

PLANNING OF ISLAMIC RELIGIOUS EDUCATION WITH A SCIENTIFIC APPROACH IN SD NEGERI 1 MENTAWA

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Abstract

The learning process of Islamic Religious Education uses a scientific approach that is carried out includes three domains, namely: attitudes (affective), knowledge (cognitive), and skills (psychomotor). Innovative and effective through the realm of attitudes, knowledge, and skills that are interconnected. The learning process of Islamic Religious Education at SDN 1 Mentawa uses a scientific approach where every activity needs a good plan if the goals are to be achieved. Educators need to make a PAI learning plan with a scientific approach; educators prepare planning tools such as porta, promissory notes, syllabus, lesson plans, learning methods, media, and evaluation.

Keywords: *Planning, Islamic Religious Education, Scientific Approach*

A. Introduction

Planning comes from the primary word, namely plan, which is the determination of decisions about what will be done in achieving goals. Sanjaya said that planning is a process of thinking activities that can realize the desired result. This view explains a plan based on the results to be achieved, so after the achievement has been determined, only think about how to achieve it (Sanjaya, 2013). Learning planning is a process of determining which learning method is better to use to obtain changes in knowledge and behavior, skills, and characteristics of students. (Teoti Soekamto, 1993). Planning for Islamic religious education is a process of activities to determine decisions on the achievement of thinking logically towards the targets and objectives of learning Islamic Religious Education,

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namely changing attitudes and all activities that will be carried out as an effort to achieve these learning targets by enabling all existing abilities and learning resources. The final achievement target of the determination activity is the arrangement of documents that contain all Islamic Religious Education materials that are in accordance with common wishes, and instructions in carrying out Islamic education learning activities (Sanjaya, 2013).

Planning and preparation in the teaching process is an essential part of teaching and learning activities by teachers and students. So that student learning activities can be carried out properly and correctly, it is closely related to the preparation of teaching plans carried out by structured, careful, and correct teachers. Planning and preparation help provide direction in the implementation of learning so that later it does not become redundant with the ideas and attitudes of creative teachers in formulating planning and teaching preparation. Teachers do not only design teaching materials / subject matter. However, they must prepare various things related to them, for example, making use of teaching methods and techniques, determining learning media, improving language models, utilizing learning spaces, and increasing evaluation (Media. 2013).

One of the tasks of a teacher is to plan learning, as stated in Permendikbut No. 65 of 2013 regarding the standard of the Primary and Secondary education process that every educator/teacher in the education unit is obliged to make and prepare a complete and structured Learning Implementation Plan so that learning will take place in an effective manner. interactive, inspiring, entertaining, challenging, effective, efficient and encourages students to participate actively, and creates independence in terms of expertise, will, and mental and physical development of students. (Kemendikbut RI, 2013).

The stages in developing ideas and creativity as well as references for teachers related to preparing lesson plans or good teaching preparation; (a) the teacher determines the material to be delivered to students, (b) the teacher determines the learning objectives for each subject matter that will be given to students, (c) the teacher draws up

plans and preparations for learning as well as the implementation time of learning (annual, weekly and daily), (d) determine the subject matter, (e) develop factual evaluation media, (f) determine learning objectives and (g) plan the use of the method you want to use in learning. Planning the use of media in learning activities (Hosnan, 2013).

B. Method

The approach chosen in this research is qualitative, which is an approach that seeks to construct between reality and understand what is hidden behind phenomena that are sometimes very difficult to understand optimally. The type of research used in this study is a case study, in which this research examines intensively, extensively and deeply from everything such as about programs, events, to activities both for individuals, groups of people and even up to the level of institutions or organizations, with the aim that gain knowledge of the event. The case study research at SDN 1 Mentawa is based on the following considerations. First, the school is a school institution that has many achievements and has a good reputation in its area, especially compared to the surrounding schools. Second, the school has a special program that is carried out continuously until now.

C. Finding and Discussion

The whole process of activities must have good planning if it gets good results. Likewise teaching and learning activities. Planning for teaching and learning activities is something that educators cannot leave behind. Educators must arrange so that the objectives of learning can be achieved effectively and efficiently.

From the research results, it is stated that all learning planning for Islamic Religious Education with a scientific approach, educators prepare all learning planning tools in the form of prota, promissory notes, syllabus, lesson plans, learning methods, learning media and evaluation. The findings are in accordance with Government Regulation no. 19 yrs. 2015 in Chapter IV article 20 which mentions the planning of the learning process consisting of a syllabus, lesson plans, which contains learning objectives,

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learning materials/materials, learning methods, learning resources, and evaluation of learning outcomes (Wina Sanjaya, 2010).

