

Active Learning Method In 2013 Curriculum Based PAI Learning And Its Impact On Student

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Abstract

This research was conducted to analyze the influence of active learning on PAI learning based on the 2013 Curriculum and its impact on students. This research method uses a descriptive qualitative approach. The data sources in this research are primary data and secondary data. Primary data was obtained from direct interviews with the Principal, Deputy Principal for Curriculum, Deputy Principal for Facilities, Student Affairs, PAI lesson teachers, and students. Observations at the research location. Meanwhile, secondary data sources were obtained from the study of documents, manuscripts, and archives related to the implementation of active learning in PAI based on the 2013 Curriculum and its impact on students at SMA Muhammadiyah 1 Bandung. The conclusion according to the results of the analysis is that the active learning method in PAI learning is based on the 2013 Curriculum, which is expressed through religious activities in PAI learning both in the classroom and outside the classroom. Meanwhile, the 2013 Curriculum active learning activities in PAI learning were successful and had an impact on forming students' religious character. This is proven by the small number of students who violate the active learning methods implemented.

Keywords: Active Learning, PAI, 2013 Curriculum, Students

1. Introduction

Active learning is a form or type of learning approach that is oriented towards student activity. Learning oriented towards student activities implies that the learning system places students as active learning subjects who are ready to learn. In the view of modern psychology, learning is not just memorizing several facts or information but is a mental event and experienced process. Therefore, every learning event requires students' intellectual-emotional involvement through assimilation and cognitive accommodation to develop knowledge, action, and direct experience to form skills (cognitive, motor, and social), appreciation, and internalization of values in forming attitudes.

Active learning is learning that emphasizes the process of full student involvement to be able to discover the material being studied and relate it to real-life situations, thereby encouraging students to apply it in their lives.

The role of educators in encouraging the emergence of student interest is to prevent negative culture. So that the need for self-actualization is fulfilled and opens up wide opportunities for creativity. Education provides an environment that allows students to develop their talents and abilities optimally according to their personal and societal needs. Self-actualization is understood when a person uses all his gifts and talents to become what he is capable of, actualizing or realizing his potential.

Putting creativity very close to the imagination. Creativity is related to imagination or the manifestation of ingenuity in some valuable pursuit. It is further said that creativity is not tied to the final result, but prioritizes the process. Because the processes carried out by some people can be considered creative.

Several foundations underlie the need for active learning-oriented learning. Philosophically, education is a conscious effort to develop humans towards intellectual, social, and moral maturity. Therefore, the educational process does not only develop intellectually but covers all the potential of students. Thus, the essence of education or learning is basically: human interaction, development and development of human potential, lasting throughout life, suitability to the abilities and level of development of students, harmony between the freedom of students' subjects and the authority of educators, and improving the quality of human life.

So the learning model centered on learning activities is a learning model that originates from the Naturalism-Romantic theory. Naturalism-Romantic theory is a theory that emphasizes process learning. Other learning theories that emphasize process learning include the Cognitive-Gestalt theory (a learning theory that emphasizes comprehensive understanding and unity). In process learning theory (now known as process skills) the role of educators is to create varied forms of teaching activities so that students are involved in various learning experiences. In this learning model, students not only learn from educators but can also learn from fellow students and human sources outside of school. Learning assessment, apart from being based on learning outcomes, is also based on students' learning activities.

2. Research methods

Using qualitative research methods with descriptive analysis. It is a series of research process activities regarding the active learning model in PAI learning based on the 2013 Curriculum and its impact on students at SMA Muhammadiyah 1 Bandung.

2.1. Theoretical Basis

Attitude assessment of student behavior in the learning process, in the classroom, and outside the classroom to develop the attitudes, behavior, and character of each student. Spiritual attitude assessment is carried out to shape students' attitudes so that they can appreciate, appreciate, and practice the teachings of the religion they adhere to. Social attitude assessment is carried out to form students' social attitudes who can appreciate and appreciate honest, disciplined, responsible, caring, polite, and confident behavior in interacting effectively with the social and natural environment in which they are located.

