

ABSTRAK

Asrofah, Siti, 2018. Implementasi Pembelajaran PAI dengan Pendekatan Saintifik di Tulungagung” (Studi Multi Situs di SDN 1 Sumberdadi Sumbergempol dan SD Negeri Purworejo I Ngunut Tulungagung). Tesis. Pascasarjana IAIN Tulungagung, Pembimbing (1) Dr. H. Abdul Manab, M.Ag dan (2) Dr. H. Ahmad Tanzeh, M.Pd.I.

Kata Kunci: Implementasi, Pembelajaran PAI, Pendekatan Saintifik

Kurikulum yang sekarang ini dianggap pemerintah paling mampu menjadi pandangan baru dalam fokus acuan pendidikan adalah kurikulum 2013. Berbeda dengan dengan kurikulum sebelumnya, kurikulum 2013 dalam perencanaan implementasinya di-klaim dapat memberikan solusi bagi terkendalanya kemajuan bangsa Indonesia melalui guru karakter yang memiliki pendekatan ilmiah (*scientific approach*) sehingga *output* pendidikan yang dihasilkan akan sesuai dengan harapan. Pendekatan ilmiah (*scientific*) yang terdiri dari mengamati, menanya, menalar, mencoba dan mengkomunikasikan. Jika dilihat dari langkah-langkah pendekatan saintifik, sepertinya akan mudah jika pendekatan ini diterapkan dalam mata pelajaran sains karena di dalamnya memang merupakan langkah-langkah yang sering digunakan dalam sains, seperti mengamati objek, mencari informasi, menalar, mencoba, dan seterusnya. Namun, bagaimana jika penerapan pendekatan ini diterapkan pada mata pelajaran Pendidikan Agama Islam (PAI).

Fokus penelitian dalam penelitian ini adalah mendeskripsikan cara guru dalam mengimplementasikan pembelajaran PAI dengan pendekatan saintifik pada peserta didik kelas V Studi Multi Situs di SDN 1 Sumberdadi Sumbergempol dan SD Negeri Purworejo I Ngunut Tulungagung. Adapun pertanyaan penelitiannya sebagai berikut: (1) Bagaimana perencanaan pembelajaran PAI dengan pendekatan saintifik pada kelas V di SDN 1 Sumberdadi Sumbergempol dan SD Negeri Purworejo I Ngunut Tulungagung? (2) Bagaimana penerapan pembelajaran PAI dengan pendekatan saintifik pada kelas V di SDN 1 Sumbergempol Sumberdadi dan SD Negeri Purworejo I Ngunut Tulungagung? (3) Bagaimana evaluasi pembelajaran PAI dengan pendekatan saintifik pada kelas V di SDN 1 Sumberdadi Sumbergempol dan SD Negeri Purworejo I Ngunut Tulungagung?.

Pendekatan yang digunakan adalah pendekatan kualitatif, sedangkan jika ditinjau dari sudut kemampuan atau kemungkinan penelitian dapat memberikan informasi atau penjelasan maka penelitian ini termasuk penelitian termasuk penelitian deskriptif. Jenis penelitiannya menggunakan rancangan studi Situs. Sumber data diidentifikasi menjadi 3 yaitu *person*, *place*, dan *paper*. Teknik pengumpulan data menggunakan observasi partisipan, wawancara mendalam, dan dokumentasi. Analisis data Situs tunggal dilakukan melalui pengumpulan data dan membuat catatan-catatan, deskripsi dan mengklasifikasi data, representasi dan visualisasi, serta analisis data lintas Situs. Untuk menguji

data digunakan keabsahan data menggunakan uji kredibilitas data, uji transferabilitas, uji dependabilitas, uji konfirmasiabilitas.

Hasil penelitiannya adalah (1) Pelaksanaan pembelajaran yang dilaksanakan oleh guru Pendidikan Agama Islam dengan pendekatan saintifik di SDN 1 Sumberdadi dan SD Negeri Purworejo I yaitu menyiapkan perangkat pembelajaran berupa program tahunan, program semester, silabus, dan RPP.(2) Pelaksanaan pembelajaran yang dilaksanakan oleh guru Pendidikan Agama Islam dengan pendekatan saintifik di SDN 1 Sumberdadi dan SD Negeri Purworejo I meliputi tiga tahapan utama yaitu kegiatan pendahuluan, kegiatan inti (mengamati, menanya, menalar, mencoba, dan mengomunikasikan), dan kegiatan penutup. (3) Evaluasi pembelajaran yang dilaksanakan oleh guru Pendidikan Agama Islam dengan pendekatan saintifik di SDN 1 Sumberdadi dan SD Negeri Purworejo I adalah evaluasi proses dan hasil belajar.

