Artikel Prof. Patoni

by Achmad Patoni

RESEARCH ARTICLE

THE ISLAMIC RELIGIOUS EDUCATION TEACHING AND USING SCIENTIFIC APPROACH

Achmad Patoni, Ahmad Tanzeh, Khusnul Mufidati, Mukhamad Sukur and Liatul Rohmah

Post Graduate Program of State Islamic Institute of Tulungagung,

DOI: http://dx.doi.org/10.24327/ijrsr.2020.1101.5042

ARTICLE INFO

ABSTRACT

The current curriculum that the government considers to be the most capable to become the new outlook in the focus of educational references is the 2013 curriculum. In contrast to the previous curriculum, the 2013 curriculum in its implementation plan is claimed to provide solutions to the constrained progress of the Indonesian nation through a character that possesses a scientific approach so that the educational output will be in line with the expectations. The scientific approach consists of observing, asking, reasoning, experimenting and communicating. Viewed from the steps of a scientific approach, it would seem easier if this approach is applied in scientific subjects because it is indeed a frequently used step in science, such as observing objects, seeking information, reasoning, experimenting, etc. However, what if the application of this approach is applied to the subjects of Islamic Study. The results of the research are (1) The implementation of teaching and learning conducted by Islamic Study teachers by using scientific approach was by preparing instructional tools in the form of the annual program, semester program, syllabus and lesson plan. (2) The implementation of teaching and learning conducted by Islamic Study teachers by using scientific approach covered three main stages: preliminary activities, main activities (observing, asking, reasoning, experimenting, and communicating), and closing activities. (3) The evaluation of teaching and learning outcomes conducted by Islamic Study teachers by using a scientific approach was by using the evaluation process and learning outcomes.

INTRODUCTION

One of the main pillars of determining social change is education. The creation of a complete generation of nations is the responsibility of education, as stated in the broad outlines of the country's direction (Patoni; 2004: 1). Humans as inhabitants of the universe are not merely owners of demographic potential but through education, they are increasingly aware of fulfilling their duties and call of existence as owners of potential cultures (Sumitro; 2006: 16). This shows that education is a process by which people through educational institutions deliberately channel their cultural heritage, namely knowledge, values, skills, and generations.

The implementation of education in accordance with the mandate of Law Number 20 of 2003 concerning the National Education System is expected to realize the development process of the personal qualities of students as the future generation of the nation, which is believed to be a determinant factor for the growth of the nation and state of Indonesia throughout the era. In addition, teachers must also try to give birth to the next generation who have an integrated personality that is expected to realize material, spiritual, family and community life based on moral values of life, and have a competitive advantage to become actors in the world arena.

In connection with the above, the learning process will not be able to run optimally if it is not supported by the existence of a standard curriculum as a reference for the learning process. Learning tools such as teachers are important components that have the task of continually realizing ideas and thoughts in the form of superior behavior and attitudes. The teacher is a human element that greatly determines the success of education. According to Ibrahim Bafadal, all teacher behavior both in the classroom and outside the classroom will affect students both directly and indirectly towards the learning process (Bafadal; 2006: 4). Based on the history of education in Indonesia there have been several changes and improvements to the curriculum. The change was based on the awareness that the importance of these changes and improvements included the improvement of the national education curriculum and system to create a society that has competitiveness and adapt to changes and developments that existed at that time. The 2013 curriculum is considered by the government to be able to

Corresponding author: **Achmad Patoni**
Post Graduate Program of State Islamic Institute of Tulungagung,

become a new view of the current focus of education reference. The 2013 curriculum in its implementation is considered able to provide a solution to the obstacles to the progress of the Indonesian nation. Through a scientific approach (scientific approach) consisting of; observing, questioning, reasoning, trying and communicating the education produced will be as expected (Copy of Attachment of Permendikbud No. 65 of 2013). Learning carried out using a scientific approach can be interpreted as learning that is designed in such a way that students in the learning process can actively obtain knowledge, skills and attitudes through the steps of observing, formulating questions, collecting data or information with various techniques, processing or analyze data or information and draw conclusions, and be able to communicate the results of data analysis.

Learning by using a scientific approach does not only prioritize empirical evidence but also considers rationality, as a measure of the majority's truth. In the learning process students in solving problems are not allowed to use their own logic, but students must be directed to refer to the rules and scientific rules so that the results of solving the problem are also based on scientific arguments whose truth can be recognized by logic in general (Musfiqon & Nurdyansyah: 53). The implementation of learning using the scientific approach in schools has the aim that students are accustomed to thinking, behaving, and working using scientific rules and steps. It can be said that the learning process can actually be more important when compared to the results of the learning itself.

Literature Review

Learning is a process to produce behavioral changes in students to have the ability to grow and develop continuously and learning is specifically designed and intended to achieve Islamic Education conditions and ideal quality (Munadi; 2010: 4). In the learning process students are expected to get service that is an improvement, enrichment that is in accordance with their potential, according to development, and the condition of students while paying attention to the integration of personal development of students who have a viewpoint on the deity, personality, social and moral.

In connection with everyday behavior, a child will not be separated from the judgment of others, especially in behaving that appears. The development of a child's behavior or personality is very dependent on whether or not the educational process received by the child. Therefore Islamic Education taught in schools is very important to instill children's understanding, namely that children know that all forms of behavior that are commendable and despicable will be the responsibility of every human being in the hereafter (Asmaran; 2002: 72). Some aspects that must be mastered by students based on the 2013 curriculum standard are attitude aspects which are divided into spiritual attitudes contained in core competencies 1, social attitudes contained in core competencies 2, aspects of knowledge covered in core competencies 3 and skills aspects covered in core competencies 4. This competency has no difference with the objectives and scope of Islamic Education subjects, especially in the aspects of spiritual and social attitudes.

