

ABSTRAK

Hairullah: “Kemampuan Guru Merancang Rencana Pelaksanaan Pembelajaran Pendidikan Agama Islam (PAI) dan Melaksanakan Proses Pembelajaran di SMP Muhammadiyah Kota Banjarmasin , dibawah bimbingan I: Dr. Hj. Salamah, M.Pd dan II Dr. H. Hilmi Mizami, M.Ag, pada Pascasarjana UIN Antasari Banjarmasin, 2018.

Kata kunci: Kemampuan guru, Merancang Rencana Pelaksanaan Pembelajaran, Proses Pembelajaran.

Penelitian ini bertujuan untuk mengetahui: 1. Kemampuan guru merancang rencana pelaksanaan pembelajaran Pendidikan Agama Islam (RPP PAI) di SMP Muhammadiyah kota Banjarmasin. a. kemampuan guru menjabarkan KD ke dalam perumusan indikator dan tujuan pembelajaran pendidikan Agama Islam (PAI) b. kemampuan guru menjabarkan KD ke dalam materi dan sumber belajar pembelajaran Pendidikan Agama Islam (PAI) c. kemampuan guru menjabarkan KD ke dalam metode dan media pembelajaran pendidikan Agama Islam (PAI). d. kemampuan guru menjabarkan tujuan pembelajaran ke dalam rumusan evaluasi pembelajaran Pendidikan Agama Islam (PAI). 2. kemampuan guru melaksanakan RPP dalam proses pembelajaran Pendidikan Agama Islam (PAI) di SMP Muhammadiyah Kota Banjarmasin

Jenis penelitian ini adalah penelitian lapangan (*field research*), yang bersifat kualitatif. Teknik pengumpulan data yang digunakan observasi yang dibantu dengan teknik wawancara dan dokumentasi, selanjutnya data dianalisis dengan reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa: 1. Kemampuan guru merancang rencana pelaksanaan pembelajaran Pendidikan Agama Islam (RPP PAI). Rumusan Indikator yang dibuat sesuai dengan KD, memuat tujuan pembelajaran yang merupakan bagian dari indikator. Proses penyusunan materi dan sumber belajar yang dibuat guru pendidikan Agama Islam dijabarkan dari KD dengan memperhatikan tingkat perkembangan fisik, intelektual, emosional, sosial spiritual dan kebermanfaatan bagi peserta didik, sehingga materi dan sumber belajar yang dirancang mampu dan mudah dipahami siswa. Guru Pendidikan agama Islam di tiga SMP Muhammadiyah memiliki kemampuan menjabarkan KD ke dalam metode yang disesuaikan dengan materi dan media yang tepat dan sesuai dengan situasi dan kondisi, walaupun hanya berupa media gambar seperti di SMP Muhammadiyah 4. Dalam merumuskan tujuan pembelajaran lebih menitikberatkan pada aspek kognitif, sehingga kurang memperhatikan aspek afektif dan psikomotorik, yang berdampak kepada evaluasi/penilaian hasil pembelajaranpun lebih menekankan aspek kognitif pula. Seperti di SMP Muhammadiyah 4 dan 6 penilaian pengetahuan di ambil dari nilai tugas yang berupa portofolio, proyek, dan produk. 2. Kemampuan guru melaksanakan proses pembelajaran Pendidikan Agama Islam (PAI). a. Pendahuluan, berupa pengelolaan kelas dan berdoa, berupa orientasi dengan memberikan ilustrasi terhadap materi yang akan diajarkan dan

apersepsi. Alokasi waktu 5-10 menit, b. Kegiatan Inti, Berisi langkah-langkah pembelajaran utama, kegiatan siswa dan guru selama pembelajaran. Pendekatan saintifik (5M) tergambar dengan jelas dan sistematis, mulai dari mengamati sampai pada tahap mengomunikasikan, seperti di SMP Muhammadiyah 6 dengan pendekatan PAIKEM dan menekankan kegiatan interaktif dengan bercerita. SMP Muhammadiyah 2 menekankan praktek langsung dengan pendekatan pengalaman, sedangkan SMP Muhammadiyah 4 menekankan kegiatan mengamati, menelaah buku bacaan namun sama-sama berupa kegiatan eksplorasi, elaborasi, konfirmasi, dengan pendekatan *Scientific*, c. Kegiatan Penutup, Diisi kegiatan menyimpulkan hasil kegiatan pembelajaran oleh guru dan siswa, Merefleksi kegiatan dengan penilaian untuk mengetahui penguasaan dan pemahaman terhadap kompetensi yang diajarkan dilakukan post tes. Apabila hasil tidak sesuai dengan standar yang ditetapkan maka diadakan remedial, pemberian umpan balik dan menyampaikan rencana pembelajaran pertemuan berikutnya.

