



## The Improvement of Management Model Learning Islamic Education (PAI) Based on Scientific Approach

Witi Muntari<sup>1</sup>✉, Achmad Slamet<sup>2</sup>, Subagyo<sup>2</sup>

<sup>1</sup> LRC/KJHAM Semarang, Indonesia

<sup>2</sup> Universitas Negeri Semarang, Indonesia

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### Abstract

Muntari, Witi, 2018. Development of PAI Learning Model Management Based on Scientific Approach ". *Thesis*. Graduate Program Management Education Study Program. Semarang State University. Supervisor I Prof. Dr. H. Achmad Slamet, M.Si, Advisor II Dr. Subagyo, M.Pd. Keywords: Development of Learning Models, Scientific Approaches, PAI Learning. This research begins with anxiety about the learning process in schools that use conventional and teacher-centered models, which affect the achievement of student learning outcomes. With the 2013 curriculum it is clear that the learning process must be more active with a scientific approach and learner-centered. This is what then makes the author conduct research at the Semarang 01 PGRI Vocational School to find out the PAI learning process with a scientific approach. This study aims to analyze; (1) Management of the factual model of PAI learning, (2) Management of hypothetical models of PAI learning model management with scientific approaches, (3) Finding appropriate PAI learning model management with a scientific approach. This research was designed in the form of *Research and development* (R & D). Data collection methods used are observation, interview, and documentation. While to analyze the data used an analysis with a phenomenological approach that departs from specific facts or phenomena that occur in the field and then drawn conclusions. The results show that: (1) the learning process still uses conventional learning models and is teacher-centered. (2) development of learning models based on scientific approaches. (3) an appropriate learning model is right to be used as a PAI learning model based on a scientific approach.

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✉ Alamat korespondensi:

Instansi: Jl. Kauman Raya No 61A, Kelurahan Palebon, Pedurungan, Semarang,  
Indonesia

E-mail: [witymuntari@yahoo.com](mailto:witymuntari@yahoo.com)

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## INTRODUCTION

Education is defined as an attempt to "humanize" humans. This simple understanding refers to which human being wants to be humanized and by who humanizes it (Muhammad Tisna Nugraha: 2016: 13). The education unit as one of the means to fulfill public education needs is demanded to continue to provide educational services that are in line with the needs and changes of society that occur. (Muhammad Sya'roni, et al: 2017).

Learning is an important process that must be carried out to achieve satisfactory results. Where, the learning process has an important role as a determinant of the success or failure of the learning carried out. Not all teachers or schools apply learning that is more interesting or adapted to the needs of current students. Conventional learning is also still widely applied. Why this still happening because not all teachers master learning models or creative or fun learning approaches.

As a teacher, we must be able to choose the right learning model for students. Therefore, in choosing a learning model, the teacher must pay attention to the condition or condition of students, learning materials and available learning resources so that the use of learning models can be applied effectively and support the learning success of students.

Students must also begin to be trained to be able to explore their knowledge related to the lessons being learned in class. So it is not centered on the teacher who explains it, but students have the freedom to develop their thoughts. Which will be very useful for students to create thinking frameworks related to the problems or lessons being faced? Not only is the doctrine received without knowing where it came from.

In accordance with the development of learning, the government is responding with various regulations that aim to streamline learning with scientific approaches. This has been stated in Permendikbud (Ministry of education and culture regulation) No. 22 of 2016 which is a substitute for Permendiknas (Ministry of national education regulation) No. 63 of 2013 concerning the standard of the educational process which explains that the process standards that must be in the learning

process in a teacher's class must use a scientific approach, but also in accordance with the 2013 curriculum. So it is important that the scientific approach be implemented from now on. Learning is centered on students and teachers as facilitators only. It is time for learning with conventional models to be changed and towards enjoyable learning. Familiarize students to be active, familiarize students to express opinions and practice courage.

