

Implementation Of Islamic Religious Education Learning Process at SMP Bani Adam 'As Mabar

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Abstract	
<p>In the research conducted at the Bani Adam 'As Mabar Junior High School includes the implementation, implications, supporting factors and inhibiting factors of the implementation of the Islamic Religious Education learning process. This study uses a qualitative method based on events in the field. The research data were collected through observation, interviews, documentation, analysis and data presentation. From the results of this study it can be stated that: the implementation of the Islamic Religious Education learning process at Bani Adam 'As Middle School includes curriculum coverage, KTSP concepts, processes and evaluations. Then the implications of the learning process at SMP Bani Adam 'As in increasing the religious understanding of grade VII students have a very positive influence on increasing their understanding. Supporting factors include: the ability of teachers or students, the provision of learning tools or media and support from the principal. and the inhibiting factors are: difficulty dealing with student characteristics and the atmosphere outside the classroom which is quite disturbing.</p>	<p>Keywords: <i>Implementation; Process; Islamic Education.</i></p>

Abstrak	
<p>Penelitian yang dilakukan di SMP Bani Adam 'As Mabar ini meliputi implementasi, implikasi, faktor pendukung dan faktor penghambat dari implementasi proses pembelajaran Pendidikan Agama Islam. Penelitian ini menggunakan metode kualitatif berdasarkan kejadian di lapangan. Data penelitian ini dihimpun melalui observasi, wawancara, dokumentasi, analisis dan penyajian data. Dari hasil penelitian ini dapat dikemukakan bahwa: implementasi proses belajar Pendidikan Agama Islam di SMP Bani Adam 'As ini meliputi cakupan kurikulum, konsep KTSP, proses dan evaluasi. Kemudian implikasi proses belajar di SMP Bani Adam 'As dalam meningkatkan pemahaman keagamaan siswa kelas VII ini memberikan pengaruh yang sangat positif pada peningkatan pemahamannya. Faktor pendukungnya mencakup: kemampuan guru atau peserta didik, penyediaan alat atau media pembelajaran dan dukungan kepala sekolah. dan</p>	<p>Kata Kunci: <i>Implementasi, Proses, Pendidikan Agama Islam</i></p>

faktor penghambatnya ialah: kesulitan menghadapi karakteristik siswa dan suasana diluar kelas yang cukup mengganggu.

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1. Introduction

Knowledge is something that is important to have, because knowledge will be an indicator that distinguishes people who are knowledgeable or not or with that knowledge can lead someone to which level, and of course according to their respective abilities.

In simple terms, education can be interpreted as an effort to foster one's personality in accordance with the values that exist in society and culture. With this, no matter how simple civilization is in society, it is certain that there has been an educational process in it.

Islamic religious education in formal education is education which is one of the study materials in the curricula of all types of education and levels of education where learning is guided by teachers in the field of PAI studies. Which Islamic religious education is given in schools and madrasas as a means to prepare generations or individuals who are able to understand the values of Islamic religious teachings.

Islamic religious education is an effort to foster and nurture students so that they can understand Islamic teachings as a whole with the hope that students can practice all Islamic teachings as a way of life (Abdul Majid, 2012).

The implementation of Islamic religious education has a very important position in guiding students' religious knowledge. Where the implementation of the learning process carried out can provide a good response.

There are several studies (taken two as samples) which are related to the current research, as follows:

Research conducted by Barikatul Hikmah, UIN Sunan Ampel Surabaya in 2011 with the title "Implementation of Islamic Religious Education Learning with Visual, Auditorial, Kinesthetic Learning Style Approaches in Improving the Memory of Students of Class VII A and B at SMP Antartica Surabaya" from the results of the study It was stated that the implementation was carried out using two methods, namely the lecture and demonstration methods. Which of these two methods is more prominent in the level of understanding of students is the lecture method, while the demonstration method is only slightly different if it is percentaged. Then, when viewed from the level of boredom of students, from the two methods there is no boredom. Furthermore, from the responses of the students who agreed if the two methods were combined into one learning. So it can be concluded that the research conducted shows that communication factors influence the attitudes of students in learning. The higher the enthusiasm of students in learning, the higher the level of understanding.