Learning Management of Islamic Education with a Scientific

Approach The scientific approach to learning is closely related to the procedures for carrying out a scientific study. At first glance it seems difficult when I have to apply the steps in a study, applied to a learning process. However, with this approach, students will be more critical in understanding a learning concept. They not only listen to the knowledge of the teacher but also are required to search for information or data independently. Hopefully, they will understand more about the concepts they have found independently, not just given by the teacher (Sulastri, 2015). In Awareness to apply the scientific or scientific approach to all subjects including the Islamic Education, the lesson is based on the fact that the learning process of Islamic Education still cannot develop students' affective and psychomotor potential to the fullest. Cognitive terrain is still the most targeted subject and its authority. Religious education is still seen from the ritual dimension only and is far from spiritual, ethical and moral enrichment so that students can verbally understand Islamic teachings and are skilled at carrying out them, but lack the depth of their meaning. As a result, the practice of religion is often distorted into religious rituals.

The implementation of the scientific approach to the subjects of Islamic Education in Primary Schools must always be built on the principle of the scientific method as explained above. Like based on facts, critical thinking, hypothetical thinking, objective. But the thing that must be remembered is that for certain subjects, materials, or situations, including Islamic Education, it is very possible that this scientific approach is not always appropriate to be applied procedurally. However, in conditions like this, the learning process must continue to apply values or scientific traits and avoid non-scientific values or traits. The thing that must be known in the teaching of Islamic Education is that there are aspects that sometimes cannot be rationalized, there are aspects that are not good if it is too critical and there are aspects that sometimes cannot be touched empirically, these aspects are related to tawhid or Aqedah. Some aspects that must be carried out in learning Islamic Education with scientific namely:

Islamic Education Learning Planning

Planning comes from the word plan, which is decision making about what must be done to achieve the goal. Ely in Sanjaya said that planning is basically a process and way of thinking that can help create the expected results. The opinion illustrates, that a plan begins with the existence of a target or term with the word "results" that must be achieved, then based on the target setting, think about how to achieve it (Sanjaya; 2013: 23).

Learning planning for Islamic Education is a decision-making process resulting from rational thinking about the goals and objectives of learning Islamic Religious Education, namely changes in behavior and a series of activities that must be carried out as an effort to achieve these goals by utilizing all potential and existing learning resources. The final result of the decision-making process is the compilation of documents that contain material on Islamic Education in accordance with mutual agreement, and guidelines in implementing the learning process of Islamic Education (Sanjaya; 2013: 28).

Planning and preparation of teaching are important factors in the implementation of teaching and learning activities by teachers to their students. In order for the learning process for

students to take place well, it is very dependent on teaching preparation planning carried out by teachers who must be good, careful, and systematic. Planning and preparation function as the direction of the implementation of learning so that it is not excessive if there is no need for creative teacher ideas and behavior in preparing this teaching planning and preparation, which is not only related to designing teaching materials / subject matter one time implementation, but also all things that related to it, such as the plan for using teaching techniques, learning media for language style development, spatial use, and Islamic Education with the development of evaluation tools to be used (Hosnan; 2014: 96).

One of the main tasks of the teacher is to plan learning, as stated in the Republic of Indonesia Minister of Education and Culture Regulation Number 65 of 2013 concerning Basic and Secondary Education Process Standards which states that every educator in the education unit is obliged to arrange RPP in a complete and systematic manner so that learning takes place interactively , inspiring, fun, challenging, efficient, motivating students to actively participate, and providing sufficient space for initiatives, creativity, and independence in accordance with the talents, interests and physical and psychological development of students (Ministry of Education and Culture of the Republic of Indonesia; 2013: 6).

Steps to develop creative ideas and behaviors as well as references for teachers relating to planning or preparing good teaching: a. Determine teaching materials / subject matter be provided by students; b. Determine the learning objectives of each teaching material/subject matter be delivered; c. Make plans and preparation for learning as well as the implementation of learning time (annual, weekly, and daily) which contains all of the above; d. Determine teaching materials / subject matter; e. Develop actual evaluation tools; f. Determine learning goals; g. Plan the use of learning methods, h. Planning the use of learning media (Hosnan; 2014: 98).

Application of Islamic Education Learning

Learning Activities are activities carried out to achieve basic competencies, namely the interaction between students, students and educators, and learning resources in certain environments. The implementation phase according to Minister of Education and Culture No. 103 of 2014 concerning Learning in Primary and Secondary Education consists of 3 main activities, namely preliminary activities, core activities, and closing activities (Republic of Indonesia Ministry of Education and Culture; 2013: 15).

Preliminary activities

In the preliminary activities the teacher conditions a pleasant learning atmosphere, conveys the competencies that have been learned and that will be learned, conveys the competencies to be achieved and their benefits in daily life, conveys the outline of the material and activities to be carried out, conveys scope and assessment techniques (RI Ministry of Education and Culture; 2013: 15).

In the scientific method, the main purpose of the preliminary activity is to strengthen students' understanding of the concepts that have been mastered related to the new subject matter that will be studied by students. In this activity, the teacher must strive so that students who do not understand a concept can understand the concept, while students who experience conceptual errors, these errors can be eliminated. In the preliminary activity, it is suggested that the teacher show a phenomenon or "strange" or "odd" event that can arouse questions in students (Hosnan; 2014: 142).

