

Implementing Scientific Approach in Islamic Education Class

Irhas Sya'bana

Student Postgraduate of IAIT Tribakti

Correspondent Email: irhas@gmail.com

ABSTRACT

The 2013 curriculum requires that learning be carried out with a scientific approach, ie an approach done as one conducts scientific research. Considering the 2013 curriculum has been established with the Regulation of the Minister of Education and Culture number 65 in 2013, but there are many schools that have not implemented it completely. Therefore, the author wants to know how the implementation of the curriculum with a scientific approach in the subject of SMPN Kayen Kediri. The results showed that there are 5 stages done in learning with a scientific approach, namely observing, asking, collecting information, reasoning and communicate. Although the teacher has been trying to activate students in the acquisition of subject matter, but the changes obtained are not significant. The reason is due to the limitations of teachers in preparing the facilities needed in learning. In addition, because most learners do not have independence in learning.

Keyword: 2013 Curriculum, scientific, approach

INTRODUCTION

The orientation of the 2013 curriculum is to improve and balance soft skills and hard skills which include aspects of attitude, skills and knowledge competencies. Learning with the 2013 curriculum uses a scientific (scientific) and thematic-integrative approach, so that it is expected to improve the quality of thinking of students. The learning process is carried out by students, as scientists examine the object of their research.

The scientific approach (scientific) theoretically means learning that orients students to learn something scientifically, as scientific rules carry out five (5) stages of M, which consist of Observing, Questioning, Gathering information, Reasoning and Communicating activities. This scientific approach, which is more student centered, will be effective and efficient if it is used on students who already have independence in learning. (Abdul Majid. 2014, p. 97). In addition, the teacher who acts as a facilitator must also master all teaching skills.

Learning done with The students' own efforts are actually possible, because the potential has been owned by children since they were babies. The tendency of children who learn to learn globally by observing and asking questions that never stops has been done since the age of 2 or 3 years. This potential can only be actualized if parents and the environment facilitate it.

Islamic Religious Education (PAI) is a subject that aims to foster, guide students to the maximum in order to achieve a mature personality. With this Islamic Religious Education, students are expected to be able to integrate the functions of faith, knowledge and righteous deeds integrally, so that a harmonious life can be obtained, both in the world and in the hereafter because according to Islamic education expert Asy Syaibany, the highest goal of Islamic education is to prepare the life of this world and the hereafter. (Syamsul Nizar, 2002, p. 38).

The roles and responsibilities of teachers in Islamic Religious Education lessons are very heavy because the subject matter is loaded with moral and spiritual values. The purpose of the 2013 curriculum in Islamic Religious Education lessons is to meet the needs of students in terms of spiritual, social, knowledge and skills. PAI material uses four (4) core competencies consisting of KI 1 in the form of spiritual, KI 2 social, KI 3 knowledge, and KI 4 skills.

Based on the author's initial observations, it was found that the PAI material to be taught that day was about commendable morals about reading. As an opening activity, the teacher asks students' opinions about what are the benefits of reading diligently. Then the teacher enters the learning stage of observing.

The teacher directs the students to observe the QS Al 'Alaq verses 1-5 in the handbook. Then the teacher reads the verse and asks the students to listen carefully. The next step the teacher asks students to re-read the verse in accordance with the provisions of recitation that they have learned. Then some students were asked to arrange the verse pieces that the teacher had prepared in advance according to the arrangement of the verses. In the initial observation activities, it seemed that the PAI teacher had tried to apply the curriculum.

