic and logical complied by the developer. Thinking base what and how the students learn. Behavior learning is necessary the model was good able.

The function of Model in Learning as the guidance planning of learning. So that, choosing of model is very influence by the material, the goal of learning and the ability of students.⁴⁷ Model in learning is influenced by the material which be taught, a goal that be reach in learning base on students ability, teaching hours, learning environment. Facilities that available.⁴⁸

The quality of learning can be seen for two aspect i.e process and product. Process aspect is the learning can make created learning situation is fun (joyful learning) and make students more active and creative. Product aspect refer to learning can increase of goal

⁴⁴ Trianto, *Mendesain Model.....* p. 21

⁴⁵ Muh. Faturohman *Belajar dan Pembelajaran*, (Yogyakarta: Teras, 2012). P. 85

⁴⁶ Ngalimun, *Strategi dan Model Pembelajaran* (Yogyakarta: Aswaja Pressindo, 2012).p. 7

⁴⁷ Ngalimun, *Strategi dan Model...* p. 29

⁴⁸ Ngalimun, *Strategi dan Model....* P. 30

(competence) is an increase the quality of student appropriate competence standard.⁴⁹ These models include:

1) Tutorial Model

Tutorial learning guidance is in the form of referrals, helping and motivation so that students learn in an efficient and effective, as for the tutorials is learning program used in the learning process by using software in the form of a computer program containing lessons and questions.⁵⁰

The purpose of tutorial model that is as follow: to increase knowledge mastery with each software in computer. To increase students ability about how to overcome problems able to guide yourself. To increase students ability about how independent study and impose on learning.⁵¹

In a simple using tutorial model is as follows: first, the computer presents the material. Second, students give a response. Third, the student response evaluated by computer. Fourth, after which students continue or repeat the previous phases⁵²

2) Simulation Model

This study presents a model of learning with a simulation system the material taught.⁵³ A simulation model is a model that

⁴⁹ Trianto *Mendesain Model....* p. 90

⁵⁰ Deni Darmawan, *Pendidikan Teknologi Informasi dan....*,p.195

⁵¹ Rusman. *Belajar Dan Pembelajaran Berbasis Komputer...* P.212

⁵² Rusman, *Belajar Dan Pembelajaran Berbasis Komputer...*p. 210

⁵³ Made wena. *Strategi Pembelajaran Inovatif Kontemporer*. (Jakarta Timur: Pt Bumi Aksara, 2009) p.203

displays the learning material that is packaged simulations of learning of animation that describes the content an interesting, and combine text, images, audio, motion and full color.⁵⁴

The goal of simulation model include: training, behavior, game and etc. the process to development model among other: understand material which to be simulated. Development a model of material which is to be stimulated. Utilized software is running well.

3) Model Drill and Praticce

Drill and practice model is a model in learning to students train about material who have given and doing to be continue. The goal of this model to give the learning experience. Drills and pratice programs, help students refine or enhance. They normally complement classroom instruction by reinforcing skills already students. In such programs the usual job of computer is repetitive and follows a district pattern. Explain that the routine is commonly simple:

- 1) The students is presented with a question or problem
- 2) The students responds by typing in the answer
- 3) The computer evaluates the answer and provides feedback on this accuracy

⁵⁴ Rusman, *Belajar Dan Pembelajaran Berbasis Komputer...*p. 231

4) If the answer is correct the students is presented with another question or problem, if the answer is not accurate the student is afforded the opportunity to try again.

b. Strategy of CBL in Islamic Religious Course

Strategy is perceived as a plan or a set of intention and learning according (UU Educational System Numb.20 2003 Years) strategy is interaction process between students and teacher also resource in environment learning.⁵⁵ Kemp explained thta strategy of learning is a learning activities to do teachers and students to the purpose of learning could be reached by effective and efficient. So strategy is a plan of operation achieving something.

As Killen said (1998): no teaching strategy is better than others in all circumstance so you have to be able to use a variety of teaching strategies, and make rational decisions about when each of the teaching strategies is likely to most effective. So that, instructional strategy is a method for delivering instructional that is intended to help students achieve a learning objective. So, Strategy of Learning is a plan, method, or series of activities designed to achieves a particular educational goal.⁵⁶ The teacher should to understand the principles of utilization of instructional strategy, include:⁵⁷

⁵⁵ Abdul Majid, *Strategi Pembelajaran* (Bandung: Remaja Rosdakarya, 2015), p.4

⁵⁶ Abdul Majid, *Strategi Pembelajaran...* p. 8

⁵⁷ Made Wena. *Strategi Pembelajaran Inovatif Kontemporer*. (Jakarta Timur: PT Bumi Aksara,2009) p.131

- 1) Oriented of objective goal of learning. The success of strategy is determined by students reach in enjoyable in learning.
- 2) Activity of learning. The activity is not memorization fact or information, learning to do gain experience consistent with certain hoped for goal. Therefore, the strategy have to push activity of student in physically and psychologically.
- 3) Individuality. Individuality teaching is development each students. Although, we are teaching in a lot of students.
- 4) Integrity. Integrity teaching not only development the ability of cognitive just. But, development aspect off affective and psychomotor students. Hence, strategy must be able to develop all of personality student in an integrated.

Components of strategy is them: teacher, students, the goal of learning, lesson or material, learning activities, method, instrument, resources of learning, evaluation and situation or environment. Strategy of learning have some type, include:⁵⁸

- 1) Direct instruction. Direct instruction is strategy is focus the teacher and often used. This strategy referred to speech method, practice etc.
- 2) Indirect instruction indirect instruction strategy this show that the involvement students or active students. The teacher only as facilitator and personal resources.

⁵⁸ Abdul Majid, *Strategi Pembelajaran...* P.11-12

- 3) Interactive instruction interactive instruction this strategy is apply through discussion and shared between friends and other.
- 4) Experiential learning experiential learning is learn from experience centered on students and oriented an activity. Likely in simulation strategy.
- 5) Independent strategy learning independent is strategy at building individual initiative, independence and increased themselves. Its focus was planning independent study by student with teachers helped.