Core activities

The core activity is a learning process to achieve competence, carried out with interactive, inspirational, fun, challenging students to actively participate, and provide sufficient space for initiatives, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. In core activities using learning models, learning methods, learning media, and learning resources that are tailored to the characteristics of students and subjects. The core activities use methods that are tailored to the characteristics of students and subjects that include:

Observe

In observing the teacher, the activity opens widely and varies the opportunity of students to make observations through activities of seeing, listening, listening and reading (Hosnan; 2014: 143). In learning Islamic Education the observing aspect can be done by observing natural phenomena and Allah's creations, especially natural phenomena and Allah's creations that are around students, teachers can invite students to reflect on human life events related to the material being studied so that students can reflect on and appreciate the wisdom of these events as valuable learning.

Questions

In Islamic Education, this questioning aspect is done to invite children to be able to understand the doctrines of religion that are instilled in students so that it becomes a principle that characterizes the lives of students. Through this activity, students developed curiosity. Increasingly trained in asking, curiosity can be developed. These questions form the basis for seeking further information and vary from the source determined by the teacher to the determined students, from single sources to diverse sources (Hosnan; 2014: 143). The competencies expected in this activity are developing creativity, curiosity, formulating questions to form critical questions that are necessary for lifelong intelligent learning (Daryanto: 65).

Reasoning or association

Reasoning activities are logical and systematic thinking processes on observable empirical facts to obtain conclusions in the form of knowledge (Daryanto: 65). Teachers and students are active actors in the learning process. The pressure points are certainly many things and the situation of the students must be more active than the teacher. In this activity, the teacher provides brief instructions with examples, can be done alone or by simulation.

The ability to process information through reasoning and rational thinking is an important competency that must be possessed by students. Information obtained from observations or experiments carried out must be processed to find the relevance of one information with other information, find patterns of information linkages, and draw conclusions from patterns found. Information processing requires logical ability

(reasoning). The reasoning is a mental activity specifically in inference. The inference is to draw conclusions based on opinions (premise), data, facts, or information (Sani; 2014: 66). d) Try

This activity is a follow-up to asking. In this activity, students explore and gather information from various sources in various ways. For that students can read more books, pay attention to the phenomenon or object being studied or even conduct experiments. From these activities, a number of information will be collected (Sani; 2014: 69).

Communicate

This activity is an activity of writing or telling what is found in activities seeking information, associating, and finding patterns. These results are delivered in class and assessed by the teacher as the learning outcomes of students, or groups of students. The core activities use learning methods, learning media, and learning resources that are tailored to the characteristics of students and subjects (Hosnan; 2014: 144).

The closing activity consists of the first, the teacher's activities with the students make a summary/conclusion, reflection, feedback on the process and learning outcomes. Second, the activities of the teacher carry out assessments, follow-up in the form of remedies, enrichment, counseling services, provide individual and group assignments, and submit the next learning plan (RI Ministry of Education and Culture; 2013: 15).

Evaluation of Islamic Education

Learning Evaluation comes from the word evaluation (English). The word is absorbed into the vocabulary of the Indonesian language with the aim of maintaining the original word with a slight adjustment of Indonesian pronunciation to "evaluation" (Arikunto & Jabar; 2008: 1). There are several terms that are almost the same as the understanding of evaluation, namely appraisal, and measurement. Assessment is an act of making decisions about something of a bad size. While measurement or in English, measurement is an activity to measure, namely comparing something with certain criteria/size (Junaidi; 2011: 9). Both terms have different meanings, but they still have a connection. Assessment emphasizes the process of making decisions on a measure of good or bad that is qualitative. While measurement emphasizes the process of determining the quantity of something through a comparison with a certain unit of measure. The evaluation includes two activities, namely measurement, and assessment where evaluation is an activity to assess something and to determine the value of the measurement.

According to Purwanto, to better understand what is meant by evaluation, there are at least three aspects that need to be considered, including a. Evaluation activities are systematic processes, this means that evaluation (in teaching) is planned and carried out the activity on an ongoing basis. Evaluation is not only the final activity or closing of learning but is an activity carried out at the beginning, during the learning process takes place, and at the end of learning; b. Each evaluation activity requires various information or data concerning the object being evaluated. In learning activities, the data in question is in the form of behavior or appearance of students during the lessons, results of tests, homework assignments, mid-semester grades, or final semester exam scores, etc .; c. Every evaluation process, especially learning evaluation cannot be separated from the learning objectives to be achieved. Without determining or formulating objectives first, it is not possible to assess the extent to which student learning outcomes are achieved (Purwanto; 2002: 3).

The main purpose of evaluating learning is to get accurate information about the level of achievement of instructional objectives by students so that follow-up can be pursued. The purpose of learning evaluation is (Maimun & Fitri; 2010: 162):

To hold diagnosis; b. To revise the curriculum; c. To make a comparison; d. To anticipate educational needs; e. To determine whether the educational goals have been achieved or not.

Thus the purpose of evaluating the learning of Islamic Education is to improve teaching and learning methods, make improvements and enrichment for students and place students in teaching and learning situations that are more appropriate to the level of ability they have. Evaluation in learning Islamic Education with a scientific approach can be done by assessing and measuring which includes three things that must be evaluated, namely the domain of affective, cognitive, and psychomotor. Assessment activities occur both at the beginning, process, and at the end of learning. At the beginning of learning, an assessment is carried out to determine the student's initial ability (diagnostic) or placement (placement) of students in a particular study group. When learning takes place, assessment activities are carried out to measure the achievement of predetermined learning objectives and the results are used as feedback on formative learning activities. After the learning activities in a certain period have been completed, for example at the end of the semester or at the end of a certain level of education, the assessment is done to measure the overall curriculum objectives that have been set at a certain education level (summative) and the results are used as reports to students about their learning outcomes, to teachers, parents of students, the community and the government as a form of accountability in implementing education (Nuriyah; 2014: Vol III, No 1).