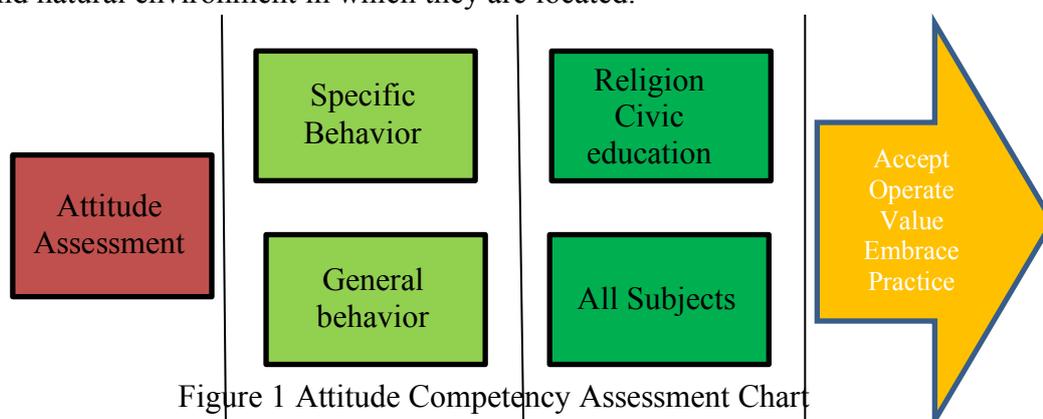


Figure 1 Attitude Competency Assessment Chart

Attitude competency in this research is an expression of the values that students have and are manifested in behavior. The attitude competency assessment in learning is a series of activities designed to measure students' attitudes as a result of a learning program. Attitude assessment is also the application of a standard in the attitude decision-making system. The

main use of attitude assessment as part of learning is reflection, understanding, and progress in the attitudes of individual students.

2.2. Data source

The primary data source is used and the rest is additional data such as documentation and others which are secondary data sources (Lexy, J. Moleong, 2017:157). Data sources in this research are divided into two types. Primary data sources are direct informants. Primary data was obtained from direct interviews with informants consisting of school principals, teachers, and students, as well as the results of observations. Secondary data sources are indirect data sources, obtained from various studies of documents, manuscripts, and archives related to the implementation of active learning methods in PAI learning and the impact on students.

2.3. Data collection technique

The data collection technique in this research is to attempt to obtain data and information by conducting observations, interviews, and documentation studies at SMA Muhammadiyah 1 Bandung.

- a. Document Study is a data collection technique by collecting and analyzing documents, in the form of writing, images, works, or electronics.
- b. Interviews are data collection carried out face to face individually or in groups, such as interviews with foundation administrators, etc. (Sukmadinata, 2012: p. 26). In interviews using guidelines and other recording tools, structured interviews are conducted in depth.
- c. Observation carries out systematic observations of the symptoms that appear on the research object, to holistically understand the research activities and focus, in the field to support the implementation of the research. By observing phenomena in finding data.

3. Results and Discussion

3.1. Description of Active Learning Methods in PAI Learning Based on the 2013 Curriculum at SMA Muhammadiyah 1 Bandung

SMA Muhammadiyah 1 Bandung is a school that implements the 2013 Curriculum. This curriculum is based on character and competency, born as a response to various criticisms of the previous curriculum, as well as adjustments to developments in needs and the world of work (Mulyasa, 2017: 163).

Of course, changing the curriculum to a better direction does not always run smoothly, there are always problems even though it is already underway. As with the 2013 curriculum, new problems emerged after it was implemented. The Ministry of Education and Culture itself reported problems with the 2013 curriculum at the start of its implementation in 2014. At that time, the Minister of Education, Anies Baswedan, implemented the 2013 curriculum limited to schools that had used it for three semesters.