2013 with appropriate methods and media with the subject matter. Considering that there are still schools that have not implemented the 2013 curriculum, even though it has been implemented since July 2013, the authors would like to know how to implement the 2013 curriculum in Islamic Religious Education subjects at SDN Bukittinggi. For schools that have implemented how to implement it and what are the learning outcomes and what obstacles are found in its implementation

METHOD

Writer used experimental research in which is posttest-only control group design. Gay et.al (2012:250) argue that experimental research is the only of the research that can hypothesis to establish cause and effect relationship. The writer manipulates at least one independent variable, control other relevant variables, and observe the effect one or more dependent variables. The purpose is to know the effectiveness teaching reading by using paragraph shrinking strategy or not. There were two classes in this research, experimental and control class. Experimental class was taught by using paragraph shrinking strategy and control class was taught by using conventional strategy Then,

the total population this research were 84 students in two class of nursing study program University of Bina Sehat PPNI Mojokerto

The research that the writer did was a field research with a qualitative approach. Researchers describe events in the field by telling and interpreting phenomena that occur about the implementation of Islamic Religious Education learning with a scientific approach at SMPN Kayen Kediri. students of class VII, totaling 35 people.

The data needed in this study were collected by observation, interviews and documentation. Observations were made by observing the implementation of Islamic Religious Education learning activities with a scientific approach. Then to clarify the results of this observation, the authors conducted interviews with teachers in the field of Islamic Religious Education. The development of learning outcomes with this scientific approach, the authors see from the assessment rubric obtained from Islamic Religious Education teachers.

FINDING AND DISCUSSION

The scientific approach (scientific) in learning implies that the subject matter is sought and found by the students themselves, while the teacher only acts as a facilitator. Learning with a scientific approach is in line with the thinking of the philosopher Confucius who said as follows: What I heard, I forgot What I see, I remember What I do, I understand (Melvin L, Siberman, 2004, p. 157) Most students tend to forget about what they heard from the teacher's lecture, because the teacher's speaking speed is not the same as the students' listening speed. Therefore, student activity is needed.

Learning with a scientific approach is implemented through five stages, known as the 5 M, namely Observing, Questioning, Seeking Information, Reasoning and Communicating. The stages of learning 5 M in this scientific approach are the same as the stages of scientific research. The first is to observe an object or an event. When the observed object is not as usual (out of the mainstream), then someone will become curious and want to ask. To answer this question, it is necessary to seek information. After obtaining the information, the observed object or event can be concluded as a result of reasoning. Then the conclusion needs to be communicated or published.

At the level of reasoning or conclude that the subject matter is obtained by students, in accordance with the flow of constructivism which says that knowledge is formed not only from students object alone, but also from the ability of the individual as a subject to capture every object observed. Thus, knowledge is formed by two important factors, namely the object being observed and the subject's ability to interpret the object, so it can be said that knowledge is not static, but dynamic, depending on the individual who sees and constructs it (Wina Sanjaya, 2008, p. .228)

The teacher's role in this scientific approach is as a facilitator, no longer as a learning resource. The teacher must provide media that matches the subject matter so that

there are objects that will be observed by students. If students do not ask questions after observing the media, the teacher needs to try to provoke their questions, so that the problem (research question) to be answered can be formulated. The next step the teacher needs to also provide references that will be used as sources of information by students. At a minimum, the teacher directs how to obtain information to answer the research questions.

The most difficult role that the teacher must do next is to lead students to be able to construct their own information that has been obtained. The trick is to do dialogue continuously. At this time, it is very necessary to ask questions, both digging questions or questions to direct or guide. In the last stage, the teacher plays a role in providing a means to communicate, if the conclusions need to be presented by students in writing at the same time. If the report needs to be communicated orally, the teacher acts as a facilitator who manage speech traffic in presentations.

According to Abdul Majid, the process of learning is called scientific if it meets the following criteria:

1. The substance or subject matter is based on facts or phenomena that can be explained logically.
2. Teacher explanations, student responses and educational interactions between teachers and students are free from subjective pairs.
3. Encourage and inspire students think critically, analytically and accurately in identifying, understanding, solving problems and applying substance or subject matter.
4. Encourage and inspire students to be able to think hypothetically in seeing differences, similarities and relationships with one another.
5. Encourage and inspire students to be able to understand, apply and develop rational and objective thinking patterns.
6. Based on the concepts, theories and empirical facts that can be accounted for.
7. Learning objectives are formulated in a simple, clear and attractive presentation system. (Abdul Majid 2014, p. 96)

The success of a program can be analyzed by looking at the context, inputs, processes and products. If the purpose of the curriculum with this scientific approach is to make students have hard skills and soft skills, then after observing its implementation, it appears that the curriculum has not been able to deliver students to achieve these goals.