Therefore, to implement strategy that appropriate with goal of learning have 4 aspects, as follow:

- 1) Learning activities (the teacher order to explain the material)
- 2) Learning Method (the teacher organized material to students, so that the learning occurred in optimum and effective
- 3) Media Instruction (a tool to help the teacher when learning)
- 4) Time was used by teacher and student to finish the learning)⁵⁹

Strategy is important to decide the learning success or not, so in CBL have many strategy that use when learning, such as:

- 1) Collaborative strategy

This strategy have characteristic students divide to each group and every group explain one material.⁶⁰ Commonly, this strategy

⁵⁹ Bambang Warsito, *Teknologi Pembelajaran Landasan & Aplikasinya* (Jakarta: Rineka Cipta, 2008), p. 25

⁶⁰ www. Wikipedia.com occes on 17th June 2017

used when teacher discussion group. After that the leader of group give the explanation of discus.⁶¹

2) Case/ problem base learning

This strategy has characteristic as follow: the student given a problem can be finish. In case the solution has been declare. In Problem Base Learning solution has must been declare yet. The problem based learning is kind of classroom based in the multitude of problems that require.

3) Simulation base learning

In simulation base Learning is students have event who are learned. The teacher use this Strategy to display the video simulation.

c. The material Islamic Religious in Junior High School grade VII

Instructional Material are primarily a medium for delivery of content by the teacher.⁶² Religious Course is education through the teaching of Islamic religion in the form of guidance and care to students. So students can understand, appreciate and practice the teachings of Islam as a whole".⁶³ The material in Islamic Religious Course grade VII is presented in the table 2.3.

⁶¹ Bambang warsito, *Teknologi Pembelajaran ...*, p. 289-292

⁶² Nn. *Instructional Media & Technology Services Handbook for instructional Materials* (District School Board of Pasco County). p. 2

⁶³ Zakiah Darajat. 2009. *Ilmu Pendidikan pendidikan Islam* , (Jakarta : PT Bumi Aksara), p. 86

Table 2.3
The Material of Islamic Religious Course Grade VII

Remark	Material	Sub Material
<i>Semester 1</i>	<i>a. Fiqh</i>	1. <i>Hadas and najis</i> 2. Take obligation, <i>tayamum and mandi wajib</i> 3. Ritual Prayers (<i>wajib, sunah and jama'ah</i>)
	<i>b. Akidah</i>	1. Faith to God 2. <i>Asma'ul Khusna</i> 3. The good habit
	c. Al-qur'an and hadith	The Law of <i>Tajwid Alif Lam Qomariyah</i> and <i>Alif Lam Syamsiyah</i>
	d. Islamic History	The history of prophet Muhammad SAW
<i>Semester 2</i>	<i>a. Fiqih</i>	1. Ritual Prayers (<i>jumat nd jamak qhosor</i>)
	<i>b. Akida</i>	1. The good habit 2. Faith to angel
	c. Alqur'an and hadith	The Law of <i>Tajwid nun sukun and mim sukun</i>
	d. Islamic History	Missionary of Prophet Muhammad SAW

C. The Implementation CBL in Learning Process.

The procedure to apply of learning of Islamic Religious Course on CBL must be follow this procedure:

1. The teacher prepares equipment and resources used to explain the material, include:
 - a) Text Book
 - b) CD-Learning. This CD contain the add material and helped students to understand the material
 - c) Computers. Uses to convey and resource all information.

2. The teacher prepares Material which have explained.

Material is contain the course that give to students when learning process.⁶⁴

3. The teachers organize student condition before learning began.

To create the learning was conducive, and creative. Therefore, to make the good students is needed teacher who have good attitude.⁶⁵

4. The teacher ability to manage time in the schedule

5. The Teacher managing the class room, procedure CBL in Islamic Religious

Course, i.e:

a) Opening

1) greeting

2) praying

3) give the motivation

4) The teacher prepare: laptop, LCD Projector, Speaker.

b) Learning Organization

1) The teacher explain the material use Computer

2) the teacher displayed animation or video

c) Closing

1) Give a conclusion about material

2) evaluation

The teacher give evaluation to students. Evaluation is a process to determine the assessment.⁶⁶ Test is a tool gathering information

⁶⁴ Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar* (Bandung: Sinar Algesindo, 1989), p.67

⁶⁵ Moh.Roqib & Nurfuadi, *Kepribadian Guru: Upaya Mengembangkan Kepribadian Guru yang sehat di Masa Depan* (Purwokerto: STAIN Perss, 2008), p.162

systematic and objective. The function of test for measuring student ability.⁶⁷

3) Praying and Greeting.

⁶⁶ Mudjiono Dimiyati, *Belajar dan Pembelajaran* (Jakarta: Rineka Cipta, 2002), p. 221
⁶⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta: 1998), p.33

CHAPTER III RESEARCH METHODS

Research method is a way of strategy to get data needed.⁶⁸ Generally, research method is a scientific process to get specific purpose of data.⁶⁹ In this research the researcher will used qualitative method.

A. Type of Research

The research type conducted in this undergruated thesis is descriptive qualitative.⁷⁰ The focus of this research is to describe the implementation of CBL in Islamic Education in Junior High School of Muhammadiyah 1 Purwokerto. Qualitative research according to Sugiyono, is the research that construct of source phenomenon naturally, in which the researcher are a key of instrument. Data collection technique is design using triangulation. It is combination of Documentation, Interview and Observation.⁷¹

According to Denzim and Lincoln, the qualitative research is the research that uses scientific background, with the intention of interpreting of phenomenon and carried out by the data analysis is not based on statistic approach.⁷²

⁶⁸ Irawan Soehartono, *Metode Penelitian Sosial*, (Bandung: PT Remaja Rosdakarya, 2000), p. 9.

⁶⁹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2009), p. 3.

⁷⁰ Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta: Bumi Aksara, 2004), p. 157.

⁷¹ Sugiyono, *Metode Penelitian Pendidikan...*, p. 15.

⁷² Sugiyono, *Metode Penelitian Pendidikan...*, p. 15.

B. Location and Time Research

The location of this research is in Junior High School of Muhammadiyah 1 Purwokerto. The research was conducted from was in April 01st until May 14th 2017.