ABSTRACT

Asrofah, Siti, 2018. The Implementation of PAI Teaching and Learning Using Scientific Approach in Tulungagung" (A Multi Site Study at SDN 1 Sumberdadi Sumbergempol and SDN Purworejo Ngunut Tulungagung). Thesis. Graduate program, IAIN Tulungagung, Advisor (1) Dr. H. Abdul Manab, M. Ag. and (2) Dr. H. Ahmad Tanzeh, M. Pd. I.

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The focus of this research is to describe the way teachers implement PAI learning using scientific approach towards students in grade V, a multi site study, at SDN 1 Sumberdadi Sumbergempol and SDN Purworejo I Ngunut Tulungagung. The research questions are as follows: (1) How to plan PAI teaching and learning using scientific approach in grade V in SDN 1 Sumberdadi Sumbergempol and SDN Purworejo I Ngunut Tulungagung? (2) How is the application of PAI teaching and learning with scientific approach in class grade V in SDN 1 Sumbergempol Sumberdadi and SDN Purworejo I Ngunut Tulungagung? (3) How is the evaluation of PAI teaching and learning using scientific approach in grade V in SDN 1 Sumberdadi Sumbergempol and SD Negeri Purworejo I Ngunut Tulungagung ?.

The approach used is a qualitative approach, whereas if viewed from the ability or the possibility of the research to provide information or explanation then this research belongs to descriptive research. The type of research used is site study design. The sources of data are identified to be 3, namely: person, place, and paper. Data collection techniques used are participant observation, in-depth interviews, and documentation. Single site data analysis was done through data collection and record-keeping, description and classification of the data, representation and visualization, and cross-site data analysis. To test the data, the researchers used the data validity test using data credibility test, transferability test, dependability test, confirmability test.

The results of the research are (1) The implementation of teaching and learning conducted by Islamic Study teachers by using scientific approach in SDN 1 Sumberdadi and SDN Purworejo 1 was by preparing instructional tools in the

form of annual program, semester program, syllabus and lesson plan. (2) The implementation of teaching and learning conducted by Islamic Study teachers by using scientific approach at SDN 1 Sumberdadi and SDN Purworejo 1 covered three main stages: preliminary activities, main activities (observing, asking, reasoning, experimenting, and communicating), and closing activities. (3) The evaluation of teaching and learning outcome conducted by Islamic Study teachers by using scientific approach in SDN 1 Sumberdadi and SDN Purworejo 1 was by using evaluation process and learning outcomes.

المُلخَصُ

أشرفه، ستي، ٢٠١٨. تطبيِقُ تَعْلِيمِ التَّرْبِيَةِ الإسلاميَّةِ بِالمَدخَلِ العِلْمِيِّ فِي تولونج أجونج (دراسةٌ مُتعدِّدةُ المواقعِ فِي مدرسةِ سومبردادي ١ الابتدائيةِ الحُكوميَّةِ سومبرجمفول ومدرسةِ فوروارجا ١ الابتدائيةِ الحُكوميَّةِ عنونوت تولونج أجونج). رسالةُ الماجستير. الدراساتُ العُلْيَا، جامِعةُ تولونج أجونج الإسلاميَّةِ الحُكوميَّةِ. المُشْرِفُ ١ د. عبدُ المنابِ، الماجستيرِ والمُشْرِفُ ٢ د. أحمدُ تزيه، الماجستيرِ.

الكلماتُ الرَّئيسيَّةُ: تطبيِقُ، تَعْلِيمُ التَّرْبِيَةِ الإسلاميَّةِ، المَدخَلُ العِلْمِيُّ.