Broadly speaking, evaluation tools in learning Islamic Education are divided into two types, namely tests and non-tests. Non-test form evaluation tools include description tests, objective tests, oral tests. Whereas non-test form evaluation tools include observation, interviews, questionnaires, attitude scales, portfolios, performance, products, projects (Arifin; 2011: 153).

Research Methods

The approach used in this study is a qualitative approach, namely research conducted to produce descriptive data both in the form of writing and oral as well as the behavior of the subjects being observed. Qualitative research is a particular tradition in social science that is fundamentally dependent on human observation in its own region and relates to these people in its discussion and terminology (Moleong; 2011: 4). This type of research uses a case study design. According to Creswell in Manab explained that case studies are one form of qualitative research design that focuses on evaluating an event in the field/response to an incident which includes aspects of the problem, the context, the issues, and the lesson learned (Manab; 2017: 10). This research was conducted intensively in

detail and comprehensively on the subject of research in order to answer the problems studied. Case studies are the object of research that explains, understands and explores a methodological system of events that occur in the object of research.

Research Findings

Planning for Learning Islamic Education with a Scientific Approach

From the results of research on planning to learn by using a scientific approach to the subject of Islamic Religion delivered by all the learning devices have been prepared to start from porta, promissory notes, syllabus, Learning Implementation Plans, methods, and media and evaluation. Here are some plans that have been made by Islamic Education teachers, namely: 1) Annual Program, in the learning plan of Islamic Education with a scientific approach the teacher prepares an annual program which is the general program of each subject for each class, which is analyzed with the Religious Education Teacher Working Group Islamic district which was later developed by Islamic Education teachers. This program is prepared and developed by teachers before the new school year. 2) Semester Program, in the learning planning of Islamic Education with the scientific approach of the teacher Islamic Education composes the semester program which is the elaboration of the annual program that contains the things to be achieved in the semester that is. The teacher prepares the time allocation for teaching material that must be achieved in the semester. The semester program is prepared after compiling the annual program. 3) Syllabus, in the learning plan of Islamic Education with a scientific approach the teacher analyzes the syllabus together with the sub-district Teacher Working Group. The government prepares the syllabus which is then analyzed by the Working Group of the Subdistrict Teachers according to the regional situation and conditions. 4) Learning Implementation Plans, in the learning plan of Islamic Education with a scientific approach the teacher makes a Learning Implementation Plan together with the sub-district Teacher Working Group. Learning Implementation Plans from the Working Group of Teachers can be developed in accordance with the authority of Islamic Education teachers in each institution. The teacher makes a Learning Implementation Plan to achieve Basic Competence with certain components that are guided by the syllabus for each face to face or more. Based on the Learning Plan of Learning Islamic Education teachers can apply programmatic learning., 5) Methods, in the planning of learning Islamic Education with a scientific approach the teacher plans the method according to the characteristics of students, the material to be conveyed and the teacher's ability to use the method. The methods used by the teacher vary including lectures, questions and answers, experiments, and discussions. In one time face-to-face Islamic Education teacher uses several learning methods. 6) Media, in learning planning Islamic Education with a scientific approach the teacher plans media that are suitable for teaching material, characteristics of students, availability of media, situation and condition and ability of teachers in using the media. In the learning process, the teacher does not always use learning media. The media used by teachers include images, posters, illustrations, and physical objects. 7) Evaluation, in the learning plan of Islamic Education with a scientific approach the teacher prepares assessment rubrics that are in accordance with the objectives to be achieved or the material to be delivered. The teacher makes assessment rubrics that cover three educational domains, namely cognitive, affective and psychomotor. The teacher plans an evaluation in the form of evaluating the learning process and evaluating learning outcomes.

Implementation of Islamic Education Learning with a Scientific Approach

Each education unit has the characteristics of implementing different learning which still refers to the standard of graduate competence and content standards. The characteristics possessed by the School before the beginning of learning are conducting morning apples that are filled with material planting characters, shaking hands with the teacher, praying then specifically class V reading the verses of the Koran which are guided by Islamic Education teachers. At the end of learning the teacher together with students doing the midday prayer in congregation at Musola Darussalam, which belongs to the local residents. The learning process of Islamic Education using the scientific approach that has been carried out includes three main stages, namely:

Preliminary activities, in the preliminary activities, begin by opening lessons with greetings and praying together led by the class leader in full reverence; start learning by reading the Koran smoothly and correctly, for example, reading Al-Baqoroh verses 21-23 and Al-Maun. Check the attendance of students. The apperception of previous material. The implementation of apperception associates one material with the other material even one subject with another. Motivate the learning spirit of students by singing a song entitled the names of the apostles. Convey basic competencies and objectives to be achieved. Delivering the stages of activities which include observing, listening, asking questions, discussing, communicating by conveying, responding and concluding the results of the discussion.