The reason is that the input of students is heterogeneous, while this scientific approach will only be effective and efficient if students are able to learn independently. In addition, many teachers have not acted as facilitators, but only as instructors who give orders to students.

In the learning process, the ability of teachers is also limited to serve students. The reason is that the teacher lacks the skills to ask questions, the skills to use media and the skills to manage the class. Finally, the difficulty found was because the teacher was busy with administrative matters, filling out very detailed assessment rubrics, even though the benefits were not felt. Teachers who are not used to giving assessments with reference to benchmarks or criteria, they will fill in the assessment rubric just by guessing.

Based on the author's interview PAI teacher who teaches at SMPN Kayen Kediri, said that learning with a scientific approach is learning that is centered on the activeness of students, while the teacher is only a facilitator. However, PAI learning in elementary schools cannot be completely left centered on students. In certain materials such as faith, teachers still need to lecture explaining the subject matter because the explanation of the material in the student handbook is very simple.

In addition to the limitations of the explanation According to teacher, learning with a scientific approach takes a long time and requires careful preparation. All subjects require student activity. Sometimes students feel bored and tired, so learning with a scientific approach not yet fully run smoothly.(Interview Author Date March 2, 2017).

Learning with a scientific approach is implemented through five stages, known as the 5 M, namely Observing, Questioning, Seeking Information, Reasoning and Communicating. The stages of learning 5 M in this scientific approach are the same as the stages of scientific research. The first is to observe an object or an event. When the observed object is not as usual (out of the mainstream), then someone will become curious and want to ask. To answer this question, it is necessary to seek information. After obtaining the information, the observed object or event can be concluded as a result of reasoning. Then the conclusion needs to be communicated or published.

At the level of reasoning or conclude that the subject matter is obtained by students, in accordance with the flow of constructivism which says that knowledge is formed not only from objects alone, but also from individual abilities as subjects who capture every object observed. Thus, knowledge is formed by two important factors, namely the object being observed and the subject's ability to interpret the object, so it can be said that knowledge is not static, but dynamic, depending on the individual who sees and constructs it (Wina Sanjaya, 2008, p. .228)

The teacher's role in the scientific approach this as a facilitator, no longer as a learning resource. The teacher must provide media that is suitable for the subject matter so that there are objects that will be observed by students. If students do not ask questions after observing the media, the teacher needs to try to provoke students' questions, so that the problem (research question) will find the answer it can be formulated. The next step the teacher needs to also provide a reference that will be used as a source of information by students. At a minimum, the teacher directs how to obtain information to answer the research questions.

The most difficult role to have What the teacher does next is to lead students to be able to construct their own information that has been obtained. The trick is to do dialogue continuously. At this time, it is very necessary to ask questions, both digging questions or questions to direct or guide. In the last stage, the teacher plays a role provide a means to communicate, if the conclusions need to be presented by students in writing at the same time. If the report needs to be communicated by students orally, the teacher acts as a facilitator who regulates the traffic of conversation in the presentation.

The success of a program can analyzed by looking at the context, input, process and product. If the purpose of the curriculum with this scientific approach is to make students have hard skills and soft skills, then after observing its implementation, it appears that the curriculum has not been able to deliver students to achieve these goals. The reason is, among others, that student input is heterogeneous, while this scientific approach will only be effective and efficient if students are able to learn independently. In addition, many teachers do not act as facilitators, but only as instructors who give orders to students.

In the learning process, ability teachers are also limited to serve students. The reason is partly because the teacher lacks the skills to ask questions, the skills to use the media and the skills to manage the class. Finally, the difficulty found was because the teacher was busy with administrative matters, filling out very detailed assessment rubrics, even though the benefits were not felt. Teachers who are not used to giving assessments with reference to benchmarks or criteria, they will fill in the assessment rubric just by guessing.