Meanwhile, schools that have only implemented the 2013 curriculum for one semester are encouraged to return to using KTSP. The 2013 curriculum was re-enacted nationally starting in the 2016/2017 school year. The 2013 curriculum which was implemented nationally in the 2016/2017 school year or FY was not the 2013 curriculum. However, the 2013 curriculum has been revised by the Ministry of Education and Culture. Students' social and religious assessments can only be carried out by PPKn teachers and Islamic Religious

Education-Budi Pekerti teachers through observations in the form of teacher notes during the learning process.

3.2. Planning for Active Learning Methods in PAI Learning Based on the 2013 Curriculum at SMA Muhammadiyah 1 Bandung

Planning is the process of preparing something that will be implemented to achieve a predetermined goal. The implementation of the plan can be structured based on needs within a certain period according to the wishes of the planner. However, what is more important is that the plans made must be able to be implemented easily and on target. Likewise with teaching planning, what is planned must be by educational targets. Teachers as subjects in making plans are required to be able to prepare various teaching programs according to the approaches and methods that will be used. In the context of educational decentralization and in line with the realization of equal distribution of quality educational outcomes, subject competency standards are needed that can be accounted for in local, national, and global contexts. Competency standards for study materials must be mastered by students throughout Indonesia. Thus, through diversified competency standards, the diversity of regional capabilities can be served based on the general competencies of graduates.

Educators or teachers emphasize learning activities in the syllabus and lesson plans. Namely by delivering using methods that involve student activity or active learning methods. Because SMA Muhammadiyah 1 Bandung uses the 2013 Curriculum, various active learning methods that can be used include problem-based learning, project-based learning, and science discovery inquiry. This means that some active learning methods require more involvement from students than from the teacher.

Learning that involves students' activeness in learning, especially PAI, for example: in learning Hajj rituals, and lessons in caring for corpses, children must practice caring for corpses. Starting from shrouding to praying. The teacher is there only as a mentor or activity monitor

3.3. Implementation of Active Learning Methods in PAI Learning Based on the 2013 Curriculum at SMA Muhammadiyah 1 Bandung

To help students excel in Islamic Religious Education, PAI teachers, especially Islamic Religious Education teachers at SMA Muhammadiyah 1 Bandung, must look at the background of students' religious capacity, educators consider the learning process in the classroom to be easier to understand, appreciate and practice in everyday life, So students who are not yet fluent in reading and writing the Al-Qur'an or Hadith are given extra hours.

To optimize the teaching and learning process, a teacher functions as a facilitator who must be able to develop children's willingness to learn, and develop relevant learning conditions to create a natural learning atmosphere full of joy. In addition, students can carry out learning activities with all the resources they have

When active learning begins, what students do is listen and pay attention to the teacher who is teaching. Learners or students understand and remember the active learning-based PAI material given by the teacher by practicing, for example, "if there is a lesson about morals, students will try to apply it after arriving home or after school." There is no physical or verbal violence from educators or teachers towards students. Educators or teachers are friendly and smile to students. Educators or teachers showed affection towards 96 students.

Students work together regardless of differences in ethnicity, race, class, and religion by not discriminating against anyone's opinion and accepting it well. Students are also not afraid of the principal but must be able to respect and have good manners towards the principal

because the principal often checks the learning conditions of the classes that are learning. Students enjoy reading in the library and there is a tendency to scramble to read books when the mobile library car comes. Students seem happy in the PAI learning process using the active learning method. Students' attention is not easily diverted to people or guests who come to school because once they have started lessons, students will only focus on learning, especially PAI learning.

Various learning resources are used at SMA Muhammadiyah 1 Bandung. So that students can know which things are forbidden in religion and which are permitted and encourage students to appreciate God's creations that appear around them. Students also feel close to God, feel afraid of sinning, or feel saved by God. Students also know about their religious teachings, especially those in the holy books. The role of students in implementing active learning in K.13 in PAI learning is to make themselves more responsible. Students' responsibilities in increasing their religiosity through active learning in K.13 in PAI learning both in the classroom and outside the classroom are very good, namely by improving themselves and increasing their worship of Allah. There are no obstacles to implementing active learning in PAI learning based on the 2013 Curriculum.