Core Activities, here are five stages of the scientific approach that have been carried out by Islamic Religious Education teachers in applying the learning of Islamic Education in the classroom: a) Observing, in observing the teacher broadly opening and varying the opportunities of students to observe through activities : observing images in the book al-Mahir, seeing the teacher the practice of ablution and prayer, listening when the teacher recites verses in the Qur'an, hears the teacher's explanation and reads the stories of the apostles. The teacher facilitates students to make observations, trains them to pay attention (see, read and hear) the most important things from an object or object. In observing the teacher, the teacher is not only silent, but the teacher also explains what students have not understood, b) The question, in the teacher's activity motivates students to ask questions, arouses curiosity, interest, and attention of students about a theme or topic learning, encouraging and inspiring students to actively learn, and develop questions from and for themselves. The teacher gives an opportunity for each student to ask about the material discussed. For students who are less active the teacher gives a question so that all students can be active in the learning process, c) Reasoning, in reasoning activities the teacher asks students to collect data from Al-Mahir reading books, textbooks, or group friends. After the data is collected, students

discuss with group friends from the reasoning activities, students make important notes in accordance with group creativity such as for example concept maps. The role of the teacher in this activity is to help the difficulties experienced by students, d) Trying, in this learning process the teacher asks students to discuss/collect information from various sources such as group friend discussions, Islamic Religious Education reading books in the library and through the Internet. For example, students look for information in the Al-Mahir book that is done with their groups. They discuss ideas about the duties and characteristics of the apostle, e) Communicate, in the activity of communicating the teacher provides an opportunity for all or one of the groups to read the results of group discussions in front of other groups. In these activities, the students explain the initiative of each group. While other groups responded to the results of the group. The teacher acts as a facilitator which directs the learning process to remain conducive.

Closing Activities, in the closing activities of the teacher's task, namely to strengthen the mastery of the subject matter by way of directing students to conclude together with the subject matter. Then the teacher reflects on the learning done by finding the benefits of learning for the daily lives of students. For example, always reminded that learning, prayer, courtesy, devotion to parents and so on.

Evaluating the Learning of Islamic Education with a Scientific Approach

Learning evaluation carried out by Islamic Education teachers with a scientific approach is the evaluation of learning processes and outcomes. Evaluation of the learning process is carried out when learning takes place which includes three domains of assessment, namely cognitive, affective and psychomotor, for example, activeness in the classroom. While evaluation of learning outcomes is carried out at the end of the learning process, midterm and the end of the semester, for example, the assessment of the semester, final semester assessment.

The evaluation technique of learning Islamic Aagama Education uses assessment tests and non-tests. The first test is a pre-test, this test is given before the teaching begins. The two middle tests are activities that are carried out on the sidelines or at certain times during the learning process. Third, the post-test is the test given after the learning process ends, the fourth is the formative test of the daily test, midterm, and Fifth, namely the summative test in the form of a semester test. Whereas no tests are in the form of action tests with scoring techniques.

DISCUSSION

Planning for Learning Islamic Education with a Scientific Approach to Class V Students

Every activity needs a good plan if you want the best goals of Islamic Education. Likewise teaching and learning activities. Making planning for teaching and learning activities is a part that cannot be left behind by the teacher. The teacher needs to plan so that the learning objectives can be effectively Islamic Education.

The results of the study showed that in the Islamic Education Learning Plan with a scientific approach the teacher prepared learning tools in the form of porta, promissory notes, syllabus, Learning Implementation Plans, media methods, and evaluation. How to design learning Islamic Education with a scientific approach in the school where the research is as follows:

Annual Program

The results showed that in the learning plan of Islamic Education with a scientific approach the teacher prepared an annual program which is a general program for each subject for each class, which was analyzed with the Islamic Religious Education Teacher Working Group which was later developed by Islamic Education teachers. This program is prepared and developed by teachers before the new school year. The annual program is useful for setting the time allocation for each basic competency that must be achieved within one year.

The findings are in accordance with the theory of the objective of the annual program is to organize material logically, systematically and hierarchically; distribute time allocation for each subject matter; encourage the learning process to be effective and efficient based on Specific Instructional Objectives that have been set; make it easier for teachers to know the target of the basic curriculum discussion or monthly (Suherman; 2001: 120).

Semester Program

The results of the study showed that in the learning plan of Islamic Education with a scientific approach in both locations the teacher arranged a semester program which was an elaboration of the annual program containing the things to be achieved in the semester. The teacher prepares the time allocation for teaching material that must be achieved in the semester. The semester program is prepared after compiling the annual program. The semester program will make it easier for teachers to allocate time to teach the material that must be achieved in the semester.

These findings are in accordance with Usman's theory that Semester Programming functions as a reference for compiling lesson units; calendar reference for teaching and learning activities; and to achieve efficiency and effectiveness in the use of available learning time (Usman; 2002: 54).

Syllabus

In the learning plan of Islamic Education with a scientific approach in both locations the teachers analyzed the syllabus prepared by the government together with the Working Group of sub-district Teachers adjusted to the situation and conditions of the area. The teacher plans the implementation of most of the various elements contained in the curriculum as a reference in the management of the education unit which will be outlined in a Learning Implementation Plan. The findings are in accordance with Wahyuddin's opinion cited by Hamriah, basically, the main task of the teacher in making the learning program is to describe the syllabus into the Learning Implementation Plan which is more operational, detailed and ready to be used as a guide or reference in learning. In developing the Learning Implementation Plan is given the freedom to change, modify and adjust the syllabus itself and describe it into a Learning Implementation Plan (Hamriah; 2014: 232).

Learning Implementation Plan

The results showed that in the learning plan of Islamic Education with a scientific approach the teacher made a Learning Implementation Plan together with the sub-district Teacher Working Group. Learning Implementation Plans from the Teacher Working Group can be developed in accordance with the authority of Islamic Education teachers in each institution. The teacher makes a Learning Implementation Plan to achieve Basic Competence with certain components that are guided by the syllabus for each face to face or more. According to the results of the study show that; for teachers, the most important thing is that they have made a learning plan at the beginning of the year.

The results of the study also imply that the teacher must actually plan the learning carefully. Learning planning is the initial stage that must be done before the implementation of learning. Because planning learning functions as a guide and signs for teachers to carry out their duties in serving the needs of students.