CONCLUSION

Based on the results of the author's research through observations, interviews and documentation about the implementation of the scientific approach in the subject of Islamic Religious Education at SMPN Kayen Kediri, it can be concluded that PAI learning with a scientific approach is carried out with the stages of observing, asking, gathering information, reasoning and communicate Even though the PAI teacher has trying to make students more active in the acquisition of subject matter, but the results obtained have not shown significant changes. Students seem still confused and just silent after passing the observation stage and have not been able to formulate research questions. One of the causes is due to limitations in references that can be used as sources of information. Students get bored quickly when the material they observe cannot be understood. In addition, the teacher has not maximally played himself as a facilitator because it takes a relatively long time to prepare the subject matter

REFERENCES

Abi Abdullah, Imam, Muhammad Ibn Ismail, (2009), Sahih Bukhari Volume IV, Kuala Lumpur: Klang Book Centre

- Ahmad, et al, (1998), Curriculum Development, Bandung; Faithful Library, 1st press
- Al-Qardhawi, Yusuf, (1980), Islamic Education and Madrasah Al-Bana, Jakarta: Moon Star
- Al-Qur'an al-Karim
- An-nahlawi, Abdurrahman, (1995), Islamic Education at Home, School and Society, Jakarta: Bina Insani Press, Cet. Number 1
- Arifin, Muzayyin, (2003), Philosophy of Islamic Education, Jakarta: Bumi Aksara
- Azra, Azyumardi, (2002), Islamic Education, Jakarta: Logos Discourse on Science
- Fadlillah, M, (2014), Implementation of 2013 Curriculum in Elementary/MI, SMP/MTs, & SMA/MAN Learning, Yogyakarta : Ar-Ruzz Media
- Ghozaly, Faesal, et al. (2014), Book of Islamic Religious Education and Character for Elementary School/MI Class IV Curriculum 2013, Jakarta: Ministry of Education and Culture
- Hadi, Sutrisno, (1998), Educational Research Methodology, Bandung: Pustaka Setia
- Hamalik, Oemar, (2006), Teacher Education Based on Competence, Jakarta: Earth Literacy,
- Harun, Nasrul, (1997), Ushul Fiqh I, Jakarta: Logos
- J. Moleong, Lexy, (1995), Qualitative Research Methods, Bandung: PT. Rosda Karya
- Youth, 5th Edition of the Ministry of Education and Culture, (2016), Technical Guide to Learning in Elementary Schools
- Ladjiid, Hafni, (2005), Curriculum Development Towards a Competency-Based Curriculum, Jakarta: Quantum Teaching
- Majid, Abdul, (2014), 2013 Curriculum Implementation, Bandung: Interests Media
- Muhamin, et al, (1996), Teaching and Learning Strategies, Surabaya: Image Media,
- Mujib, Abdul, (2010), Islamic Education, Jakarta: Kencana, Press 3
- Mulyasa, E, (2013), Dual Carrier of 2013 Curriculum Implementation, Bandung: Youth Rosdakarya, cet.II
- Nasution, S, (2003), Scientific Research Research Methods, Jakarta: PT. Earth Literature
- Nizar, Samsul, (2000), Fundamentals of Islamic Education Thought, Padang: IAIN Press
- (2002), Philosophy of Islamic Education in Historical, Theoretical and Practical Education, Jakarta: Ciputat Pers
- Minister of Education and Culture of the Republic of Indonesia, 2013 concerning the 2013 Curriculum for Elementary Schools/Madrasah Ibtidaiyah
- Ramayulis, (2006), Islamic Education, Jakarta: Kalam Mulia,
- Subagyo, Joko, (1997), Research Methodology in Study and Practice, Jakarta: PT Rineka Cipta, 2nd Edition
- Sugiyono, (2010), Quantitative, Qualitative and R&D Research Methods, Bandung: Alfabeta
- Syarifuddin, (1999), Ushul Fiqh II, Jakarta: Logos of Law Number 20 of 2003, National Education System
- Yunus, Mahmud, (1989), Arabic-Indonesian Dictionary, Jakarta: Hidakarya Agung