C. Data Resources

Data resources in this research can be divided into primary and secondary

1. Primary Data

Primary Data are obtained directly by researcher.⁷³ Primary Data in this research can be categorized into 3 data i.e. interview with headmaster, teacher, student and also administrator of ICT Class. Thus, observation and documentation in the ICT Class.

2. Secondary Data

The secondary Data are obtained undirectly by research.⁷⁴ The secondary data include: education books, ICT book's, Internet access and other.

D. Subject and Object of Research

1. Research Subject

The subject of this research include:

a. The Headmaster of Junior High School of Muhammadiyah 1 Purwokerto

She is Siti Ngatiatun S.Pd. From her, the researcher was obtained information and data about condition the teachers and students.

⁷³ Sugiyono, *Metode Penelitian Pendidikan...*, p. 308

⁷⁴ Winarno Surakhmand, *Pengantar Ilmiah: Dasar, Metode, dan Teknik*, (Bandung: Tarsito, 1994), p. 134.

b. The Teacher of Islamic religious Course

She is Mrs. Uswatun Khasanah S.Ag. From her, the researcher was obtained information and data about the strategy and method was used in ICT Class

c. The Teacher of ICT Class

He is Mr. Jauhari S.TP. From him, the researcher was obtained information and data about the implementation of CBL in ICT Class.

2. Research Object

The main focus of this research can be defined as research object. In this case, the implementation of CBL in Islamic Religious Course is the object of research.

E. Data Collection Technique

To obtained primary and secondary data, source of data collect were and by research. They include:

1. Observation

The meaning of observation is the process of obtained the primary data theory empirical process.⁷⁵ In this process the research observation seeing, hearing and writing the social phenomenon about implementation of CBL in Islamic Religious Course was in seeing and hearing the learning process. Writing the result of learning process. The outcome of observation are field note, observation data and check list.

⁷⁵ Sugiyono, *Metodologi Penelitian Pendidikan...*, p. 158.



Figure. 3.1
The Observation of Learning Process in ICT Class

2. Interview

The interview is the process of meeting two person among or more to get information exchange and idea through answer question.⁷⁶ To completed of research data, researcher conducted interview with the teacher in Junior High School of Muhammadiyah 1 Purwokerto to know implementation of CBL in Islamic Religious Course. Especially model and strategy using CBL.

In addition, the researcher conducted interview with Students in ICT Class for seeking information about daily learn in ICT Class. The researcher also conducted interview with headmaster to know about history and develop Junior High School of Muhammadiyah 1 Purwokerto, and the

⁷⁶ Sugiyono, *Metode Penelitian Pendidikan...*, p. 317.

condition of teachers and students. Moreover, the interview with the teacher of ICT Class to know information about all of ICT Class.



Figure. 3.2
The direct Interview with Mrs. Uswatun Khasanah



Figure. 3.3
The direct interview with student

3. Documentation

The documentation is the collection of previous data.⁷⁷ The documentation is method to find data include: notes, transcript, books, newspaper, magazine, agenda and so forth.⁷⁸ In this research, we obtained the document for photo graph of learning process in ICT Class, the book of vision and mission, the books of teacher and students profile.

F. Data Analysis Technique

Data analysis is the process of searching and compiling the data obtained from interview systematically, field notes and other material.⁷⁹

The concept of data analysis in this referenced by Sugiyono, as follow:

1. Data reduction

Data reduction means summarizing, choose basic things, focus on the things that are important, look for theme and discard unnecessary.⁸⁰ Because there are too much data obtained, it is necessary to reduced unnecessary data trough data reduced. The researcher reduced the result of Interview, Documentation and observation. The researcher get the information that important from the result.

2. Data display (data Presentation)

Data display is the present of data information to give conclusion and verification. In this research, the researcher conducted the data display uses narrative text.

⁷⁸ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan praktik*, p. 206

⁷⁹ Sugiyono, *Metode Penelitian Pendidikan...*, p. 335

⁸⁰ Sugiyono, *Metode Penelitian Pendidikan...*, p. 338

The researcher displaying of data is the short descriptive about the implementation CBL in Islamic Religious Course of ICT Class.

3. Conclusion and verification

The last step in qualitative analysis according Miles and Hubrman is the process taking of conclusion and verification. The conclusion qualitative research can be used to answer problem statements which determined in the problem of research.⁸¹ Meanwhile, the verification is the process of the truth, accuracy, or validity the problem of research.⁸²

⁸¹ Sugiyono, *Metode Penelitian Pendidikan...*, p. 341

⁸² Sugiyono, *Metode Penelitian Pendidikan...*, p. 283

CHAPTER IV
THE UTILIZATION OF CBL IN JUNIOR HIGH SCHOOL
OF MUHAMMADIYAH 1 PURWOKERTO

A. General Description of Junior High School of Muhammadiyah 1 Purwokerto

1. Profile of Junior High School of Muhammadiyah 1 Purwokerto

Junior High School of Muhammadiyah 1 Purwokerto is a place of this research. This School is Under the auspices of the muhammadiyah's foundation. Geographically, the school is located at *Jalan Perintis kemerdekaan No. 6 Purwokerto*.

In the beginning, Junior High School Muhammadiyah 1 Purwokerto was an orphanage founded by Mr. Yasmireja. Than, Mr. Yasmireja also holds learning for all children who wanted to study. On 1975 the number of students increased the learning. So, Mr.Yasmireja looking for teacher to help teach the students. Finally, on 1st June 1985 the orphanage change to be Junior High School of Muhammadiyah 1 Purwokerto. The official establishment of Junior High School of Muhammadiyah 1 Purwokerto was under degree No.38779/d/I/1979. For the time Mr. M.Soeparno was appointed as the first headmaster. Now, Siti Ngatiatun is the headmaster of Junior High School of Muhammadiyah 1 Purwokerto.

2. Vision and mission of Junior High School of Muhammadiyah 1 Purwokerto.⁸³

Vision: achievement, independent, and self-inclined leadership.

