

ABSTRAK

Rafie, 2017. “Standar Proses Pembelajaran Pendidikan Agama Islam pada Sekolah Menengah Atas Negeri (SMAN) di Kabupaten Tapin”. Tesis, Program Studi Pendidikan Agama Islam, Pascasarjana UIN Antasari Banjarmasin, Pembimbing I Prof. Dr. H. Ahmad Fahmy Arief, MA, dan Pembimbing II Dra. Inna Muthmainnah, MA, Ph.D

Kata kunci: Standar Proses, Pendidikan Agama Islam.

Penelitian ini dilatarbelakangi oleh terbitnya Permendikbud Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah. Bagaimana pelaksanaan peraturan tersebut pada SMAN di Kabupaten Tapin perlu diteliti secara empiris sebagai evaluasi bagi pihak-pihak terkait.

Fokus penelitian pada tesis ini dirumuskan (1) bagaimana perencanaan standar proses pembelajaran PAI pada SMAN di Kabupaten Tapin?; (2) bagaimana pelaksanaan standar proses pembelajaran PAI pada SMAN di Kabupaten Tapin?; (3) bagaimana penilaian proses dan hasil belajar pada pembelajaran PAI pada SMAN di Kabupaten Tapin?; (4) bagaimana proses pengawasan yang dilakukan oleh kepala sekolah dan pengawas PAI terhadap pelaksanaan pembelajaran PAI pada SMAN di Kabupaten Tapin?.

Penelitian ini menggunakan pendekatan kualitatif. Data dikumpulkan dengan metode observasi, wawancara, dan dokumentasi. Lokasi penelitian adalah tiga SMAN di Kabupaten Tapin, yakni SMAN 1 Rantau, SMAN 1 Tapin Selatan, SMAN 1 Salam Babaris. Sumber data penelitian ini adalah guru PAI, kepala sekolah dan pengawas PAI. Analisis data pada penelitian ini terdiri dari empat komponen yaitu pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Pengecekan keabsahan data dilakukan dengan perpanjangan pengamatan dan triangulasi sumber.

Hasil penelitian menyimpulkan; (1) guru PAI memiliki dokumen Perencanaan pembelajaran berupa silabus dan Rencana Program Pembelajaran (RPP). Silabus pembelajaran secara umum dibahas dalam Musyawarah Guru Mata Pelajaran (MGMP) dan dikembangkan di sekolah masing-masing. Adapun RPP disusun secara mandiri oleh guru PAI; (2) pelaksanaan pembelajaran yang dilakukan guru PAI secara umum telah mengikuti pedoman. Kegiatan pembelajaran dilakukan dengan kegiatan awal, kegiatan inti, dan kegiatan penutup. Adapun hal yang masih sangat kurang adalah ketersediaan buku paket yang belum seimbang dengan jumlah peserta didik; (3) penilain proses dan hasil pembelajaran secara umum telah dilaksanakan oleh guru PAI dimulai dari membuat instrumen penilaian, melaksanakan penilaian, dan (mengolah, melaporkan dan memanfaatkan hasil penilaian); (4) pengawasan pembelajaran yang dilakukan oleh kepala sekolah dan pengawas PAI telah terlaksana sesuai dengan tupoksi kepala sekolah dan pengawas PAI.

ABSTRACT

Rafie, 2017. "Standards of Learning Process of Islamic education in middle school SMA Negeri (SMAN) in Tapin". Thesis, Islamic Religious Education Program, Postgraduate UIN Antasari Banjarmasin, Supervisor I Prof. Dr. H. Ahmad Fahmy Arief, MA., And Supervisor II Dra. Inna Muthmainnah, MA., Ph.D.

Keywords: Standard Process, Islamic Education.

This research was supported release by the publication of Permendikbud Number 22 Year 2016 on Standard Process of Primary and Secondary Education. How the implementation of the regulation at SMAN in Kabupaten Tapin should be examined empirically as an evaluation for the parties concerned.

The research focus on this thesis was formulated (1) how was the standard planning of learning process of PAI at SMAN in Kabupaten Tapin?; (2) how was the standard implementation of learning process of PAI at SMAN in Kabupaten Tapin?; (3) how was the assessment process and learning outcomes on learning PAI at SMAN in Kabupaten Tapin?; (4) how was the supervisory process conducted by supervisors or principals to the implementation of learning PAI at SMAN in Kabupaten Tapin ?.

This research employed qualitative approach. Data were collected by observation, interview, and documentation. The location of research were three SMAN in Tapin District: SMAN 1 Rantau, SMAN 1 Tapin Selatan, SMAN 1 Salam Babaris. The data sources of this research were PAI teachers, principals and supervisors of PAI. Data analysis in this study applied of four components: data collection, data reduction, data presentation and conclusion. Data validation was done by extension of observation and triangulation.

The results concluded: (1) PAI teachers had a of sources document of planning in the forms of syllabus and lesson plan (RPP). The syllabus was generally discussed in the Subject Teachers' Conference (MGMP) and developed in each school. The RPP was prepared independently by PAI teachers; (2) the implementation of learning by PAI teachers in general followed the guidelines. Learning activities were carried out initial activities, core activities, and closing activities. However, the number of books arelabe was not enough for all students; (3) assessment of processes and learning outcomes in general has been implemented by PAI teachers starting from making assessment instruments, conducting assessments, and processing, reporting and utilizing assessment results; (4) supervision of learning conducted by principals and supervisors of PAI was implemented in accordance with the principles' and supervisors' task.