

ABSTRAK

KONSEP PENDIDIKAN ISLAM PERSPEKTIF MAHMUD YUNUS DAN IMPLIKASINYA TERHADAP PEMBELAJARAN PAI DI SEKOLAH

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Penelitian ini membahas tentang konsep pendidikan Islam perspektif Mahmud Yunus dan implikasinya terhadap pembelajaran PAI di sekolah. Hal ini penting dilakukan karena pendidikan Islam tidak bisa dilaksanakan begitu saja, pelaksanaannya berdasarkan teori ataupun pengalaman pengajaran pendidikan Islam pada masa yang lalu dan berdasarkan perkembangan zaman saat ini. Sehingga pengajaran pendidikan Islam dapat terlaksana dengan baik dan dapat mencapai tujuan pendidikan Islam. Berbeda dengan penelitian yang lain, penelitian ini akan lebih membahas tentang konsep pendidikan Islam Mahmud Yunus secara lebih mendalam dan implikasinya terhadap pembelajaran PAI di sekolah. Metode yang dilakukan dalam penelitian ini adalah metode kajian pustaka dengan teknik pengumpulan data melalui pengumpulan data, mempelajari data, menuliskan data dan kesimpulan. Adapun hasil yang ditunjukkan dalam penelitian ini ialah dalam perencanaan pengajaran terdapat asas-asas dalam menyusun tujuan dan materi pendidikan Islam. Tujuan pendidikan Islam perspektif Mahmud adalah membentuk akhlak mulia peserta didik dan peserta didik dapat diandalkan dalam ilmu umum dan ilmu agama. Materi pendidikan Islam perspektif Mahmud Yunus secara umum dibagi menjadi tiga yaitu materi untuk mendapatkan ilmu pengetahuan (matematika), untuk mencapai ketangkasan dan kemahiran (keterampilan) dan untuk memperhalus perasaan (melukis). Secara khusus Mahmud Yunus membagi materi Pendidikan Islam berdasarkan tingkat pendidikan. Untuk tingkat SD materi pendidikan Islam terbagi menjadi empat yaitu keimanan, akhlak, ibadah dan Alquran. Untuk tingkat SMP ada enam yaitu keimanan, akhlak, ibadah (fikih), sejarah Islam, ayat Alquran dan hadis, selanjutnya Islam dan kemasyarakatan. Pada tingkat SMA materi yang diajarkan ada empat yaitu keimanan, akhlak, fikih dan sejarah Islam. terakhir pada tingkat perguruan tinggi materi pendidikan Islam terbagi menjadi tiga yaitu keimanan, ke-Islaman (ibadah atau fikih, akhlak dan konsepsi Islam), dan Ihsan. Metode pendidikan Islam perspektif Mahmud Yunus yaitu metode kisah, metode tanya jawab, metode diskusi, metode teladan, metode pembiasaan dan metode ceramah. Evaluasi pendidikan Islam perspektif Mahmud Yunus yaitu berupa ujian sekolah, ujian umum, ujian modern dan ujian umum. Konsep pendidikan Islam perspektif Mahmud Yunus yang diperoleh memiliki implikasi terhadap proses pembelajaran PAI di sekolah, baik pada tujuan pembelajaran, materi pembelajaran, metode pembelajaran dan evaluasi pembelajaran.

Kata kunci: pendidikan Islam, implikasi, pembelajaran pendidikan agama Islam.

ABSTRACT

THE CONCEPT OF MAHMUD YUNUS ISLAMIC EDUCATION PERSPECTIVE AND ITS IMPLICATION TOWARDS ISLAMIC EDUCATION LEARNING IN SCHOOLS

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This study discusses the concept of Mahmud Yunus Islamic education perspective and its implications for learning Islamic Education in schools. Due to its importance, Islamic education cannot be simply carried out. The implementation of Islamic education should be based on the theory or experience of teaching Islamic education in the past and based on the development of the current era. Therefore, the teaching of Islamic education can be well executed and can achieve the objectives of Islamic education. In contrast to other studies, this present study will discuss more about the concept of Mahmud Yunus Islamic education in more depth and its implications for Islamic education learning in schools. The method used in this study was a literature review method and the data collection techniques were carried out through data collection, data study, data writing, and conclusion. The results showed that in the teaching planning, there were principles in setting up the Islamic education objectives and materials. The perspective of Islamic education based on Mahmud's perspective was to shape the noble character of students and they were encouraged to have competence in both general and religious sciences. The materials of Islamic education based on Mahmud Yunus perspective were generally divided into three parts, namely the material prepared to gain knowledge (mathematics), to achieve agility and skills and to soften the feeling (painting). In particular, Mahmud Yunus divided Islamic Educational materials by education level. For the elementary school level, Islamic education materials were divided into four parts covering faith, morals, worship, and the Qur'an. At the junior high school level, there were six types of materials covering faith, morals, worship (*fiqh*), Islamic history, Qur'anic verses, hadith, and Islam and society. At the high school level, there were four types of materials covering faith, morals, jurisprudence, and Islamic history. At the university level, Islamic education materials were divided into three types of materials including faith, Islamization (worship or jurisprudence, morals, and conception of Islam), and *Ihsan*. The Islamic education method based on Mahmud Yunus's perspective was in the form of story method, question and answer method, discussion method, exemplary method, habituation method, and lecture method. The evaluation of Islamic education based on Mahmud Yunus's perspective was executed in the form of school examination, general examination, modern and general examination. The concept of Islamic education based on Mahmud Yunus's perspective had implications for the learning process of Islamic education in schools on learning objectives, learning materials, learning methods and methods evaluation.

Keywords: Islamic education, implications, Islamic education learning

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