Mission

- a. Deepening and practice of Islamic education
 - b. Implementing effective learning for exploring the student's talent and interest.
 - c. Realizing learning process basic on technology, information and arts.
 - d. Making the school as institutions to make leaders for the nation.
3. Description of Teachers and students profile
- a. Teachers

A Total of teachers in Junior High School of Muhammadiyah 1 Purwokerto is 30 people that consist of 8 women and 22 men. The profile of all teachers in Junior High School of Muhammadiyah 1 Purwokerto is presenting in table.⁸⁴

⁸³ The Result of Documentation on 4th April 2017 years

⁸⁴ The Result of Documentation on 4th April 2017 years

Table 4.1
Profile of all Teachers in Junior High School
Muhammadiyah 1 Purwokerto

No	ID Number	Name	Job Description
1	770914161014	Agus Riyanto, S.Ag	<i>Islamic Religious</i>
2	830831161026	Agus Tri Eko R, S.Pd	<i>Sosial science</i>
3	780728161015	Aris Waluyo, S.Kom	<i>ICT</i>
4		AzasToifudin,S.Pd	<i>Mathematic</i>
5	650810061012	Badlul Rifai, S.Ag	<i>Islamic Religious</i>
6	740804061013	Bagus Hartono,S.Pd	<i>Mathematics</i>
7	680530 061003	Drs. Bayu Santosa	<i>Civic education</i>
8	580406 061001	Drs. Darso	<i>Civic education</i>
9	800119 162021	Diah Prawitasari,S.Pd	<i>Mathematics</i>
10	811007 161027	Dwiko Mulyanto, S.Pd	<i>ICT</i>
11	630303 061002	N Harun Al Rosyid, S.Pd	<i>Physic</i>
12	560517 06 1006	Imam Purbadi	<i>Art Science</i>
13	700901 161022	Gunallan Fadjar S P, S.Pd	<i>Social science</i>
14	62071019671231	Drs. Latifudin	<i>Social science</i>
15	199203 1165	Saharudin, S.Pd	<i>Conseling</i>
17	830909162024	Nanuk Nugroho, S.Kom	<i>ICT</i>
18		Nislam, S.Pd	<i>Sport</i>
19	19590504 198603 2 007	Nurhayati, S.Pd	<i>English</i>
20	690127 162019	Sutarti, S.Pd	<i>Indonesian anguage</i>
21	62121 3061007	Syuhud Saaduddin	<i>English</i>
22	830209 161020	Teguh Sugiharto, S.Pd	<i>Biology</i>
23	800902 16016	Taufik Sapta P, S.Pd	<i>English</i>
24	690517 062004	Uswatun Khasanah, S.Ag	<i>Islamic Religious</i>
25	650209 062005	Utik Tisnowati P, S.Pd	<i>Javaness</i>
26		Widaningsih, S.Pd	<i>Mathematics</i>
27		Gayuh Panitis Jati, S. Pd.	<i>Arts and Culture</i>
28		Mas Jauhari MH., S.TP	<i>ICT</i>
29		Arie Wigati	<i>Javaness</i>
30		Nur Hidayah	<i>Conseling</i>

b. Students

2016/2017 in Junior High School of Muhammadiyah 1 Purwokerto has 23 class with total of 719 students. They consist of 403 boys and 316 girls. The number of students for each class is presented in table.⁸⁵

⁸⁵ The Result of Documentation on 4th April 2017 years

Table 4.2
The number of students VII class

No	Class	Total
1	7A	38
2	7B	36
3	7C	36
4	7D (intensive Class)	33
5	7E (intensive class)	33
6	7F (ICT class)	18
7	7G (ICT Class)	17
Total		210

Table 4.3
The number of students VIII class

No	Class	Total
1	8A	41
2	8B	41
3	8C	40
4	8D (intensive Class)	33
5	8E (intensive class)	21
6	8F (Intensive class)	40
7	8G (ICT Class)	18
8	8H (ICT Class)	18
Total		262

Table 4.4
The number of students IX class

No	Class	Total
1	9A	34
2	9B	40
3	9C	39
4	9D (intensive Class)	34
5	9E (intensive class)	30
6	9F (intensive Class)	31
7	9G (ICT Class)	19
8	9H (ICT Class)	20
Total		247

4. Profile of ICT class

Globalization provides many influences especially in education changing from conventional towards modern learning process. Therefore, ICT classes are established in order to increase the quality of learning process for teachers and students. The purpose of ICT class establishment are:

- a. Creating religious through modern class for students
- b. Creating knowledge and skill to development of information Technology.

To add the students understand about ICT, teachers give material to ICT classes. The Material can be seen in the table below.

Tabel 4.5
Especially Material To ICT Classes⁸⁶

NO	Class	Material	Time
1	VII	<ol style="list-style-type: none"> 1. identification <i>E-learning</i> 2. identification of Learning Program 3. Used program in computer (Ms. Word. Ms. Excel, Ms. Power Point) 4. Installed application program in computer 	2 hour/weeks
2	VIII	<ol style="list-style-type: none"> 1. Identification base graphic design 2. Utilization Corel draw Program in production and planning design object. 3. Identification operation system(Windows, Linux) and how manner to installed. 4. Identification based network installation (LAN) 	2 hour/weeks
3	IX	<ol style="list-style-type: none"> 1. Identification hardware in computer 2. Material about function from hardware 3. Installation hardware in computer 4. Make a PC complete with operation system and application program 	2 hour/weeks

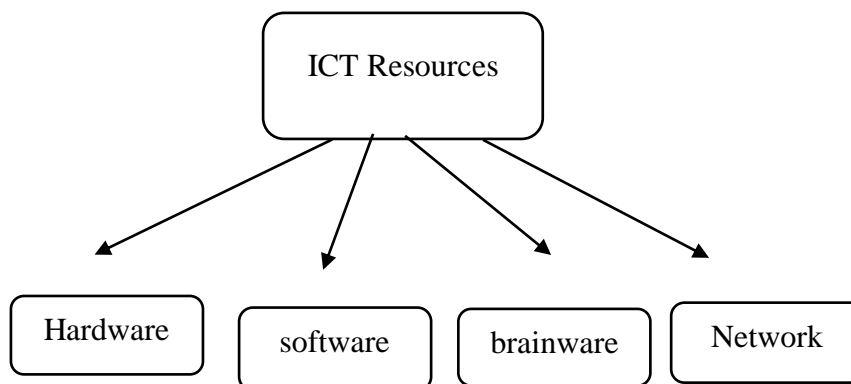
B. Data Presentation

1. ICT resources in Junior High School of Muhammadiyah 1 Purwokerto

The implementation ICT in Junior High School of Muhammadiyah 1 Purwokerto has be implemented ICT program since 2000. So, this school has been implemented ICT class for 17 years. For supporting this program, ICT have 4 component of ICT must be fulfilled this school, i.e: Hardware,

⁸⁶ The Result of Documentation on 10th 2017 years

Software, brainware and network. In this subsection would like to explain in figure 4.1



Picture. 4.1
Four components which support ICT Implementation

a. Hardware

Hardware is the part of the computer which use for collect, take, process, save and remove all information.⁸⁷ The list of hardware used for supporting ICT class program in table 4.6.