The second example of research is research conducted by Sasmiyah entitled "Improving Understanding of Islamic Education Learning Prayer Materials

Through the Media of Class III Pictures of SD Negeri Sukorejo I Mertoyudan Magelang in 2012 (conducted by researchers at Salatiga State Islamic High School)". The results of this study are about students' interest in learning in studying Prayer Worship at SD Negeri Sukorejo I Mertoyudan, which in this study it is said that the presentation of students' interest in learning increases with picture learning media.

Based on the literature that was done, the researcher concluded that the research that the writer was going to do at this time had differences from previous research. Which is directed specifically at implementing the learning process of students in PAI learning in increasing students' understanding of religion at Bani Adam 'As Mabar Middle School. The differences are in the following sections: 1). Research Objectives; 2). Research Variables; 3). Place and Time of Research; 4). Research Methods; 5). Research Results.

As said by Muhaimin, (2002), the learning process is said to be successful by how to make students master learning or how to make learning look easy which can later encourage the abilities of the students themselves.

2. Research Methods

The researcher uses a descriptive qualitative method, in which this study aims to describe the data or findings found by researchers in the field, so that later the data presented is accurate. Qualitative research is an attempt to find a theory that can support research results. This is done through inductive analysis, with this approach the data is collected then analyzed and abstracted (Lexy J. Moelong, 2000).

Then the location of this research is at the Bani Adam 'As Junior High School Jl. Mangan III Pasar II No. 216 Mabar Village, Medan Deli District, Medan City Regency, North Sumatra Province, Postal Code 20242. This qualitative research demands direct activity from researchers, so the presence of researchers in absolute locations as instruments. The role of researchers in the field is full and active participation because researchers directly observe and seek information through informants or informants.

As is known that the data is determined based on data classification. Sources of data can be classified into primary data and secondary data. Which primary data is data obtained through the first source both individually and the results of filling out the questionnaire (Husen Umar, 2001). While secondary data is additional data that can help the main data. Secondary sources are information that is not directly obtained from people or institutions that have authority over information. This information can be in the form of documentary sources, literary sources and field sources (Mahmud, 2011).

Then apart from the data carried out, other activities that must exist are observation activities. Where observation is the result of observations that contain structured notes on the symptoms that appear on the research object (Winarno Surakhman, 1987). Observations in this study were carried out to obtain direct, systematic observations of the events studied at the research location, namely at Bani Adam 'As Mabar Middle School, which in this study used participatory observation where researchers also took part in the implementation of learning in observing, accompanying and being involved. in assisting the learning process that occurs.

Lastly apart from data collection and observation, researchers also conduct interviews as a support for information or data. Which interview is a conversation

with a specific purpose carried out by two parties, namely the interviewer and the interviewee, which of this is expected to provide answers that are in accordance with what is desired (Lexy J. Moelang, 2000).

3. Results and Discussion

a. Implementation of the Learning Process in PAI Subjects at Bani Adam 'As Mabar Middle School

Islamic religious education has the goal of providing deeper lessons to students about religion with various aspects which are expected to lead students to become individuals who are religious and have noble character.

In the implementation of the learning process in PAI subjects at Bani Adam 'As Mabar Middle School, the focus point of this research is the aspect of the curriculum and the process and evaluation of learning. The research results that the researchers got were:

1). Curriculum

The curriculum used by Bani Adam 'As Middle School is the 2013 curriculum. Where in this curriculum it emphasizes the formation of the character of students both strengthening attitudes, knowledge, skills and spirituality.

2). Process

In an education it must be carried out according to a plan that is based on a directed learning process to get results that are in accordance with the formulation and objectives of education. So that later students are able in terms of knowledge, skills and spirituality.

Learning is an educational process based on learning material from educators to students, and learning activities depend on the components that surround it. Which of the many components is the most important is the existence of students, educators, learning media, learning materials and the existence of lesson plans. The PAI learning process at Bani Adam 'As Middle School is presented to facilitate the development of students' thinking skills through learning methods that encourage students to actively ask questions, dialogue or discuss and express opinions.