In addition, it can also be used as an instrument for teachers to measure the effectiveness of learning. This is in accordance with Mulyadi's opinion which emphasizes that the main activity that needs to be done by the teacher is to develop a syllabus and make plans for implementing learning (Mulyadi; 2009: 5). The next task of the teacher is to carry out learning according to what was planned. Because the implementation of learning is the implementation of the Learning Implementation Plan (Regulation of the Minister of National Education of the Republic of Indonesia No. 41; 2007: 14). Thus without careful planning, there are elements missing in the learning process, the absence of these elements results in the quality of teacher performance and the quality of learning.

METHOD

The results of the study showed that in the learning planning of Islamic Education with a scientific approach the teacher planned methods according to the material to be delivered. Therefore, in planning implementation of learning the teacher considers the characteristics of students. Because the success or failure of the material provided by the teacher depends on the readiness of the students to accept it. The methods used by the teacher varied including the lecture method, question, and answer, assignment and group discussion. In one time face-to-face Islamic Religious Education teachers use several learning methods.

The findings are in accordance with Mulyasa's opinion that through the Teacher Working Group it is expected that problems can be overcome, including how to deal with the competencies outlined in the curriculum and find appropriate learning alternatives and find various methods and variations of media to improve learning in character building (Mulyasa; 2012: 110) Thus the teacher can easily deliver teaching materials. The experimental method was used by the teacher of Islamic Education in his practice of prayer in accordance with the opinion of Paul in Katimo *et al.* who argue that the experimental method is a way of presenting subject matter by involving students to conduct experiments so that they can prove themselves the statements or hypotheses learned, with the experimental method students are given the opportunity to

experience themselves or do it themselves, follow the process, observe objects, analyze, prove and draw conclusions (Katimo; 2016: Vol 5, No. 2). So in the learning plan of Islamic Religious Education, the teacher must plan the right method in accordance with the scientific approach that involves active students in the learning process.

Media

The results showed that in the learning planning of Islamic Education with a scientific approach the teacher planned learning media in accordance with the material to be delivered. The teacher chooses the right media, to support students' learning motivation. The media used are in the form of media images, concept maps, illustrations, posters, and physical objects. The teacher uses picture media which is also used for evaluation at the end of learning. But the media used by the teacher is too small. In the learning process, the teacher does not always use learning media.

These findings are in accordance with the opinion of Danim in Mahnun that the results of the study have proven the effectiveness of using tools or media in the teaching and learning process in the classroom, especially in terms of improving student achievement (Mahnun; 2012: Vol. 37, No. 1). In line with this, Yusufhadi Miarso in Mahnun also stated that the first thing teachers must do in the effective use of media is to find, find, and choose media that meet children's learning needs, attract children, according to the development of maturity and experience and special characteristics in the study group. This characteristic includes the maturity of the child and the background of his experience and mental conditions related to the age of development. Furthermore, if the teacher does not carry out planning steps and media selection shows an indication of the lack of innovation and the development of learning media that will be used. So the teacher is focused on just one media. On the other hand, the lack of teachers in implementing the steps of media selection can be seen from several other realities carried out by teachers who sometimes make a mistake in combining colors in making presentations, using inappropriate types and fonts, integrating with student characteristics, as well as goals learning that will be achieved, and many others that indicate a lack of understanding of the teacher in implementing media selection steps (Mahnun; 2012: Vol. 37, No. 1)

Thus, it is increasingly clear that teaching media is a necessity that cannot be avoided in order to successful student learning programs so that expected behavioral changes can be achieved. Consequently, the teacher should have a role in choosing the right media and making the selection based on the right techniques and steps.

Evaluation

The results of the study showed that in the learning planning of Islamic Education with a scientific approach the teacher compiled assessment rubrics that matched the material to be delivered by the students. In planning assessment teachers pay attention to the three domains of education, namely cognitive, affective and psychomotor so that the assessment is not only focused on one area of education, the teacher plans an evaluation in the form of evaluating the learning process and evaluating learning outcomes. These findings are in accordance

with what Sanjaya said, evaluation is not only to measure the success of each student in achieving learning outcomes but also to gather information about the learning process carried out by each student. Therefore, in planning the implementation of learning each teacher not only determines the test as an evaluation tool but also uses the non-test in the form of assignments, interviews, etc. (Sanjaya; 2013: 59-62).

CONCLUSION

The implementation of learning carried out by Islamic Education teachers with a scientific approach is to prepare learning devices in the form of annual programs, semester programs, syllabus, and Learning Implementation Plans. At the beginning of the new school year, the teacher analyzes the annual program described in the semester program and is included in the syllabus and developed in the form of a Learning Implementation Plan. In each meeting, the teacher always makes the Learning Implementation Plan so that the learning will be directed. In addition, in planning the teacher also prepares methods, media, and assessments that will be applied in the learning process of Islamic Education.

The implementation of learning carried out by Islamic Education teachers with a scientific approach in Elementary School includes three main stages, namely preliminary activities, core activities, and closing activities. In the preliminary activities, the teacher raises motivation and focuses the attention of students to actively participate in the learning process. In the core activities, the teacher carries out the steps in the scientific approach that is observing, asking, reasoning, trying, and communicating. Whereas in the closing activities the teacher draws conclusions, evaluates and reflects on the activities that have been carried out, provides feedback on the process and results of learning, plans follow-up activities by giving individual and group assignments, and submits the plan of learning activities at the next meeting. Evaluation of learning carried out by Islamic Education teachers with a scientific approach in Elementary School is the evaluation of learning processes and outcomes.