The development at this time is not all of the learning in school uses a scientific approach. Even subject teachers also experience obstacles in carrying out learning with a scientific approach. With the challenges in the learning process, especially PAI subjects, it is necessary to develop a learning model. The development of effective and efficient learning models will encourage students to be active. Teachers must be able to create a pleasant atmosphere and apply learning models that can make students active.

The task of education is basically to help children to reach maturity. It is the obligation of parents to educate their children, but due to various limitations and demands of the times, sometimes parents are not able to provide education in accordance with children's needs for living in the community. (Ika Umayana Sinta, et al, 2013: 135).

National education serves to develop the ability and development of dignified characters and civilizations in the context of the nation's intellectual life, which aims to develop the potential of students to become human beings who have faith and devotion to God Almighty, also have knowledge, are skilled, creative, independent, and become citizens a democratic and responsible country (Law of the Republic of Indonesia Number 20 of 2003 Article 3).

Learning must be interpreted as behavioral, cognitive, social, etc. resulting from a particular situation as well as an optimal process that has considered external conditions. ( Péter Tóth, 2012: 198)

Current learning must begin to be addressed using a scientific approach in accordance with Permendikbud No. 22 of 2016. Using a scientific approach will make students more active and creative in learning, develop the mindset of students and to courage in expressing his opinions and knowledge. So when students graduate, the

character has been formed and is not dependent on doctrine or lectures from the teacher.

In connection with PAI learning, it still uses two curricula, namely the KTSP curriculum and K13 curriculum. KTSP curriculum is implemented in class XI and XII while for class X has started to use K13 curriculum. Where is the learning outcomes of students to reach the KKM if percentage is only 50-70% so that not all students are able to achieve KKM. Lack of value from the number of the determined KKM PAI teachers applies a remedial system to increase the value of students who have not reached the KKM.

The use of learning models that prioritize the activeness of students has also been applied by PAI teachers, for example by giving group assignments to make papers later at the following meeting discussed in the way of each group presentation. The method is not appropriate when applied because students are not ready and are not accustomed to following the learning with the method. That accustomed to listen to the teacher when giving lectures.

Learning that must begin to be developed with a scientific approach that makes students active in the classroom and increases students' criticality. So the researchers intend to conduct research on the management of PAI learning models based on scientific approaches.

## METHODS

This study uses qualitative methods *research and development* (R & D). data collection by interview, observation and documentation. The data analysis techniques is using descriptive qualitative analysis. By conveying the facts that occurred in the field then analyzed and developed to become a learning model. This study focuses on class X PAI subject matter.

In the process of research and development will be carried out in three stages: the preliminary stage that will be passed through the three literature study processes by looking at the results of previous studies, especially field studies in PAI lessons and from these results. Found factual models that have been carried out in schools.

The second stage is carried out by developing the results of the first phase. This development was

carried out focusing on PAI learning models with a scientific approach. Where the arrangement is to develop an existing learning model and this is a hypothetical stage. While the third stage in this research process is a feasible stage. Where, after the results of the development of the PAI learning model with a scientific approach it will be validated by experts and practitioners in each one person expert. The purpose of this expert and practitioner validation is to see whether the learning model is feasible or not. After validation is carried out a revision or improvement process then becomes a feasible learning model.

## RESULTS AND DISCUSSION

The results of the factual model study of PAI learning were used to determine the learning process implemented. In the management of factual models, several instruments were used in data collection, namely 1) using observation instruments, 2) interviews, 3) documentation.

The purpose of class management is to ensure that learning can be achieved as planned beforehand. Class management is closely related to classroom settings and learning goals. It is the duty of the teacher to create an atmosphere that can arouse learning passion, improve students' learning achievement, improve the quality of learning and more enable teachers to provide guidance to students in learning, so that adequate classroom organization is needed. While the class management function is the process of making changes in class organization, so that individuals are willing to cooperate and develop their own controls. Students must be able to lead their own class as a control in their learning.