3). Evaluation

Evaluation is an inseparable part of the learning process. Where, the purpose of this evaluation is to dig up information on students' knowledge based on the learning material they have learned. In addition, this evaluation program also has goals not only for students, but also for educators to find out how well the learning process has been done to evaluate the learning process that will be carried out in the future.

b. Implications of the Learning Process in PAI Subjects at Bani Adam 'As Mabar Middle School

The success of the learning process can be measured through the ability to develop, direct and explore the expertise of students. The implication of the PAI learning process at Bani Adam 'As Mabar Middle School in increasing students' religious understanding is that students are able to re-explain the material that has been taught or provide brief conclusions about what they get from the material as well as implement it into everyday life.

Increasing religious understanding is one of the goals or benefits of learning Islamic religious education. Where the goal of a learning activity will never be

achieved as long as the other components are not maximized. The learning process at Bani Adam 'As Mabar Middle School is a process of fostering and instilling religious values which certainly has an influence on the success and ability of students to understand the material that has been taught. In understanding a lesson, of course, a conditional atmosphere is needed, because the level of understanding of students is influenced by the creativity of educators in learning.

Through various efforts implemented both from the preparation of the curriculum, learning and evaluation of the learning process at Bani Adam 'As Middle School in PAI subjects, the increase in students' understanding has increased quite significantly. Where is the acquisition of an average value above the minimum completeness as a target value in learning.

c. Supporting Factors and Inhibiting Factors of the Learning Process in PAI Subjects at Bani Adam 'As Mabar Middle School

In every effort we make, there must be supporting and inhibiting factors for our efforts, both of which greatly affect the level of success of a goal. Including the efforts that have been made by researchers at Bani Adam 'As Mabar Middle School, in its implementation there are supporting and inhibiting factors. Where, the supporting factors are in the form of:

1). Educator's ability

As we know that an educator can be one of the causes of success in a lesson. Among the causes is how an educator manages a class (understands the pedagogy of a teacher), understands the content of the material and the goals of a lesson.

2). Availability of Learning Tools/Media

Every teaching and learning activity of course really needs a tool or learning media to become a ware in conveying learning material, be it pens, markers, erasers, whiteboards and so on. This is because the availability of adequate tools or media in an educational institution will support the achievement of educational goals.

3). Principal's Support

Parents' trust in a school can be influenced by the management of the school principal in education, either in the form of support, attention to interactions with the community or parents of students, and so on. This is caused by the responsibility of the principal not only limited to the internal tasks of the school, but also external tasks outside the school.

The inhibiting factors for the implementation of the PAI learning process carried out at Bani Adam 'As Middle School are:

1). Difficulties in Understanding Student Characteristics

Each individual must have different characteristics. This is what becomes an obstacle in the learning process. Which as educators are required to be able to understand the characteristics of each student in order to choose a method or method of teaching that is suitable for students. From this it can be understood that an educator should innovate not only be able to plan the teaching and learning process, prepare teaching materials, plan the media to be used and the technique of assessing student achievement, but also must be able to carry it out in accordance with the program that has been made. .

2). Disturbing Conditions Outside the Classroom

Apart from the creativity of educators in managing the class, the atmosphere outside the classroom also affects students' understanding.

Because if the conditions outside the classroom are less conducive, it will disrupt the focus of students in receiving the explanations presented. Therefore, an educator in this class and an educator in another class should cooperate with each other in disciplining their students.

4. Conclusion

Based on the findings of the researchers in the Implementation of the Learning Process at Bani Adam 'As Mabar Middle School in Islamic Religious Education Subjects, the researchers were able to formulate some of the answers to the problems raised in this study, namely:

- a. The implementation of the learning process at Bani Adam 'As Mabar Middle School includes several aspects; 1) the curriculum applied to the school is KTSP in the form of a document containing plans, content objectives and learning materials as well as methods used through direct learning tutors in class, creating a religious culture as an implementation of learning. 2) the learning process in Bani Adam 'As Middle School uses the concept of meaningful learning, namely making the knowledge learned relevant to the needs of students, opening up good opportunities, making observations, collecting data and concluding, the concept is relevant to David Ausabel's concept of meaningful learning .
- b. The implications of the PAI learning process in increasing the religion of students at Bani Adam 'As Middle School have a positive effect on increasing learning understanding as measured by students' skills and minimum mastery standards in learning.
- c. The supporting factors of the learning process are the ability of educators, the availability of learning tools or media and support from the school principal. The inhibiting factor is the difficulty in understanding the characteristics of students and conditions outside the classroom which are quite disturbing.

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