Evaluation of the learning process is carried out when learning takes place which includes three domains of assessment, namely cognitive, affective and psychomotor. While evaluation of learning outcomes is carried out at the end of the learning process, midterm and the end of the semester. The evaluation technique of learning Islamic Education uses assessment tests and non-tests. The first test is a pre-test, this test is given before the teaching begins. The two middle tests are activities that are carried out on the sidelines or at certain times during the learning process. Third, the post-test is the test given after the learning process ends, the fourth is the formative test of the daily test, midterm, and Fifth, namely the summative test in the form of a semester test. Whereas no tests are in the form of action tests with scoring techniques. For students who have not finished learning, remedial is done.

Reference

Abidin, Yunus, (2014), Desain Sistem Pembelajaran dalam Konteks Kurikulum. 2013. Bandung: PT Refika aditama.

Ahmadi, Rusman, (2017), Pendekatan Saintifik Berbasis Pelatihan untuk Peningkatan Kemampuan Siswa Memahami Makna Bacaan Shalat dengan Surat-Surat Pendek Di SD Muhammadiyah Metro Pusat. Lampung: Universitas Lampung.

Al-Qur'an dan Terjemahannya. (1985), Jakarta: PT Farja.

Amijoyo, Purwo Sastro dan Robert K. Cunningham. (2009), Kamus Inggris Indonesia-Indonesia Inggris Edisi Lengkap, Cet. Ke-8. Semarang: CV Widya Karya.

Arifin, Zainal. (2011), Evaluasi Pembelajaran. Bandung: Rosdakarya.

_____. (2012), Penelitian Pendidikan Metode. Bandung: PT Remaja Rosdakarya.

Arikunto, Suharsimi dan Cepi Safruddin Abdul Jabar. Evaluasi Program Pendidikan, Jakarta: Bumi Aksara. 2008.

_____. (1993), Prosedur Penelitian, Suatu Pendekatan Praktek, (Jakarta: Rineka Cipta.

Asmaran. (2002), Pengantar Studi Akhlak. Jakarta: PT Raja Gravindo persada.

Atmadja, Anantawikrama Tungga. (2013), Pergulatan Metodologi Dan Penelitian Kualitatif Dalam Ranah Ilmu Akuntansi. Jurnal Akuntansi Profesi. 3. 2.

Atsnan, M.F. dan Rahmita Yuliana Gazali. (2013) Penerapan Pendekatan Scientific dalam Pembelajaran Matematika SMP Kelas VII Materi Bilangan (Pecahan). Makalah Seminar Nasional Matematika dan Pendidikan Matematika FMIPA UNY Yogyakarta. ISBN : 978 – 979 – 16353 – 9 – 4.

Bafadal, Ibrahim. (2006), Peningkatan Profesionalisme Guru Sekolah Dasar. Jakarta: PT Bumi Aksara.

Budiyanto, Moch. Agus Krisno, dkk. (2016), Implementasi Pendekatan Saintifik dalam Pembelajaran di Pendidikan Dasar di Malang. Journal Proceeding Biology Education Conference. 13. 1.

Bungin, Burhan. (2007), Analisis Data Penelitian Kualitatif. Jakarta: PT Raja Gravindo Persada.

Creswell, John W. (2007), Qualitative inquiry and research design: Choosing Among Five Approaches (2nd ed.). Inc City: Sage Publications.

Daradjat, Zakiah. 1989), Peranan Agama dalam Kesehatan Mental. Jakarta: Bumi Agung.

Dimyati dan Mudjiyono. (2008), Belajar dan Pembelajaran. Jakarta: Rieneka Cipta.

Dinas Pendidikan Kabupaten Sidoarjo. (2005), Standar Kompetensi Mata Pelajaran Pendidikan Agama Islam Sekolah Dasar dan Madrasah Ibtidaiyah. Sidoarjo: Dinas Pendidikan Kabupaten Sidoarjo.

Faisal, Sanapiyah dan Mulyadi Guntur Waseso. (2005), Metodologi Penelitian Pendidikan. Surabaya: Usaha Nasional.

Gordon, Thomas. (1986), Guru yang Efektif: Cara untuk Mengatasi Kesulitan dalam Kelas. Jakarta: Rajawali.

Gunawan, Heri. (2012), Kurikulum dan Pembelajaran Pendidikan Agama Islam. Bandung: Alfabeta.

Hakim, M. Lukmanul. (2015), Implementasi Pembelajaran IPA dengan Pendekatan Saintifik. Yogyakarta: UIN Sunan Kalijaga.

Hamriah. (2014), Kurikulum Tingkat Satuan Pendidikan di Persimpangan Jalan Kurikulum 2013. Cet. I. Makassar: Aalauddin University Pres.

Hosnan. M. (2014), Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21. Bogor: Ghalia Indonesia.

I.N.S., Degeng. (1997), Strategi Pembelajaran

Mengorganisasi Isi dengan Model Elaborasai. Malang: IKIP dan IPTDI.

IAIN. (2016-2017), Pedoman Penulisan Tesis dan Makalah Program Pascasarjana. Tulungagung: Pascasarjana

Junaidi, (2011), Modul Pengembangan Evaluasi Pembelajaran PAI. Jakarta: Direktorat Pendidikan Agama Islam.

Katimo, (2016), Pengaruh Pembelajaran Dengan Pendekatan Saintifik Menggunakan Metode Eksperimen Dan Demonstrasi Terhadap Prestasi Belajar Dan Kreativitas Ditinjau Dari Sikap Ilmiah. Jurnal Inkuiri. 5. 2.

Kemdikbud. (2014), Permendikbud No. 103 tahun 2014 tentang Pembelajaran Pada Pendidikan Dasar Dan Pendidikan Menengah. Jakarta: Kemdikbud.

Kementerian Penididikan dan Kebudayaan RI, (2013), Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013 tentang Standar Proses Pendidikan Dasar dan Menengah. Jakarta: Kemendikbud.RI.

