

ABSTRAK

Nyai Rukmana Sari. 200211020041. Evaluasi Program Pembelajaran Pendidikan Agama Islam dan Budi Pekerti di Sekolah Dasar Inklusi di Kota Banjarmasin. Pembimbing I: Dr. H. Yahya Mof, M.Pd. dan Pembimbing II: Dr. Hj. Nuril Huda, M.Pd. pada Program Studi Pendidikan Agama Islam Pascasarjana UIN Antasari Banjarmasin. 2023.

Kata kunci: Evaluasi, Pendidikan Agama Islam dan Budi Pekerti, Inklusi.

Penelitian ini didasari atas permasalahan dari pembelajaran agama Islam dan budi pekerti yang diberikan kepada ABK di sekolah inklusi masih terdapat ketimpangan. Hal ini terlihat pada pelaksanaan pembelajaran, keberadaan peserta didik, pemberian bahan ajar yang tidak sesuai dengan kurikulum yang berlaku bagi anak non ABK maupun anak ABKnya sendiri, jumlah GPKnya yang tidak memenuhi jumlah anak ABK, program yang dilaksanakan, lulusan yang dihasilkan, dan luaran yang ada. Sehingga dalam proses pengembangan pembelajaran yang ada harus dilakukannya evaluasi pembelajaran Pendidikan Agama Islam dan Budi Pekerti di sekolah dasar inklusi.

Penelitian ini termasuk jenis penelitian lapangan (*field research*). Penelitian ini menggunakan metode penelitian deskriptif dengan pendekatan kualitatif. Subjek penelitian yaitu guru mata pelajaran Pendidikan Agama Islam, guru GPK. Teknik pengumpulan data yaitu observasi, wawancara, dan dokumentasi. Analisis data dengan pengumpulan data, reduksi data, penyajian data, dan verifikasi (penarikan kesimpulan).

Hasil penelitian menunjukkan bahwa: (1) Evaluasi input pembelajaran PAI dan Budi Pekerti di Sekolah Dasar inklusi bahwa kurikulum yang digunakan menggunakan kurikulum 2013, dalam pelaksanaannya ada beberapa sekolah memodifikasi kurikulum tersebut dengan melihat pada kondisi atau kebutuhan ABK tersebut, melaksanakan tes dan diagnosa bagi peserta didik baru, guru dan GPK mempunyai latar belakang pendidikan yang sesuai, sarana dan prasarana yang masih kurang dalam memfasilitasi pembelajaran bagi anak ABK di kelas. (2) Evaluasi proses pembelajaran PAI dan Budi Pekerti di Sekolah Dasar inklusi dalam proses perencanaannya guru menggunakan RPP dalam mengajar yang didukung dengan sumber belajar berupa buku. Pelaksanaan yang dilakukan guru mulai dengan membuka pembelajaran, mengajak siswa untuk memperhatikan penjelasan materi, dan diakhir materi guru melakukan evaluasi berupa tanya jawab, pemberian soal, kuis-kuis, dan lainnya. Materi yang diajarkan oleh guru sesuai dengan buku paket dan RPP yang sudah disusun sebelumnya. Dalam mengajar guru menggunakan metode ceramah, tanya jawab, pendekatan personal, *reading aloud*. Media yang digunakan papan tulis, kertas bermain. (3) Evaluasi output dalam pembelajaran PAI dan Budi Pekerti di Sekolah Dasar inklusi semua siswa dapat saling menghargai satu sama lain. Timbulnya sikap percaya diri bagi anak ABK serta bisa mengembangkan pengetahuan dan mengendalikan sikap emosional.

ABSTRACT

Nyai Rukmana Sari. 200211020041. Evaluation of the Islamic Religious Education and Moral Education Learning Program at Inclusive Elementary Schools in the City of Banjarmasin. Advisor I: Dr. H. Yahya Mof, M.Pd. and Supervisor II: Dr. Hj. Nuril Huda, M.Pd. in the Postgraduate Islamic Religious Education Study Program at UIN Antasari Banjarmasin. 2023.

Keywords: *Evaluation, Islamic Religious Education and Character, Inclusion.*

This research is based on the problem of learning Islamic religion and morals given to ABK in inclusive schools where there is still an imbalance. This can be seen in the implementation of learning, the presence of students, the provision of teaching materials that are not in accordance with the curriculum that applies to non-ABK children and their own ABK children, the number of GPKs who do not meet the number of ABK children, the programs implemented, the graduates produced, and the outcomes there is. So that in the process of developing existing learning, an evaluation of the learning of Islamic Religious Education and Moral Education must be carried out in inclusive elementary schools.

This research is a type of field research. This study uses a descriptive research method with a qualitative approach. The research subjects were Islamic religious education subject teachers, GPK teachers. Data collection techniques are observation, interviews, and documentation. Data analysis by data collection, data reduction, data presentation, and verification (drawing conclusions).

The results of the study show that: (1) Evaluation of PAI and Budi Pekerti learning inputs in inclusive elementary schools that the curriculum used uses the 2013 curriculum, in practice there are several schools modifying the curriculum by looking at the conditions or needs of the ABK, carrying out tests and diagnoses for participants new students, teachers and GPK have appropriate educational backgrounds, facilities and infrastructure that are still lacking in facilitating learning for children with special needs in class. (2) Evaluation of the learning process of PAI and Characteristics in inclusive elementary schools in the planning process the teacher uses lesson plans in teaching which is supported by learning resources in the form of books. Implementation carried out by the teacher begins by opening the lesson, inviting students to pay attention to the explanation of the material, and at the end of the material the teacher conducts an evaluation in the form of questions and answers, giving questions, quizzes, and others. The material taught by the teacher is in accordance with the package book and lesson plans that have been prepared beforehand. In teaching the teacher uses the lecture method, question and answer, personal approach, reading aloud. The media used is blackboard, playing paper. (3) Evaluation of the output in learning PAI and Characteristics in inclusive elementary schools, all students can respect one another. The emergence of a confident attitude for children with special needs and can develop knowledge and control emotional attitudes.