إنَّ المَنهجَ الدَّرَاسِيَّ ٢٠١٣ هُوَ المَنهجَ الدَّرَاسِيَّ الَّذِي يُعبِّرُ كالرَّأيِ الجَدِيدِ فِي أَهْدَافِ التَّرْبِيَةِ. بِاختِلافِ المَنهجِ الدَّرَاسِيَّ قَبْلَهُ، يُعبِّرُ هَذَا المَنهجَ الدَّرَاسِيَّ فِي تَخْطِيئِهِ يُمكنُ أَنْ يُحَلِّلَ مُشْكِلاتِ تَقَدُّمِ شُعْبَةِ الإِنْدونِيسِيَا بِجِلالِ تَشْكِيلِ الطَّبِيعَةِ بِالمَدخَلِ العِلْمِيِّ حَتَّى يَكُونَ مُتَخَرِّجُ التَّرْبِيَةِ مُناسِبًا بِالمَدخَلِ العِلْمِيِّ الَّذِي يَحْتَوِي مِنَ المِلاحَظَةِ، والسُّؤالِ، والتَّفْكِيرِ، والتَّجْرِبِ، والتَّواصُلِ. وَيُرَى أَنَّ هَذَا المَدخَلِ العِلْمِيِّ مُناسِبٌ تَطْبِيقُهُ فِي الدُّروسِ العِلْمِيَّةِ لِأَنَّ فِيهَا خُطُواتُ كَمَا فِي المَدخَلِ العِلْمِيِّ. وَلَكِنْ، كَيْفَ إنَّ يُطبَّقُ هَذَا المَدخَلُ فِي دَرَسِ التَّرْبِيَةِ الإسلاميَّةِ.

يُرَكِّزُ هَذَا البَحْثُ فِي وَصْفِ كَيْفِيَّةِ المُدْرَسِ عِنْدَ تَطْبِيقِ تَعْلِيمِ التَّرْبِيَةِ الإسلاميَّةِ بِالمَدخَلِ العِلْمِيِّ لِطُلابِ الصَّفِّ الخَامِسِ، دِرَاسَةً مُتعدِّدةَ المواقعِ فِي مدرسةِ سومبردادي ١ الابتدائيةِ الحُكوميَّةِ سومبرجمفول ومدرسةِ فوروارجا ١ الابتدائيةِ الحُكوميَّةِ عنونوت تولونج أجونج. أمَّا مَسائِلُ البَحْثِ كَمَا يَلِي: (١) كَيْفَ تَخْطِيئُ تَعْلِيمِ التَّرْبِيَةِ الإسلاميَّةِ بِالمَدخَلِ العِلْمِيِّ لِطُلابِ الصَّفِّ الخَامِسِ فِي مدرسةِ سومبردادي ١ الابتدائيةِ الحُكوميَّةِ سومبرجمفول ومدرسةِ فوروارجا ١ الابتدائيةِ الحُكوميَّةِ عنونوت تولونج أجونج؟ (٢) كَيْفَ تَطْبِيقُ تَعْلِيمِ التَّرْبِيَةِ الإسلاميَّةِ بِالمَدخَلِ العِلْمِيِّ لِطُلابِ الصَّفِّ الخَامِسِ فِي مدرسةِ سومبردادي ١ الابتدائيةِ الحُكوميَّةِ سومبرجمفول ومدرسةِ فوروارجا ١ الابتدائيةِ الحُكوميَّةِ عنونوت تولونج أجونج؟ (٣) كَيْفَ تَقْوِيمُ تَعْلِيمِ التَّرْبِيَةِ الإسلاميَّةِ بِالمَدخَلِ العِلْمِيِّ لِطُلابِ الصَّفِّ الخَامِسِ فِي مدرسةِ سومبردادي ١ الابتدائيةِ الحُكوميَّةِ سومبرجمفول ومدرسةِ فوروارجا ١ الابتدائيةِ الحُكوميَّةِ عنونوت تولونج أجونج؟

مَدخَلُ البَحْثِ المُسْتخْدَمُ هُوَ المَدخَلُ الكَيْفِي، أمَّا إِذَا يُرَى مِنْ إِمْكانِ الإِخبارِ وَالشَّرْحِ فَهَذَا مِنْ البَحْثِ الوَصْفِيِّ. نَوْعُ البَحْثِ بِتَصْمِيمِ الدَّرَاسَةِ الوَاقِعِيَّةِ. مَصْدَرُ البَياناتِ مِنَ الشَّخْصِ وَالْمَوْقِعِ وَالرِّسَالَةِ. طَرِيقَةُ جَمْعِ البَياناتِ بِالمِلاحَظَةِ المُشارَكَةِ وَالْمُقَابَلَةِ المُتعمِّقَةِ وَالوَثِيقَةَ.