Table 4.6
The list of hardware used for supporting ICT class.⁸⁸

NO	Hardware	Number of part
1	Computer	45 unit
2	Laptop	5 unit
3	LCD proyektor	6 unit
4	Internet	100 MPbs
5	AC	12 unit
6	Hospot	9 unit
7	Printer	5 unit
8	Television	2 unit
9	Laboratory Computer	1 unit
10	Library	1 unit

⁸⁷Deni darmawan, *Pendidikan Teknologi Informasidan.....*, p. 74

⁸⁸The Result of Documentation on 10th May 2017 years

The hardware shown in table 4.6, all students in ICT class must bring a laptop for supporting ICT learning program.

b. Software

Software is the program's used to operate application in computer. There are many computer software used in Junior High School for supporting computer base learning, Such as:

1) Alquran in word

Al-Qur'an in word is a Qur'an application use in Computer without using the internet access. The interface of Al-Qur'an world for supporting ICT in CBL is follows:



Figure.4.2
The interface of Al-Qur'an in word search An-Nisa Surah.



Figure 4.3
The interface of Al-Qur'an in word for searching
Surah An-Nisa verses 22

2) Alquran online

Al-Qur'an online is an application used by students in Qur'an and hadith subject. The application is opened to be guidance for reciting Al-Qur'an and hadith.

One of web address used in Al-Qur'an subject is www.dungdung.net, this address service. To open Al-Qur'an online is follow these steps:

- a) connected the computer to the internet.
- b) open the Internet browser i.e: Mozilla Firefox, internet explore, and google chrome.
- c) Type the address www.dungdung.net. The procedure to open Al-Qur'an online follow steps, include:



Figure.4.4
The interface for searching surah and verses in Al-Qur'an online

d) The page appears in one a moment.



Figure. 4.5
The interface when choose the surah and verses

- e) click one of the surah, such as the surah of An-Nisa, wait for a few minutes until the site is opened, thus see the following image.

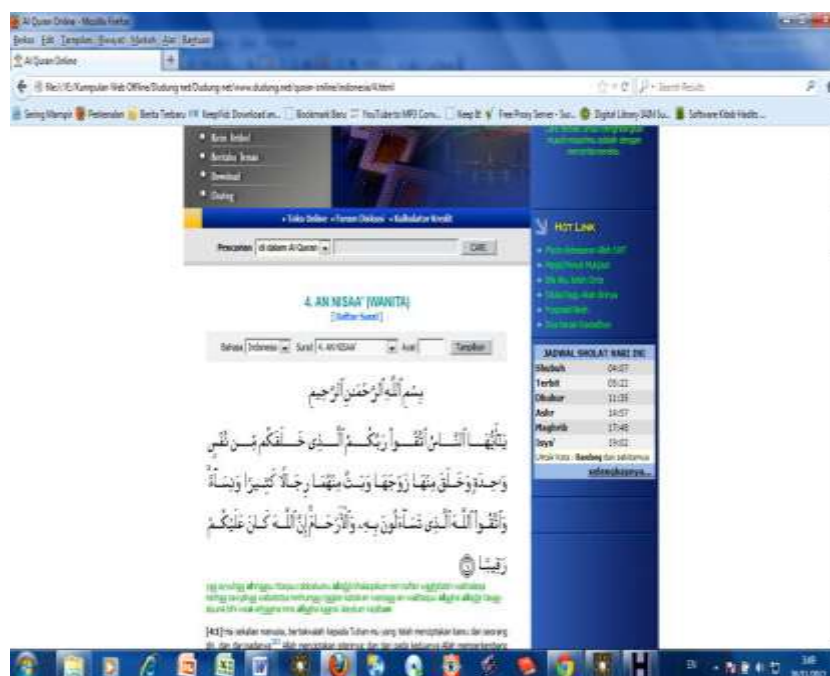



Figure.4.6

The interface of Al-Qur'an online An-Nisa surah verses 22

- f) To see verses of An-Nisa surah, drag the mouse to the right side.

To hear the sound/audio, click on the image  so that the audio of Qur'an other verse is on.

3) Quipper School

Quipper School is software that can be accessed by everyone who have account. Quipper School is very user friendly, this software are easy used by students. For Supporting computer base learning computer base learning. The content in Quipper School is very appropriate for students and teachers who are using this

software for ICT programs. The course is material and the student assignment. The procedure for accessing the Quipper school in the computer base learning programs follows this step.

- a) Connect the computer to the internet
- b) Then, open the browser by using Google Chrome, Mozilla Firefox and other.
- c) The Quipper school log in in her account
- d) User group is category between teacher and students into 2 group teacher group and students group.



Figure 4.7
The Interface of Quipper School

- e) If you have not registered yet, so you must register first with your e-mail and then log in to the portal.
- f) If you have choose the category account of teach, the interface of the first page of Quipper school content of task for students

- g) Then, choose the content in the Quipper School based on the grade and subject in the Quipper school.
- h) In the Quipper school the teachers have a private folder which contain of course and e-task
- i) When a user from (e.g. Mrs Uswatun Khasanah) teacher group is log in
- j) In the page of the content of clicking on of the menu bar.
- k) The user automatically access the content in her account

c. Brainware

Brainware is a part of ICT component. This component is very important because without the high skill brainware, the performance of ICT program in this school doesn't it so satisfied.

1) Teacher

Base on the previous observation, majority of teacher are capable to operate the computer and other peripheral. The explanation of is religious students skill regarding computer and peripheral is presented in the table.