In addition to good learning management, of course it takes an interesting learning model. In accordance with the 2013 curriculum, students must be more active in learning. The learning model that must be applied in learning in accordance with the 2013 curriculum is with a scientific approach. In the scientific approach, of course must use the appropriate learning model. This learning model is certainly adjusted to the needs or suitability between the material and the media that will be used in learning. Based on the findings, in the field that the learning carried out is teacher-centered. Where,

students are already accustomed to receiving material or listening to a teacher's lecture.

In order to implement the 2013 curriculum, of course in the implementation of learning must be changed or developed. In this case, the development of learning needs to be improved according to the learning needs in the classroom. Both are according to the material and the needs of students.

In existing learning needs to be developed with a creative learning model so that, students are more active in learning. Dare to express your own opinions or the results of group discussions. The advantages of the existing learning model while for the weaknesses of the existing learning model can be developed. The development in this learning model is the development of PAI learning based on a scientific approach.

Learning model management becomes important and needs to be planned in the learning process. Learning is certainly not just one lesson but in all lessons good management must also be done. Where creative learning models and more active learners will make students increase their skills and learning outcomes. Learning that has been focused on only using the lecture method is not enough to be able to make students active in class. So it must be collaborated with other learning models.

### **Factual Model Management of Islamic Education Learning Islamic Model**

Education is one of the important lessons to instill character as the initial foundation. So that in the 2013 curriculum the allocation of time used in learning is also added which initially only 2 hours now into 3 hours of lessons. There are several changes in technical writing in the preparation of the RPP. The writing is more detailed and detailed and clearer the indicators that will be achieved in the learning process or learning objectives.

The learning implementation plan (RPP) is a mandatory thing that must be arranged by the PAI teacher and prepare the material to be delivered, books or references that are used as a reference in making teaching materials. References are not only from textbooks, but teachers must also be creative to find additional material in other references. Teachers must also be able to develop and seek additional references to other books. Whereas for supporting documents such as the national education system law, National Education

Standards and others related to supporting documents in the implementation of learning a teacher must also look for it himself. Because, these documents are not provided in schools.

Based on the document in the form of RPP, that has been compiled that PAI teachers have been able to prepare learning plans well. The Starting is from Competencies that must be possessed by students, goals, methods and media used. Until the final stage, the assessment must be given by the teacher to students during learning.

The results of factual model management research on PAI learning found that the teacher used the lecture method in the learning process.

### **Hypothetic Management PAI Learning Model Based on a Scientific Approach**

Learning is the interaction between educators and students who are consciously, planned both inside and outside the room to improve students' abilities. Learning for elementary school means the interaction between the teacher and students is done consciously and planned that is carried out both in the classroom and outside the classroom in order to improve students' abilities. (Affandi, 2013: 33).

Teaching and learning activities are a condition that is intentionally created. The teacher or tutor who is creates it to teach students or students. The combination of these two human elements was born educational interaction by utilizing materials as the medium. There all components of teaching are performed optimally in order to achieve the teaching objectives that have been set before the lesson is implemented. In teaching and learning activities, there must be two-way communication between the teacher and students so that the learning environment is conducive. No longer have a teacher center but a student centered so that the teaching and learning process will be directed towards achieving learning goals.

Paradigms so far learning is only centered with the teacher (*teacher center*) as a source of learning, not student-centered (*student center*) so that teachers will dominate the learning process in the classroom while students are only passive. The role of the teacher as a facilitator has not been seen in the learning process. Teachers should be able to master the four expected basic competencies' two-

way communication will be established so that learning objectives can be achieved.

Then related to learning, of course we must be able to do good management in the learning process. Management education is basically the tools needed to achieve educational goals. The element of management in education is the application of management principles in the field of education. Education management is a series of processes consisting of planning, organizing, mobilizing, and supervising associated with the education sector.

