IMPLEMENTASI MODEL PROJEK PENGUATAN KARAKTER PROFIL PELAJAR PANCASILA MELALUI PEMBELAJARAN PAI BERBASIS *SELF REGULATED LEARNING*

SKRIPSI

Diajukan Untuk Memenuhi Sebagian Dari Persyaratan Untuk Mendapatkan Gelar Sarjana Pendidikan Program Studi Ilmu Pendidikan Agama Islam

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PROGRAM STUDI ILMU PENDIDIKAN AGAMA ISLAM
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UNIVERSITAS PENDIDIKAN INDONESIA
2023

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Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Sarjana Pendidikan Program Studi Ilmu Pendidikan Agama Islam

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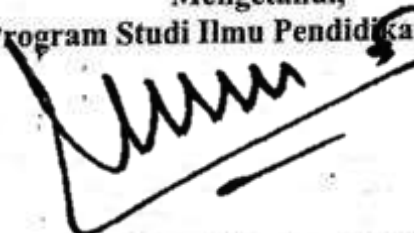
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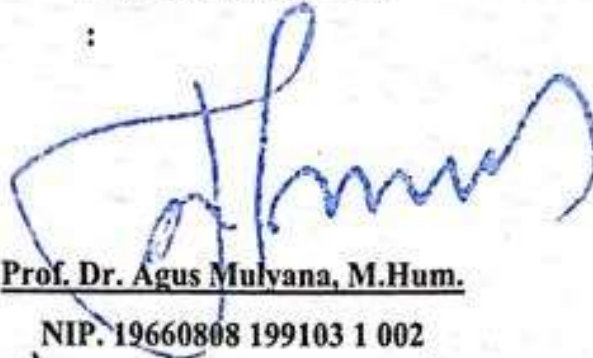
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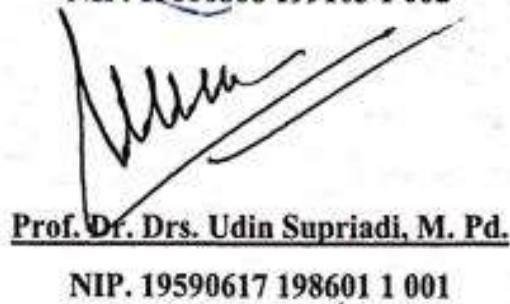Tempat   : Ruang Sidang FPIPS

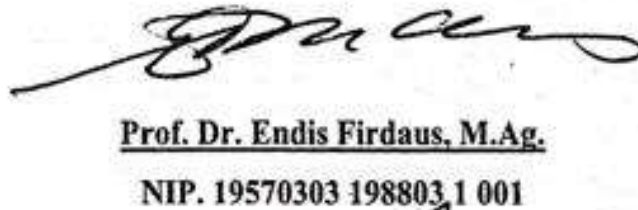Panitia Penguji   :

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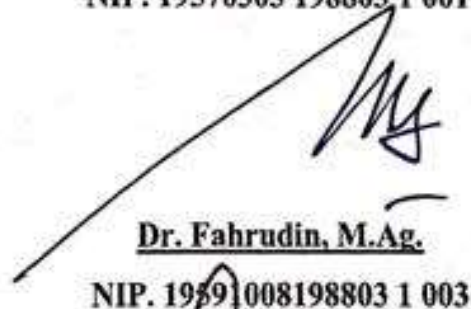
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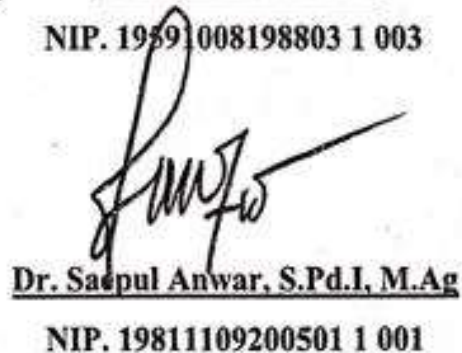NIP. 19590617 198601 1 001

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HALAMAN PERNYATAAN KEASLIAN SKRIPSI

Dengan ini saya menyatakan bahwa skripsi dengan judul "Implementasi Model Projek Penguatan Karakter Profil Pelajar Pancasila Melalui Pembelajaran PAI Berbasis *Self Regulated Learning*" ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko/sanksi apabila dikemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, 15 Agustus 2022

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ABSTRAK

Kajian model berbasis *self regulated learning* dalam pembelajaran PAI masih minim informasi, maka upaya eksplorasi dan peningkatan kualitas pendidikan melalui model pembelajaran *self regulated learning* dianggap penting. Penelitian ini bertujuan untuk mengeksplorasi tindakan yang harus dilakukan guru dalam mengimplementasikan model pembelajaran projek penguatan karakter berbasis *self regulated learning* melalui mata pelajaran PAI. Proses penggalian informasi ini termasuk pergerakan pembelajaran PAI yang berlandaskan teori metakognisi. Melalui perantara niat belajar yang berasal dari hati yang terdalam *(fu'ād)* sangat memperhatikan keterbangunnya karakter. Untuk mengkaji fokus penelitian ini digunakan pendekatan kualitatif dengan metode *Practical Action Research* didapatkan data hasil studi dokumen, survei, wawancara, dan observasi. Data dianalisis dengan tahap penyatuan, penyederhanaan, penandaan, perangkuman, penetapan, serta pendeskripsian. Ditemukan bahwa perolehan hasil belajar siswa mengalami peningkatan sebanyak 3% dengan model *self regulated learning*. Model *self regulated learning* dapat diterapkan pada pembelajaran PAI namun secara kompleks dan terpadu pada pembelajaran penguatan karakter. Penerapan model projek belum optimal membentuk karakter Pancasila. Karena masih kurangnya kemandirian diri dalam belajar sehingga guru harus bertindak tegas dan inovatif. Pembelajaran PAI perlu membangun rasa motivasi belajar yang dapat menyentuh hati terdalam siswa.

Kata Kunci: Model *Self Regulated Learning*, PAI, Motivasi, Disiplin Belajar.

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ABSTRACT

Studies on self-regulated learning models in islamic religious education still lack information, so efforts to explore and improve the quality of education through self-regulated learning models are considered important. This study aims to explore the actions that must be taken by teachers in implementing self-regulated learning-based character strengthening project learning models through islamic religious education. The process of extracting this information includes the movement of islamic religious education which is based on metacognition theory. Through intermediaries the intention to learn from the deepest heart is very concerned about the development of character. To examine the focus of this research, a qualitative approach was used with the Practical Action Research method, which obtained data from document studies, surveys, interviews, and observations. Data were analyzed by unification, simplification, tagging, summarizing, defining, and describing stages. It was found that the acquisition of student learning outcomes increased by 3% with the self-regulated learning model. Self-regulated learning model can be applied to islamic religious education but with a complex and integrated manner in character of Pancasila strengthening learning. Implementation of the project model has not optimally formed the character of Pancasila. Because there is still a lack of self-reliance in learning so the teacher must act decisively. Islamic religious education needs to build a sense of learning motivation that can touch the deepest hearts of students.

Keywords: Self regulated learning model, islamic religious education, motivation and diciple learning.

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