Table 4.7
Teacher ability to implementation ICT in the Class⁸⁹

No	Ability	Able	Unable
1	Can connect laptop or computer to LCD projector	√	
2	Can use power point	√	
3	Can download video from youtube	√	
4	Can use laptop, LCD, speaker and CD learning when learning	√	
5	Can use all of software in Islamic studies learning	√	

⁸⁹ The Result of observation on 21th 2017 Years

Based on the table 4.7 all teachers of Islamic religious studies are able to operate computer, laptop, access to internet and other simple trouble shooting. For teaching process using CBL, the teacher employed the laptop, LCD and speaker. The teacher create a slide by using Mr. Power point. Then, the slide is displayed in LCD projector, the students are able to download the course material

The implementation of CBL the course of conducive situation and the Islamic religious class is created more interest and effective

2) Students

Students is the object in learning process, effort to develop himself in learning. The ability of students for operating computer. Based on the previous observation, it can be shown that the majority of students in Junior High School of Muhammadiyah 1 Purwokerto as able to operate the computer internet or other word.

Table 4.8
Student ability to implementation ICT in the Class⁹⁰

No	ICT Ability	Skill		
		Low	Moderate	High
1	Can operate the Microsoft Office (word, excel, and presentation)		√	
2	Can download video, music, picture from internet			√
3	Can used all software of learning (Al-Qur'an in word, Al-Qur'an online, Quipper School)			√
4	Can connected laptop or computer to LCD projector			√

⁹⁰ The Result of Observation on 21th 2017 Years

d. Network

The network of computer is very important to support Computer Base Learning program. The network is connected using the protocol and transmission media. This network is created using LAN (Local Area Network) and internet connect. For interest network the Junior High School of Muhammadiyah I Purwokerto set up 100 Mbps.

2. Organizing of learning process based on CBL

The researcher conducted the direct observation in the ICT class. To explain the implementation CBL in Islamic religious course. The learning process has 3 part that consisted of opening, organizing and closing. We conducted twice direct observation. The profile of learning process in which the researcher conduct direct observation is presented in table 4. 9

a. The first observation

Table 4.9
The Learning process in the first observation⁹¹

Teacher	Mrs. Uswaun Khasanah S.Pd
Subject	<i>The Law of Tajwid (nun mati and mim mati)</i>
Standard competence	Reading the Al-Qur'an appropriate the rule of <i>Tajwid (nun mati and Mim Mati)</i>
Base Competence	Applying the <i>Law of tajwid (Nun mati and mim mati)</i> in the Al-Qur'an
Software used	Al-Qur'an in word and Quipper school.
Model and strategy	Drill's model and collaboration base learning
Time	12.30-12.00 WIB on 20 April 2017

1) Opening

The teacher opened the course by saying the greeting to all students. Thus, the teacher checking the student attended. Next, the

⁹¹ The result of observation on 20th April 2017 years with Mrs. Uswatun Khasanah

teacher gave an overview of the material course explained in the study course. Then, the teacher connect the last course material. The students gave the response and gave the argument the material. The teacher explained the purpose and indicator that achieved in learning process.



Figure 4.8
The learning Condition in the ICT Class

2) Organizing

The Teacher explain the material about the law of Tajwid *nun mati* and *Mim Mati* using the power point. Student was attention to the teacher is explanation. And this wrote the respond by using Mr. Word. The next process, is played *Murottal* Al-Qur'an *Al-Bayyinah* surah in which ta Law of *Tajwid Nun Mati* and *Mim Mati* was displayed. The next process was carried out by using Al-qur'an in word or online. In few minutes recite the reading Al-Qur'an in *murrotal*. Used the drill model all students was memorized material the law of *Tajwid Nun Mati* and *Mim mati*.



Figure 4.9
The Learning Process used Drill Model

The teacher orders the students to open the Al-Qur'an online to find the course about the Law of *Tajwid Nun Mati and Mim Mati*. Then, the teacher orders the students to identify about the Law of *Tajwid Nun Mati and Mim Mati* verses in Al-Qur'an online. The result of identification of verses there written in power point. The teacher appointed a student to present assignment. After that, the teacher clarified the law of *Tajwid Nun Mati and Mim Mati in Al-Bayinnah* surah. .

Then, the teacher divided into fourth groups. The first group discussed on *the law of Read Nun Mati and Mim Mati*. The second group discussed on definition of *Nun Mati dan Mim Mati*. The thrid group discussed on *Makhorijul Huruf*. The fourth group discussed on different *The Law of Nun Mati and Mim mati*. Every group discussion about material until 10 Minutes. The result of discussion presented on

power point. Every groups presented the discussion result and the other groups respond by asking question.

3) Closing

The teacher repeats the course material. She gave conclusion about the Law of *Tajwid Nun Mati and Mim Mati*. For students assignment the teacher orders a students to do a homework. The homework about identify the Law of *Nun Mati and Mim Mati* in the verses of *Al-Lail and Ad-dhuha* surah. The homework send in Quipper school. The Teacher close the learning.

b. The second observation⁹²

Table 4.10
The Learning process in the Second observation⁹³

Teacher	Mrs. Uswaun Khasanah S.Pd
Subject	The Law of <i>sholat Jum'at</i>
Standard competence	Understanding how to <i>sholat Jum'at</i>
Base Competence	Explanted determinate of <i>sholat Jum'at</i>
Software	Al-Qur'an online, Quipper school.
Model and strategy	Tutorial model and Simulation base learning
Time	at 12.30-12.00 WIB on 27 April 2017,

1) Opening

The teacher opened the course by saying the greeting to all students. Thus, the teacher checking the student attended. Next, the teacher gave an overview of the material course explained in the study course. The teacher explained the purpose and indicators that should be achieved in learning process. Then, the teacher displayed motivation video before learning began.

⁹² The Result of observation on 27th April 2017 Years with Mrs. Uswatun Khasanah

2) Organizing

The teacher explain the course used CD learning. After that, students searching the course about *Sholat Jumat* in internet access. The teacher divides students into five groups, each group discusses one of *Sholat Jumat* for 10 minutes. The result of the discussion make the power point. One group resented the result of the discussion using LCD and speakers. When one group presentation then other groups give respond. After all the group presentation, the teacher give a clarification towards the results of group discussion.