3.4. Evaluation of Active Learning Methods in PAI Learning Based on the 2013 Curriculum at SMA Muhammadiyah 1 Bandung

The benchmark for the success of the teaching and learning process is by conducting an evaluation. As a follow-up to the learning activities that have been carried out

Table format model for evaluating learning observations obtained from PAI teachers at SMA Muhammadiyah 1 Bandung.

Table 1 Evaluation of Jigsaw Model Learning Observations

No	Student Behavior	Student					
		1	2	3	4	5	6
1.	Activeness in carrying out tasks						
2.	Active communication in groups						
3.	Activeness helps in groups						
4.	The topics discussed do not come out of the material						
Total							

(Source: processed data)

This active learning learning model is a learning approach that can make students active, and creative and not get bored quickly so that teaching and learning activities (KBM) can be more effective and more meaningful for them. By paying attention to the evaluation results given after the application of the active learning method, it can be seen that the active learning method is very effectively applied in the Islamic Religious Education learning process. This can be seen in the results obtained by students during the evaluation who have scores above the average.

4.5. Supporting Factors for Active Learning Methods in PAI Learning Based on the 2013 Curriculum at SMA Muhammadiyah 1 Bandung

- a. The synergy between school principals, educators, and educational staff. In this case, the principal plays the role of encouraging and monitoring students' religiosity. Educators act as managers of activities that foster students' religiosity. Meanwhile, educational staff play a role as supporting process implementers and managers of activities that foster students' religiosity. Meanwhile, educational staff in the administrative sector, especially in the administrative sector, provide the infrastructure needed for active learning.
- b. There is a team controlling discipline or order regarding how to enforce discipline, the community will know when there is information by word of mouth. children or students who are naughty or not good enough. With this book, the naughty children will become better. And the most important thing is consistency in control
- c. There is a competition program for students. At SMA Muhammadiyah 1 Bandung, inter-class competitions are held periodically and at the secondary education level, there are student scientific work competitions. Inter-class competitions were held at Porseni and KAC (Knowledge and Art Competition) activities. The scientific work competition that Muhammadiyah High School participates in is not at the local level in Bandung district but at regional and national levels.
- d. There is an internal teacher training program (in-house training). An internal training program (in-house training) for educators or teachers at SMA Muhammadiyah 1 Bandung, namely: upgrading regarding the preparation of learning tools, which every year must have revisions from the Education Office. Namely increasing the ability of educators through seminars or workshops, whether held at school or outside school. For example, what is carried out in schools is a workshop on learning, where educators or teachers will be given understanding and training on how to utilize existing IT technology
- e. There is a program of visits to learning resources in the community. At SMA Muhammadiyah 1 Bandung, a program of visits to learning resources in the community is implemented, namely visits to waste processing sites in the district. The location is near the old front station market, north of the Songgo Langit market. A field study was also carried out at the Majapahit kingdom complex in Mojokerto. There, students are given assignments related to the subjects in class which are related to the values of the lessons in the field. Like looking for history, looking for the size of the pool in the Majapahit kingdom complex. So that students can apply the lessons in class in their lives.
- f. There is an environmentally friendly school program. SMA Muhammadiyah 1 Bandung provides rubbish bins throughout the school area. The rubbish is sorted into which is organic and which is inorganic, at the front of each class there must be a rubbish bin. There are also trees and potted tabulas or plants in pots also planted in the school area. Apart from encouraging children to be clean, the school also provides personnel or employees who specialize in cleaning. Because places that children cannot reach will be cleaned by janitors
- g. Implementation of selection to accept new students. Several programs at SMA Muhammadiyah 1 Bandung can be taken during the test, namely: the Tahfidz class program, which is a program for children who are required to go into boarding or quarantine. . The cadre program is based on the recommendation of the PCM and PCA in Bandung Regency and you must bring a letter of recommendation when registering. The regular class program is a general or normal class.
- h. Availability of teaching aids or practices to support learning. The availability of teaching aids or practices, especially in PAI learning, must be available and ready to be used. Because children will immediately apply the theory that the teacher has

conveyed in class, for example, related to ablution, related to praying for corpses, there must be props and they must be complete.

