

ABSTRAK

Pengaruh Etika Belajar Siswa terhadap Prestasi Belajar PAI
(Studi Deskriptif pada Siswa Kelas XI IPA 4 dan XI IPS 1 SMA Pasundan 2
Bandung Semester Ganjil Tahun Ajaran 2013-2014)

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Etika belajar Islam berbeda dengan etika belajar Barat. Dalam Islam, belajar bukan hanya kinerja nalar dan akal pikiran tetapi juga merupakan kinerja hati nurani; atau lebih kongkrinya merupakan perbuatan ibadah. Di sisi lain prestasi belajar PAI tampaknya lebih merupakan prestasi belajar di bidang kognitif atau pengetahuan keagamaan, tanpa mempertimbangkan sikap dan perilaku beragama. Oleh karena itu pertanyaan utama penelitian ini, bagaimana pengaruh etika belajar siswa terhadap prestasi belajar PAI. Penelitian dilaksanakan di SMA Pasundan 2 Bandung. Penelitian menggunakan pendekatan kuantitatif dengan metode deskriptif. Data penelitian etika belajar diperoleh melalui angket, sedangkan data penelitian prestasi belajar PAI diperoleh dari nilai raport mata pelajaran PAI semester ganjil tahun ajaran 2013-2014. Data dianalisis dengan statistik deskriptif dan inferensial dengan menggunakan %-tase dan regresi sederhana. Hasil penelitian ini cukup mengagetkan karena etika belajar ternyata tidak berpengaruh terhadap prestasi belajar PAI. Hasil penelitian ini perlu dikaji lebih lanjut karena seharusnya secara teoritis etika belajar mempengaruhi prestasi belajar PAI. Adapun secara rinci hasil penelitian ini dapat disimpulkan sebagai berikut: Etika belajar responden secara umum cukup baik (52% berada dalam kategori "sedang" dan 28% berada dalam kategori "baik"); Prestasi belajar PAI responden secara umum cukup baik (55% berada dalam kategori "cukup", 32% berada pada kategori "baik", dan 11% responden berada pada kategori "sangat baik"); dan tidak terdapat pengaruh etika belajar responden terhadap prestasi belajarnya dalam mata pelajaran PAI. Artinya, ada faktor-faktor lain yang lebih berpengaruh terhadap prestasi belajar PAI. Atau mungkin juga karena prestasi belajar PAI dalam penelitian ini lebih didasarkan atas pengukuran bidang kognitif responden dalam ilmu pengetahuan PAI, tidak didasarkan atas pengukuran sikap dan perilaku religiusnya. Padahal etika belajar lebih merupakan perpaduan antara komponen kognitif, afektif, dan psikomotorik responden.

Kata kunci : Etika belajar, Islam, Kognitif, Prestasi belajar.

Abstract

The Learning Ethics' Influence towards The Learning Achievement of Islamic Religious Education Subject

(a descriptive study of XI IPA 4 graders and XI IPS 1 graders in SMA Pasundan 2
Bandung, First Term of School Year 2013 – 2014)

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Islamic learning ethics are different from Western learning ethics. In Islam, learning is not only the work of logic and intellect, but also the work of heart; or to be more concrete, it is about the acts of worship. In the other hand, learning achievement of Islamic Religious Education subject (PAI) tends to emphasize on cognitive field or the religion knowledge, without determining the application of the religion. Therefore, the main question of this research is how is the influence of students' learning ethics towards the achievement of Islamic Religious Education subject. This research was conducted in SMA Pasundan 2 Bandung. It used quantitative approach with descriptive method. The data of learning ethics was gained from questionnaire, while the data of the learning achievement was gained from the score of students' Islamic Religious Education subject in the students' report of the first term in school year 2013-2014. The data was then analyzed deploying descriptive statistic and inferential using percentage and simple regression. The result of the research was somehow surprising, because in fact the learning ethics did not influence the learning achievement of Islamic Religious Education subject. It has to be investigated more thoroughly, because theoretically the learning ethics has to influence the learning achievement. Meanwhile, the result of the study can be concluded in details as follow: the learning ethics respondents are generally fairly good (52% are included into "medium" category and 28% are in "good" category); the learning achievement of Islamic Religious Education subject's respondents are generally fairly good (55% are included into "fair" category, 32% are in "good" category and 11% are in "very good" category); and there is no influence of learning ethics towards respondents' learning achievement of Islamic Religious Education subject. In the other words, there are other factors influencing the learning achievement of Islamic Religious Education subject. Or possibly, the reason is because the learning achievement of Islamic Religious Education subject in this study was emphasized on the measurement of respondents' cognitive aspect of the subject, not based on the measurement of attitude and religious deed. Whereas, learning ethics are the integration of respondents' cognitive, affective, and psychomotoric components.

Keywords: Learning ethics, Islamic, Cognitive, The Learning of Achievement.