Figure 4.10
The learning Process used discussion model

After that, the teacher is showing a video simulation about the procedure of *Sholat Jum'at*, and the students practice the *Sholat Jum'at* appropriate video.

3) Closing

The teacher repeats the course material. She gave conclusion about the *Sholat Jumat*. The teacher repeats material that has been described, and give conclusion about material. Thus, the teacher gave assignment to searching the add material in *Journal or PDF*.

C. Data Analysis and Discussion

1. Analysis of Learning Strategy on Islamic Religious Course Based on CBL

Base observation on 14th April 2017 until May 21th 2017, the Learning proces on Islamic Religious Course used 2 major Stretgies i.e: Collaboration Base Learning and Simulation Base Learning. Collaboration base Learning was implemented on the topic of *the Law of Nun Mati and Mim mati*. The teacher divided into fourth groups. The first group discussed on *the law of Read Nun Mati and Mim Mati*. The second group discussed on definition of *Nun Mati dan Mim Mati*. The thrid group discussed on *Makhorijul Huruf*. The fourth group discussed on different *The Law of Nun Mati and Mim mati*. Every group discussion about material until 10 Minutes. The result of discussion presented on power point. Every groups presented the discussion result and the other groups respond by asking question.

The implementation Collaboration Base Learning base on CBL in Islamic Religious Studies still for needed improvement for more attention. Because, the learning using of computer was not implemented fully. The

implemented of computer only for presentation the result of discussion. The teacher should employed other software such as: word processing, internet browser, FL player. So that, the learning more interactive. Base on the theory by Bambang warsito the students should discussed the topic in the course by supporting many software.⁹⁴

The Simulation Base Learning was implemented the topic of *Sholat Jumat*. The teacher explained the topic used CD Learning and downloaded the topic used pdf or journal. The students wrote the review of pdf and journal in MS. Word. Then, the teacher download video simulation about *Shalat Jumat* in the internet. The teacher showed video used *Winmap*. After the video playing finished, teacher ordered students to practice of *Shalat Jumat*.

Base on the observation researcher conclude that the implementation Simulation Base Learning in Islamic Religious Studies is ideal. Subject in simulation learning has used many software i.e: CD-Learning, internet browsing, Mr. Word, Video, *Winmap*. But, even the teacher has not good performance for running *Winmap* and management strategy. So that, the teacher should increase self-quality to regarding ICT such as: mastering computer software. Choosing the best strategy for student as long as the learning process. When the teacher showed simulation on *sholat jumat* he confused to playing the *winmap* and confused to determine the strategy. So that, the teacher should be increase self-quality such as: the Ability to

⁹⁴Deni Darmawan, *Teknologi Pembelajaran Landasan & Aplikasinya* (Jakarta: Rineka Cipta, 2008). p.285

mastering the computer software, can appropriate between material and students when choose the strategy.

Base on theory by Muhammad Syarif Sumantri there are many requirement for choosing the best strategy in learning process. The teacher must mastered material, multi resources and the teacher must be clever to choose the teacher must appropriate strategy for increase knowledge and skill.⁹⁵

2. Analysis of Learning Models on Islamic Religious Course Based on CBL

Base on theory by Rusman that learning model in CBL have 4 categorized, i.e: tutorial models, dill and practice model, simulation models, and instruction games model.⁹⁶ The implementation of CBL on Islamic Religious used only 2 models, i.e: Tutorial model and Drill model.

The Tutorial Model was implemented the topic *Sholat Jumat*. The teacher explained the material used CD- Learning. Then, the teacher ordered students to download the topic, video or animation about *Sholat Jumat* such as; procedure of *Sholat Jumat*, reading of surah in *Sholat Jumat*, and etc. Then, the student practiced the procedure of *Sholat Jum'at*.

The implementation tutorial model in Islamic Religious Studies is has been appropriate with the theory. The teacher can used software, such as: CD-Learning, download the topic, animation, video or tutorial. This is appropriate on theory by Rusman, ideally the tutorial model of learning base

⁹⁵ Moh. Syarif Sumantri, *Strategi Pembelajaran*.... p. 284

⁹⁶Rusman, *Belajar dan Pembelajaran*..... p.192

computer must be empower multi resources such as: text, graphic, animation, audio, and video that displayed in monitor and LCD projector.⁹⁷

The Drill Model was implemented on the topic *the law of Tajwid Nun Mati and Mim mati*. After the teacher explained the topic using power point, the student respond the topic by written in MS Word. In few minutes the result in MS Word was memorized by student. The teacher ordered used drill model because many topic must be memorized by students such as: the definition *The Law of Nun Mati and Mim Mati*, the rule of subject, the memorized letters *The Law of Nun Mati and Mim Mati, and Makhorijul Huruf*.

The implementation tutorial model in Islamic Religious Course is need to pay more attention. Only one software used in learning is power point. This model causes the student so boring. The teacher the method implemented continuously will make the students is bored. Moreover, only use one software. Because it the teacher should to make the students concentrate and focus on material, give control, guidance and correction direct trough the memorized material. Add many software to support the learning. Base on theory by Nana Sudjana the drill model used to repeat the topic to increase the purpose of learning.⁹⁸

⁹⁷ Rusman, *Belajar dan Pembelajaran...* p.212

⁹⁸ Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar* (Bandung: Sinar Baru, 1991),

3. Analysis the Kind of software on Islamic Religious Course Based on CBL

There are many kinds software was used for supporting Islamic Religious Course such as: Word Processing Software, Presentation Software, E-Mail, E-Learning, Internet Browser, Al-Qur'an in word, Al-Qur'an online, Hadith online, Winamp, Quipper School, FLV Player, remember time to prayer and etc.⁹⁹

Junior High School of Muhammadiyah 1 Purwokerto the implementation of Islamic Religious Course based on CBL employed only 3 software i.e: Al-Qur'an in word, Al-Qur'an online and Quipper school. The Quipper School was employed for teaching in the topic of *The Law of Nun Mati and Mim Mati and Sholat Jumat*. The topic of *the Law of Nun Mati and Mim Mati*, after all activity was done, the teacher gave assignment to identify *the Nun Mati and Mim Mati* in surah Al-Lail and Ad-Dhuha. The assignment wrote in MS. Word. The assignment sent the task by Quipper School. In the topic of *Sholat Jumat*, in the beginning of the course in the closing of wrote the teacher give the homework for student. The teacher share the topic to Quipper School and the student was ordered to learn this topic. The homework is make the video the procedure of *Sholat Jum'at* with your friends. The class divided into 3 group. Thus, the videos send in Quipper school.