تَحْلِيلُ الْبَيِّنَاتِ الْوَاحِدَةِ بِجَمْعِ الْبَيِّنَاتِ وَتَصْنِيفِ الْكِتَابَةِ وَالْوَصْفِ وَتَحْقِيقِ الْبَيِّنَاتِ، وَالتَّمثِيلِ وَالتَّصَوُّرِ، وَتَحْلِيلُ مَا بَيْنَ الْمَوَاقِعِ. تَفْتِيشُ صِحَّةِ الْبَيِّنَاتِ بِاخْتِبَارِ الْمَصْدَاقِيَّةِ وَقَابِلِيَّةِ النَّقْلِ وَالْمَوْثُوقِيَّةِ وَقَابِلِيَّةِ التَّأَكِيدِ.

نَتَائِجُ الْبَحْثِ: (١) تَخْطِيطُ تَعْلِيمِ التَّرْبِيَّةِ الْإِسْلَامِيَّةِ بِالْمَدْخَلِ الْعِلْمِيِّ لِطُلَّابِ الصَّفِّ الْخَامِسِ فِي مَدْرَسَةِ سَوْمِرْدَادِي ١ الْإِبْتَدَائِيَّةِ الْحُكُومِيَّةِ سَوْمِرْجَمْفُولِ وَمَدْرَسَةِ فُورَوَارْجَا ١ الْإِبْتَدَائِيَّةِ الْحُكُومِيَّةِ عُونُوتِ تُولُونْجِ أَجُونْجِ بِإِعْدَادِ أَجْهَزَةِ التَّعْلِيمِ مِثْلُ الْبِرْنَامِجِ السَّنَوِيِّ، وَالْبِرْنَامِجِ لِفَصْلِ الدَّرَاسِيِّ، وَالْمَنْهَجِ وَخِطَّةِ التَّعْلِيمِ. (٢) تَطْبِيقُ تَعْلِيمِ التَّرْبِيَّةِ الْإِسْلَامِيَّةِ بِالْمَدْخَلِ الْعِلْمِيِّ لِطُلَّابِ الصَّفِّ الْخَامِسِ فِي مَدْرَسَةِ سَوْمِرْدَادِي ١ الْإِبْتَدَائِيَّةِ الْحُكُومِيَّةِ سَوْمِرْجَمْفُولِ وَمَدْرَسَةِ فُورَوَارْجَا ١ الْإِبْتَدَائِيَّةِ الْحُكُومِيَّةِ عُونُوتِ تُولُونْجِ أَجُونْجِ بِثَلَاثِ خُطُوطٍ وَهِيَ الْأَنْشِطَةُ الْأَوَّلِيَّةُ وَالْأَنْشِطَةُ الْأَسَاسِيَّةُ (الْمُلَاحَظَةُ وَالسُّؤَالُ وَالتَّفْكِيرُ وَالتَّجْرِبَةُ وَالتَّوَاصُلُ)، وَالْإِخْتِتَامُ. (٣) تَقْوِيمُ تَعْلِيمِ التَّرْبِيَّةِ الْإِسْلَامِيَّةِ بِالْمَدْخَلِ الْعِلْمِيِّ لِطُلَّابِ الصَّفِّ الْخَامِسِ فِي مَدْرَسَةِ سَوْمِرْدَادِي ١ الْإِبْتَدَائِيَّةِ الْحُكُومِيَّةِ سَوْمِرْجَمْفُولِ وَمَدْرَسَةِ فُورَوَارْجَا ١ الْإِبْتَدَائِيَّةِ الْحُكُومِيَّةِ عُونُوتِ تُولُونْجِ أَجُونْجِ هُوَ تَقْوِيمُ الْعَمَلِيَّةِ وَتَقْوِيمُ نَتَائِجِ التَّعْلِيمِ.

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