Komalasari, Kokom. (2011), Pembelajaran Kontekstual Konsep Dan Aplikasi. Bandung: Refika Aditama.

Kurniasari, Fitri. (2017), Implementasi Pendekatan Saintifik Pada Penugasan Aktivitas Dibuku Teks Bahasa Indonesia Kelas VII SMP Berdasarkan Kurikulum 2013. dalam Jurnal Pendidikan Edutama. 4. 1.

Kusnadi, Asep. (2016), Implementasi Pendekatan Saintifik dalam Langkah-Langkah Pembelajaran Pendidikan Agama Islam dan Budi Pekerti dalam Jurnal Safina. 01. 01.

Mahmud. (2010), Psikologi Pendidikan. Bandung: CV. Pustaka Setia.

Mahnun, Nunu (2012), Media Pembelajaran (Kajian terhadap Langkah-langkah Pemilihan Media dan Implementasinya dalam Pembelajaran. Jurnal Pemikiran Islam. 37. 1.

Maimun, Agus dan Agus Zaenul Fitri. (2010), Madrasah Unggulan Lembaga Pendidikan Alternatif di Era Kompetitif. Malang: UIN-Maliki Press.

Majid, Abdul dan Dian Andayani. (2005), Pendidikan Agama Islam Berbasis KompetensiKonsep dan Implementasi Kurikulum. Bandung: Remaja Rosdakarya.

Manab, Abdul. (2017), Menggagas Penelitian Pendidikan Pendekatan Studi Kasus. Yogyakarta: Kalimdia.

Moleong, Lexy J. (2011), Metodologi Penelitian Kualitatif. Bandung: RemajaRosdakarya.

Muhaimin. (2012), Paradigma Pendidikan Islam. Bandung: PT Remaja Rosdakarya.

Mulyadi. (2009), Classroom Management (Mewujudkan Suasana Kelas yang Menyenangkan bagi Siswa. Malang: UIN Malang Press.

Mulyasa, E. (2012), Manajemen Pendidikan Karakter. Jakarta : Bumi Aksara.

Munadi, Yudhi. (2010), Media Pembelajaran Sebuah Pendekatan Baru. Jakarta: Gaung Persada Press.

Musfiqon dan Nurdyansya. (2015), Pendekatan Pembelajaran Saintifik. Sidoarjo: Nizamia Learning Center.

Patoni, Achmad. (2004), Dinamika Pendidikan Anak. Jakarta: PT. Bina Ilmu.

Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 41 tahun 2007 tentang STANDAR PROSES untuk Satuan Pendidikan Dasar dan Menengah, Badan Standar Nasional Pendidikan (BSNP).

Purwanto, Ngalim. (2002), Prinsip-prinsip dan Teknik Evaluasi Pengajaran. Bandung: PT Remaja Rosdakarya.

_____. (2003), Psikologi Pendidikan. Bandung: Remaja Rosdakarya.

Rusman. (2011), Model-Model Pembelajaran Mengembangkan Profesionalisme Guru. Jakarta: PT. Rajagrafindo Persada.

Sani, Ridwan Abdullah. (2014), Pembelajaran Saintifik untuk Implementasi Kurikulum 2013. Jakarta: Bumi Aksara.

Sanjaya, Wina. (2013), Perencanaan dan Desain Sistem Pembelajaran Cet. VI. Jakarta: Kencana Prenadamedia Group.

_____. (2008) Perencanaan dan Desain Sistem Pembelajaran. Jakarta: Kencana Prenada Media Group.

_____. (2010), Perencanaan Dan Desain Sistem Pembelajaran. Jakarta: Kencana Prenada Media Group.

Siswono, Tatag Yuli. (2008), Mengajar dan Meneliti. Surabaya: UNESA University Press.

Sudjana, Nana. (1989), Dasar-dasar Proses Belajar-Mengajar. Bandung: Sinar Baru.

Sugiyono. (2010), Memahami Penelitian Kaualitatif. Bandung: Alfabeta.

Suherman, Wawan S. (2001), Pengembangan Kurikulum Pendidikan Jasmani. Yogyakarta: FIK UNY.

Sulastri, Dkk., (2015), Implementasi Pendekatan Saintifik dalam Pembelajaran PAI di SMP Negeri 2 dan SMP Negeri 5 Kota Bandung Tahun 2015, dalam Jurnal Tarbawy. 2. 1.

Suprijono, Agus. (2011), Cooperative Learning Teori dan Aplikasi PAIKEM. Yogyakarta: Pustaka Belajar.

Suryasubrata, Sumadi. (1998), Metodologi Penelitian. Jakarta: Raja GrafindoPersada.

Syaodih, Nana. (2010), Pengembangan Kurikulum Teori dan Praktek. Bandung: Remaja Rosdakarya.

Tanzeh, Ahmad. (2004), Metodologi Penelitian Praktis. Jakarta Pusat: PT Bina Ilmu.

Usman, Moh. Uzer dan Lilis Setyawati. (1993), Upaya Optimalisasi Kegiatan Belajar Mengajar. Bandung: Remaja Rosdakarya.

_____. (2002), Menjadi Guru professional. Bandung: PT. Remaja. Rosdakarya.

Wulandari, Khusnul. (2016), Implementasi Pendekatan Kurikulum 2013 pada Pembelajaran Pendidikan Agama Islam dan Budi Pekerti di SD Negeri I Yukum Jaya Kabupaten Lampung Tengah. Lampung: IAIN Raden Intan Lampung.

Zaini, Muhammad. (2006), Pengembangan Kurikulum. Surabaya: eLKAF.

Artikel Prof. Patoni