⁹⁹Tamrin, *Program Aplikasi dalam Pendidikan* . blogspot acces on 22th June 2017

The implementation Quipper School in Islamic Religious Course is ideal. Activity of transfer knowledge between teacher and students are conducted via online. The homework and examination used online. To Easier the student when collect the homework etc. Base on Theory The benefit of E-Learning have 4 points, there are: interactivity between students and teacher, time and place flexibility to learning, potential to each a global audience, easy update of content capabilities.¹⁰⁰

The use of Al-Qur'an online and Al-Qur'an in word was used in the topic of *The Law Nun of Tajwid Mati and Mim Mati*. After the teacher explain about topic used CD-Learning, the teacher ordered the students to opened Al-Qur'an (online or word) and open the surah Al-Insiyroh via Al-Qur'an online. Then, all student read the Al-Qur'an. While identify the *The Law of Tajwid Nun Mati and Mim Mati* in the content of two software (Al-Quran online and Al-Qur'an in word). Is similar even, the procedure to open the Al-Qur'an online must be connected in network, meanwhile Al-Qur'an in word is not be connect to internet.

The implementation in Junior High School of Islamic Religious Course is still for needed improvement for more attention. The teacher only used 3 software to supporting the learning process. Whereas, Islamic Religious Course have 4 scopes i.e: *Fiqh*, Al-Qur'an and Hadith, the Islamic History, and *aqidah*. The presenting of course is not effective if only use 3 software. In Junior High School of Muhammadiyah 1 Purwokerto the course

¹⁰⁰ Deni Darmawan, *Pengembangan E-Learning...*, p. 31-32

of minim software due to limited of teach skill in ICT. The reason only used 3 software because the teacher has not been matter of computer program. So, if used many software it make the teacher difficult to implementation. Therefore, the school should do for increasing quality of CBL base on the availability of software. The teacher should other software for supporting CBL in Islamic History and *Akidah*. In Islamic history, such as: history software, etc.

The quality of software employing application of Islamic History, *Akidah* and add the software such as: Word Processing Software, Presentation Software, E-Mail, online, Hadith online, Winamp, Quipper School, FLV Player, remember time to prayer and E-book. And increasing Quality of teacher when using CBL, the Quality of teacher employing following a variety of training computer system, held the special learning in each week or month about using software in computer. And teacher should understand function and important the implementation CBL in Islamic Religious Course.

Base on theory by Lantip Diat Prasajo and Riyanto implementation software in learning process have 3 function i.e : managing input or output from computer system, ordering the running able hardware and the operate to order input instruction from hardware and brainware.¹⁰¹

Base on the data observation the teacher capability of CBL implemented is still well. The teacher has not been able yet, to operate

¹⁰¹ Lantip Diat Prasajo & Riyanto, *Teknologi Informasi Pendidikan* (Yogyakarta: Gava Media, 2011), p.31

software Al-Qur'an online, Al-Qur'an in Word and Quipper School. Whereas theory stated that the teacher must be able to mastery the software in computer. The teacher should give understand strength and weakness used internet program, the teacher must equipped knowledge, skill, insight and consciousness about computer programs.¹⁰²

¹⁰² Udin Syaefudin Sa'ud, *Inovasi Pendidikan* (Bandung: Afabeta, 2010), p. 193

CHAPTER V

CLOSING

A. Conclusion

Based on the results of the research conducted by the researcher. The implementation of Computer Base learning for Islamic Religious course at Junior High School of Muhammadiyah 1 Purwokerto including the following:

In general, the implementation Computer Base Learning in Junior High School at Muhammadiyah 1 Purwokerto needed quality improvement. In the learning process based on the software empowerment. The teacher only employing many software i.e: Al-Quran online, Al-Qur'an in word and Quipper School. Al-Qur'an online and Al-Qur'an in word used in Islamic Religious Course for searching the verses and surah. The Quipper School used in Islamic Religious Course for give the assignment and E-Learning. Moreover, based on the theory more than dozens of software guidance in Islamic Religious Course. The quality of teacher to increase of software is the needed improvement.

The strategy from conducted CBL in Islamic Religious Course employing two strategy i.e : collaboration base learning and simulation base learning. The collaboration base learning uses when the teacher *explain the Law of Tajwid Nun Mati and Mim Mati*. Meanwhile, the Simulation Base Learning uses when the teacher explain about *Sholat Jum'at*. Therefore, based on the theory many strategy was used in CBL of Islamic Religious

Course. The quality of teacher to development the strategy is needed to improvement.

The models for conducted in CBL of Islamic Religious course employing two models i.e : drill and tutorial model. The Teacher used drill model when students memorize *the Law of Tajwid Nun Mati and Mim Mati*. The teacher used tutorial models when the students see the video about *Sholat Jum'at* and also practice of *Sholat Jum'at*.

B. Suggestions

From the explanation above, so as to increase the implementation of CBL in Islamic Education of Junior High School Muhammadiyah 1 Purwokerto. As for some of the suggestions that the researcher, i.e :

1. The Headmaster trying and skill development for teacher in ICT Class
2. The Teacher should Enrich software of ICT to guidance of Islamic Religious Course
3. The teacher should be creative and innovative to employing the many of strategy and model of Islamic Religious Course.
4. The students should always improving their skills using the software in Learning
5. The school add the facilities to increase the quality of ICT Class.

C. Conclusion word

Praise to Allah who has given the opportunity for researcher to describe the results of the study the researcher did to completion. The

researcher believe without Allah the researcher will not finish this thesis. Most holy Allah who gives researcher the opportunity to resolve this thesis aimed hopefully what the researcher describes to fruition is maximal and attracted for more concerned about CBL in Islamic Education.

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