In compiling Islamic Religious Education learning with a Scientific Approach at SDN 1 Mentawa

Annual Program (PROTA)

Research shows that in planning Islamic Religious Education learning with a scientific approach, educators develop an annual program in which the program is a general program for each subject for each class, which is analyzed with the KKG for Islamic Religious Education in the sub-district which is then developed by each educator, especially Islamic Religious Education. The annual program has been prepared and developed by educators before the new school year. The annual program is useful for determining the time allocation of each KD to be achieved within one year. As in theory, the purpose of preparing annual plans is to organize material in a transparent, structured and hierarchical manner, to determine the time allocation for each subject matter, to make the learning process effective and efficient based on a predetermined focus, to make it easier for students to know the curriculum objectives of each subject matter (Wawan S and Suherman, 2001)

Semester Program (Promissory Note)

The results of the study found that in planning Islamic Religious Education learning with a scientific approach in both locations, educators both made semester programs that were taken from the annual program in which the achievements in that semester. Educators formulate time allocation for teaching materials to be achieved in the semester. The semester program is formulated after formulating the annual program. The semester program makes it easier for educators to manage the allocation of time to deliver materials/materials to be achieved in that semester. This finding is in line with what is meant by Usman that the formulation of the Semester Program is a guideline in making lesson units such as: a calendar guide for teaching and learning activities, in order to achieve efficiency and effectiveness in using the available time allocation in learning. (Moh.Usman, 2002)

Syllabus

Planning for Islamic Religious Education learning using a scientific approach in two locations, educators are both studying and developing the syllabus provided by the government through the education office then together with the sub-district KKG. Educators plan activities almost entirely from the curriculum as a guide for the management of educational units that will be included in the Learning Implementation Plan. The findings of these activities are in line with Wahyuddin's theory, quoted by Hamriah, in fact, the task and obligation of educators is to develop a program of learning activities in which the reference from the syllabus into the Learning Implementation Plan is more operational, in-depth and appropriate to be used as a reference in learning. To develop a Learning Implementation Plan which is given the scope to change and make their own syllabus and manage it into a lesson plan. (Hamriah, 2004)

Rencana Pelaksanaan Pembelajaran (RPP)

The study found that the Islamic Religious Education RPP with a Scientific Approach educators made and developed a Learning Implementation Plan with the Teacher Working Group. The lesson plans obtained from the KKG activities are developed in accordance with the wishes of the educators in each school they support. These findings are in line with Permendikbut No. 65 Years. 2013 that: the standard process explained that every educator has the right to compose a complete and structured lesson plan so that later learning can take place in an interactive, inspiring, fun, challenging and encourage students to be active together and provide opportunities for students to be independent and work. In accordance with the talents and desires as well as the physical and scales of students. Therefore, in every educational unit to make learning plans with the right techniques in order to increase the effectiveness and efficiency of the achievement of graduate competencies (Permendikbut, 2013).

Method

The study results suggest that in planning Islamic Religious Education learning with a scientific approach, the educator determines the method suitable for the material/material that will be conveyed to the

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students. Therefore, in planning and implementing learning, educators look at students' character. Therefore, the success of an educator in delivering material is seen in the readiness of students to accept it. Making a Learning Implementation Plan is believed so that problems can be minimized, as well as how to observe the competencies outlined in the curriculum, find appropriate learning methods, and find varied methods and media in the hope of increasing learning in shaping characters (Mulyana, 2012). Experimental method or trying to be used by educators, especially Islamic Religious Education Learning in prayer material which is in line with Paul's opinion quoted by Katimo et al. The experimental method is a way of presenting subject matter that involves students in experiments so that it can be proven what statements are learned; by carrying out the experimental method, students can experience for themselves, analyze, prove and draw conclusions (Katimo, 2016).

Media

The study results prove that in planning Islamic Religious Education learning with a scientific approach, educators plan learning media according to the material/material that educators will deliver. Educators choose suitable media to support students' learning motivation. According to the opinion of Denim, they are quoted by Mahmud that the results of many studies have proven to be very effective in teaching and learning activities in the classroom, such as improving students' abilities (Mahmun & Denim, 2012). Therefore, it is clear that learning media is crucial to succeeding in students' learning programs so they can later form good characters as expected.

Evaluation/assessment

The results of the study stated that in planning Islamic Religious Education learning on a scientific approach, educators formulated an assessment rubric that was appropriate for the materials/materials that would be given to students. An educator's assessment plan looks at three educational domains, namely attitudes, skills and knowledge so that later the assessment will not focus on just one educational domain. book evaluation/assessment is only to see the success of students but aims to

seek, and collect information on the process of learning activities carried out by each student (Wina Sanjaya, 2013).

E. Conclusion

Learning planning carried out by Islamic religious education teachers with a scientific approach at SDN 1 Mentawa is to prepare learning tools such as annual program, promissory notes, syllabus, and lesson plans. In the new teaching, the teacher analyzes the annual program, which is described in the semester program, stated in the syllabus, and developed in the lesson plan. At each carrying out learning, the teacher must make a lesson plan so that the implementation of learning will be directed. Furthermore, the teacher prepares methods, media, and evaluations/assessments carried out in the learning process in Islamic religious education.

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