Husain Usman in Didin Kurniadin defines education management as the art and science of managing educational resources to realize a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills. needed himself, society, nation and State. Briefly, education administration can also be interpreted as art and managing educational resources to achieve educational goals effectively and efficiently. Based on management functions, management can also be interpreted as a process of planning, organizing, implementing, and controlling educational resources to achieve educational goals effectively and efficiently.

Basically learning management is also the same as education management which includes planning, implementing and evaluating. If in education management with broader terms, namely planning, organizing, mobilizing and supervising. Whereas in the small scope of the classroom is also important learning planning, the implementation of learning in which there are also elements of organizing and mobilizing students to be active in learning and evaluation as well as supervision or control that must be carried out by the leadership to their staff. While in terms of learning the teacher is the leader in the class and students are people who are driven to achieve learning goals.

PAI learning based on a scientific approach was developed and included in the 2013 curriculum. The stages in carrying out a scientific approach are observing, asking, trying / reasoning, reasoning / analyzing data and concluding and finally communicating / concluding.

Of all the learning processes the teacher is expected to give positive appreciation to students.

Whatever is conveyed by students must be appreciated in order to create positive thoughts and positive support so that students are more motivated in learning. It is better to create positive support rather than create negative support which can actually make students less motivated to learn, having negative thoughts not to attend school and not even having the spirit to continue their education. This is in accordance with behavioral theory.

In learning it is not only demanded that students understand the material being studied, get good grades, are able to memorize the material well. But precisely the long-term learning is expected here. Especially with regard to religious material that becomes a guide for future life for students, when they will live independently in the community. With a behavioral system in PAI learning is expected that teachers are able to understand the character or behavior of students related to the learning process. Both related to tasks that must be done at home, the determination of certain rules, motivation to learn, the pursuit or teaching of oneself or students who have anxious or uncomfortable feeling in participating in PAI learning.

Active, creative, motivating learning, creating positive thinking will certainly be easier to implement. Students can receive the material delivered by the teacher with a pleasant feeling. Of course students can also easily remember the material presented and will be easier to apply in everyday life. Moreover, related to the concepts of faith and educating humans to stay away from promiscuity and adultery. Religious learning does not stop in the classroom, but in the long run students can apply it in their lives later.

In developing this learning model using a scientific approach based learning model. This development is in accordance with the needs that exist in SMK PGRI 01 Semarang. That the learning model that still uses the *cerama* and teacher-centered model. So that students are less active and do not dare to express their opinions. The scientific approach can create an active and enjoyable learning atmosphere. Why because there will be social interaction in the classroom.

The development of this model focuses on the material of maintaining human dignity from promiscuity and acts of adultery that can be

contextualized with the current social situation. The problem is that many teenage situations occur or are involved in free association. The teacher can also provide examples and real facts that this is an act that is prohibited by Religion.

When talking about PAI learning, it is not enough just about the achievement of values, but far ahead is to change the behavior of students. So that in this scientific approach will shape the attitudes, skills and behavior of students. Students' environment can also able to influence the motivation and learning outcomes of students. The teacher will easily provide teaching material if the students' character is also understood. Because this affects the use of models and methods and strategies used in achieving learning outcomes and objectives.

#### **Decent Model of PAI based on Learning Scientific Approach**

Based on the results of expert and practitioner validation (PAI teachers) the management of PAI learning models based on scientific approaches in Semarang 01 PGRI Vocational School is feasible to be implemented to improve student learning outcomes.

#### **CONCLUSION**

Based on the results of the study it can be concluded that: (1) the results of research at the Semarang 01 PGRI Vocational School about learning still use conventional learning models namely the teacher using the lecture method. (2) based on the results of research the learning model that is still teacher-centered can be developed into more active learning or students as learning centers. Then the teacher-centered learning was developed with a PAI learning model based on a scientific approach. Which have prioritizes on the activeness of students in the learning process. (3) PAI learning model based on the scientific approach becomes a viable model in PAI learning at SMK PGRI 01 Semarang.

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