ABSTRACT

Hairullah: The teacher's Ability to Design of Islamic Religious Education Learning Plan and Implementing the Learning Process at the Muhammadiyah Junior School in Banjarmasin City. Advisors : 1. Dr. Hj. Salamah, M.Pd and 2 Dr. H. Hilmi Mizami, M.Ag, at The Graduate school of Islamic Studies Antasari Banjarmasin, 2018.

Keyword: The teacher's Ability, Design of Islamic Religious Education Learning Plan and Implementing the Learning Process, Learning Process.

This research aims to know : 1 The teacher's Ability to Design of Islamic Religious Education Learning Plan at the junior high school of Muhammadiyah in Banjarmasin city. a. The teacher's Ability to describe the base competation into the formulation of indicators and learning objectives for learning Islamic Religious Education b. Tthe teacher's ability to describe the base competation into the material and learning resources of learning Islamic Education c. The teacher's ability to describe the base competation into the methods and learning media of learning Islamic Education d The teacher's Ability to describe the learning objectives in the formulation of the evaluation of learning Islamic Education . 2 The teacher's Ability to implement the Learning Plan in the learning process of Islamic Religious Education at the junior high school of Muhammadiyah in Banjarmasin city.

This type of research is field research, which is qualitative. Data collection techniques used were observations that were assisted by interview techniques and documentation, then data were analyzed by data reduction, data presentation, and conclusion drawing.

The results of the reseach indicate that: 1.The teacher's Ability to Design of Islamic Religious Education Learning Plan at the junior high school of Muhammadiyah in Banjarmasin city. The formulation of indicators made in accordance with the base competation, contains learning objectives that are part of the indicator. The process of preparing the material and learning resources made by Islamic religious education teachers is elaborated from the base competation by paying attention to the level of physical, intellectual, emotional, social spiritual development and usefulness for students, so that the material and learning resources are designed to be able and easily understood by students. Islamic education teachers at the three junior high schools of Muhammadiyah have the ability to describe the base competation into a method that is adapted to the material and media that is appropriate and appropriate to the situation and conditions, even if it is only a picture media such as the junior high school of Muhammadiyah. , so that they pay less attention to the aspects of affective and psychomotor, which have an impact on the evaluation / assessment of learning outcomes which also emphasizes cognitive aspects as well. As at the junior high school of Muhammadiyah 4 and 6 knowledge assessment is taken from the value of

the assignments in the form of portfolio, project, and product. 2. The teacher's Ability to implement the Learning Plan in the learning process of Islamic Religious Education at the junior high school of Muhammadiyah in Banjarmasin city. a. Introduction, in the form of classroom management and prayer, in the form of orientation by providing illustrations of the material to be taught and apperception. Allocation of 5-10 minutes, b. Core Activities, Contains the main learning steps, activities of students and teachers during learning. The scientific approach (5M) is clearly and systematically drawn, starting from observing to the stage of communicating, such as at The junior high school of Muhammadiyah 6 with active, innovation, creative, efficient and interesting approaching and emphasizing interactive activities with storytelling. The junior high school of Muhammadiyah 2 emphasizes direct practice with an experiential approach, while the junior high school of Muhammadiyah 4 emphasizes observing, reading books but equally in the form of exploration, elaboration, confirmation activities with the Scientific approach, c. Closing Activities, Filled with activities concluding the results of learning activities by teachers and students, Reflecting activities with an assessment to find out mastery and understanding of the competencies taught are carried out post-test. If the results are not in accordance with the standards set, a remedial is held, giving feedback and submitting the next meeting learning plan