

ABSTRAK

Hikmat (2013): *Pengembangan Model Pembelajaran Pendidikan Agama Islam Multikultur Untuk Menanamkan Sikap Kerjasama, Toleransi dan Saling Menghormati.* (Penelitian di SD Kawasan Pantura Kabupaten Karawang). Disertasi Prodi Pengembangan Kurikulum SPS UPI. Promotor: Prof. Dr. H. Ishak Abdulhak, M.Pd, Ko-Promotor: Prof. Dr. Hj. Mulyani Sumantri, M.Sc, Anggota: Prof, Dr. H. Wina Sanjaya, M.Pd.

Penelitian ini berawal dari masalah pembelajaran PAI Sekolah Dasar (SD) selama ini dilaksanakan dengan pemberian materi pelajaran yang sebanyak-banyaknya, di mana guru mendominasi hampir pada semua kegiatan belajar, disajikan lebih bersifat dogmatis sehingga mendorong pemahaman panatisme bahwa yang berbeda sebagai lawan cenderung melahirkan sikap yang berujung pada tindak kekerasan. Karena selama ini pembelajaran tidak memberikan pemahaman tentang multikultur untuk sikap menanamkan kerjasama, toleransi dan saling menghormati (KTSM) dibelajarkan kepada siswa sejak di bangku Sekolah Dasar (SD). Maka berdasarkan masalah tersebut, tujuan penelitian, dapat dirinci, yakni: *Pertama*, untuk mengetahui kondisi objektif pembelajaran PAI-SD yang selama ini dilaksanakan. *Kedua*, mengembangkan suatu model pembelajaran PAI untuk menanamkan sikap kerjasama, toleransi dan saling menghormati (KTSM) sesuai dengan kebutuhan. *Ketiga*, mengetahui efektivitas model pembelajaran PAI yang dikembangkan; dan *Keempat*, untuk mengetahui faktor pendukung dan penghambat model pembelajaran PAI untuk menanamkan sikap KTSM bagi siswa Sekolah Dasar (SD). Metode penelitian yang digunakan adalah “*research and development (R&D)*” atau penelitian dan pengembangan. Maka selanjutnya disederhanakan menjadi tiga tahap, yaitu: 1) Studi pendahuluan, meliputi; studi kepustakaan, survey lapangan dan kondisi sosial budaya masyarakat; 2) Tahap pengembangan, meliputi: pengembangan draf awal, uji-coba model terbatas dan uji coba lebih luas; dan 3) Tahap pengujian, yaitu validasi model antara kelompok kontrol dan kelompok eksperimen. Berdasarkan hasil penelitian menunjukkan bahwa model pembelajaran PAI dikembangkan terbukti efektif, untuk menanamkan sikap KTSM bagi siswa SD. Begitu juga, berdasarkan hasil belajar pada kelompok eksperimen sebagaimana hasil uji validasi lebih tinggi dari pada perolehan hasil belajar pada kelompok kontrol. Dengan demikian model pembelajaran PAI multikultur untuk menanamkan sikap KTSM bagi siswa SD terbukti lebih efektif jika dibandingkan dengan pembelajaran konvensional yang selama ini dilaksanakan. Maka, dapat disimpulkan bahwa pengembangan model pembelajaran PAI multikultur secara efektif mampu menanamkan sikap KTSM bagi siswa SD serta meningkatkan kinerja guru dalam mengajar. Berdasarkan hasil penelitian, ada tiga hal penting yang dapat direkomendasikan, yakni: *Pertama*, bagi guru. Pengembangan model pembelajaran ini dapat dijadikan sebagai acuan untuk mengoptimalkan terhadap proses dan hasil pembelajaran PAI bagi siswa Sekolah Dasar (SD); *Kedua*, bagi kepala sekolah, dapat dijadikan sebagai salah satu upaya untuk mengendalikan mutu akademik terutama dalam pembelajaran; *Ketiga*, bagi peneliti selanjutnya, dengan topik yang sama dapat mengembangkannya dengan desain yang berbeda serta perlakuan terhadap populasi sampel yang lebih luas dan lebih beragam.

Kata Kunci: Pembelajaran, PAI-SD, dan Sikap Multikultur.

ABSTRACT

Hikmat (2013): *Development Of Islamic Education Instructional Model For Instilling Multicultural Attitudes: Cooperation, Tolerance, and Mutual Respect (Research In Elementary Schools At Pantura Area, Karawang District)*. Dissertation of Curriculum Development in Postgraduate School of Indonesian University of Education. **Promoter: Prof. Dr. H. Ishak Abdulhak, M.Pd, Co-Promoter: Prof. Dr. Hj. Mulyani Sumantri, M.Sc, Member: Prof. Dr. H. Wina Sanjaya, M.Pd.**

The research is motivated by the instructional problems of PAI (Islamic Education Studies) in Elementary Schools in which has been implemented by giving the subject matter as much as possible, where teachers dominate nearly all instructional activities, and it is served more dogmatic that may encourage fanaticism understanding of that different is claimed as opposed attitudes. This understanding tends to lead to violence. During the times instructional activities of PAI do not provide an understanding of multiculturalism to instill an attitude of cooperation, tolerance and mutual respect to the students since elementary schools. Based on these problems, the research objectives can be specified, namely: *First*, to determine the real condition of PAI instructions that had been implemented. *Second*, to develop PAI instructional model that instills Cooperation, Tolerance, and Mutual Respect as needed. *Third*, to find the effectiveness of PAI instructional model that has been developed. *Fourth*, to investigate the factors supporting and inhibiting PAI instructional model to instill earlier the attitudes of Cooperation, Tolerance, and Mutual Respect to the students from elementary schools. The research method used is the Research and Development (R & D). The steps of research are simplified into three phases: 1) Preliminary study, including: literature study, field surveys, and study on social and cultural conditions, 2) The development phase, including: development of the early drafts, trial out the models in limited and more extensive testing, and 3) Validation phase, it is the validation test of the model through experiment by comparing between the control group and the experimental group. Based on the results of the study, it's known that PAI instructional model developed is effective to inculcate the attitudes of Cooperation, Tolerance, and Mutual Respect for elementary students. Similarly, based on the results of study, it's found that the experimental group in validation test gets higher results than the acquisition of learning outcomes in the control group. So, the instructional model of multicultural PAI to instill attitudes of Cooperation, Tolerance, and Mutual Respect for elementary students is proved to be more effective than conventional instructional model which has been implemented during the times. Thus, it can be concluded that the development of instructional model of multicultural PAI is effectively able to instill the attitudes of Cooperation, Tolerance, and Mutual Respect for elementary students, and to improve teacher performance in instructional activities. Based on this research, there are three important things that can be recommended, namely: *First*, for the teacher. The development of this instructional model can be used as a reference to optimize the process and learning outcomes of PAI for the students in Elementary Schools; *Second*, for the principal, that it may be used as part of efforts to control, especially in the teaching of academic quality; *Third*, for further research, that the same topic can be developed into different designs and treatment by using a wider sample of population.

Keywords: *Instruction, Islamic Education Studies in Elementary Schools (PAI-SD), and Multicultural Attitude.*