4.6. Factors Inhibiting Active Learning Methods in PAI Learning Based on the 2013 Curriculum at SMA Muhammadiyah 1 Bandung

Several factors inhibit the application of active learning methods in Islamic Religious Education at SMA Muhammadiyah 1 Bandung, including the following:

- a. Some teachers do not understand the application of the Active Learning learning model.
- b. Limited knowledge and skills regarding active learning teaching methods among teachers.
- c. Lack of student understanding of the material presented by the teacher.

4.7. Solution for Implementing Active Learning Methods in 2013 Curriculum-Based PAI Learning at SMA Muhammadiyah 1 Bandung

Therefore, from several factors inhibiting the Islamic Religious Education learning process at SMA Muhammadiyah 1 Bandung, several solutions or steps can be taken, namely: Implementing an internal teacher training program (in-house training) which is held regularly every semester. The aim is to increase teacher competence and insight in learning. Also, understand new concepts and rules related to learning. For example, carrying out a workshop by bringing in experts in active learning methods. Hold discussion or deliberation forums between school principals. This activity is carried out as a follow-up to teacher supervision. The aim is to evaluate the learning process that is already underway and to improve the process further. Carrying out discussion forums between teachers held in the MGMP (Subject Teachers' Discussion) forum, both internally and externally. The aim is that teachers will increase their insight and knowledge in providing services to students in learning.

Providing active learning reference books. Islamic Religious Education Teachers exchange opinions as often as possible with the Deputy Head of Curriculum, teachers in other fields of study, and students. Islamic Religious Education Teachers must attend workshops on active learning methods. Providing reference books related to active learning to Islamic Religious Education teachers.

5. Conclusions and recommendations

5.1. Conclusion

- a. The implementation of active learning in PAI learning based on the 2013 Curriculum at SMA Muhammadiyah 1 Bandung involves more student activity. Various strategies can be used in PAI learning based on the 2013 Curriculum, including problem-based learning, project-based learning, and science discovery inquiry. The teacher only acts as a mentor for activities. SMA Muhammadiyah 1 Bandung has met the requirements as a school that implements an active learning learning process based on the 2013 Curriculum. The behavior or character of students who are motivated by the teachings of the Islamic religion is quite good. Learning Islamic Religious Education at SMA Muhammadiyah 1 Bandung aims to increase students' faith, understanding, appreciation, and practice of the Islamic religion.
- b. The impact of implementing active learning in PAI learning based on the 2013 Curriculum on the religiosity of students at SMA Muhammadiyah 1 Bandung is very striking, namely in the realm of worship. Factors that influence religiosity are family environment, age level, educational institutions, and community environment. The

dogmatic materials taught to students are al-Islam material, namely the Qur'an, aqidah, morals, fiqh, and Islamic dates. Students who have taken part in Islamic teachings have a character that contains the values of religiosity, understanding of religion, awareness of worship, love of religion, frequent reading of the Qur'an, noble character, building brotherhood.

5.2. Suggestions

Based on the conclusions presented above, several suggestions and recommendations that can be put forward are as follows:

- a. For teachers to improve the quality of learning in Islamic Religious Education subjects, especially educators can understand and practice active learning methods in the learning process.
- b. For PAI teachers, it is hoped that readers can understand the relevance and influence of active learning methods in PAI learning based on the 2013 Curriculum. With learning methods, including active learning methods in Islamic Religious Education Learning.
- c. For the school, as a vehicle for building student character, it can continue to improve active learning methods in the programmed 2013 Curriculum-based PAI learning. Because there are still teachers who don't understand the concept of active learning. Schools also pay attention to other learning methods besides active learning, the lecture method.
- d. For students because it has an impact and influence on the formation of students' religiosity. It is hoped that all elements of the school, including principals, teachers, education staff, administrative staff, and stakeholders, can work together to provide a positive influence.

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