

IMPLEMENTASI KURIKULUM 2013 PADA MATA PELAJARAN PENDIDIKAN AGAMA ISLAM DI SMP KOTA BANDUNG

Abstrak

Penelitian ini dilatar belakangi dengan banyaknya permasalahan dalam kurikulum 2013 yang ditemukan di lapangan, seperti anggaran yang besar, sosialisasi berjalan lambat, pelatihan tidak begitu maksimal, buku, kesiapan guru dan penilaian. Oleh karena itu, peneliti merasa tertarik untuk melihat dan mengetahui bagaimana pelaksanaannya di satuan pendidikan rintisan kurikulum 2013 di SMP N Kota Bandung. Fokus dari penelitian mengenai tiga aspek, yaitu: perencanaan (RPP) pembelajaran PAI; pelaksanaan PAI; dan penilaian pembelajaran PAI. Adapun lokasi yang menjadi tempat penelitian yaitu SMP N 4 dan SMP N 5 Kota Bandung. Dari latar belakang tersebut, tujuan dari penelitian ini ialah; memperoleh gambaran bagaimana perencanaan, pelaksanaan dan penilaian pembelajaran PAI berdasarkan kurikulum 2013. Metode penelitian adalah deskriptif dengan pendekatan kualitatif. Instrumen yang digunakan lembar observasi, wawancara dan dokumentasi. Hasil penelitian (1) perencanaan pembelajaran PAI yang dipakan sudah sesuai dengan kurikulum 2013. Namun, masih terdapat beberapa komponen yang belum lengkap, seperti identitas satuan pendidikan dan belum adanya kunci jawaban dalam penilaian serta panduan skor. Selanjutnya juga guru belum mampu menyusun sendiri perangkat perencanaan pembelajaran berupa RPP. Mereka masih menggunakan RPP yang dikembangkan dari MGMP. (2) pelaksanaan proses pembelajaran PAI secara umum sudah terlaksana akan tetapi ada beberapa indikator dalam tuntutan kurikulum 2013 yang belum dilaksanakan, seperti; kegiatan pendahuluan yang belum lengkap, tidak memberikan motivasi dalam belajar, belum memadukan materi dengan pengetahuan yang relevan dan perkembangan IPTEK, tidak memadukan materi dengan mata pelajaran lain dalam PBM, pendekatan saintifik yang belum sempurna diterapkan, penggunaan media yang belum maksimal dan tidak melakukan refleksi dan rangkuman diakhir pembelajaran. (3) penilaian pembelajaran PAI sudah terlaksana, akan tetapi ada beberapa bentuk penilaian dalam kurikulum 2013 yang belum dilaksanakan. Seperti, penilaian diri sendiri, penilaian teman sebaya, penilaian jurnal, dan proyek. Oleh karenanya, peneliti merekomendasikan kepada: (1) guru, untuk lebih meningkatkan kompetensi profesional dan pemahaman terhadap kurikulum 2013. (2) sekolah, untuk memberikan pelatihan kepada guru, memberikan pendampingan dan melengkapi sarana prasarana. (3) orang tua, diharapkan kerja samanya dengan guru dan sekolah dalam mendidik peserta didik. (4) pemerintah, direkomendasikan untuk terus memberikan sosialisasi atau pelatihan kepada guru-guru. (5) peneliti, diharapkan untuk melanjutkan penelitian mengenai kurikulum 2013 agar bisa menjadi masukan berharga bagi *stake holder* dalam memutuskan kebijakan.

Kata Kunci: *Perencanaan, Pelaksanaan Dan Penilaian Pembelajaran PAI*

Adriantoni, 2015

IMPLEMENTASI KURIKULUM 2013 PADA MATA PELAJARAN PENDIDIKAN AGAMA ISLAM DI SMP KOTA BANDUNG

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

THE IMPLEMENTATION OF 2013 CURRICULUM IN ISLAMIC EDUCATION SUBJECT AT A JUNIOR HIGH SCHOOL IN BANDUNG CITY

Abstract

This research was based on the fact that there were many problems in 2013 curriculum found in the field including the large budget spent, slow socialization, lack of training, textbook, teacher preparedness, as well as assessment. Therefore, this present research tried to see and know how the implementation of 2013 curriculum was done in schools which became the model for the implementation of 2013 curriculum in Bandung city. The focus of this research consisted of three aspects, namely the lesson plans of Islamic education; the teaching implementation of Islamic education; and its assesment. This research was conducted at Junior High School 4 and 5 in Bandung city. From the background, the research was aimed at obtaining the description of the planning, the implementation, and the assesment of Islamic education based on the 2013 curriculum. This research was descriptive in nature and employed qualitative approach. The instruments used were observation, interview, and documentation. The results were (1) The planning of Islamic education used had been relevant to the 2013 curriculum. Yet, there were still some components which were incomplete such as the identity if education unit and the lack of answer key and score guidance in the assessment. Moreover, the teacher had not been able yet to arrange themselves the lesson plans. They still used the lesson plan established from teacher subject association; (2) the implementation of Islamic education generally had been well-conducted. However, there were some indicators seen incomplete namely incomplete preliminary activity, the lack of motivation giving, the lack of interconnection between the materials given with relevant knowledge to the science development, the lack of interconnection between the materials given with the other materials from different subjects, incomplete scientific approach applied, the lack of media use, and the lack of reflection and summary of the subject at the end of the teaching implementation; (3) the assessment had been applied well. Yet, there were some forms of assesment in 2013 curriculum which had not been aplied. They were the self-asesment, peer assesment, journal log, and the project. Therefore, the researcher recommended to (1) the teacher, to increase their professional competence and understanding to the 2013

Adriantoni, 2015

**IMPLEMENTASI KURIKULUM 2013 PADA MATA PELAJARAN PENDIDIKAN AGAMA ISLAM DI SMP
KOTA BANDUNG**

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

curriculum; (2) schools, to give training to the teacher and to complete the facilities required; (3) parents, to cooperate well with the teachers and the school in educating the students; (4) government, to continuously socialize and give training to the teachers; (5) other researchers, to continue studying the research regarding the 2013 curriculum to provide beneficial input for the stake holder in taking the decision.

Keywords: *Planning, The Implementation and The Assessment of Islamic Education*